



Faculty Handbook

Anderson University
1100 East Fifth St.
Anderson, IN 46012

FOREWORD

This faculty handbook presents a series of perspectives, policies and procedures which describe the identity and direct the functioning of the University in general and the faculty who comprise the School of Humanities, Education, & Behavioral Science, the Falls School of Business, the School of Nursing & Kinesiology, the School of Science & Engineering, the School of Music, Theatre, & Dance, the School of Theology & Christian Ministry, and the Nicholson Library in particular. The annual faculty contracting instrument assumes faculty access to this handbook and states that the contracting agreement is subject to its stated policies and regulations.

Of necessity this handbook is a living document. Changes in it are made from time to time as circumstances and new perspectives require. Changes affecting faculty governance and faculty responsibilities will be brought to faculty through the Faculty Affairs Committee as determined by the Committee. While management of the handbook resides in the office of the Provost, ultimate responsibility lies with the Board of Trustees which must approve major changes.

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TABLE OF CONTENTS

1.00 HISTORY AND MISSION OF THE UNIVERSITY

- [1.10 Historical Perspective](#)
- [1.20 Statement of Institutional Mission](#)
- [1.30 School Seal](#)
- [1.40 Ethos Statement and Core Values](#)

2.00 GOVERNANCE AND ORGANIZATION

- [2.10 Governance](#)
- [2.20 Officers of Administration](#)
- [2.30 University Structure](#)
- [2.40 School Deans](#)
- [2.50 Department Chairs](#)
- [2.60 Faculty Governance](#)
 - 2.61 Officers
 - 2.62 Faculty Meetings
 - 2.63 Academic Policies, Curriculum, and Faculty Governance
 - 2.64 Standing Committees of the Faculty
 - 2.65 Election and Appointment Procedures
- [2.70 Faculty Committee Structure](#)
 - 2.71 Elected Committees
 - 2.72 Appointed Committees
 - 2.73 Committee Meetings
 - 2.74 Current Faculty Committee Rosters
 - 2.75 Seminary Committees

3.00 FACULTY RELATIONSHIPS AND RESPONSIBILITIES

- [3.10 Contracts and Calendar](#)
- [3.20 Instructional Responsibilities](#)
- [3.30 Academic Advising](#)
- [3.40 Faculty Committees](#)
- [3.50 Personal, Professional, Spiritual Development](#)
- [3.60 University Community Responsibilities](#)
- [3.70 Chapel/Convocation](#)
- [3.80 Additional Responsibilities](#)
 - 3.81 Good Standing

3.90 Policy Statements

- 3.91 Statement of Federal and State Compliance
- 3.92 Fair Employment Practices
- 3.93 Academic Freedom and Responsibility
- 3.94 Political Involvement
- 3.95 Public Information and the Media
- 3.96 Library Materials: Acquisition and Access
- 3.97 Faculty Grievance Policy and Procedure
- 3.98 Family Educational Rights & Privacy Act (FERPA)
- 3.99 Social Media Policy

4.00 ACADEMIC STANDARDS AND PROCEDURES

4.10 Process of Instruction: Faculty

- 4.11 Class Rosters
- 4.12 Syllabi and Course Plans
- 4.13 Standards of Instruction
- 4.14 Tests and Examinations
- 4.15 Grading Practices and Standards
- 4.16 Course Audit Procedures and Expectations
- 4.17 Emergency Cancellation of Classes

4.20 Process of Learning: Students

- 4.21 Advising: Basic and Major
- 4.22 Standards of Student Class Attendance
- 4.23 Policy on Academic Integrity
- 4.24 Procedure for Student Appeal of Grades or Other Concerns about Evaluation Policies or Procedures
- 4.25 Student Need for Counseling

4.30 Additional Academic Policies

- 4.31 Academic Penalty From Student Suspension
- 4.32 Academic Notice Policy

5.00 SUPPORT SYSTEM FOR INSTRUCTION

5.10 Library, Information and Instructional Technology Systems

5.20 University Bookstore

5.30 Facility and Clerical Support

- 5.31 Teaching Facilities
- 5.32 Office Facilities
- 5.33 Clerical Assistance

5.40 Financial Support

- 5.41 Departmental Budgets
- 5.42 Professional Meeting Expense
- 5.43 Special Study Grants
- 5.44 Faculty Development Grants
- 5.45 Distinguished Scholar Program

6.00 FACULTY PERSONNEL POLICIES AND PROCEDURES

6.10 Faculty Ranks and Status

- 6.11 Tenure Track Teaching Faculty
- 6.12 Tenure Track Library Faculty
- 6.13 Non-tenure Track Faculty
- 6.14 Part-time Faculty
- 6.15 Administrative Faculty

6.20 Initial Faculty Appointments

- 6.21 Faculty Appointments: Standards
- 6.22 Faculty Appointments: Procedures

6.30 Faculty Evaluation, Reappointment and Promotion

- 6.31 Process and Criteria for Faculty Evaluation
- 6.32 Reappointments
- 6.33 Promotion

6.40 Academic Tenure

- 6.41 Definition of Academic Tenure
- 6.42 Eligibility for Academic Tenure
- 6.43 Causes for Dismissal of a Faculty Member on Academic Tenure
- 6.44 Procedures for Dismissal of a Faculty Member on Academic Tenure

6.50 Sabbatical Leaves

- 6.51 Leave of Absence
- 6.52 Reduced load/reduced salary arrangements

6.60 Resignation from the Faculty

6.70 Retirement Policy

- 6.71 Faculty Emeritus

7.00 FACULTY COMPENSATION AND BENEFITS

7.10 Contracts and Salaries: Full-Time Faculty

- 7.11 Contracts and Salaries
- 7.12 Compensation for Overload Courses
- 7.13 Permission for Additional Employment

7.20 Compensation: Part-Time and Adjunct Faculty

- 7.21 Part-Time Faculty
- 7.22 Adjunct Faculty

7.30 Summer School Compensation

7.40 Fringe Benefits Programs

APPENDICES TO THE FACULTY HANDBOOK

Drug Free Schools & Communities Act Statement	A
Faculty Evaluation Rubric	B
Faculty Classroom Observation & Evaluation Rubric	C
Faculty Grievance Policy and Procedure	D
Intellectual Property Policy	E
Sexual Harassment Policy	F
Summer School Compensation Policy	G
Social Media Policy	H

1.00 HISTORY AND MISSION OF THE UNIVERSITY

1.10 Historical Perspective

The founding of Anderson University in 1917 was a major step in the life of a young and vigorous fellowship of Christians which had originated about 1880 and had become known as the Church of God Reformation Movement. This fellowship claimed a fresh vision of the will of God for the church. In the claims of the New Testament they heard a call to holiness and saw a fresh understanding of the nature of the Church. This vision pressed them toward a quest for Christian unity.

What emerged were Individuals of pioneering spirit committed without reservation to the lordship of Jesus Christ and to the authoritative claims of scripture on their lives. While firmly planted in the mainstream of Christian theology, their quest was to find freedom from what they saw as artificial limitations of church structure and authoritative systems so that the essence of Christian truth might be realized again in its freshness and wholeness. The spirit of this movement toward freedom and joy was proclaimed in an early song of the movement, "The Bible is our rule of faith and Christ alone is Lord."

Anderson University has grown to become a small, comprehensive university organized into six schools:

- Falls School of Business
- School of Humanities, Education, & Behavioral Science
- School of Music, Theatre, & Dance
- School of Nursing & Kinesiology
- School of Science & Engineering
- School of Theology & Christian Ministry

Graduate degrees are offered through the Falls School of Business (MBA, DBA), School of Music, Theatre, & Dance (MME), and the Seminary within the School of Theology & Christian Ministry (MACM, MDiv, MTS). The University is governed by a Board of Trustees with members affirmed by the General Assembly of the Church of God, administered by a President and other officers and staffed by Individuals dedicated to the mission of Christian higher education. The motivating vision is to be a premier teaching university that is Christian in purpose, in relationships, in service, and in the hopeful potential held for every learner, teacher, staff member, and student who make up this community.

1.20 Statement of Institutional Mission

The mission of Anderson University is to educate for a life of faith and service in the church and society.

Living the Mission:

Established and sustained within the free and open traditions of the Church of God, this university is committed to be a teaching-learning community of the highest order, engaged in the pursuit of truth from a Christian faith perspective.

Through academic and Christian discovery, we intend to graduate Individuals with a global perspective who are competent, caring, creative, generous Individuals of character and potential.

We will build those quality programs that will enable each member of the university to become stronger in body, mind and spirit, to experience what it means to love God and neighbor, and to adopt Christ-like servant ways in all of life.

(This mission statement and supporting statements were approved by the Board of Trustees in 2007, reaffirmed in 2017.)

1.30 University Seal



The seal of Anderson University is based upon a design first established in 1930. Prominent is an open Bible and flaming torch of knowledge. These images are surrounded by the key Latin words *veritas*, *fidelitas*, and *utilitas*, which respectively mean truth, faithfulness, and service.

The seal is prominently displayed on the first floor of Decker Hall outside of the offices of the President and Provost, and is mounted on a five-ton piece of quarried Indiana limestone located on the southwest corner of campus.

1.40 Ethos Statement and Core Values

PREAMBLE

Anderson University is committed to the preservation of integrity with our past and our present and to ensuring that important values are continued into our future. We want to state clearly to the various constituents we serve — prospective and current students and their families, alumni, donors, the Church, community partners, and prospective and current faculty and staff — the ideals that bind us together as an academic community. This statement articulates our unifying ethos.

AT OUR CORE

As a learning community, rooted in the Church of God holiness movement, we celebrate the vibrancy of life in Christ. Our identity as a Christian University can be described in three words: *Real life transformed*. What that means is simple: we want to meet people where they are. We believe that the experiences and beliefs we bring to campus are real and authentic. We choose to welcome those who do not enjoy a relationship with Jesus Christ, and we open ourselves to engaging with people, from all walks of life, in a community and culture confidently faithful to biblical truths and expectations. Our commitment begins with respecting the real lives students bring with them to campus, but it does not end there. **We want our entire learning community to experience the kind of genuine transformation that comes from knowing Jesus, and understanding his incredible plans for the world.** And so we challenge ourselves to consider three big questions: “Who is God?”, “Who am I?”, and “How do we live?” We believe that the pursuit of answers to these questions will lead to genuine Christian spiritual transformation—in and beyond the classroom. *Real life transformed* for dynamic service to church and society.

OUR CORE VALUES

We aspire to be a transformative Christian community informed by these core values:

- **SERVANT LEADERSHIP** — dedication to a life of service; a preferential awareness of the needs of others in the resolution of problems; a willingness to take the first step, however challenging, in meeting the demands of the day; embracing a spirit of servanthood that extends beyond one's culture.
- **EXCELLENCE** — high-quality performance, innovation, and creativity; a relentless pursuit of the best in each individual and the wider learning community.
- **INTEGRITY** — commitment to Christian moral values, shared virtues, and biblical truth; keeping faith with university policies.
- **RESPONSIBILITY** — personal and social accountability to God and neighbor; trustworthy stewardship of personal and university resources.
- **GENEROSITY** — readiness to give of one's gifts and talents with a spirit of gratitude; an attitude and posture of hospitality that comes with intercultural humility; a willingness to extend others the benefit of the doubt, placing mercy above rightness.

*Reviewed by Cabinet, March 28, 2018
Reported to the Board of Trustees, April 16-17, 2018*

2.00 GOVERNANCE AND ORGANIZATION

2.10 Governance

Anderson University is governed by a Board of Trustees whose members are nominated by the Board and ratified to four-year terms by the General Assembly of the Church of God. The university Board establishes general business and academic policies. The University President is responsible to this Board for the general administration of the university, including its development, maintenance, and programs.

An Executive Committee acts on behalf of the Board of Trustees during the period between the Board's meetings. This committee consists of seven trustees, including the chair and vice-chair of the Board.

The faculty operate under a grant of powers by the trustees and the administration. Within the guidelines and spirit of the mission and goals of the university, the faculty are responsible for designing the curriculum, determining academic standards and policies, and maintaining the academic programs of the university at their maximum effectiveness.

2.20 Officers of Administration

The President of the university is the chief executive and administrative officer of the university. The President is responsible to the Board for the general administration of the university's program and nominates or appoints faculty and administrative personnel with the qualifications and commitment to support and develop the mission and goals of the university.

The Provost is the chief academic officer of the university. The Provost reports directly to the President and is responsible for coordinating the planning, budgeting and development of the educational and academic programs of the university, institutional effectiveness and strategic planning.

Other officers include the Vice President for Advancement, the Vice President for Finance and Treasurer, and the Vice President for Enrollment, Marketing, and Communication.

Issues with all-institutional impact are brought to the President's Cabinet and other appropriate groups for perspective and judgment before a decision is made. The President's Cabinet is composed of the President and the administrative officers listed above, as well as the President's Special Assistant.

2.30 University Structure

Undergraduate and graduate programs are organized into six schools:

Falls School of Business (FSB) – includes undergraduate and graduate (MBA, DBA)

School of Humanities, Education, & Behavioral Science (SHEBS) – English; Communication and Design Arts; History and Political Science; Modern Languages; Psychology; Social Work, Criminal Justice, and Family Science; and Teacher Education (initial teacher preparation and post-baccalaureate transition to teaching T2T).

School of Music, Theatre, & Dance (SMTD) – includes undergraduate programs in music, musical theatre, theatre, and dance; Master's in Music Education (MME); Orff Schulwerk

School of Nursing & Kinesiology (SNK) – Nursing; Kinesiology (Athletic Training, Exercise Science, Sport and Recreational Leadership)

School of Science & Engineering (SSE) – Biology; Computer Science; Mathematics; and Physical Sciences & Engineering

School of Theology & Christian Ministry (STCM) – includes undergraduate Christian ministry programs and graduate Seminary

In addition, the faculty of the Nicholson Library comprise an academic unit which reports to the Provost through the Library Director.

2.40 School Deans and Library Director

Each unit has a chief operating officer. The dean or director is appointed by the Provost, in consultation with the President, reports directly to the Provost, and where appropriate works closely with department chairs. Each academic operational officer is responsible for supervising, coordinating and evaluating the work and personnel of the several departments within their unit. Responsibilities include:

1. Development, implementation and evaluation of annual objectives of departments designed to fulfill established departmental and institutional goals.
2. Within established goals and objectives, the receiving and coordinating of departmental budgets and schedules of classes and the identifying of faculty resource needs; acting as the official liaison in these regards to the Registrar and the Provost.
3. Supervision of the development, implementation, evaluation and accreditation of academic and associated programs resident within the school.
4. Recruitment, orientation, professional development, evaluation and rewarding of department chairs, full-time, adjunct and part-time faculty members.
5. Monitoring of departmental course offerings and individual faculty loads and departmental productivity; acting as the official liaison in these regards to the Registrar and Provost.
6. Developing and maintaining an atmosphere in which faculty and staff are encouraged to think creatively, participate actively, and grow professionally.
7. Encouraging faculty members to integrate effectively and appropriately the Christian faith and learning as a central distinctive of institutional identity and mission.

8. Ensuring a continuous process of outcomes assessment in relation to all academic and associated programs.

With input from campus leadership, the Budget Committee annually develops recommendations for the President to take to the Board of Trustees regarding the institutional budget. Although primarily administrative officers, the deans and directors also retain a modest but regular teaching load.

Unit deans and directors normally serve for a three-year term. Near the conclusion of a term, the Provost consults with the dean or director, chairs, and faculty and staff in the respective academic unit, to determine the desirability of another term, and also consults with the President.

2.50 Department Chairs

Academic department chairs serve as the administrative officer at the departmental level. As such the chair coordinates the instructional program of the department and supervises the logistical support for the department. The chair consults with their respective dean in matters related to faculty personnel, such as assignments of load, evaluation, recruitment, appointment, retention, promotion, tenure, sabbatical, and leaves of absence, and in the development and operation of the departmental curriculum and annual schedule of classes. The chair also consults with their respective dean as a faculty member in such matters as terms of appointment, rank, professional growth and general institutional responsibilities. The major responsibilities of the chair include the following areas:

1. Departmental Governance: developing and accomplishing departmental mission and objectives within those of the University; establishing departmental policies; conducting departmental meetings; involving faculty members and students in departmental decision making and activities; and maintaining effective internal communication.
2. Academic: establishing departmental major programs and curricula; regularly evaluating and improving programs, curricula, and the quality of instruction through use of assessment data; administering and enforcing academic policies and standards; preparing departmental schedules of classes; and, ensuring accuracy of the catalog.
3. Faculty: assisting their respective dean in the recruitment, screening, and recommendation for appointment of new faculty members; assisting in the orientation of new faculty members; supporting and encouraging faculty growth and high performance in teaching and other professional activities; supervising faculty responsibilities and protecting faculty rights; and evaluating faculty members and making recommendations to their respective dean regarding retention, tenure, and promotion.
4. Student: curricular and career advising of students; where appropriate, awarding of departmental scholarships, awards and honors; responding to student grievances and complaints; and assisting the Registrar's Office in certifying students for graduation when necessary.
5. Communication: conveying policies and actions to the department, representing the department in the university and with external agencies (professional associations, government agencies, the public); and communicating departmental programs and activities to students. For those areas with a social media presence, see [Appendix H \(Social Media Policy\)](#).
6. Budget: preparing annual departmental budget requests; administering budgetary allocations (preparing requisitions, authorizing expenditures, maintaining budget records); and, promoting effective use of budgetary resources.

7. **Office Management:** administering departmental facilities; hiring, supervising, and evaluating staff personnel, both student and non-student (clerical, laboratory assistants); establishing and maintaining record systems; effectively using technology and software systems; maintaining equipment and other departmental properties; and requisitioning supplies.
8. **Institutional Leadership:** assisting and advising the Provost and deans in matters relating to educational mission and major academic issues facing the institution; facilitating unit-level strategic planning aligned with institutional strategic priorities.
9. **Professional Performance:** providing professional leadership and example in the department; demonstrating professional competence in teaching and other professional activities; participating in professional associations and community service as appropriate.

The chair is appointed for a three-year term. The end of a three-year term provides opportunity for reappointment for another term or discontinuing the appointment, at the initiative of either the individual or the university administration. Early in the third year of the appointment, the dean of the appropriate school initiates conversations with the department chair, seeking mutual evaluation and open discussion regarding reappointment or non-reappointment. The dean secures evaluation statements on the work of the chair from the departmental colleagues. At the initiative of either party, the Provost may be involved in the discussions. This procedure is intended to discern the best match of gifts in service as a department chair. It is an opportunity for each party to say, "We want to continue this relationship," or "A different appointment should be considered." A process similar to this will be conducted by the Provost in review of school deans and directors.

During sabbatical leaves, other prolonged absence from the campus or in rare instances where departmental leadership is ineffective and deemed detrimental to the department, it is assumed that the Provost, acting in consultation with the respective dean, will appoint an acting chair or, if warranted, alter the normal length of a term.

Chair appointments are made by the Provost following the above evaluation procedure and recommendation by the school dean.

2.60 Faculty Governance

The faculty of the university described in the Forward of this Handbook carry responsibility to design, implement, and ensure the quality of the undergraduate and graduate academic programs under their purview.

2.61 Officers

The Officers of the Faculty shall be the Provost, the Chair pro tem of the Faculty, and the Secretary of the Faculty.

2.61.1 The Chair pro tem of the Faculty shall be elected for a three-year term by a simple majority vote of the Faculty at the March Faculty meeting, or by electronic voting method. The Chair pro tem may serve only two consecutive terms at one time. The election procedure shall be that specified in 2.65 below. The Chair pro tem must be a full-time tenured member of the faculty as described in 6.11 and shall not be a member of the administration. The term of office shall begin at the start of the Academic Year. The Chair pro tem of the Faculty shall be the faculty representative to the regular meetings of the Board of Trustees.

2.61.2 The Secretary of the Faculty shall be elected for a one-year term by a simple majority vote of the Faculty at the March Faculty meeting, or by electronic voting method. The election procedure shall be that specified in 2.65 below. The Secretary of the Faculty must be a full-time member of the faculty as described in 6.10 and shall not be a

member of the administration. The term of office shall begin at the start of the Academic Year. The Secretary of the Faculty shall be custodian of academic policies and minutes from faculty and committee meetings; permanent copies of which will be stored physically or digitally in the Office of the Provost and the university archives.

2.62 Faculty Meetings

Regular faculty meetings shall be held monthly in September, October, November, February, March, and April. Special meetings may be called upon notice by the Provost or any other officer of the Faculty. Notice shall be sent to every faculty member in advance of each regular and special faculty meeting.

2.62.1 The Provost shall convene faculty meetings and is responsible for sending notice of the meetings and the agenda to all faculty. The Provost, Chair pro tem of the Faculty, or a member of the faculty with voting privileges designated by the Chair pro tem, shall be the presiding officer at such meetings. The presiding officer may vote in case of a tie. The Secretary of the Faculty, or someone designated by the Chair pro tem, shall act as secretary at all meetings.

2.62.2 Only full-time members of the Faculty as defined in 6.11, 6.12, and 6.13 shall vote at faculty meetings. All eligible Individuals are expected to be present for meetings of the faculty.

2.62.3 A quorum shall consist of a majority of the total voting membership of the Faculty, not counting those on leave of absence. The faculty shall not act on any item in the absence of a quorum.

2.62.4 All meetings shall be conducted in accordance with accepted parliamentary procedure, with Robert's Rules of Order as final authority.

2.62.5 On the Friday before a faculty meeting, a copy of the agenda for that meeting shall be made available to every faculty member. This agenda shall be prepared by the Provost in consultation with the Chair pro tem of the Faculty and committee chairs. The Faculty shall not act on any item not on the agenda except by a two-thirds vote.

2.63 Academic Policies, Curriculum, and Faculty Governance

The faculty of the university is responsible for the academic policies for both the undergraduate and graduate programs, including requirements for graduation; the curriculum for both the undergraduate and graduate programs as set forth in the catalog; and faculty governance as set forth in sections 2.60 and 2.70 of the Faculty Handbook.

2.63.1 Changes to the academic policies, curriculum, or faculty governance of the university that necessitate a faculty vote shall require three readings prior to final action by the faculty.

First Reading. The chair of the committee bringing forth the proposal shall report the proposal at a meeting of the faculty. The proposal shall appear as a discussion item on the agenda for this meeting and shall be made available to the faculty at least one week prior to the meeting.

Second Reading. The chair of the committee bringing forth the proposal shall report the proposal at a meeting of the faculty subsequent to the meeting at which the first reading occurred. The proposal shall appear as a discussion item on the agenda for this meeting and shall be made available to the faculty at least one week prior to the meeting. The faculty shall not act on the proposal at this meeting unless they vote (by a 2/3 majority of those present and voting) to suspend the rules and move to an immediate vote.

Third Reading. The chair of the committee shall bring to the faculty a motion to approve the proposal at a meeting of the faculty subsequent to the meeting at which the second reading occurred. The proposal shall appear as an action item on the agenda for this meeting and shall be made available to the faculty at least one week prior to the meeting.

2.63.2 Motions to change academic policies for the undergraduate or graduate programs, including the requirements for graduation, must be presented to the faculty in proper form for incorporation into the Faculty Handbook. The proposed motion should specifically mention the section number of the handbook which is to be amended or voided. Voting on such proposals shall be done anonymously by secret ballot with a 3/5 (60%) majority of those present and voting necessary for passage.

2.63.3 Voting on motions to change majors, minors, cognates, or programs shall be done anonymously by secret ballot with a 3/5 (60%) of those present and voting necessary for passage.

2.63.4 Motions to change faculty governance as set forth in sections 2.60 and 2.70 of the Faculty Handbook must be presented to the faculty in proper form for incorporation into the Faculty Handbook. The proposed motion should specifically mention the section number of the handbook which is to be amended or voided. Voting on motions shall be done anonymously by secret ballot, with a 3/4 (75%) majority of those present and voting necessary for passage of motions to change section 2.60 and a simple majority of those present and voting necessary for passage of motions to change section 2.70.

2.64 Standing Committees of the Faculty

The faculty create a number of standing committees to accomplish their work as set forth in section 2.70.

2.64.1 Seats on five key elected committees shall be apportioned among the various schools according to their respective numbers, using the Hamilton (largest remainders) method of apportionment. The Faculty Affairs Committee will review the current apportionment every five years or after a substantial change in the composition of the faculty, whichever comes first, and, if necessary, will bring to the faculty a motion to alter the apportionment as set forth in section 2.70.

2.64.2 Seats on elected committees shall be divided evenly into three classes, with the seats for the first class up for election in one year, the seats for the second class up for election in the second year, and the seats for the third class up for election in the third year. Faculty from the same school as defined in 2.64.2 shall be divided evenly among the three classes of seats.

2.64.3 Each committee shall have two officers: a chair and a secretary. Unless otherwise noted in section 2.70, committees shall elect their officers from their membership. Neither ex officio nor student members shall serve as committee officers. Unless otherwise noted in section 2.70, committee officers serve one-year terms that begin at the start of the Academic Year.

2.64.4 Elected committees shall meet at least once each academic year and file their minutes with the Secretary of the Faculty. The chairs of each elected committee shall report to the faculty at least once per academic year on the activities of their committees by delivering a report during a faculty meeting.

2.65 Election and Appointment Procedures

2.65.1 The election process for faculty officers involves the use of an electronic survey tool inviting all full-time faculty to nominate up to two Individuals for each officer position. Nominations are given to the Chair of the Nominations Committee to assemble the slate with at least two names for each officer position. Election of officers of the faculty shall take place at or prior to the March meeting of the faculty by electronic ballot.

2.65.2 Election to standing committees shall take place at or prior to the April meeting of the faculty by electronic ballot. Committee members serve three-year terms. The term of office shall begin at the start of the Academic Year.

2.65.3 **NOMINATIONS COMMITTEE**

Membership: Eleven members, including the Chairs of Academic Policies, Curriculum, and Faculty Affairs Committees, the chair pro tem of the Faculty, the deans of the schools, and the Director of Nicholson Library.

Responsibilities: The Chair pro tem of the Faculty acts as chair. The committee prepares a slate of nominations for each open elected position on the standing committees for use in the faculty committee elections process in April each year. The committee will act in a similar manner during the academic year, as necessary, to replace committee members unable to fulfill their terms of office.

The following guidelines shall be followed:

1. Any specific membership requirements related to a given committee in the faculty handbook are to be honored;
2. Faculty members in their first year of service should be excluded from consideration;
3. No faculty member should normally serve simultaneously on more than one elected committee;
4. A member should not serve more than two consecutive terms on any one committee;
5. A slate should include a minimum of one more name than positions to be elected for each committee election;
6. Typically the school deans will consult with their department chairs prior to bringing nominations and recommendations to the annual meeting of the Nominations Committee. These recommendations should be given primary consideration by the committee;
7. Faculty members should be consulted prior to including their name on a ballot.

The Nominations Committee, in consultation with the academic deans, shall prepare a slate of nominations for each open elected position and shall post the slate at least one week prior to the faculty committee election. The slate shall be prepared in accordance with the following criteria:

- A slate should include a minimum of one more name than positions to be elected for each election.
- A faculty member should not serve on more than one elected committee at a time.
- A member should not serve more than two consecutive terms on any one committee. Filling an unexpired term does not count toward the two-term limit.

- The following faculty are not eligible for election to one of the elected committees:
 - > the officers of the faculty as described in 2.61;
 - > part-time or adjunct faculty as described in 6.14;
 - > administrative faculty as described in 6.15;
 - > a faculty member with an appointment to the administration.
- Faculty members must be consulted prior to the inclusion of their names on a ballot. Upon written request to their respective dean or director prior to the meeting of the Nominations Committee, a faculty member may withdraw his or her name from the eligibility list.

2.65.4 Election Procedures. Each faculty member may complete one ballot, composed of the nominees for the officers of the faculty or the nominees for the positions to be filled from the member's school as defined in 2.64.2. All voting shall be by anonymous ballot.

The presiding officer will appoint members of the faculty who are not standing for election to serve as tellers. Tellers will collect the ballots, retire to a room outside the faculty meeting, tally the results on a teller form, and deliver the results to the presiding officer. Or, the faculty shall employ an electronic voting system organized by the Provost's Office in place of the in-person voting system described above. The presiding officer will thereafter announce the results.

2.65.5 Appointment Procedures (unless otherwise stated). Faculty members of all appointed committees shall be appointed for three-year terms by the Nominations Committee.

2.65.6 Vacancies on Standing Committees. If a committee member will be on leave or unable to serve for other reasons for two or more semesters, that position shall be vacant. Such vacancies shall be filled by procedures provided in 2.65.4 or 2.65.5. The new member will serve for the remainder of the unexpired term.

If a faculty member of a committee will be on leave or unable to serve for one semester and if, in the opinion of the Nominations Committee, the work of that committee will be seriously hampered by this absence, the Nominations Committee shall make a temporary replacement from the same school as defined in 2.64.2.

Revision of the Faculty Governance Section 2.0 approved by the faculty on September 17, 2013.

Edited by Provost on January 20, 2014 to be consistent with academic restructure.

Revised by Faculty on April 12, 2016.

Committee apportionment method revised by the faculty in April 2018.

2.70 Faculty Committee Structure

DISCLAIMER: THE UNIVERSITY CONTINUES THE PROCESS OF ALIGNING COMMITTEE MEMBERSHIP WITH NEW FACULTY GOVERNANCE PROCESS AND REVISED ACADEMIC STRUCTURE.

2.71 Elected Committees

ACADEMIC ASSESSMENT COMMITTEE – Apportionment Method

Membership: Nine members including the Director of Academic Assessment and eight faculty members. The faculty members serve three-year terms, with two faculty members elected from the School of Humanities, Education, & Behavioral Science; and one member elected from each of the five remaining schools (Falls School of Business; School of Music, Theatre, & Dance; School of Nursing & Kinesiology; School of Science & Engineering; School of Theology & Christian Ministry). Each school elects their representative. In addition, one member-at-large will be elected by the entire faculty.

Responsibilities: Develop and implement a plan of assessment for the Liberal Arts Program and for assessment of Majors. Monitor, evaluate and report assessment findings to the Provost and Faculty. Provide resources and assistance for outcome assessment to enable faculty to more effectively implement, analyze and use the Liberal Arts and Academic Majors Assessment Plans. Recommend measures to the Provost that will enhance the evaluation process and the curriculum. The committee meets monthly or as needed during the academic year as determined by the Director of Academic Assessment. The committee shall elect a secretary. Minutes of meetings are distributed to all committee members and the Provost.

ACADEMIC POLICIES COMMITTEE – Apportionment Method

Membership: Fourteen members, including eight faculty members, three full-time undergraduate students, a representative of the Registrar, one school dean, and the Provost.

The faculty members serve for three-year terms, with two faculty members elected from the School of Humanities, Education, & Behavioral Science; and one member elected from each of the five remaining schools (Falls School of Business; School of Music, Theatre, & Dance; School of Nursing & Kinesiology; School of Science & Engineering; School of Theology & Christian Ministry). Each school elects their representative. In addition, one at-large member will be elected by the entire faculty. The students are elected by the Student Government Association for a one-year term and may be re-elected for one additional term.

Responsibilities: The committee is charged with the formation of academic policy. It is empowered to review existing policies, recommend changes when needed, and to initiate studies and research related to the academic program. The committee shall receive and act upon actions of the Curriculum Committee which involve substantial change in the scope of a department or program, changes in the proposed curricular requirements for graduation, and additions and deletions of majors, programs or departments. In matters involving substantial curricular change or alteration of policy or graduation requirements, the APC shall forward its recommendations to the faculty for consideration. In every case its actions are subject to review by the total faculty. The committee shall elect annually a chair and secretary. Minutes of the committee shall be distributed to each faculty member. The committee typically meets monthly during the academic year.

APPEALS COMMITTEE

Membership: Eight members, including four faculty members, the University Registrar, and three full-time undergraduate students. The faculty members are elected at-large for three-year terms. The student members are elected by the Student Government Association for a one-year term and may be re-elected for one additional term. The committee chair is elected each year by the committee from among the non-student members.

Responsibilities: Each September, an organizational meeting will be convened by the University Registrar for purposes of electing a chair. Thereafter, the committee receives and acts upon individual student requests not covered by normal academic policies. These include grade appeals and/or special consideration of work related to the components of the Liberal Arts Program. Reports of all actions taken by the committee shall be forwarded to the Curriculum Committee and the Academic Policies Committee. The Appeals Committee shall request clarification or advice from the above-mentioned committees when issues being appealed represent a major deviation from the curricular intent of stated policy.

The committee also receives and acts upon appeals by departments related to the issuance of departmental honors.

The committee makes recommendations to the Curriculum Committee and/or the Academic Policies Committee regarding changes in the college curriculum, in academic policies, or in the scope of its own work.

The committee meets when the need arises. The committee will elect a secretary. Normally, minutes of its meetings will be sent to the appropriate school deans, chairs of the Academic Policies and Curriculum committees, the Registrar, and the Provost.

CURRICULUM COMMITTEE – Apportionment Method

Membership: Fifteen members, including eight faculty members, three full-time undergraduate students, the Dean of the School of Humanities, Education, & Behavioral Science; a Registrar Representative, the Director of Libraries, and a faculty member elected as Chair. Faculty members are elected for three-year terms, with two faculty members elected from the School of Humanities, Education, & Behavioral Science, and one member elected from each of the remaining schools (Falls School of Business; School of Music, Theatre, & Dance; School of Nursing & Kinesiology; School of Science & Engineering; School of Theology & Christian Ministry). Each school elects their representative. In addition, one at-large member will be elected by the entire faculty. The students are elected by the Student Government Association for one-year terms, and may be elected for one additional term.

The Chair is elected by the department chairs of all schools from a slate prepared by the chair of the Academic Policies Committee and the Provost. The term of the Curriculum Committee Chair is three years. The Representative of the Registrar's Office and the Director of Libraries serve ex-officio as permanent non-voting members of the committee.

Responsibilities: The committee is charged with the maintenance and review of the undergraduate curriculum within budget parameters. It is responsible for ruling on requests from chairs for additions or deletions of courses in their respective departments, changes in major and minor requirements, initial rulings on significant changes in major requirements, new majors, and the establishment of new departments. It shall review and make rulings on the appropriateness of courses for inclusion in the various components of the Liberal Arts Program. The Curriculum Committee is the major body charged with maintenance of the curriculum.

The committee initiates research studies and projects modifications and improvements in the core curriculum. The committee receives recommendations from the Appeals Committee regarding recurring problems related to the curriculum.

The committee shall elect a secretary. The minutes of its meetings are distributed to all department chairs, deans, the Director of Libraries, and the Registrar. The committee meets as needed during the academic year (often weekly during the fall semester).

FACULTY AFFAIRS COMMITTEE – Apportionment Method

Membership: Ten members, including eight faculty members, the Chair pro tem of the Faculty, and Provost.

The faculty members serve for three-year terms, with two faculty members elected from the School of Humanities, Education, & Behavioral Science; one member elected from each of the remaining schools (Falls School of Business; School of Music, Theatre, & Dance; School of Nursing & Kinesiology, School of Science & Engineering; School of

Theology & Christian Ministry). Each school elects their representative. In addition, one at-large member will be elected by the entire faculty.

Responsibilities: The committee elects a chair, vice-chair and secretary. The Provost and Faculty Chair pro tem may not serve as chair or vice chair. The chair of the committee is invited to serve in an ex officio capacity on the Nominations Committee and Honorary Degree Committee. The committee provides both faculty and administration a round table for the exchange of ideas and information regarding the faculty or particular individuals within it. It seeks to be proactive in exploring and advising in regard to institutional standards, policies and programs which relate to the status and welfare of faculty members. It advises on specific needs or problems referred to it by the total faculty, individual members of the faculty, or the administration. If, in the interests of fair hearing by faculty peers, the committee chair judges that a particular faculty initiated concern requires committee hearing without administrative presence, the chair may call a meeting restricted to the elected faculty members. See also Section 6.44 Procedures for Dismissal of a Faculty Member on Academic Tenure.

FACULTY DEVELOPMENT COMMITTEE

Membership: Six faculty members, including five at-large members (at least two with less than 10 years of service and at least two with greater than 10 years of service), and an elected Librarian.

Responsibilities: The committee seeks to be informed on the opportunities of professional development and advises the faculty and school deans on related policies, issues and events. Additionally, it is responsible for event planning for the fall and spring faculty sessions. Annually the committee determines priority needs and the consequent **distribution** of available resources to the faculty as a whole, individual members of that faculty, and/or groups within that faculty for development purposes. It will develop and communicate to the faculty guidelines for the annual distribution of available funds. Each year the committee will elect a chair, vice-chair, secretary, and treasurer.

GRADUATE COUNCIL

Membership: Thirteen members, including five faculty members elected at-large (with at least two of the members teaching graduate courses); DBA Program Director; MBA Program Director; MAT Program Director; Dean of the School of Music, Theatre, & Dance (MME), Dean of the School of Theology and Christian Ministry (MACM, MDiv, MTS); the Director of Libraries; the University Registrar, and the Provost. One of the graduate program directors will be appointed by the Provost to serve as Chair. Elected and appointed members serve three-year staggered terms.

Responsibilities: The Graduate Council is charged with the formation of academic policy for graduate programs. It is empowered to establish policy; to review existing policies, recommending changes when needed; and to initiate studies and research related to graduate academic programs.

The Graduate Council is also charged with the maintenance and review of the graduate curriculum. It is responsible for ruling on requests from Program Directors for additions and deletions of courses in their respective programs, changes in program requirements, new majors and minors, and new programs.

In matters involving new programs, substantial curricular changes, alteration of policy or graduation requirements, it shall forward its recommendations to the faculty for concurrence. In every case, its actions are subject to review by the total faculty. To assist communication, minutes of the Graduate Council shall be distributed to all Department Chairs and School Deans.

PROMOTION AND TENURE ADJUDICATION COMMITTEE – Apportionment Method

Membership: Nine faculty members comprised of two from the School of Humanities, Education, & Behavioral Science, and one member elected from each of the remaining schools (Falls School of Business; School of Music, Theatre, & Dance; School of Nursing & Kinesiology; School of Science & Engineering; School of Theology & Christian Ministry). Each school elects their representative. Two at-large members will be elected by the entire faculty. All faculty members must hold tenure. The President and Provost sit on the committee ex officio.

Responsibilities: Meetings shall be called by the chair (or, in the absence of a chair, by either the President or the Provost, or the majority of members) as the following occasions may require:

1. To elect a chair and a secretary;
2. To consult with the President and the Provost on faculty promotions for the next academic year;
3. To serve as a hearing committee in any matter related to the discontinuance of a faculty member on academic tenure, or the discontinuance of a non-tenured faculty member before the expiration of the member's appointment, in accordance with the procedures outlined elsewhere in 6.44.

For all meetings, due notice shall be given. A majority of the members shall constitute a quorum. If in the summer months a meeting is necessary but a quorum is not possible, available members of the Faculty Affairs Committee shall be invited to participate in the deliberations of the committee with full voting privileges. When, in the judgment of a majority of the members of the committee, a member of the committee could be faced with a possible conflict of interest in a matter before the committee, the following procedure shall apply: (1) if the matter is related to promotion and rank, the chair will ask the member to absent him/herself; (2) if the matter relates to a tenure or discontinuance hearing, a temporary member will be selected by the Faculty Affairs Committee to serve in his/her place.

2.71.1 Institutional Committee with Elected Faculty Positions

WORK LIFE ENGAGEMENT ADVISORY GROUP

Membership: At least seven members, including the Director of Work Life Engagement (WLE) serving as chair, three elected faculty members, and a minimum of three staff representatives. The three faculty members shall be elected at-large with no more than one representative from a particular school. Members serve three-year terms.

Responsibilities: The committee reviews and recommends benefit programs, wellness and professional development initiatives, campus culture, and policies designed to attract, retain, motivate, and compensate faculty and staff.

2.72 Appointed Committees

ACADEMIC REVIEW (f/k/a Barring Appeals) COMMITTEE

Membership: Seven [ex officio] members, including the Provost (serving as chair), the Director of Student Success and Educational Support Services (ESS), the Assistant Director of Student Success (traditional students), the Director of Engagement and Adult Learning, the Associate Director of Adult Learning, the Dean of Students (or designate) and the Director of the Center for Intercultural Engagement.

Responsibilities: The committee meets immediately following fall semester and following spring semester to review and discuss the academic performance of undergraduate students whose semester and cumulative GPA reflect a failure to meet the university's academic standards. The committee makes academic barring and academic notice decisions and notifies the Registrar accordingly. The Office of the Provost shall notify those students whose status is impacted by the committee's decision.

ACADEMIC TECHNOLOGY ADVISORY COMMITTEE

Membership: Ten members, including the Assistant Director of Instructional Technology, the Director of Technology Services, Instructional Designer, Classroom Technologist, Director of Libraries, four additional faculty members appointed at large, and the Provost. One faculty member is appointed by the Provost to serve as chair of the committee.

Responsibilities: Advise the Provost on the impact of instructional technology on the educational process. Promote to the Provost faculty needs for developing skills in the use of instructional technology. Report to the Provost on instructional technology needs which promise to enhance the educational process.

ADMISSIONS COMMITTEE

Membership: Seven members, including the Director of Admissions, Director of Educational Support Services, the Dean of Students, Director of the Center for Intercultural Engagement, and three faculty members appointed at-large. Faculty members serve three-year staggered terms.

Responsibilities: The committee reviews applications which do not meet normal minimal guidelines for admission as per the admissions policy. Preferably, committee members are expected to review applicants and respond within a 48-hour time frame in order to provide a timely response to the applicant.

ATHLETIC TRAINING EDUCATION COMMITTEE

Membership: Seven members serve, including the Program Director for Athletic Training Education, the Clinical Education Coordinator, the Dean of the School of Nursing & Kinesiology, and one faculty member from the Department of Kinesiology. Two additional faculty members from departments other than Kinesiology shall be appointed by the Provost to serve three-year terms. Lastly, one member of the athletic training clinical staff will be asked by the Program Director to serve a two-year term.

Responsibilities: The committee advises on policies and programs related to the Athletic Training Program and acts as the program admissions committee. The ATE committee also acts as an appeal body in cases of grievance related to policies of the Athletic Training Program.

FIRST-YEAR EXPERIENCE (FYE) ADVISORY COUNCIL

Membership: Nine members, including the Director of Orientation and First-Year Experience, Director of First-Year Seminar (LART 1050), Dean of the School of Humanities, Education, & Behavioral Science; a Co-Director of the Honors Program, four faculty members-at-large (three-year terms), and one peer mentor (one-year term). Acting directors and deans will serve for the duration of their assigned roles. The committee is chaired by the Director of Orientation and FYE. Appointments will be made by the Provost in consultation with the committee chair.

Responsibilities: The First Year Experience (FYE) Advisory Council is an appointed council charged with researching and identifying best practices in first-year experience research and providing recommendations and guidance to the Director of Orientation and First-Year Experience and the Director of the First-Year Seminar (LART 1050). Typically two to four meetings per year will be called by the committee chair. Common tasks for the council will include recommending and reviewing:

- 1) Proposed curricular and programmatic changes,
- 2) Assessment practices, and
- 3) Initiatives to advance teaching, learning and mentoring in the FYE context.

HUMAN PARTICIPANTS COMMITTEE

Membership: Six members, including four at-large faculty members appointed by the Provost (three-year terms), one undergraduate student (one-year term), and one outside representative/community member who is considered an expert in their field/profession.

Responsibilities: To ensure that human participants are treated with dignity, respect and in ways that are ethically consistent with government, discipline (e.g. American Psychological Association Guidelines), and Anderson University standards. Proper evaluation of proposed research helps to protect prospective participants, researcher and the institution from unethical practices and possible resulting litigation.

The committee meets when the need arises. The committee will elect a chair and a secretary. Normally, minutes of its meetings will be sent to the Provost.

LIBRARY ADVISORY COMMITTEE

Membership: Eight members serve for three-year terms, including four faculty members elected at-large; one undergraduate student and one seminary student named by the Student Government Association and seminary student organization respectively; the Director of the University Library, and the Theological Studies Librarian.

Responsibilities: The committee meets as needed (called by the Director of Libraries) and advises on policies and services of the campus libraries. It also functions as part of the process for reconsideration of materials held in campus libraries (described elsewhere in the Faculty Handbook).

NURSING EDUCATION COMMITTEE

Membership: Seven members including: Chair (from among the faculty at large), one faculty from the School of Nursing & Kinesiology, two faculty from the nursing pre-requisite courses, one faculty from a campus major with a similar type practicum experience (athletic training, business, education, or social work), one undergraduate student at large, and one nursing student from the senior nursing class. If a senior class member brings the grievance, then an alternate junior class member shall meet with the committee.

The chair and faculty members will be appointed by the Provost to serve three-year terms. A student at large will be appointed by the Provost; a senior nursing student (and alternate junior nursing student) will be appointed by the Nursing Faculty Governing Committee. Student appointments are for one-year terms and should be affirmed by the Student Government Association at the beginning of each fall term.

Responsibilities: The committee acts as an appeal body in cases of a student clinical failure grievance. The function of the committee is to determine if the School of Nursing (SON) decision related to the clinical failure is fair, unbiased, and proportional to the patient care action taken by the student as it relates to the course objectives and expected student outcomes. The chair will vote only to break a tie decision.

TEACHER EDUCATION COMMITTEE

Membership: At least 16 members including the Director of Teacher Education (DTE) who serves as chair; DTE full time faculty, including License Advisor, Director of Field Experience, and Accreditation Manager (even if those members are less than full time); DTE Technology and Data Manager (ex-officio); two student members majoring in Education (one from elementary and one from secondary education; serving a one-year term); faculty liaison from each content area in Teacher Education, including English, Music, Mathematics, Social Studies, and Spanish) to communicate updates and EPP news with the home department (Provost appointments for three-year renewable terms); at least two representatives from school partners appointed by the TEC Chair. The Visiting Professor of Teacher Education will serve as a 17th committee member while under contract.

Responsibility: The committee serves as an advisory group on matters related to teacher preparation programs.

2.72.1 Institutional Committee with Appointed Faculty Positions

Christian Spiritual Transformation Team (CSTT)

Membership: Provost, Campus Pastor, Director of the Cultural Resource Center, Associate Provost/Dean of School of Humanities, Education, and Behavioral Science, Director of Marketing, Director of Spiritual Formation, and four faculty members (with at least one being a SOTCM faculty member). Faculty and staff members are appointed by the Provost and/or President to serve three-year terms. Student representatives are invited to participate. The Campus Pastor and a SOTCM faculty member co-chair the team as appointed by the Provost.

Responsibilities: The Christian Spiritual Transformation Team (CSTT) carries out the president's charge for a campus-wide Christian spiritual transformation initiative impacting curricular, co-curricular, and employee engagement. The team furthers the vision of ***Real Life. Transformed.*** in all aspects of their work.

MOSAIC TEAM

Membership: Consists of 17-23 members, including the Director of the Center for Intercultural Engagement (CIE), the Diversity Retention Coordinator (CIE), the Provost, the Dean of Students, the Director of Work Life Engagement, an academic dean, at least five faculty members, at least four staff members, and at least two student representatives. Faculty, staff, and student members are appointed by the Provost to serve three-year terms. Other faculty, staff, and students are invited to participate. The Director of the CIE will serve as a Co-Chair. A second Co-Chair and a Secretary for the MOSAIC Team will be appointed by the Provost.

Responsibilities: MOSAIC is an acronym for "Making Our School an Informed Community." The MOSAIC team supports the university's intention to graduate students with a global perspective who have the adequate knowledge, skills, and attributes

needed to interact in a meaningful way with people whose lives have been shaped by cultures different from their own. These efforts are undertaken within the context of a Christ-centered institution with a foundation based on a rich church heritage, rooted in Biblical reconciliation and Christian unity. Within this context, the MOSAIC Team will model and promote a work-learning environment in which all Individuals feel welcomed and affirmed on the journey toward intercultural competence.

Planning Stewardship Team (PST)

Membership: President, Provost, Vice President for Finance, Vice President for Advancement, Vice President for Enrollment & Marketing, Dean of Students, Director of Marketing, Director of Institutional Research & Effectiveness, Director of Instructional Technology Services, Director of Work Life Engagement (HR), Director of Center for Intercultural Engagement, and four faculty at large.

Responsibilities: The PST reviews unit-level plans for alignment with the institutional strategic plan, provides feedback to units, and recommends initiatives for inclusion in the budgeting process. As part of their work the PST regularly reviews institutional data and metrics giving guidance to the President for strategic priorities.

2.73 Committee Meetings

All committees shall meet at least once each academic year and file their minutes with the Provost and the University Archives (archives@anderson.edu).

2.74 Current Faculty Committee Rosters

Access respective rosters linked above or from the [Faculty Committee Lists \(with Roster Links\)](#) shared document.

2.75 Seminary Committees

Admissions and Academic Standards Committee

Membership: The Dean of the School of Theology & Christian Ministry (Chair), the Admissions Coordinator, and one faculty member appointed by the SOTCM Dean.

Responsibilities: The Admissions and Academic Standards Committee is administratively responsible for processing student applications for admission. This Committee is also responsible for reviewing student academic progress, and for monitoring the progress of students experiencing difficulty in academic work.

Chapel and Spiritual Life Committee

Membership: Dean of the Chapel, Chapel Assistant, one faculty member, and two students appointed by the Dean of the Chapel.

Responsibilities: The Chapel Committee plans and maintains oversight of SOTCM chapel programming and other events and concerns which may be developed for the regular cultivation of the spiritual life of all who comprise the seminary community.

Financial Aid and Awards Committee

Membership: Two faculty members appointed by the SOTCM Dean and an assigned member from the Student Financial Services Office.

Responsibilities: The Financial Aid and Awards Committee administers, according to standing guidelines, the funds allocated for awards and student financial aid. The Committee administers the Boyce W. Blackwelder Seminary Tuition Fund, various endowment and grant funds for student aid and names the recipients of the several annual awards granted to seniors each year.

3.00 FACULTY RELATIONSHIPS AND RESPONSIBILITIES

The duties of faculty members involve both direct responsibilities in the classroom and office and a share in the maintenance and enhancement of the intellectual, spiritual and social climate of the campus, all of which are integral to the attainment of the goals and objectives of the university.

Faculty members are recruited and function in light of the following statement of "Anderson University Faculty Employment Standards."

As an academic community of learners, the university prizes several distinctive qualities that have been characterized and continue to be perpetuated by the faculty, staff, students and a multitude of supporting constituents. Specifically, these are:

1. An active belief that faith and reason are both compatible and essential elements of quality higher education.
2. An active belief in preparing today's students for effective global citizenship.
3. An active belief that rigorous academic learning should be enriched with practical experience.
4. An active belief that the standards and goals of Christian love, moral integrity, personal wellness and social responsibility are essential to effective Christian witness and productive service.

Anderson University seeks to employ Individuals who subscribe to its educational mission and whose personal and professional lives reflect:

1. A belief in and commitment to Jesus Christ and the Christian faith as these are interpreted through the historic witness of the Bible and the contemporary ministry of the Holy Spirit.
2. A vitality of Christian experience which is maturing in insight and application and which is appreciative of differing viewpoints.
3. A commitment to the continuing development of one's abilities.
4. A commitment to liberal arts education and preparation to serve in an environment of purposeful and rigorous inquiry.
5. Skills in the art of teaching and recognized mastery of relevant subject matter.
6. A capability, by temperament, preparation and will to support students as they confront the intellectual, social, physical, emotional and spiritual challenges of their lives.
7. A sensitivity and support for the ethos, traditions, and commitments of the campus community.

Anderson University is an alcohol-free and tobacco-free campus. Faculty are asked to respect this policy on campus and off campus whenever their lives intersect with the university (e.g. at school-related events or other venues where they may encounter students in a social setting).

3.10 Contracts and Calendar

The normal contract of a teaching faculty member provides for nine months service beginning with the Fall Faculty Sessions as detailed on the official academic calendar published annually by the office of the Registrar. Compensation for instructional services in summer school sessions is in addition to the provisions in the annual contract. (See 7.30).

3.20 Instructional Responsibilities

Each faculty member typically is expected to teach courses totaling 24 credit hours per year, typically 12 per semester, as submitted by the department chair to the office of the dean of the appropriate school and approved by that dean. The typical teaching load for graduate-level instruction ranges from 9-12 hours per semester as approved by the dean of the respective graduate program. Variations in the "typical" teaching pattern would be the result of (1) special departmental or institutional assignments; (2) an occasional circumstance where a person is not solely responsible for class instruction and therefore might carry a larger load; or (3) when total contact hours, number of different preparations, or other factors may require an adjustment in teaching load. Every effort is made to keep the number of different preparations in any given semester at a reasonable level.

3.30 Academic Advising

Each faculty member is expected to assume academic advising and to follow the *ASPIRE* advising model. Every effort is made to maintain the advising load at a reasonable level within the context of departmental or program needs, institutional needs, and the total faculty service activities of the individual faculty member. Summer service in academic advising may be for additional compensation.

3.40 Faculty Committees

Each faculty member is expected to serve on faculty committees, either standing or ad hoc, when elected or appointed. Every effort is made to maintain a reasonable level of committee responsibilities consistent with departmental, institutional, and personal needs, interests and responsibilities. The Nominations Committee, in developing a slate for annual elections to several of the major faculty committees, follows guidelines listed in Section 2.70.

3.50 Personal, Professional and Spiritual Development

Each faculty member is expected to maintain a high level of personal energy and effectiveness; professional competence characterized as current, comprehensive, and effectively communicated; and spiritual vitality. To this end, each person is encouraged to have a program of personal development in each of these areas which is both projected and evaluated in an Annual Report to the dean of the appropriate school. The desired format of this report is developed and shared by the school deans.

3.60 University Community Responsibilities

Each faculty member is expected to support and participate in the broad range of university community-building activities outside the classroom. This responsibility is fulfilled through regular chapel/convocation attendance and through the active, while necessarily selective, support of student and faculty/staff social, cultural, athletic and religious activities.

3.70 Chapel/Convocation

All full-time faculty members are expected to attend chapel/convocation. Beyond the need for personal enrichment, regular attendance provides faculty members with significant opportunities to be with and to grow with students outside classroom settings. Often the content of a chapel/convocation has immediate relevance to the content of classroom work. Except in emergency circumstances, routine activities or meetings will not occur during chapel/convocation hours.

3.80 Additional Responsibilities

In addition to the above, each faculty member is expected to:

1. Attend all regular and specially called meetings of the faculty at the institutional, school and departmental levels.
2. Establish and post sufficient office hours for appropriate contact with students and colleagues (normally 8-10 hours per week). May be held virtually when health conditions warrant.
3. Maintain at minimum a four-day-per-week presence on campus for faculty who do not teach on campus five days a week, are willing to do virtual office hours on their off-campus day, and who agree to attend every in-person faculty and committee meeting as required. Courses will continue to be scheduled through the full week and the entire instructional day, including evenings as needed. Any variation of this standard will be as a result of a specific written agreement with the dean of the appropriate school. May be modified when health conditions warrant.
4. Participate for up to five days per year, in addition to teaching days, in school scheduled and sponsored advising and/or professional development activities, including the fall opening and January mid-year faculty sessions. These normally would be scheduled immediately before regular academic terms.
5. Serve on regular or special committees or task forces during summer months, while respecting and maintaining the integrity of personal and professional interests and obligations.
6. Be supportive of assessment activities and participate in these endeavors at both the institutional and departmental level by properly administering assessment instruments, analyzing results and responding appropriately to assessment findings.
7. Submit an Annual Report by May 31 to the appropriate academic dean. The Annual Report provides a means of review and evaluation of the various aspects of the year's work, evaluates and projects one's program of professional development, and provides the opportunity to make recommendations for one's department, school and/or entire institution. These reports are crucial to both faculty members and the dean as a tool for self-evaluation, assessment of needs, and development of priorities.
8. Participate in Baccalaureate and Commencement exercises unless excused upon request to the Provost. Normally, individuals will be excused who are engaged in formal academic study or research which is outside commuting distance or who are serving elsewhere in university sponsored programs.
9. Comply with the Registrar's enrollment verification process conducted at the end of the third and seventh weeks during each regular semester pursuant to federal regulations. When assigning a "WF" grade, the faculty member must supply the last date of documented class attendance (or class participation) on the grade roster.

3.81 Good Standing. The professional obligations described in 3.0 through 3.80 and elsewhere in this Handbook apply in normal circumstances to all faculty. Exceptions must be negotiated with the Dean of the school in which the faculty member teaches. Failure to function with professional responsibility in regard to these expected obligations can result in consequences such as loss of faculty development funds, decrease in salary, and ultimately even dismissal (See Section 6.43).

3.90 Policy Statements

The following are significant policy statements which relate to various aspects of the functioning of faculty members. University Policies may be accessed online at anderson.edu/hr/policies.

3.91 Statement of Federal and State Compliance.

Anderson University is a not-for-profit exempt organization as described in Section 501(c)(3) of the Internal Revenue Code.

The University maintains compliance with applicable federal and state statutes related to private institutions of higher education including the Family Educational Rights and Privacy Act (FERPA), as amended; the Student Right to Know Act, as amended; and the Solomon Amendment.

In compliance with the Civil Rights Act of 1964 and 1991, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended, the University does not discriminate in its educational programs or admissions procedures.

Under the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, the University reports required information on newly hired employees to the State of Indiana.

The University is subject to the provisions of the Family Medical Leave Act (FMLA) of 1993 as amended.

The University is committed to providing for employee and student safety and right to know laws under the provisions of the 1970 Occupational Safety and Health Act as amended.

The University maintains compliance with the Drug Free Schools and Campuses Act of 1989 and the Drug Free Workplace Act of 1988. See [Appendix A](#).

The employee's right to privacy in regard to disclosure of personal data is assured in conformity with existing legislative requirements.

3.92 Fair Employment Practices

Anderson University is an equal opportunity employer and, as such, ensures that both applicants for employment and employees are treated in compliance with applicable laws and regulations governing equal employment on the basis of race, color, national origin, handicap, age, sex or veteran status.

Anderson University is committed to the policy of equal employment as an appropriate standard of Christian servanthood. Personnel actions, including, but not limited to, compensation, benefits, transfers, layoffs, sabbatical leaves, termination, educational privileges and selection for training are administered without regard to race, color, religion, age, sex or national origin, except as may be dictated by a bona fide occupational qualification. A person responsible for employment and/or promotion decisions strives to base such decisions solely on an individual's qualifications for the position in question.

In recruitment efforts, a statement is made about institutional practice, namely that all qualified applicants will receive fair and equitable consideration for employment. It is the responsibility of appropriate institutional officers to coordinate all recruitment efforts included in position notices. Unless necessary due to a bona-fide occupational requirement for employment, advertisements make no reference to sex or age. Anderson University is an equal opportunity employer.

Anderson University affirms the appropriateness of affirmative action, particularly in regard to female and racial minority candidates for faculty and staff positions. Due process procedures are detailed in this Faculty Handbook. (See Sections 6.32 and 6.44 for details.)

The Vice President for Finance and Treasurer is responsible for answering requests for reports concerning employment practices. Therefore, any contacts from agencies or groups requesting such information or reports should be directed to that office.

3.93 Academic Freedom and Responsibility

Anderson University, including its undergraduate and graduate programs, seeks to be a marketplace of ideas, experiments and growth experiences. It is dedicated to cultivating in each individual an awareness of the physical world, a sense of history, an appreciation of culture, a spiritual maturity, a social conscience and an interest in the worth of ideas regardless of their immediate utility.

The University has a responsibility throughout its curriculum to raise questions of truth, value, meaning and morality, not escaping easily into a false objectivity or sterile neutrality. The University maintains a Christian perspective, but does not wish to be guilty of an unexamined religious conformity. It lives in an atmosphere of free inquiry, even while it affirms that all knowledge is understood most fully in the light of God's redemptive activity in Jesus Christ. Its goal is to approach wisdom through a comprehensive study of human knowledge, experience and potential in the light of Biblical revelation. It assumes that Christian belief, rather than being an imposed restraint on the academic process, can and should be an enrichment of it and the basis for an integrated worldview.

All faculty members, whether or not tenured, are entitled to the privileges and obligated by the responsibilities of academic freedom. The privileges are: (1) a faculty member is free in the classroom to discuss openly and fully all issues which are within the member's area of academic competence and are relevant to the subject of the class; and (2) a faculty member is free to conduct research and then publish the results, subject to the time constraints of assigned institutional duties. The responsibilities are: (1) a faculty member, when speaking or publishing inside or outside the classroom, should at all times seek accuracy of statement, exercise appropriate restraint, show respect for the opinions of others and make clear that he/she, particularly outside the classroom, is not acting as a spokesperson for the University; and (2) a faculty member is to exercise academic freedom with discipline, responsibility and in the context of the assumptions of this policy statement and the particular mission of Anderson University.

Out of respect for the church, the university accepts guidance from the church about what is appropriate with regard to teaching about homosexuality: that instruction should bring understanding to issues related to homosexuality, but will not endorse or promote homosexual behavior as an acceptable alternate or Christian lifestyle (based on a June 1993 resolution by the General Assembly). In addition, although the church has not spoken officially on this matter, the university will be sensitive to the concerns of some in the church about the use of live, undraped models in art classes.

The institutional mission and employment standards of Anderson University are stated in writing at the time of initial faculty appointment and also are stated above in 3.00.

Adopted by the Board of Trustees, April 27, 1984.

3.94 Political Involvement

Occasionally a member of the faculty or staff of Anderson University chooses to participate in the political process at a local, state, or federal level and is unsure of related rights and limitations as an employee of a 501(c)(3) university. As a tax-exempt nonprofit institution we are prohibited from engaging in "political activity." Note that "political activity" is described as participating in, or intervening in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office. It has been judged wise for the University to formulate a policy statement for such situations. This statement follows and is shared for information and guidance.

"Employment at Anderson University does not limit the right of a citizen to participate in the political process of the society at large. However, as a not-for-profit corporation, Anderson University cannot and must not be involved in "political activity" that includes participating in, or intervening in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office. When an employee of the University chooses to engage in political activity of a campaign nature, that employee is obligated to make certain that the name and the resources of the University are not employed as part of that process, either by direct use of letterheads or other materials identifiable with the University, or by implication."

3.95 Public Information and the Media

Only representatives of the Communication and Marketing Department are approved to speak with the media or coordinate media coverage on behalf of the university, its programs, and its activities. Faculty, staff, and student employees should direct any media inquiries to the Communications and Marketing Department for follow-up. If a faculty or staff member wants to write letters to the editor or otherwise engage in editorial discussions with the media, he or she should do so on an individual basis and not use institutional letterhead, email, or other tools that may connect his or her opinions to the university.

3.96 Library Materials: Acquisition and Access

Anderson University maintains an institutional policy (Section 3.93) regarding faculty academic freedom and responsibility. The stated context for the concept of this freedom and responsibility extend also to the acquisition of library materials. The nature and mission of Anderson University encourages an open atmosphere in which faculty and student learning benefit from access to current historical information representing all available points of view on any subject under examination. In fulfillment of this policy, the University, guided by its statement of mission, maintains a set of operational guidelines designed to enhance and ensure the integrity of the learning process through the acquisition of and access to library materials. *(Adopted by the Board of Trustees, April, 1986.)*

3.97 Faculty Grievance Policy and Procedure

In cases where a faculty member has a grievance, the policy and procedures described in [Appendix D](#) will be followed.

3.98 Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights & Privacy Act (FERPA) is a 1974 federal law designed to protect the privacy of students. FERPA protects the privacy of students' education records by setting forth strict limitations governing the release of information about students. Although FERPA contains exceptions for the release of "directory information" without a student's prior written consent, students have the right to request that even such directory information not be disclosed.

In very general terms then, FERPA gives students the rights to:

1. Control the disclosure of their "education records" to others; and
2. Inspect and review their own "education records"; and
3. Challenge the content of their "education records."

FERPA rights belong to the student, and not to the student's parents or legal guardians, regardless of the student's age when the student attends any educational institution beyond high school. The term "education records" includes almost all information we maintain about our students including course schedules, grade reports, bursar's bill, student financial aid, academic information and disciplinary records. Medical information is also protected by federal and state law and cannot be obtained without the student's express written consent.

Posting Grades

Posting grades by name, social security number, or student identification number violates FERPA. The only acceptable method is to assign each student in your class a random, unique, confidential number or code for the purpose of posting grades. When posting grades, such codes and postings must not be posted in alphabetic order.

Talking to Parents and Others

A student's academic performance is considered part of his/her education record and discussing the student's performance with anyone other than the student or another school official with a "legitimate educational interest" is a violation of FERPA. At Anderson University, a faculty or staff member is deemed to have a "legitimate educational interest" if the person needs to review the record in order to fulfill his or her responsibilities.

Do not discuss a student's academic performance, grades, or other information from a student's education record with anyone (including spouses) other than the student or school official with a "legitimate educational interest" without verifying the student's FERPA release status with the Office of the Registrar.

Letters of Recommendation

Letters of recommendation that contain information from the student's education record, such as course grades, grade point average, or student employment information require the written consent of the student. When you receive a request for a letter of recommendation from the student, you should have the student sign the FERPA Recommendation Release. Here is a sample permission you can send to the student:

I give permission for Professor Jones to write a letter of recommendation to:

XYZ Corporation
2344 Willow Lane
City, State zip

Professor Jones has my permission to include my grades, GPA, and class rank in this letter. I [waive/do not waive] my right to review a copy of this letter at any time in the future.

Name
Date

Returning Assignments, Papers, or Exams

Do not leave any graded assignments, papers, or exams unattended (in hallways, outside office doors, etc.) for students to pick up where students could view the work and grades of other students.

For additional details regarding FERPA, visit anderson.edu/registrar/ferpa.

3.99 Social Media Policy

AU recognizes social media as an important communication tool. It is a great way for schools, departments, and offices to develop relationships with key stakeholders, as well as interact with our AU fan base. Because each social media platform has its own unique audience and purpose, we must work proactively to ensure that they are used correctly and maintained properly in order to gain the most impact and protect our AU brand. For the full [Social Media Policy](#), see [Appendix H](#).

4.00 ACADEMIC STANDARDS AND PROCEDURES

Although a wide range of individuality is encouraged in the design and implementation of courses and learning experiences, there are many elements of common practice which should guide faculty members in academic planning and implementation.

4.10 Process of Instruction: Faculty

4.11 Class Rosters

Class rosters are accessed electronically via a link sent by the Registrar's Office to all instructors as follows:

- At the end of the week preceding Semester I, Semester II, and Summer, a tentative class roster of students will be furnished.
- After Semester I and II classes begin, the University Registrar will supply updated class rosters following the first (tentative), second, and third weeks. The instructor of the course can also obtain this information at any time via computer.

4.12 Syllabi and Course Plans

A syllabus is to be prepared by the instructor for each course. Digital copies are to be sent to the dean of the appropriate school, the department chair, and the Nicholson Library in PDF format to be archived (archives@anderson.edu). Faculty should name their course syllabi as follows before sending to archives:

Prefix	Number	Term	Instructor's Name
MUED	6020	Summer2018	Brewer

Syllabi should be distributed in each class as early in the course as possible. A syllabus should state clearly the purpose and objectives of the course, the standards of expectation established by the instructor with regard to quality of work, standards of class attendance, the nature and scope of written work required, and evaluation standards maintained for the course. The syllabus should be much more than a chronological list of assignments from the textbook or other materials. In essence, it is the learning plan that guides the course. The following syllabus template (Section 4.12.1) is provided for all faculty to help standardize general institutional expectations. Note that all syllabi are to meet accessibility expectations. If in doubt, please contact the Instructional Resource Center for assistance.

Notice should be given to the dean of the appropriate school at the beginning of each semester regarding any class for which a syllabus is not prepared and distributed. There should be a substantial instructional reason why such a course introduction is not provided for students.

Faculty members are expected to review their syllabi on a regular basis. Typically this will be as a result of the incorporation of new materials and instructional procedures, a change in the relationship of the course to the total curriculum, a shift in student needs and priorities, or the obvious advantage of freshness in class structure and presentation.

4.12.1 Syllabus Template

Anderson University

[Enter Course Prefix, Number, Term, Name]

Instructor: [Name]

Phone: [Phone]

Office: [Office]

E-mail: [Email]

Office Hours: [Office Hours]

Anderson University Educational Commitment

veritas – fidelitas – utilitas

The mission of Anderson University is to educate for a life of faith and service in the church and society. Across the curriculum students can expect faculty to guide learning experiences toward the development of excellence, integrity, servant leadership, responsibility, and generosity. As a student of the university you are expected to fully engage in vigorous intellectual and experiential activity where head, heart, and hands are equally engaged and a commitment to Christ is honored.

Standardized COVID-19 Syllabus Statement

AU is operating as a fully open campus at this point, but we also acknowledge that in a pandemic we cannot predict conditions that may arise. For the most up to date information regarding mask requirements and COVID-19 policies, please reference our web page [COVID-19 information](#).

With Dean approval, the following can be included:

Due to special circumstances, and with the approval of my dean, all students in my courses will be required to wear facial coverings over their nose and mouth in my class for the whole semester. This applies even if the university does not require masks for all classes. Students who would prefer to switch to a class where masks may not be required all semester may contact the dean and their academic advisor. Changes must be requested within the first two weeks of the semester, and it may not be possible to make a suitable schedule change for every student.

Academic Honesty

As an institution of higher education committed to academic and Christian discovery, Anderson University expects faculty and students alike to maintain the highest standards of academic and personal integrity. “Anderson University seeks to support and promote qualities of academic honesty and personal integrity and regards cheating, plagiarism, and all other forms of academic dishonesty as serious offenses against the University community” (Faculty Handbook 4.23 Policy on Academic Integrity). See the [student handbook](#) for examples of plagiarism. **When an instructor has additional definitions of academic dishonesty, they must be stated in the Syllabus at the beginning of the course.**

Academic Support Statements

Accessibility and Accommodations

Important: If you have any special accessibility needs (i.e. use of screen reading software, captioning, etc.), please notify your professor and the Director of [Student Accessibility Services](#) (Kissinger Academic Center for Excellence, Nicholson Library; 765-641-4223) as soon as possible.

If you anticipate or experience physical or academic barriers based on disability, you are encouraged to contact the Director of Student Accessibility Services (Kissinger Academic Center for Excellence, Nicholson Library; 765-641-4223). To receive reasonable accommodations, you must contact Student Accessibility Services, provide documentation, and request accommodations. You should also notify your course instructor during the first week of classes.

[Kissinger Academic Center for Excellence](#)

The Kissinger Academic Center for Excellence (KACE), located on the ground floor of the Nicholson Library, provides excellent resources in all areas of study regardless of academic ability. Many students can benefit from academic support and/or sharpen their skills through studying with others. In addition, excellent students often maintain their skills by working as peer tutors. The services are available for all enrolled students at no charge. For information, call 765-641-4225.

Attendance Policy

Class attendance is fundamental to the teaching/learning process and any absence from a class results in a loss of learning for the student and learning community. It is the student's obligation to personally notify the course instructor about any absence, in advance if possible. Students may be directly penalized only after the number of absences exceeds the number of class meeting hours per week. Where a student misses more than the number of classes stated above, or additional absences as may be allotted by the course instructor, the instructor has the discretion to determine whether missed work may be completed, how much work will be evaluated, and consequences of excessive absences. **Whatever specific policy a given instructor adopts for a class, any penalties should be clearly documented in the course syllabus and reviewed with students at the beginning of the semester.** (Faculty Handbook, Section 4.22.1)

Pathways Program

Anderson University has a robust referral system that was created to connect students with the campus resources that will be most beneficial to them. Students may be referred by faculty for any student success issue. Students will be contacted by an appropriate staff or faculty member to provide support and care. For more information visit anderson.pharos360.com.

Learning Outcomes, Course Objectives, Requirements, & Outline

Learning Outcomes

The Anderson University curriculum prepares students to meet the following learning outcomes: critical reasoning, communication, cross-disciplinary perspectives, intercultural perspectives, Christian commitments and practice, and preparation for service.

Course Description

[Briefly describe the course]

Goals/Learning Objectives

[Include course goals/objectives. Note that if the course has been approved to satisfy a liberal arts core component then the specific liberal arts objectives must also be included.]

Course Requirements

[Specify required activities and projects]

Required Resources

[Specify required texts/resources]

Other Resources

[Specify URLs, special facilities, etc.]

Evaluation

[Clearly delineate evaluative components of the course, including class participation if relevant; tables are optional]

Assignment Category	Weight

Final Grade	Percentage	Points
A		
A-		
B+		
B		
B-		
C+		
C		
C-		
D+		
D		
F		

Course Outline/Schedule

[Include course outline/schedule – noting possibility of adjustment along the way.]

Date	Topic	Reading	Assignments

[Add additional rows as needed.]

Course Measurements (e.g. quizzes, papers, examinations, etc.)

[Clearly specify due dates for course measurements including final exam date]

Additional Categories

[Additional categories as needed]

4.13 Standards of Instruction

Anderson University’s definition of a credit hour formalizes compliance with federal and accreditation expectations and helps to provide consistency throughout the University. In general, academic courses constitute between 35-45 hours of learning engagement for every credit hour earned. For example, one credit is equivalent to 50 minutes (at a minimum) of class time (direct instruction) and a minimum of two hours of out of class student work per week. Therefore, a three-credit course will typically meet 150 minutes per week for 15 weeks (37.50 hours, direct faculty instruction). Credit hour guidelines for various modalities are as follows:

Classroom Instruction (Face-to-Face)

Lecture/Seminar: Courses focus on principles, concepts or ideas, lecture, discussion and demonstration. A semester credit hour is earned across 15 weeks for three 50-minute sessions per week or two 75-minute sessions per week of direct faculty instruction with a minimum of two hours of student learning engagement outside of class per week throughout the semester. For example, a typical three-credit hour course meets for three, 50-minute sessions or two, 75-minute sessions a week for fifteen weeks. Most lecture and seminar courses are awarded 3 credits.

Accelerated: Courses offered within the standard 15-week term but in an accelerated format (e.g. 7 or 8 weeks). The content and substantive learning outcomes are the same. These courses must meet the definition of standard lecture contact time and out of class engaged learning within the time frame the accelerated version is offered.

Practical Application

Laboratory: Courses where the major focus is on “hands on” experience to support student learning (use of equipment, activities, tools, machines generally found in a laboratory). One to two Laboratory credits represents a minimum of 1 hour per week of lecture or discussion plus a minimum of 2-4 hours of scheduled supervised or independent laboratory work.

Studio: Courses taught as applied study on a private or semi-private basis. Students receive anywhere from one to two credits for applied music courses. Private instruction ranges from 30 to 60 minutes with independent practice as prescribed by the instructor.

Internship/Field Experience: Courses developed for independent learning and the development and application of job related or practical skills in a particular discipline. These courses allow for observation, participation, and fieldwork, and are generally offered off campus. Internship time includes a combination of supervised time by approved experts outside the university, student assignments, and time supervised by a university instructor.

Practicum/Student Teaching: Courses developed for independent learning and the development and application of job related or practical skills in a particular discipline. These courses allow for observation, participation, client evaluation, fieldwork, and are offered off campus. Internship time includes a combination of supervised time by approved experts outside the university, student assignments, and time supervised by a university instructor (See above).

Clinical Placement: Supervised experiences where students are afforded an opportunity to apply skills and techniques acquired from assessment and intervention-oriented course material. Number of hours varies by academic program based on clinical placement site hour requirements and student assignments (See above).

An equivalent amount of work is required in courses and academic activities where direct instruction is not the primary mode of learning, such as independent study, and directed study, online, and hybrid courses. Credits will be awarded on the basis of documented learning objectives, expected learning outcomes, and student workload expectations within a specified period of academically engaged time.

Independent Study: Courses that permit a student to study a subject or topic in considerable depth beyond the scope of a regular course. Students meet periodically, as agreed upon with the faculty member, for the duration of the course. University faculty provides guidance, critique, and review of the student's work. Students demonstrate competency through the completion of a final assessment either by submitting a final paper, project or portfolio, etc. as required by the faculty member. Credit hours are assigned based on approximately 35-45 hours of learning engagement per credit hour for the amount of activity associated with the course, faculty supervision, and amount of student outside work.

Directed Study: Courses that are regular courses, not available in the semester and that the student has not been able to schedule in the regular sequence. Scope, assignments, and requirements for a directed study course are the same as for the regular course with the same course number, title, and description. The student meets with the instructor as arranged, completing approximately 35-45 hours of learning engagement per credit hour which may include face-to-face instruction, independent work, online discussion, and written assignments or tests.

Hybrid: A course is considered hybrid (or blended) when it is composed of both online learning and classroom learning and incorporates the best features of both environments to meet the learning objectives of the course. No less than 51% of the course is to be scheduled as face-to-face, and no more than 49% of the course is to be scheduled as online. For a three-credit course, no less than 76.5 minutes (1.275 hours) a week can be scheduled face-to-face and no more than 73.5 minutes (1.225 hours) per a week can be scheduled online equaling a total of 150 minutes of instruction per week.

Online (Asynchronous): Courses where "instructors and students do not meet in the same space". Regardless of mode of instruction, courses should be consistent in terms of quality, assessment, learning outcomes, requirements, etc. as courses offered face-to-face with the same department prefix, number, and course title. Faculty must demonstrate active academic engagement through interactive methods, including but not limited to, interactive

tutorials, group discussions, virtual study/project groups, discussion boards, chat rooms, etc. Simply logging on, either by faculty or students, does not constitute active student learning. Credit hours assigned to a course delivered online must equal the number of credit hours for the same course delivered face-to-face.

Following these credit hour guidelines, faculty members should feel considerable freedom in the organization and structuring of learning experiences in a course. Usually such experiences will be more profitable to the student if the student has a full understanding of the instructor's expectations and procedures.

Faculty members must take great care in avoiding absences from class. In the case of an unavoidable absence (e.g., attendance at a professional meeting), the faculty member should endeavor to work out an appropriate substitute procedure with a colleague. If a class session must be canceled, the instructor should notify the department chair who will ensure that a notice is posted for the students' information.

Pursuant to [section 3.80, paragraph three](#) above, full-time faculty members are expected to be on campus regularly and on a patterned basis for at least four weekdays each week. Any variation from this standard will be as a result of a specific written agreement with the dean of the appropriate school.

Notice is to be provided to the department chair regarding occasions when it is necessary to be off campus for a full day(s). This may be accomplished by a note indicating date, place, purpose of the event requiring absence, and arrangements made for all class sessions.

4.14 Tests and Examinations

It is the responsibility of each instructor to provide for an appropriate and valid program of student evaluation in each course. A carefully worked out examination procedure, suited to the objectives and practices of the course and coordinated with written and other assignments, should be developed and described clearly in the syllabus. In-person final examinations should occur during the scheduled time. Take-home examinations should be due to the LMS or to the faculty member on the day scheduled for the examination in the published examination schedule.

4.15 Grading Practices and Standards

Faculty have the authority to assign grades. The identity and meaning of grades are listed below. The grades earned based on a student's performance shall be based upon a significant portion of the student's work through the term in question.

The following are the grades and their meanings:

Grade	Quality Points	Meaning of Grade
A	4.00	Achievement of excellent quality
A-	3.67	
B+	3.33	
B	3.00	
B-	2.67	
C+	2.33	Achievement of average or somewhat above average quality
C	2.00	
C-	1.67	
D+	1.33	Unsatisfactory achievement but sufficient to meet minimum
D	1.00	
F	0.00	Unsatisfactory and below minimal achievement

I	0.00	Incomplete <i>Allows completion of delayed work by written agreement between instructor and student. Must be filed with the University Registrar before grades are processed; becomes F at the end of the fifth week of the following semester if not completed.</i>
IP	0.00	In progress
NR	0.00	Faculty did not record a grade
W	0.00	Withdrew
WF	0.00	Withdrew failing
AW	0.00	Administrative withdrawal
S	0.00	Work completed at C- or above
U	0.00	Work completed at D+ level or below
CR	0.00	Work completed at a satisfactory level
NC	0.00	Work completed at an unsatisfactory level
AU	0.00	Audit

NOTE: W, S, U, CR, NC, AU are not figured into the cumulative average.

Note there are some majors where continuance in the program is determined by earning a grade of "C" or better. In these cases a "C-" essentially means less than satisfactory.

The grade of "I" (Incomplete) is given only by written agreement of the instructor and student. If given, it is the student's responsibility to contact the instructor and submit work or take examinations appropriate to the removal of the Incomplete. The change of an Incomplete to a regular letter grade must be accomplished by the instructor, on a form available in the Registrar's Office, not later than the end of the fifth week of the first full semester following the awarding of the Incomplete. Otherwise, the grade of Incomplete automatically becomes a grade of "F." If meeting this deadline is impossible because of circumstances beyond the control of the instructor or the student, the instructor should contact the respective school dean to request an extension.

The academic calendar distributed at the beginning of the school year should be checked for due dates of mid-semester and final grades. Instructions regarding the posting of grades will be sent to the faculty by the Office of the Registrar at least one full week in advance of the due date. The link for accessing rosters is included with grade instructions. Grades must be entered at a computer terminal for every course listed.

Changes of grade are filed on final grades only. Forms for changing a grade are available in the Office of the Registrar. If a letter grade is to be changed, it must have the approval of the appropriate college dean. If an "I" grade is changed to a letter grade, the instructor files the form directly with the Office of the Registrar prior to the end of the fifth week.

Midterm grades constitute an official indication to students of the quality of work as viewed by the instructor. The midterm grade need not relate in any specific manner to the final grade. Only the final grade is recorded on a student's permanent academic record.

Grades are sent to students by the Registrar's Office.

4.16 Course Audit Procedures and Expectations

As a means of enrichment to the student, Anderson University recognizes the following ways of auditing a course:

1. Occasional class visitation: A student may wish to visit a class to hear a lecture and/or a discussion on a given topic. The instructor's consent is the only necessary requirement.

2. Auditing one course without a fee: Any student registered for 12-18 hours who has a satisfactory academic record may wish to attend an additional class on an Informal Audit or Recorded Audit basis.
 - a. Informal Audit: Infrequent attendance of a class with no course obligation. Although formal registration is not required, the student must have the written consent of the instructor. Permission forms are available in the Registrar's Office. No record is made of the audit on the student's permanent record card.
 - b. Recorded Audit: Regular attendance with normal course obligations for the purpose of having the audit recorded on the student's permanent record. In this situation, the student should follow these procedures:
 - (1) Register as an audit using the Schedule of Classes form or Change of Schedule form, signed by the adviser.
 - (2) Adhere to attendance regulations.
 - (3) Complete sufficient work of "C" quality or better in order to have the audit recorded.
 - (4) Changes of schedules to or from an Audit must be done no later than the end of the 5th week of the semester.

The course will be recorded on the student's permanent record as an audit if the above conditions are met, and the student does satisfactory work in the course. If the above conditions are not met, the instructor will notify the Registrar's Office and no record of the audit will be made.

3. Auditing with payment of fee: Students who are enrolled in less than 12 semester hours or more than 18 hours may, upon payment of the per semester hour audit fee, audit a course as outlined under "a" or "b" of Item 2 above.

4.17 Emergency Cancellation of Classes

Cancellation of classes because of severe weather or other extraordinary circumstances will be determined by the Provost after consultation with other university officers as appropriate and possible. Information about such a cancellation will be communicated via the Raven Alert system (e.g. e-mail, voicemail, and text message), local radio and television stations, and otherwise as necessary and practical.

4.20 Process of Learning: Students

4.21 Advising: Mentoring and Major

Mentoring Advising: The academic advising of first-year students is administered by mentors through the [First Year Experience program](#). Mentors meet with students on a one-to-one basis for discussion of significant questions and concerns related to the student's interest and needs. These discussions include identification of the student's career and personal goals and assessment of the student's strengths and weaknesses. The mentor and student then discuss planning options and work on a schedule that will reflect both academic and personal objectives. The mentor serves as the student's academic adviser until the student declares a major, at which time the student is assigned a faculty adviser in his/her major department.

Major Advising: As soon as a major is declared, the records of a student are transferred to the department involved. A departmental faculty member advises the student regarding courses for the major as well as courses and other requirements necessary for graduation. The student is ultimately responsible for meeting all graduation requirements.

4.22 Standards of Student Class Attendance

4.22.1 All Schools

Class attendance, by both the instructor and the student, is fundamental to the teaching/learning process and any absence from a class results in a loss of learning for the student and learning community. The AU faculty adopted the class attendance policy with this rationale in mind. That is, **students may be directly penalized for absences only after the number exceeds the number of class meeting hours/sessions per week.**

Any absence results in a loss of learning for the student. It is the student's obligation to personally notify the individual course instructor about any absence, in advance if possible. When a student misses classes the course instructor determines whether to allow the completion of missed work and how much work will be evaluated, including possible penalties.

This policy recognizes that the loss of participatory learning and class involvement due to class absences by students will differ depending on the particular course and instructor. For this reason, the individual instructor is responsible for setting the specific course policy for each class regarding: make-up work, sanctions for missed classes (after the student misses more than the number of class meeting hours per week), missed course examinations, laboratory sessions, field experiences, class presentations, and special class events. **Whatever specific policy a given instructor adopts for a class should be clearly documented in the course syllabus and reviewed with students at the beginning of the semester.**

(Adopted by the Faculty Feb. 21, 1995; Reviewed/edited for clarity by the Academic Policies Committee April 20, 2015)

4.22.2 Title II – Section 504 – Mental Health

In the summer of 2016, Title II and Section 504, which prohibits colleges from discriminating against students with disabilities was revised to also include students with mental health-related disabilities. An institution cannot dismiss or limit the educational pursuit of these students solely based on their mental health state. These students must be provided with reasonable accommodations in order to allow them equal access to classes, programs, and coursework. This means that as a faculty member it is critical to work with the student as long as it does not fundamentally alter the nature of the program/course or create an undue burden. If a student's mental illness has been verified through the Office of the Dean of Students, you will receive an email verification whether it be for physical or mental reasons that the student "has been absent for personal and legitimate reasons." Faculty are asked to please work with the student to help them get caught back up in the course.

4.23 Policy on Academic Integrity

Anderson University seeks to support and promote qualities of academic honesty and personal integrity and regards cheating, plagiarism and all other forms of academic dishonesty as serious offenses against the University community. Such offenses will be dealt with in an appropriate manner.

Cheating or academic dishonesty is defined as the deception of others about one's own work or about the work of another. Examples of cheating include but are not limited to:

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.

2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (plagiarism).
3. The use of any resources during an examination without permission of the instructor.
4. The getting or giving of unauthorized help on assignments.
5. Tampering with experimental data to obtain a "desired" result or creating results for experiments not done (dry labbing).
6. Tampering with or destroying the academic work of others.
7. Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor.
8. Lying about these or other academic matters.

Students who are guilty of such academic violations can expect to be penalized. An instructor whose definition of cheating may differ from that stated above has the responsibility and obligation to inform the student, in writing, at the beginning of the course. Those instructors who fail to do so have no basis for disciplinary action in instances of purported student dishonesty outside of the above provisions.

The course instructor shall have the authority to deal with instances of academic dishonesty within the framework of the following guidelines:

1. Faculty members should report acts of academic dishonesty to the Office of the Provost using the [Academic Integrity Violation form](#). Following two reports against a particular student, action may be initiated under provisions of the judicial code and may lead to dismissal of the student from the University.
2. The maximum assessable penalty for a first offense shall not exceed double the original value of the assignment plus no option to make up the work in question.
3. Alternate courses of action may include, but are not limited to, the following:
 - a. Work may be redone for full or partial credit.
 - b. Alternate assignments may be given for full or partial credit.
 - c. Work may not be redone and no credit will be given for that particular assignment.

The student has the right to appeal actions under this policy through the regular channels as established by the grade appeal process.

Grounds for appeal are:

1. insufficient evidence of dishonesty;
2. penalties assessed in excess of those allowed under the above guidelines; or
3. provisions of grade appeal cited in the [Student Handbook](#).

In all instances of academic dishonesty, instructors are urged to counsel offenders and, if necessary, refer them to the Provost for more extensive conversations.

4.24 Procedure for Student Appeal of Grades or Other Concerns about Evaluation Policies or Procedures

Students may at times believe themselves to be subject to unfair academic evaluation. Students who perceive a grade as awarded unfairly have the right to make an appeal and to receive a fair hearing.

The following procedure outlines the steps to be taken by a student (or group of students) in making appeals and the manner in which complaints will be handled:

1. A student who believes there is adequate reason for grade reconsideration or questions the application of an academic policy of a course should first consult with the instructor who taught the course. This should be done during the semester at the time of the concern unless it is in reference to the semester grade, final examination, or grades or other information not known to the student before the end of the semester. In the latter instances, the consultation with the instructor should occur no later than 30 days after the student receives notice of the semester grades. A student who is some distance from campus and no longer within the community at this time may consult with the instructor by telephone, letter, or e-mail. It is conceivable that on occasion extenuating circumstances may be such that it would not be feasible or advisable for the student to register a complaint with the instructor. In such unusual circumstances, the student may present the concern directly to the dean of the appropriate school (the one in which the course was offered) as outlined in paragraph two).
2. A student who is unable to reach a satisfactory agreement with the instructor, or one who for reasons stated above has not conferred with the instructor, may then file a petition (in person or by letter) with the dean/director of the appropriate school/department in which the course is offered requesting a review of the complaint. Such a petition is to be filed within 15 days following the discussion with the instructor or, if the contact has been by letter, 15 days following the receipt of the instructor's reply. In filing said petition, the student must clearly state their concern, indicate the date or dates on which the instructor was consulted, and give a brief statement as to his/her interpretation of the outcome of this discussion.
3. Upon receiving a petition for review of a concern, the department chair (or dean) may seek additional information from the student (through interview or by letter) in an attempt to understand as fully as possible the nature of and the justifications for the complaint. The department chair (or dean) then will confer with the faculty member and may talk with both the faculty member and student together.
4. A student who is unable to reach a satisfactory agreement with the department chair/dean, or one who for reasons stated above has not conferred with the instructor or department chair, may then file a petition (in person or by letter) with the dean of the appropriate school requesting a review of the complaint. Such a petition is to be filed within 15 days following the discussion with the department chair or, if the contact has been by letter, 15 days following the receipt of the department chair's reply. In filing said petition, the student must state the grievance clearly, indicate the date or dates on which the instructor and department chair were consulted, and give a brief statement as to his/her interpretation of the outcome of these discussions.
5. Upon receiving a petition for review of a grievance, the dean/director involved may seek additional information from the student (through interview or by letter) in an attempt to understand as fully as possible the nature of and the justifications for the complaint. The dean then will confer with the faculty member and may talk with both the faculty member and student together.
6. If the dean/director involved is unable to resolve the issue to the satisfaction of the student, that dean/director will request the Chair of the Appeals Committee to call a meeting of the committee for its consideration of the case. The committee will review all the information available to the dean involved and will give a hearing to the student and also to the instructor.

The committee may consult with other students who are or were in the same course and also with the departmental chair or other faculty members in the department of the instructor against whom the complaint is registered.

7. When the Appeals Committee has made a thorough review of the case and has reached a decision about the grievance presented, it shall make its decision and recommendations known, in writing, to the student making the complaint, to the instructor against whom the complaint is filed, to the department chair and dean involved, and to the Provost. If it is the conviction of the committee that the complaint is either partially or totally justified, the committee may make whatever recommendations appear appropriate to the instructor regarding reassessment of past performance or readjustment of future procedures. If a semester grade is in question, the committee may recommend to the instructor that a change of grade be considered. In unusual circumstances the Provost may initiate a grade change if the faculty member will not do so and there appear to be compelling reasons for such action.

(Adopted by Academic Policies Committee Sept. 18, 1984; edited for clarity by Provost, 2011; reviewed with minor editorial clarification by Academic Policies Committee April 20, 2015)

4.25 Student Need for Counseling

Students at times have problems that are or could lead to serious emotional, physical and/or spiritual consequences. The faculty member is often the primary person to give an [early warning](#) of potential problems. At the same time, the vulnerability of the faculty is extremely high, as these problems may well require special professional expertise. Each faculty member is encouraged to refer any student suspected of having a potentially serious emotional problem to [AU Counseling Services](#).

4.30 Additional Academic Policies

4.31 Academic Penalty from Student Suspension

In the instance of a student suspension from classes resulting from institutional disciplinary action, academic work missed as a result of that suspension may not be completed prior to, during or after the stated period of suspension.

4.32 Academic Notice Reporting

1. The Director of Educational Support Services maintains and makes available to the Provost for distribution an academic notice report. This report will provide information concerning the number and progress of students on academic notice, and present, if appropriate, recommendations for changes in academic notice policy.
2. A barring appeals committee, composed of one academic dean, one faculty designate, and one student life staff member may be appointed by the Provost to hear barring appeals and requests for exemption from those policies concerning academic notices as stated in the Student Handbook or the Anderson University Catalog.

Additional academic policies may be found in the current issue of the [undergraduate](#) or [graduate](#) catalog.

5.00 SUPPORT SYSTEM FOR INSTRUCTION

The University endeavors to provide appropriate resources for the faculty member as courses are designed and taught.

5.10 University Library, Information and Instructional Technology Systems

Information regarding these resources is to be found by clicking on the following links:

[Nicholson Library](#)

[Information Systems and Instructional Technology](#)

5.20 University Bookstore

All materials required to be purchased by students should be handled through the [AU Campus Store](#). Individual faculty members should not become involved in selling directly to students any materials which they assign or advertise. (An exception to this policy may be necessary when a pamphlet or photocopied material or sheet music is not substantive enough or required in sufficient quantity to merit handling by the bookstore. Any such exception needs to be clarified with the department chair.)

Each semester the bookstore manager will notify faculty regarding the online textbook adoption process for the purpose of ordering materials for the following semester. The faculty member specifies the material required for all students and submits the online requisition to the bookstore. All self-published materials are to be listed on the adoption form. Faculty are to consult with bookstore staff to be sure that self-publishing guidelines established by the bookstore are followed.

5.30 Facility and Clerical Support

5.31 Teaching Facilities

Classrooms for all courses are assigned by the Office of the Registrar in light of the purposes, procedures and size of each class. Any questions should be directed to the Registrar's Office; and changes in classrooms may be made only with the approval of the Curriculum Management Specialist.

Needs for and questions related to classroom technology should be directed to the Instructional Resource Center.

5.32 Office Facilities

With few exceptions each faculty member is assigned a private office space with a private telephone line and adequate desk, book storage and filing cabinets.

Assignments are made by the Provost's Office or the respective school dean. Requests for special equipment which may be necessary are made through the department chair/dean. No assignments of space are considered permanent since changing space needs occasionally make necessary changes of space assignments.

5.33 Clerical Assistance

Access to departmental support staff and/or student assistance for clerical and other tasks generally is available to faculty members.

5.40 Financial Support

5.41 Departmental Budgets

Budget requests are prepared annually by the department chair/dean in light of institutional goals and objectives. These are submitted to the dean of the appropriate school for review and recommendation prior to consideration by the Provost and the Budget Committee.

The department chair/dean is responsible for approving all expenditures from departmental budgets. All employees who make purchases on behalf of the institution must follow the [AU Business Office Guidelines for Operation](#).

5.42 Professional Meeting Expense

Reimbursement of certain travel expenses in connection with attendance at professional meetings is done through the office of the dean of the appropriate school according to the following procedures:

1. Faculty members desiring university assistance in the cost of attending recognized national professional meetings in their field shall apply for that assistance at least two weeks in advance, through the office of the dean of the appropriate school.

Following return from the trip and upon submission of an expense statement including original receipts for commercial travel, lodging and conference registration fees, the University will reimburse an amount generally not to exceed \$500 per year.

The basis for computation of the trip expenses: If by auto, at the institutional rate; if by air, actual plane fare (coach); actual housing and food costs. If two faculty members attend the same convention, travel and other expenses should be shared whenever feasible.

2. Those serving as officers of national professional associations or who have been asked to present papers at the meeting may apply for an additional supplementary grant.

5.43 Special Study Grants

Anderson University maintains a program of educational assistance grants to faculty members for individual professional growth. Typically, this support is for graduate study to complete master's or doctoral programs essential to the faculty member's employment at the university, but might also apply to support of advanced institute or workshop programs, or special writing or research projects.

Subject to the conditions of continued service or reimbursement set forth in the following paragraph, when master's or doctoral studies in a faculty member's primary field of institutional assignment are approved in advance by the Provost and the appropriate academic dean, the University may pay up to 100% of all mandatory tuition and fees, to a maximum of \$3,000 in any one contract year. Related travel, lodging and meals typically will not be reimbursed by the University because, by law, such reimbursement would be considered taxable income. Dissertation hours will be supported for a maximum of two years. Requests for funding of a second advanced degree will be considered on a funds-available basis.

As a condition of the University's payment of graduate tuition and fees on behalf of a specific faculty member, as set forth above, the faculty member must first agree in writing to the following:

1. To continue full-time employment with Anderson University for a minimum period of six semesters following the semester in which the most recent reimbursed education occurred (the "Six Semesters Expectancy"); or,
2. In the event the faculty member does not remain employed full-time with the University and does not complete the six semester expectancy, to reimburse the University as follows:
 - a. If the faculty member at the time of departure has not completed any of the Six Semesters Expectancy, to repay to the University the total amount the University invested in the faculty member's graduate study during the three calendar years preceding the faculty member's departure; or,

- b. If the faculty member at the time of departure has completed only a portion of the Six Semesters Expectancy, to repay to the University a prorated percentage of the total amount the University invested in the faculty member's graduate study, such percentage to equal the percentage of the Six Semesters Expectancy not completed by the faculty member.

5.44 Faculty Development Grants

In addition to general institutional support for professional growth activities, a faculty member may apply for a grant from the [Faculty Development Committee](#). [Guidelines](#), [timetables](#) and funding criteria for these competitive grants are distributed annually by the Committee.

5.45 Distinguished Scholar Program

The Distinguished Scholar Program at Anderson University is designed to support those faculty members who excel in the production of exemplary research which leads to the publication of peer-reviewed books and journal articles and those faculty members who excel in the creation or performance of art works which lead to major exhibits or performances in significant artistic venues around the world. Faculty members involved in this type of scholarly and creative work indicate that their greatest need is additional release time from some of their teaching responsibilities during the semester in which a major paper, book or artistic project is reaching its final stage of development.

To address the needs of these faculty members, Anderson University has established a Distinguished Scholars Program that will allow full-time faculty members who meet the criteria listed below to apply for up to six hours of release time in one semester during the late stages of a major project. The Provost and the Academic Cabinet will oversee the program.

For details, see: [Distinguished Scholar Program](#) and [Distinguished Scholar Application](#).

6.00 FACULTY PERSONNEL POLICY AND PROCEDURES

Policies and procedures have been defined to provide for an efficient and just manner of administering the appointment, professional development and termination of faculty members. These and related matters follow. *(Board of Trustees, April 12, 1989; reviewed and edited for clarity by the Executive Committee of the Board of Trustees June 23, 2015)*

6.10 Faculty Ranks and Status

6.11 Tenure Track Teaching Faculty

Tenure Track Teaching Faculty refers to those faculty members whose primary assignment is classroom teaching and who: 1) generally are appointed on the basis of a national search, 2) are expected to earn the highest academic degree in their field of study, 3) may be eligible for academic tenure as defined in this Faculty Handbook, provided established procedures and requirements are completed successfully, and 4) are expected to work toward achieving academic tenure as defined in this Faculty Handbook. Tenure Track Teaching Faculty may be ranked as follows:

Instructor. An Instructor holds a master's degree, is making satisfactory progress toward a doctorate or equivalent terminal degree, and demonstrates evidence of effective teaching, substantial scholarly/professional growth, substantial institutional service, and some community service.

Assistant Professor. An Assistant Professor generally holds a doctorate or other equivalent terminal degree and demonstrates evidence of effective teaching, substantial scholarly/professional growth, substantial institutional service, and some community service.

Associate Professor. An Associate Professor generally holds a doctorate or equivalent terminal degree and demonstrates evidence of a high order of teaching effectiveness and scholarly/professional development, substantial institutional service, and continued community service. If a terminal degree is not held, substantial (all but dissertation) progress toward a doctorate or equivalent terminal degree is expected.

Professor. A Professor holds a doctorate or equivalent terminal degree and demonstrates the highest order of competence as a teacher-scholar and substantial institutional and community service.

Note: All faculty are expected to hold a degree at least one level higher than the degree level being taught with the exception of a terminal degree being appropriate for doctoral level instruction (e.g. a minimum of a master's degree for baccalaureate level instruction). Exceptions may be made if the individual holds exceptional professional experience and may therefore be justified as equivalent by the respective academic dean completing the Faculty Equivalency Justification Form which shall be reviewed and approved by the Provost.

In addition the university maintains the designation of University Professor, a senior and distinguished scholar/teacher-in-residence honored for particular potential to combine publication and teaching in the service of the mission of the University.

6.12 Tenure Track Library Faculty

Tenure Track Library Faculty refers to those members of the faculty whose primary assignment is service in the Nicholson Library, and who (1) generally are appointed on the basis of a national search, (2) are expected to earn appropriate graduate credentials in library science and academic disciplines, (3) may be eligible for academic tenure as defined in this Faculty Handbook, provided established procedures and requirements are completed successfully, and (4) are expected to work toward achieving academic tenure as defined in this Faculty Handbook. Tenure-Track Library Faculty may be ranked as follows:

Instructor. Instructor is an entry level faculty designation for the librarian or instructional technologist who holds a bachelor's degree with an acceptable emphasis and the appropriate professional terminal degree (i.e. for librarians the terminal degree is M.L.S. from an accredited institution per standards of the Association of College and Research Libraries.

Assistant Professor. An Assistant Professor holds the appropriate terminal degree or a second master's degree or significant library experience with a commitment to continuing professional involvement and educational endeavors that will optimize effectiveness of service. Evidence of broader institutional service and continued community service will include: campus committee assignments; participation in formal continuing education; workshop attendance; professional meeting attendance; leadership roles of a nature that are both internal and external to the institution; and other edifying inclusions within the professional portfolio.

Associate Professor. An Associate Professor will demonstrate maturing professional experience and achievement that continues and builds upon the streams of accomplishment and effectiveness noted at the Assistant Professor level. Evidence of substantial institutional service and continued community service can be demonstrated. A second master's degree or a Professional Development Plan (PDP) which extends professional credentials measurably beyond the professional standard will have been completed or the individual will exhibit substantial progress toward completion of the same.

Full Professor. A Full Professor will exhibit fully-developed professional skill, and evidence of substantial institutional and community service can be demonstrated. In addition, this individual will either hold a completed second master's degree or will have successfully completed the programs and objectives of the PDP approved and undertaken at the Associate Professor level.

6.13 Non-Tenure Track Faculty

Non-Tenure Track Faculty refers to those members of the faculty who, though qualified to teach at the university level, (1) generally are not appointed on the basis of a national search, (2) are not required as a condition of employment to earn the highest academic degree in their field of study, and (3) are not eligible for academic tenure as defined in this Faculty Handbook.

Non-tenure track faculty are employed on an annual contract basis and may be released from an existing contract only for cause (as defined in 6.43). Full-time non-tenure track faculty have the same professional obligations (e.g., attending faculty meetings, service as an academic advisor, and serving on committees) that are required of tenure track faculty. Non-tenure track faculty may be ranked as follows:

Instructor. An Instructor generally holds a master's degree, and demonstrates (1) evidence of potential and progress toward becoming an effective teacher, (2) scholarly/professional growth, and (3) commitment to significant institutional service. Teaching responsibilities generally are limited to lower division (freshman and sophomore level) courses.

Assistant Professor. An Assistant Professor generally holds a doctorate or other equivalent terminal degree and demonstrates evidence of effective teaching, substantial scholarly/professional growth, substantial institutional service, and some community service. Assistant Professors may teach both lower and upper division courses. If the faculty member does not hold a terminal degree, the faculty member must have completed, in consultation with his/her department chair and school dean, a coherent program of studies appropriate to the discipline of the faculty member.

Associate Professor. An Associate Professor generally holds a doctorate or equivalent terminal degree and demonstrates evidence of a high order of teaching effectiveness and scholarly/professional development, substantial institutional service, and continued community service. If a terminal degree is not held, the faculty member must have completed, in consultation with his/her department chair and school dean, a coherent program of studies appropriate to the discipline of the faculty member.

6.14 Part-time Faculty

Part-time faculty refers to those members of the faculty who hold the appropriate graduate degree (or equivalency as documented by a [Faculty Equivalency Justification form](#)) and are assigned an occasional or ongoing teaching load of not more than a combined (i.e. teaching traditional undergraduate, online, adult studies, or graduate) total of nine semester hours a semester and no more than 29 contact hours each week.

Part-time faculty members are not expected to serve on committees, attend faculty meetings, or carry advising loads. Part-time faculty members are asked to be accessible to students enrolled in their course(s) in a systematic manner depending on the delivery method. For example, for face-to-face courses the faculty member should be accessible immediately before and after each class session. For online courses the part-time faculty member should identify a regularly "accessible time period" when they will be available online.

6.15 Administrative Faculty

Certain university administrators are recognized as having the training, experience and/or assignment which qualify them for “faculty status.” The Provost, in consultation with the President and the Faculty Affairs Committee, decides on whether to award administrative faculty status. Such administrators are eligible to attend faculty meetings and to serve on faculty committees. They may also participate as faculty in all university ceremonial events involving the faculty, including faculty processions. Such administrators are ineligible for faculty rank or tenure and are not eligible to vote at Faculty Meetings (See Section 2.60).

6.20 Initial Faculty Appointments

6.21 Faculty Appointments: Standards

Initial appointments to the Anderson University faculty will include written agreement relative to base salary, fringe benefits, rank and, if applicable, the relationship of prior experience to promotion and tenure considerations. Continuing appointments to the Anderson University faculty will include written agreement relative to base salary, fringe benefits, rank and tenure status. All appointments are made annually through the offering of the faculty contract.

The faculty member's signed contract indicates agreement with and commitment to the [Statement of Mission](#) and the [Anderson University Faculty Employment Standards](#) as well as the policies and procedures contained in this *Faculty Handbook*.

6.22 Faculty Appointments: Procedures

When a tenure track faculty position is determined to be open correspondence is established with Individuals whose names have come from one of the following sources: (a) the continuing files on potential faculty maintained by the school deans, based typically on information supplied by many Individuals in the university community; (b) recommendations of university placement offices and certain professional placement agencies; (c) individual recommendations of faculty members, including those forwarded from university academic departments and from church and private sources.

All vacant tenure track positions are announced through various media so as to attain maximum visibility in the academic, professional and church communities. Specifically, the [Anderson University](#) website, [The Chronicle of Higher Education](#), the appropriate professional journals or news services, placement offices of universities, Anderson University alumni lists, letters to [Church of God](#) pastors, and the [Council for Christian Colleges and Universities](#) website are the usual means for announcing faculty positions and obtaining prospective candidate names. All inquiries regarding a vacant position are responded to with an application form containing the [Statement of Mission](#) and [Faculty Employment Standards](#) and a vacancy announcement. As consideration proceeds with selected candidates, links to the Catalog and the University's Ethos Statement are provided.

Individuals wishing to be formal candidates for a position submit the Application for Faculty Position with the Statement of Educational Mission and Employment Standards, along with supportive materials they wish to present – such as transcripts, letters of reference, publications, etc. The dean of the appropriate school receives all materials, screens all candidates in terms of the stated standards and seeks similar screening from the appropriate department chair and/or faculty. This process typically results in a determination of three to five "final" candidates. Telephone conversations are held with such candidates by the dean of the appropriate school and the department chair during which each of the standards is tested again. A campus visit is proposed for one or more of these candidates.

A campus visit of one or more days is arranged during which the candidate visits with the following: the President, Provost, dean or director of the appropriate school, other appropriate administrative Individuals, the appropriate department chair, other department faculty members, other faculty/staff members, and, when possible, students majoring in the candidates teaching discipline.

Following the campus visit, each person who visited with the candidate is asked to submit a written evaluation of the candidate. These evaluations plus discussions between the department chair and the school dean provide the basis for a recommendation by that dean. A recommendation to employ the candidate is submitted to the Provost and, if supported, is submitted to the President for final decision.

6.30 Faculty Evaluation, Reappointment and Promotion

6.31 Process and Criteria for Faculty Evaluation

Faculty evaluation has two major purposes. The first is to promote the professional growth of the faculty member. The second is to supply evaluative information to inform promotion, tenure, continuance and other personnel decisions.

An evaluation portfolio is maintained for each faculty member by the appropriate school dean. This portfolio includes faculty annual reports, student evaluations of classroom performance, department chair evaluations, dean or director evaluations, transcripts of all post-secondary work and any other information informally supplied. The faculty member is to supply the transcripts of all post-secondary work attempted and qualification of degrees received. Also included in the portfolio: list or description of publications (with reviews when available); membership and activity in professional organizations; description of research in progress or scholarly study or artistic activity being pursued; committee leadership roles, including a description of non-routine committee accomplishments and other significant institutional responsibilities; other responsibilities, relationships or accomplishments which may relate to the evaluation; and, the faculty member's statement of self-evaluation. The faculty member has the right to review this portfolio and append any data or comments to its contents.

The decision-making process for reappointment, promotion and tenure involves utilization of three categories of information. One of the categories is the information on teaching effectiveness, scholarship/professional development, institutional service, and community service (described below). A second category is support of the institutional mission and employment standards (as set forth in Section 3.00 of the *Faculty Handbook*). The third category involves circumstantial constraints of the institution, such as enrollment projections, the continuance of programs, and financial considerations. In addition, in instances where a faculty member serves in an administrative position (either full time or as a split assignment), overall performance in that assignment will be considered as a part of the evaluation process.

The criteria of teaching effectiveness, scholarship/professional development, institutional service and community service are described below. They are listed in order of relative importance.

1. **Teaching Effectiveness.** This criterion involves creating an environment, in and out of the classroom, which optimizes the potential for student learning. For example: Does the teacher possess and effectively convey relevant course content? Is the material presented in the classroom appropriate to the level of the course and student preparations? Are classroom presentations and activities educationally effective? Is the teacher able to recognize and adapt to special situations? Does the pedagogical approach elicit critical thinking on the part of the students? Is the teacher able to establish a rapport with students which enhances learning? Is the teacher interested in the subject and does he/she endeavor to pass that interest on to students?

2. Scholarly Professional Activity. This criterion involves growth as an academician and as a teacher. For example: Is the faculty member actively involved in an appropriate professional association? Does he/she keep abreast of his/her discipline? Is the faculty member pursuing formal coursework toward a terminal degree in his/her discipline if not yet obtained? Does the faculty member show a concern and interest in being a better teacher? Is the faculty member involved in research, scholarly study or artistic/creative (including performance) activity? Has he/she published the results of scholarly/creative activity?
3. Institutional Service. This criterion involves assisting in activities outside the classroom. For example: Is the faculty member involved in service assignments such as committee work and student advising? Does the faculty member effectively teach liberal arts courses and/or reflect liberal arts concerns in other courses? Does the faculty member endeavor to create and maintain good relationships with colleagues? Is the faculty member involved in and supportive of departmental concerns and activities? Does the faculty member exhibit a concern for total student welfare and development? Does the faculty member demonstrate an ability to engage in "the pursuit of truth from a Christian faith perspective?" Is the faculty member involved in and supportive of chapel/convocation? Does he/she serve as an effective life/learning model for at least some students?
4. Community Service. This criterion focuses on being involved beyond the campus community in activities which are important to an accomplishment of institutional mission. For example: Is the faculty member active in community service, voluntary, governmental or other such organizations? Or is he/she involved in the life of the church at the local, state and/or national level?

There will be a written evaluation, using the faculty evaluation rubric ([Appendix B](#)), of each faculty member by the departmental chair, always to be completed biennially but to be accomplished annually for non-tenured faculty members. This evaluation should address the above criteria, plus additional matters the chair feels are pertinent to the evaluation. The evaluation for non-tenured faculty members should speak specifically to the questions of retention. The chair should meet with the faculty member being evaluated and discuss his/her evaluation. Chairs are to visit the classroom of faculty being evaluated and use a classroom observation rubric ([Appendix C](#)).

In addition, each faculty member submits an annual report to their respective dean, with a copy to their department chair, as outlined in Section 3.80. The school dean or director, in return, will reply to that annual report. In the response, strengths, weaknesses, and professional growth needs will be identified. To the degree possible and where appropriate, opportunities for growth in areas of weakness should be made available.

6.32 Reappointments

Faculty appointments and reappointments are made annually. Contracts normally will be sent to faculty members on or about February 15, containing salary and other information relating to conditions of employment for the forthcoming year. These contract offerings by the University are valid for 30 days from their date of issuance. It is assumed that a faculty member who does not return the signed contract by the designated date has made other plans for the following year. The University may then initiate steps for procuring a replacement.

If there is some question about renewing the contract of a non-tenured faculty member, the appropriate school dean and department chair will discuss and seek agreement on the matter before that dean makes a recommendation to the Provost. The Provost will make the final recommendation regarding the matter to the President. A faculty member who is not to be retained after the first year of service will be given written notice to this effect on or before

March 1 of the first year. A non-tenured faculty member who is not to be retained after two or more years of service will be given written notice to this effect no later than Nov. 1.

Dismissal of a non-tenured faculty member before the expiration of the appointment shall be for cause (See Section 6.43). In the case of a tenured faculty member, procedures described in Section 6.44 apply.

6.33 Promotion

Faculty members with the rank of instructor, assistant or associate professor normally shall be eligible for consideration for promotion during their fifth year within a given rank. (This shall reflect the holding of a rank from other academic institutions, if previously stated in writing as in Section 6.10 above). No promotion in rank is automatic by virtue of elapsed time only.

These Promotion Procedures are effective beginning with the 1995-1996 Academic Year.

1. At the beginning of each academic year, all eligible faculty members will be invited to apply for promotion by their school dean. All materials in support of promotion must be submitted by November 1, and should address the following:
 - a. eligibility for next rank as stated in Section 6.10.
 - b. evidence of teaching effectiveness, scholarly/professional development, institutional service, and community service as described in Section 6.31. A current annual report must be on file with the appropriate school dean or academic supervisor.
 - c. support of the institutional mission and employment standards as set forth in Section 3.00. In addition to an indication of support, there should also be a discussion of how the philosophy and work of the applicant have been informed by the institutional mission and values implicit in Section 3.00.

Details are set out in "[Guidelines: Faculty Application for Promotion](#)."

2. Upon receipt of the "[Application for Promotion](#)," the dean will request a letter of recommendation from the appropriate department chair or academic supervisor. After reviewing the application for promotion and recommendation letter, the school dean will then make a recommendation concerning promotion to the Provost.
3. The Provost will consult with the Committee on Promotion and Tenure and together they will make recommendations to the President, usually in January.
4. After the promotion decision is made, each applicant will be notified in writing concerning the promotion decision and related evaluations (by February 15). In addition, if promotion is denied, specific suggestions for improvement prior to re-submission of the application will be provided by the appropriate dean or supervisor.

6.40 Academic Tenure

6.41 Definition of Academic Tenure

Academic tenure means the right of a member of the faculty of Anderson University to be re-employed for successive annual contractual periods, subject to the terms and conditions of employment that exist from period to period, unless there exists just cause for discharge (detailed in 6.43). By granting tenure, the University recognizes the contribution of a member of the faculty to the University and, by accepting it, the faculty member reaffirms a continuing commitment to the goals and intent of *Statement of Mission and Employment Standards* of the University (See 3.00 above) and to his/her own scholarly/professional development and effectiveness. While academic tenure provides expectation annually of a contract between the University and the faculty member (except for the existence of just cause as noted below), such expectation does not relate to questions of salary, promotion or institutional assignment.

6.42 Eligibility for Academic Tenure

Except as provided below, academic tenure shall be attained by a faculty member upon the University's issuance of a contract for the year following the completion of seven years of full-time tenure-track service.

Up to three years' credit may be granted for such teaching at other institutions of higher education; a statement of such credit shall be made part of the initial appointment. Four of the seven years of full-time service must have been at Anderson University. Time spent on special leaves of absence during this period normally will not be counted toward the seven years total unless otherwise agreed upon.

The above normative pattern notwithstanding, in particular circumstances the institution may offer (or the faculty member may request) a one-, two-, or three-year contract, beyond the seventh year or its equivalent as defined above, without tenure thereby having been granted.

The particular circumstances commanding such procedure shall be stated clearly in writing, together with some indication of the criteria which will be operative at the time of the tenure decision during the last year of the contract. No contract or series of contracts may extend more than three years beyond the time when a faculty member first becomes eligible for a tenure decision.

Not later than June 15 of the third year, the dean of the appropriate school (or in the case of library faculty, the director of the library) will convey in writing to the faculty member the status of the decision process, study procedures already undertaken, the nature and status of relevant issues and anticipated procedures leading to a final tenure decision.

In addition to the credentials, competencies and commitments expected of faculty members at the time of initial appointment and rank promotions (particularly those related to the institution's mission, goals and employment standards), tenure decisions also consider: 1) consistent positive evaluations in the areas of teaching, scholarship, service, 2) demonstrated fit with university ethos and values, 3) the long-term professional promise, and 4) the long-term need of the institution for the particular professional competencies of the individual.

The decision regarding tenure is made by the President. The granting of tenure requires the concurrence of the Committee on Educational Policies and Personnel of the Board of Trustees. A decision not to grant tenure is conveyed in writing by the President to the faculty member not later than November 1 of the seventh year of service, except as provided above.

6.43 Causes for Dismissal of a Faculty Member on Academic Tenure

The services of a faculty member on tenure may be terminated for the following causes:

- a. Gross neglect of duty or unprofessional conduct.
- b. Immorality.
- c. Demonstrable financial exigencies of the University.
- d. The necessary elimination or reduction of a school or department.
- e. Open, vocal, and sustained contempt for the Christian Faith or the customs generally held by the Church of God (Anderson, Indiana) community.
- f. Retirement for disability
- g. Professional incompetence.

6.44 Procedures for Dismissal of a Faculty Member on Academic Tenure

When reason arises to question the fitness of a tenured faculty member, the appropriate administrative officers (usually the appropriate school dean/director and the Provost) shall discuss the matter with the faculty member in personal conference. A written summation of this meeting shall be prepared and made available to the concerned faculty member on request. The matter may be resolved by mutual consent at this point. However, if a resolution does not result, the President or the faculty member concerned may ask the Faculty Affairs Committee to inquire into the situation and seek to work out an accord agreeable to both parties. The Faculty Affairs Committee, prior to deliberation, will be provided a copy of the written summation of the previous discussion between the administrative officer and the faculty member, as well as any written statement of rebuttal by the Faculty member. A written summation of the activities and resulting perspectives of the Faculty Affairs Committee will be transmitted simultaneously to the President and the faculty member.

If the President, having considered the perspectives of the Faculty Affairs Committee, decides to dismiss the faculty member on tenure, the President shall formulate the statement setting forth with reasonable particularity the grounds for dismissal. The President then shall address a communication to the faculty member containing the statement formulated and informing him/her that, if he/she so requests, a hearing will be conducted by the Committee on Promotion and Tenure. The faculty member shall state in writing to the President, within a period of one week from the date of the President's communication, whether or not such a hearing is desired. If no communication is received by the President, it shall be assumed that no hearing is desired by the faculty member.

The hearing, if desired, shall be conducted by the Committee on Promotion and Tenure under the following guidelines: copies of the two previous written summations and the President's letter stating the grounds for dismissal as well as any letters of rebuttal prepared by the faculty member will be made available to committee members. Having reviewed all such documents, the committee shall interview both the President and the faculty member. No legal counsel will be permitted to the President or faculty member in the hearing. Individuals judged by the faculty member, the President or the committee to have crucial information/perspectives will also be interviewed to allow an informed committee judgment. Both the President and faculty member shall have the right to question any such Individuals before the committee. The meeting(s) of this hearing will be closed to anyone other than those directly involved. Following the hearing the non-administrative members of the Committee on Promotion and Tenure will reach a decision by a simple majority vote. A Promotion and Tenure Committee member judged by the committee to have a conflict of interest will be disqualified from voting.

The President and the faculty member shall be notified simultaneously in writing of the findings and decision of the Committee on Promotion and Tenure and each shall be given a copy of the written summary of the hearing. If the President and the faculty member concerned accept the decision of the hearing committee, the matter shall be considered closed. If either the President or the faculty member concerned does not accept the decision of the hearing committee, and makes such known in writing to the other parties involved, the President shall convey to the Executive Committee of the Board of Trustees the written documents which had been available to the hearing committee, the written summary of the hearing itself and the letter stating non-acceptance of the hearing decision. After studying these documents and making whatever additional investigation it may feel necessary, the Executive Committee shall make the final decision.

Except for such simple announcements as may be required pertaining to the time and place of the hearing and similar matters, public statements about the case by the faculty member concerned, the officers of the University, or the members of the faculty committees shall be avoided. Any public announcement of the final decision shall be made by the President and shall include a statement of the actions of the hearing committee and of the Executive Committee if these have not been made known previously.

(Approved by the Board of Trustees, October 1986).

6.50 Sabbatical Leaves

Anderson University's provision for a program of sabbatical leaves is one facet of its provision for scholarly/professional growth. The sabbatical program is not automatic. A sabbatical leave is conceived not as a bonus or reward for past service, but rather as an opportunity for the faculty member to prepare for increased usefulness to the institution. In all cases, the number of sabbatical leaves is contingent upon the availability of institutional resources, and may vary from year to year. Typically a sabbatical leave is used for advanced study, research, scholarly writing in the faculty member's field or other approved activity which will result in professional improvement within the faculty member's teaching area.

A faculty member with the rank of Instructor or above becomes eligible to apply for a sabbatical leave during the sixth year of full-time teaching at Anderson University. If the leave is granted, it should be taken in the following year. Subsequent eligibility for application is established during the sixth year after the sabbatical taken at Anderson University. If a person is required to delay a sabbatical leave because the institution requests the faculty member to do so, then he/she is eligible to apply in the fifth year after the delayed sabbatical leave. The precise timing of a sabbatical leave is determined jointly by the individual and the University to meet both institutional needs and individual opportunities.

Application for a sabbatical leave must be submitted in writing to the appropriate dean not later than November 1 of the preceding academic year. The application shall state the professional purpose for the sabbatical leave and the proposed timing and activities. Following discussion and evaluation by the department chair, the dean and the Provost, a written response to the application will be made at as early a date as possible.

For an approved sabbatical leave, half salary will be paid for a one-year sabbatical leave or full salary for a one-semester sabbatical leave. In addition, regular fringe benefits are maintained, subject only to the willingness of the individual to maintain the proportionate payments for those benefits which are participatory. If faculty members expect to undertake activities involving financial compensation during a sabbatical leave, such information should be included in the application.

As part of the agreement relative to a sabbatical leave, a faculty member is expected to continue with Anderson University for a period of at least four semesters following the sabbatical leave. In the event the faculty member chooses not to remain with the University for such a period, that faculty member will reimburse to the University a proportionate sum of the base salary actually paid during the time of the sabbatical leave.

A written report shall be presented to the dean of the appropriate school (and respective department chair if applicable) following completion of the sabbatical leave. It should review the program of activities maintained during the sabbatical leave and the degree to which objectives were achieved.

6.51 Leave of Absence

Faculty members may apply for a special leave of absence at times when sabbatical eligibility has not been established or for purposes other than those approved for sabbatical leave.

Compensation for special leaves of absence normally is not provided. Regular fringe benefits normally are not continued unless circumstances are judged to warrant continuance. Application for a special leave of absence must be submitted in writing to the dean of the appropriate school not later than November 1 of the preceding academic year.

6.52 Reduced Load/Reduced Salary Arrangements

Full-time tenured faculty members may request to be placed on a reduced load and reduced salary arrangement for such issues as: family emergency, unusual professional opportunities, and medical problems that extend beyond those covered by medical leave. In addition, faculty may ask for a reduced teaching load and reduced salary before retirement. These reduced load arrangements may not extend beyond three years. The granting of these requests is at the discretion of the university. Among the factors that the university must consider in granting a request are the following: Are there Individuals in this area who have the expertise to teach the courses that would not be taught by the requester? What will the impact of the reduced load have on the teaching and advising responsibilities of the remaining full-time professors in the department? Does the request carry the support of the departmental chair and school dean?

Individuals wishing to request such reduced load/reduced salary arrangements must inform their school dean by November 1 of the year preceding the year in which this arrangement is to take effect.

6.60 Resignation from the Faculty

A faculty member wishing to resign from the Anderson University faculty will submit such resignation in writing to their respective dean and the President, effective with the end of the academic year. Under two other circumstances a resignation shall also be effective:

1. Failure to return a signed contract for the next academic year before the expiration of its 30-day period of validity constitutes a resignation as of the end of the current academic year.
2. In urgent personal circumstances a faculty member may offer a resignation effective within the academic year, but not earlier than 90 days from the date that such a resignation is submitted.

6.70 Retirement Policy

Available in the AU Faculty-Staff Benefits Handbook maintained by the Office of Work Life Engagement.

6.71 Faculty Emeritus

Individuals who have served a total of 15 or more years as a member of the faculty of Anderson University and who have attained the rank of Professor or Associate Professor may be considered for election by the Board of Trustees to the rank of Professor Emeritus or Associate Professor Emeritus upon conclusion of their AU service.

(The above policy became effective July 1, 1984, having been adopted by the Board of Trustees on April 27, 1984).

7.00 FACULTY COMPENSATION AND BENEFITS

7.10 Contracts and Salaries: Full-Time Faculty

7.11 Contracts and Salaries

Contracts offered to continuing full-time faculty members are placed in campus mail on or about February 15 each year and are valid for a stated period of time, usually 30 days.

Faculty salaries for each academic year are normally paid in 12 equal monthly installments on or about the 25th day of each month, beginning in September. Deductions include those mandated by law (Federal and State income tax withholding; Social Security), and the faculty member's own contribution to participatory fringe benefits. The individual may also request withholding for other special purposes if such items have been approved for withholding by both the individual and the University. Further information on salary deductions may be secured from the Controller.

7.12 Compensation for Overload Courses

Full-time faculty members are compensated at the same per-hour rate as adjunct faculty members for teaching regular credit-bearing courses, when such courses are determined by the appropriate school dean to be in addition to normal contractual obligations. Such determinations will be made only in cases which clearly are extraordinary, temporary and/or related to external programs associated with Anderson University.

7.13 Permission for Additional Employment

It is expected that a faculty member will not engage in any gainful employment during the school year for which compensation is received, or engage in any activity which would claim a considerable portion of time or professional attention, without first securing written permission from the dean of the appropriate school. Teaching more than one course overload (total) whether at Anderson University or in other institutions during a given semester would be deemed inappropriate.

7.20 Compensation: Part-Time Faculty

As defined in Section 6.14, part-time faculty members are compensated per credit hours taught. Credit hours assigned to each part-time faculty member are certified each semester or summer by the appropriate school dean.

The part-time compensation rate is regularly reviewed to ensure that it is reasonably competitive within the region.

Part-time faculty members are not eligible for benefits.

7.30 Summer School Compensation

Arrangements for summer school teaching are made through the Director of Summer School after consultation with the appropriate departmental chair. The compensation scale is indicated in [Appendix G](#).

7.40 Fringe Benefit Programs

University benefits may be accessed as follows:

- Current Faculty: Log in to [Paycom](#) >> Benefits >> Benefit Forms and Links >> Faculty and Staff Benefits
- Others: Access the current [Employee Benefit Guide](#) (2022).

Additional questions may be directed to the [Office of Work Life Engagement](#).

APPENDICES TO THE FACULTY HANDBOOK

Drug Free Schools & Communities Act Statement	A
Faculty Evaluation Rubric	B
Faculty Classroom Observation & Evaluation Rubric	C
Faculty Grievance Policy and Procedure	D
Intellectual Property Policy	E
Sexual Harassment Policy	F
Summer School Compensation Policy	G
Social Media Policy	H

APPENDIX A DRUG FREE SCHOOLS & COMMUNITIES ACT STATEMENT

Introduction

As a recipient of federal funds and financial assistance for educational programs, and in compliance with the Drug Free Schools and Communities Act Amendments of 1989, it is the duty of Anderson University to inform students, faculty and staff of:

- the standards of conduct and policies of the University which prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by student, faculty and/or staff;
- the University sanctions up to and including expulsion or termination of employment for violation of this policy;
- the sanctions under local, state or federal law for the unlawful possession or distribution of illicit drugs and alcohol;
- the potential health risks associated with the use of illegal drugs and alcohol; and
- the resources available for treatment programs available to students, faculty and staff

Standards of Conduct

Anderson University does not accept the inappropriate use of a controlled substance by any undergraduate or graduate student, or individual employed by the University. As a participant in the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, the University seeks to increase awareness about the dangers and harmful effects of controlled substance and alcohol abuse to individuals and society. The University will be supportive of an individual seeking assistance, however, the consequence of and responsibility for overcoming dependency or misuse of a controlled substance or alcohol rests with the individual.

Sanctions & Disciplinary Action

The University will take appropriate disciplinary action in the event this policy is violated by any student, faculty or staff employee. Disciplinary actions are as follows:

- Undergraduate students will be subject to the Student Judicial Code of the Student Handbook and/or the consequences described in the Alcohol and Illegal Substance Policy section of the current [Student Handbook](#).
- Graduate students will be subject to the Anderson University [Student Judicial Code](#) as administered by a university official or faculty member from the respective graduate school.
- Faculty or staff employees found in violation of this policy will be subject to the disciplinary actions described in the Drug Free Workplace Policy (June 1989), item 2. Staff and faculty may also be subject to the disciplinary actions described in their respective Handbooks.

Any person who knowingly or intentionally participates in the unlawful manufacture, financing the manufacture of, distribution, dispensing, possession or use of a controlled substance also faces serious consequences under the Indiana Criminal Alcohol and Drug Statute and/or Federal Drug Statute. For information concerning specific violations, please contact the Department of Student Life or the Office of Work Life Engagement.

Health Risks

The inappropriate use of a controlled substance, use of illegal drugs or abuse of alcohol presents dangers to individuals and to society. The most common side effect of substance abuse is acute intoxication. Intoxication literally means to "poison" and is a major and very common health risk.

The consumption of alcohol causes a number of marked changes in behavior. Even low doses may significantly impair the judgment and coordination required to safely operate a motor vehicle. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses can cause respiratory depression and death. The long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver. The use of alcohol in American culture has been found to be associated with a variety of aggressive acts including spouse and child abuse.

The use and/or abuse of opiates and other narcotics may lead to physical as well as psychological dependence. Continued use of these drugs may result in serious withdrawal symptoms when the drug is no longer available. Some of the effects most commonly associated with narcotics include, but are not limited to euphoria, drowsiness, respiratory depression, and nausea. High doses may lead to an overdose reaction marked by clammy skin, convulsion, coma, and possible death.

The use and/or abuse of depressants may also lead to both physical and psychological dependency. Some of the effects associated with these drugs include slurred speech, disorientation, and other behaviors similar to those exhibited by individuals under the influence of alcohol. The effects produced by an overdose include shallow respiration, weak and rapid pulse, and clammy skin. Anxiety, insomnia, convulsions, and death are all possible consequences of withdrawal from these drugs.

The continued use of stimulants, such as cocaine and amphetamines, can result in psychological dependency of those drugs. Effects associated with the use of stimulants include, an increase in alertness, excitation, and increase in pulse rate and blood pressure, and loss of appetite. Individuals may experience agitation, an increase in body temperature, hallucinations, convulsions, and possible death as a result of overdose. Individuals who have become dependent upon stimulants may experience apathy, long periods of sleep, irritability, and depression when the drug is no longer available.

The consumption of hallucinogens has no known effects which lead to physical dependency, although the use of phencyclidine (PCP) and phencyclidine analogues is associated with a high probability of psychological dependence. The effect of hallucinogens includes illusions, hallucinations, and poor perception. An overdose of these drugs may lead to longer, more intense episodes, psychosis, and possible death.

The use of cannabis has a moderate risk of becoming psychologically dependent upon the drug. Possible effects include euphoria, relaxed inhibitions, and increase in appetite, and disoriented behavior. In the event of overdose, the user may experience fatigue, paranoia, and possible psychosis. Withdrawal from cannabis may lead to insomnia, hyperactivity, and occasionally a decrease in appetite.

Drug & Alcohol Treatment

The responsibility for and consequences of substance abuse and dependency rests with the individual, and therefore, the University will not accept financial responsibility for any drug or alcohol counseling, treatment, or rehabilitation program in which a student or employee participates. However, the Division of Student Life and/or Work Life Engagement Office will assist Individuals in determining available financial resources.

The following is a list of resources for information, assessment and referral. The Dean of Students also reserves the right to refer students to an assessment program which may be a condition of continued enrollment.

Resources

AU Health Clinic (765) 641-4222

University Counseling Services (765) 641-4205

Office of Student Services (765) 641-4072

Student Health Services (765) 641-4222

Work Life Engagement (765) 641-4133

Anderson Center (765) 646-8444

Narcotics Anonymous narcotics.com/na-meetings/indiana/anderson/

Alcoholics Anonymous madisoncountyintergroup.org/

Celebrate Recovery locator.crgroups.info/

Definitions

1. Controlled Substance means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance in Schedules I through V of Section 202 of the Controlled Substance Act, and as further defined by federal regulations.
2. Criminal Drug Statute means a criminal statute involving the manufacture, distribution, dispensing, use or possession of any controlled substance.
3. Employee means any individual engaged in the performance of work for the University for which payment is received.
4. Student means any person enrolled in any University course or on the University premises or related premises for any purpose related to registration for undergraduate or graduate academic credit.
5. University premises means any building, structure, vehicle, equipment, or any improved or unimproved land, or any part of any such building, structure, vehicle, equipment, or land which is owned, leased, used or occupied by Anderson University.
6. University sponsored activities means, but is not limited to, any participation in business, academic, athletic, or social events sponsored or paid for by the University, or participation in any such events as a representative of Anderson University.

APPENDIX B FACULTY EVALUATION RUBRIC

Name/Rank: _____

Academic Year: _____

Evaluator's Name: _____

		Superior	Excellent	Good	Work On	NA
A	Teaching Effectiveness: Creating an environment, in and out of the classroom, which optimizes the potential for student learning.					
	1	Effectively conveys relevant course content.				
	2	Material presented is appropriate to the level of the course and student preparation.				
	3	Classroom presentations and activities are educationally effective.				
	4	Able to recognize and adapt to special situations.				
	5	Pedagogical approach elicits critical thinking.				
	6	Able to establish rapport with students which enhances learning.				
	7	Demonstrates interest and enthusiasm for subject matter.				
	8	Demonstrates a balance of support and challenge.				
	9	Is self-reflective and demonstrates openness to learning new strategies.				
	10	Regularly evaluates pedagogical effectiveness.				
	11	Other:				

B	Scholarly/Professional Activity: Involves growth as an academician and scholar.					
	1	Actively involved in an appropriate professional association.				
	2	Keeps abreast of her/his discipline.				
	3	Pursuing formal coursework toward a terminal degree in her/his discipline if not yet obtained.				
	4	Actively engages the scholarship of teaching.				
	5	Engages in research, scholarly study or artistic/creative (including performance) activities.				

		Superior	Excellent	Good	Work On	NA
6	Disseminates scholarly activity through professional presentations, publications, performance, etc.					
7	Other:					

C Institutional Service: Assisting in activities outside the classroom.

1	Actively engaged in service assignments such as committee work and student advising.					
2	Effectively teaches liberal arts courses and/or reflects liberal arts concerns in other courses.					
3	Endeavors to create and maintain good relationships with colleagues within and outside department					
4	Involved in and supportive of departmental concerns and activities.					
5	Exhibits a concern for total student welfare and development.					
6	Demonstrates an ability to engage "academic and Christian discovery."					
7	Involved in and supportive of Chapel.					
8	Serves as an effective life/learning model for at least some students.					
9	Other:					

D Community Service: Involvement beyond the campus community in activities which are important to accomplishment of university mission.

1	Active in community service, voluntary, governmental or other such organizations.					
2	Involved in the life of the church at the local, state and/or national level.					
3	Other:					

General Comments:

(Please append faculty accomplishments, service activities, etc.)

Professional Development Goals/Objectives for Next Year:

1

2

3

4

5

6

Faculty Response:

My signature simply indicates that I have reviewed this evaluation with my chair and/or dean and does not necessarily indicate my full agreement. I acknowledge that I have the opportunity to submit my own evaluation and/or comments.

Faculty Signature

Date

Dean's Signature

Date

**APPENDIX C
FACULTY CLASSROOM OBSERVATION & EVALUATION RUBRIC**

Name/Rank: _____ Academic Year: _____

Evaluator Name: _____ Time/Date: _____

Course: _____ Number of Students: _____

Teaching Effectiveness: Creating an environment, in and out of the classroom, which optimizes the potential for student learning.

The following rating system will be used for each teaching quality:

RATINGS: SUPERIOR – EXCELLENT – GOOD – NEEDS IMPROVEMENT – N/A

Teaching Quality	Assessment	Comments
Time Management: Begins class promptly and manages time well (e.g., pacing and flow)		
Lesson Purpose: Provides purpose or overview of lesson		
Communication Skills: Effectively communicates course material (e.g., verbally and nonverbally)		
Content Knowledge: Knowledgeable of course content (e.g., pre-class preparation, not dependent on notes, ability to answer questions)		
Appropriate Content: Material presented is appropriate to course level and student preparation		
Organization: Classroom presentation and activities are organized and educationally effective		
Pedagogy Methods: Uses a variety of delivery methods to encourage student engagement and critical thinking (e.g., lecture, demonstrations, discussion, visuals, technology)		

RATINGS: SUPERIOR – EXCELLENT – GOOD – NEEDS IMPROVEMENT – N/A

Teaching Quality	Assessment	Comments
Special Situations: Able to recognize and adapt to special situations		
Learning Climate: Rapport established with students which enhances learning		
Enthusiasm: Demonstrates interest and enthusiasm for subject matter		

Strengths of Lesson:

Suggestions/Areas to Improve:

*Faculty Signature**

Date

Department Chair Signature

Date

**My signature simply indicates that I have reviewed this evaluation with my chair and/or dean and does not necessarily indicate my full agreement. I acknowledge that I have the opportunity to submit my own evaluation and/or comments.*

APPENDIX D FACULTY GRIEVANCE POLICY AND PROCEDURE

I. Purpose

In light of our goal to enable each member of the university to become stronger in body, mind, and spirit, to experience what it means to love God and neighbor, and to adopt Christ-like servant ways in all of life, the Anderson University Faculty Grievance Policy and Procedure is designed to create an orderly, just, and effective means of dealing with faculty grievances in a reasonable and timely manner.

II. Definition

A "grievance" means a formal written complaint submitted by a member of the Anderson University (the "University") faculty (the "Faculty Member") regarding those conditions of employment or job-related conflicts that are not covered by the Faculty Handbook. For example, questions about tenure and promotion, or sexual misconduct are covered in the Handbook and would be governed by it. Other issues would be covered by this policy.

III. Policy

The University's environment will be most productive where individual complaints are addressed and resolved and where interpersonal relationships between faculty members and other members of the University community are healthy and strong. A Faculty Member is encouraged, therefore, to address difficulties and resolve conflicts that arise directly and without delay. This Faculty Grievance Policy and Procedure represents the University's effort to assist members of the University's faculty in addressing and resolving conflicts concerning conditions of employment and job-related interpersonal difficulties that are within the scope of this policy.

IV. Procedures

A. Informal Grievance Procedure

1. Personal Resolution. A Faculty Member is encouraged to resolve a conflict by communicating directly with the person(s) or office(s) with whom or with which he or she has the conflict. An effort should be made to reach a resolution without the intervention of others.
2. Involvement of School Dean. If a matter cannot be resolved by communication between the parties, the complaining Faculty Member may request the involvement of the School Dean in resolving the conflict. The School Dean must respond within 5 days.
3. Commencement of Formal Process. If a matter cannot be resolved by communication between the parties involved or by involvement of the School Dean, the Faculty Member may file a grievance pursuant to the Formal Grievance Procedure set forth in Paragraph B that follows.

B. Formal Grievance Procedure

1. Filing a Grievance

- a. To be heard, the grievance must be filed within [thirty (30)] days of the date of the event grieved.
- b. If, after making reasonable efforts to resolve a conflict directly using the Informal Grievance Procedure, a Faculty Member concludes that such efforts will not result in a successful resolution of the conflict, the Faculty Member may file a grievance with the Provost. If the grievance is against the Provost, the grievance should be filed with the President of the University. If the grievance is against the President of the University, the grievance should be filed with the Chair of the Board of Trustees.
- c. A Faculty Member who files a grievance is referred to herein as the "Complainant," and the individual or office against whom or which a grievance is filed is referred to herein as the "Respondent."
- d. The written grievance shall include (i) a statement of, and the basis for, the grievance; (ii) the date(s) of the occurrence resulting in the complaint; (iii) a description of the attempts to resolve the complaint; and (iv) the signature of the Complainant.

2. Grievance Filed with the Provost/Appointment of, Investigation by, and Recommendation by Grievance Committee

- a. If the grievance is filed with the Provost, the Provost shall appoint a committee (the "Grievance Committee") comprising [at least three (3) full-time faculty members approved by both parties in the grievance, an academic dean, and a committee chair] who, in the opinion of the Provost, are best able to conduct a thorough investigation and to render an objective decision with respect to the grievance.
- b. The Grievance Committee, in its sole discretion, shall determine the manner in which the investigation shall be conducted. The Grievance Committee may, but need not, offer the Complainant and the Respondent the right to submit written position statements or to be heard.
- c. The Grievance Committee shall communicate its recommendation with respect to the grievance to the Provost, who, in turn, shall make a final determination with respect to resolving the Complaint. The Provost shall communicate his or her decision to the Complainant and to the Respondent. The Provost's decision shall be final.
- d. The Grievance Procedure shall be conducted in a timely manner.

3. Grievance Filed Against the Provost

- a. To be heard, the grievance must be filed within [thirty (30)] days of the date of the event grieved.

- b. The grievance shall be filed with the University President.
- c. The University President, in his or her sole discretion, shall determine the manner in which the investigation shall be conducted. The University President may, but need not, offer the Complainant and the Respondent the right to submit written position statements or to be heard.
- d. The University President shall attempt to resolve the grievance to the satisfaction of the parties.
- e. The University President shall communicate his or her decision to the Complainant and to the Respondent.
- f. The University President's decision with respect to the grievance shall be final.
- g. The Grievance Procedure shall be conducted in a timely manner.

4. Grievance Filed Against the University President

- a. To be heard, the grievance must be filed within [thirty (30)] days of the date of the event grieved.
- b. The grievance shall be filed with the Chair of the Board of Trustees.
- c. The Chair of the Board of Trustees, in his or her sole discretion, shall determine the manner in which the investigation shall be conducted. The Chair of the Board of Trustees may, but need not, offer the Complainant and the Respondent the right to submit written position statements or to be heard.
- d. The Chair of the Board of Trustees shall attempt to resolve the grievance against the President to the satisfaction of the parties.
- e. If the grievance against the President cannot be resolved by the Chair of the Board of Trustees to the satisfaction of the parties, and if the Chairman of the Board of Trustees determines, in his or her sole discretion, that the issue is of sufficient institutional concern and importance to warrant review by the Executive Committee of the Board of Trustees, he or she may refer the matter to the Executive Committee of the University's Board of Trustees. The Executive Committee of the Board shall, in its sole discretion, determine the process to be followed to address the matter.
- f. The Chair of the University's Board of Trustees shall communicate the Executive Committee of the Board of Trustees' decision to the Complainant and to the President.
- g. The Executive Committee of the Board of Trustees' decision with respect to the grievance against the President shall be final.
- h. The Grievance Procedure shall be conducted in a timely manner.

C. Resort to Other Procedures

Issues with respect to promotion and tenure, and sexual misconduct, or other aspects of employment for which separate Faculty Handbook policies and procedures exist will not be addressed under the Faculty Grievance Policy and Procedure. For those matters that are subject to the Faculty Grievance Policy and Procedure, the full commitment of the University and of the Complainant to the process set forth in this policy and procedure is necessary in order to achieve its designed objectives. Accordingly, if the Complainant seeks resolution to the subject matter of a pending grievance in a forum or by a set of procedures other than that established in this procedure, whether administrative or judicial, the University may elect (1) to wait until the other procedure is concluded, or (2) not to proceed further with the grievance. (The mere filing of a complaint or action in another forum, in order to avoid exceeding a time limitation, shall not be considered a violation of the intent of this paragraph.)

D. Confidentiality

Grievance proceedings are intended to be confidential. Such proceedings shall be subject, however, to applicable law and the need of the Complainant and the University to comply with the procedures specified or to present their evidence in other administrative or judicial proceedings, where relevant. A formal written record of these proceedings shall be maintained by the Provost. The formal written record shall consist only of the grievance, the responses, and the determination.

E. Participation of Legal Counsel

The Faculty Grievance Policy does not contemplate participation in the process by legal counsel.

October 16, 2000, Revised 3/18/02, April 16, 2009, April 30, 2009

APPENDIX E INTELLECTUAL PROPERTY POLICY

Purpose

The purpose of this policy is to clarify issues related to the ownership, use, and sale of intellectual property created by university personnel (i.e. faculty, staff, or students).

Anderson University wishes to foster an intellectual environment that encourages creativity, innovation, and entrepreneurship while managing its resources for the benefit of all constituents. In this policy the university seeks to foster these goals and honor traditions in the academic setting while recognizing federal laws.

Definitions

Intellectual property refers to any copyrightable or patentable work and covers all types of intellectual property such as inventions, discoveries, trade secrets, trade and service marks, writings, art works, musical compositions and performances, software, literary works, architecture, etc. This list is not exhaustive and applies to other types not listed here, regardless of whether they may be protected by patent, copyright, trademark, trade secret or other law.

Copyrightable work includes original works of authorship fixed in a tangible format including syllabi and other course materials, books and other literary works, articles, dramatic works, musical compositions, sound recordings, choreographic works, visual artworks, photographs, motion pictures, multimedia products, software, internet sites or other material that qualifies for protection under United States copyright law.

Patentable work is any new and useful discovery, process, machine, device, manufactured product, composition of matter, or other invention that qualifies for protection under United States patent law.

Scholarly and artistic works are works reflecting research and/or creativity that within a university are considered as evidence of professional advancement or accomplishment. Examples include publications, dramatic works, musical compositions, sound recordings, choreographic works, visual artworks, photographs, motion pictures, multimedia products, and the products of science.

Works for hire refer to works prepared by an employee within the scope of employment. (Note that the law recognizes that the copyright for works for hire rests with the institution. Materials created by faculty for their courses, however, have been considered an exception since the administration provides very little control and direction for their development.)

University resources refers to university funds, facilities, equipment and personnel.

Substantial use of university resources refers to extensive use of resources beyond what is ordinarily made available to employees. For example, for faculty "substantial use" would be reduction in teaching load or funding that goes beyond the customary release time, grants and sabbaticals awarded within current policy. A specific example would be a year of release time to write a history of a prominent leader or agency of the Church of God. Other examples include extraordinary use of special equipment, facilities, supplies or time of university employees.

Policy Statement

AU policy seeks to encourage creativity while conserving the resources of the university. Thus, in consideration of the “work for hire” principle, *intellectual property of a scholarly or artistic nature* shall be the sole and exclusive property of the creator unless a specific contract with alternative provisions has been negotiated prior to the creation of the property. The latter is desirable when the production of intellectual property involves “substantial use” of university resources. In this case the Provost, on behalf of the administration, is responsible to initiate the negotiation.

In cases where employees (with or without the participation of students) create intellectual property (such as a video or internet site) for an *agency outside the institution* and make “substantial use” of university resources, prior negotiation to determine ownership shall be carried out by the Provost on behalf of the university. (In general the agency will control the distribution of property, while copyright ownership will remain with the creators.)

In the case where AU *commissions a piece of work* with a person within or outside of the university, ownership is determined by a written contract prepared prior to the start of the project.

Policy with respect to pedagogical materials seeks to balance the needs of all faculty members and the administration. Materials created for pedagogical purposes, such as syllabi and tests, are considered to be owned by the person who authored them. However, the institution and its personnel are permitted to use or modify such materials for internal educational and administrative purposes, including reporting to accreditation agencies. Excluded from the understandings in this paragraph are works published by an established publishing house and sold to students through a vendor. In addition, in selected cases (for instance, ones that involve substantial use of university resources) the university may negotiate a different understanding than recorded here; such an understanding must be negotiated prior to the creation of the property and should be initiated by the administration.

Works for hire that would *not customarily be considered of an artistic or scholarly nature, nor created for pedagogical purposes*, shall be considered jointly owned by the creator and the university.

Intellectual property created by a university employee *outside of work time*, outside the scope of the employee’s job responsibilities, and without the use of university resources is the sole property of the creator even though the work may be similar to the employee’s job duties.

Policy with respect to students attempts to balance student and institutional needs. Intellectual property created by *students* is considered the property of the student. The university, however, reserves the right to use such material, with appropriate discretion and attribution, in promotion of the university. Intellectual property created by students and employees jointly is considered to be jointly owned by the creators. (The employee shall have decision-making powers in regard to permissions and sales of jointly created property.)

Funds received from the sale of intellectual property shall be allocated by proportion of ownership and expended as determined solely and independently by the owner(s).

Questions or disputes regarding the interpretation of this policy shall be mediated by a mutually agreed upon third party.

Confidentiality agreement (for vendors or non-creators involved in any commercialization and/ or marketing activity or review). During the evaluation period, an invention may be safely disclosed outside the institution under the protection of a Confidential Disclosure Agreement or CDA. This is because disclosures made under an appropriate CDA are not considered public disclosures, unless the recipient of the information does breach the CDA. When a staff member wishes to disclose an invention to an external researcher associated with a company or other profit organization, or directly to the company or organization itself they should have a confidentiality agreement signed that states the obligation of the recipient not to use the invention, etc., for any other purposes than to evaluate it. Refer to Appendix E1 for AU Confidentiality Agreement.

According to the *Early Disclosure Statement* all covered Individuals are required to notify the Provost of each Supported Invention and Incidental Invention through a disclosure document found in Appendix E2. Upon review of the disclosure document, the Provost will determine whether the Invention is a Supported Invention or an Incidental Invention and, in the case of a Supported Invention, shall further determine, with assistance from patent counsel, who are the Inventor(s), consistent with U.S. patent law.

All *revenue* (i.e. 100%) will go to the institution to cover university expenditures associated with the development, patent filing, copyright registration and any other continuing costs associated with licensing and other commercialization of the intellectual property. After initial university expenditures have been covered *shared net revenues* will be distributed as follows:

Any invention created using substantial university resources and time, and for the work of the university (e.g. <i>Phoenix</i> , the online application).	75% net revenue goes to the institution. 15% goes to the creator's department. 10% goes to the creator(s) to be shared equally in the case of more than one inventor unless otherwise negotiated.
Invention created using some university resources and time, but not directly created for the university.	20% net revenue goes to the institution. 80% net revenue goes to the creator(s) to be shared equally in the case of more than one inventor unless otherwise negotiated.

Responsible Party

Responsibility for this policy lies with the Office of the Provost.

Policy Review

This policy is to be reviewed every three years.

Distribution

This policy is distributed via the Faculty and Staff Handbooks and posted on the AU website.

Approved by President's Executive Staff, May 20, 2015
Approved by Board of Trustees, June 23, 2015
Reviewed by President's Executive Staff, August 2, 2018

APPENDIX E1
ANDERSON UNIVERSITY
CONFIDENTIALITY AND NONDISCLOSURE AGREEMENT

This Confidentiality Agreement ("Agreement") is made and effective the _____ day of _____, 20____, by and between **Anderson University** ("Owner/Institution") or their agent and _____ for _____ ("Recipient").
Company or Organization

1. Confidential Information.

Owner proposes to disclose certain of its confidential and proprietary information (the "Confidential Information") to Recipient. Confidential Information shall include all data, materials, products, technology, computer programs, specifications, manuals, business plans, software, marketing plans, financial information, and other information disclosed or submitted, orally, in writing, or by any other media, to Recipient by Owner. Confidential Information disclosed orally shall be identified as such within ten (10) days of disclosure. Nothing herein shall require Owner to disclose any of its information.

2. Recipient's Obligations.

- A. Recipient agrees that the Confidential Information is to be considered confidential and proprietary to Owner and Recipient shall hold the same in confidence, shall not use the Confidential Information other than for the purposes of its business with Owner, and shall disclose it only to its officers, directors, or employees with a specific need to know. Recipient will not disclose, publish or otherwise reveal any of the Confidential Information received from Owner to any other party whatsoever except with the specific prior written authorization of Owner.
- B. Confidential Information furnished in tangible form shall not be duplicated by Recipient except for purposes of this Agreement. Upon the request of Owner, Recipient shall return all Confidential Information received in written or tangible form, including copies, or reproductions or other media containing such Confidential Information, within ten (10) days of such request.
- C. Signer of this document affirms that he/she has full authority to undertake this agreement for his/her company that is represented herein.

3. Term.

This Agreement will cover all disclosures of Confidential Information made by Owner to Recipient during the period that ends one year after the Effective Date of this Agreement. Recipient's obligations under this Agreement with respect to Confidential Information disclosed to Recipient will continue in effect until three years after the Effective Date.

4. Other Information.

Recipient **shall have no obligation** under this Agreement with respect to Confidential Information which:

- A. Is or becomes publicly available without breach of this Agreement by Recipient;
- B. Is rightfully received by Recipient without obligations of confidentiality; or
- C. Is developed by Recipient (or its agents, contractors, and employees) without breach of this Agreement.

These exceptions provide, however, that such Confidential Information shall not be disclosed until thirty (30) days after written notice of intent to disclose is given to Owner along with the asserted grounds for disclosure.

5. General Conditions:

- A. No License. Nothing contained herein shall be construed as granting or conferring any rights by license or otherwise in any Confidential Information.
- B. No Publicity. Recipient agrees not to disclose its participation in this undertaking, the existence or terms and conditions of the Agreement, or the fact that discussions are being held with Owner without the express consent from Owner.
- C. Governing Law and Equitable Relief. This Agreement shall be governed and construed in accordance with the laws of the United States and the State of Indiana.
- D. No Assignment. Recipient may not assign this Agreement or any interest herein without Owner's express prior written consent.
- E. Severability. If any term of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, then this Agreement, including all of the remaining terms, will remain in full force and effect as if such invalid or unenforceable term had never been included.
- F. Headings. Headings used in this Agreement are provided for convenience only and shall not be used to construe meaning or intent.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first above written.

Dated this _____ day of _____, 20____, by

Name and Title

Company or Organization Represented

Witnessed by

Name (acting for **Anderson University** as recipient of this NDA)

**APPENDIX E2
ANDERSON UNIVERSITY
EARLY DISCLOSURE STATEMENT**

Title of Invention: _____

Names of Inventors: _____

Description of Invention: _____

Sponsorship (if any): _____

Design Date and Date put into practice: _____

Publication Dates (existing or projected, if any):

Please submit form to Provost's Office

- Supported Invention – Refer to patent counsel
- Incidental Invention only

Provost Signature

Date

APPENDIX F SEXUAL HARASSMENT POLICY

Anderson University affirms its commitment to Christian higher education and a work/learning environment that encourages and enables individuals to strive for excellence. Behaviors which inappropriately assert personal characteristics (i.e., gender or physical attributes) as relevant to staff, faculty or student performance are damaging to this environment and are a violation of law and university policy. Sexual harassment in any form will not be tolerated and will be dealt with promptly by the university. The university reserves the right to refuse employment or re-employment, and to dismiss or suspend from employment any staff or faculty who violates this policy.

All alleged incidents of sexual harassment, sexual misconduct, and/or sexual violence will be considered as a potential violation of both Title IX of the Education Amendments (US Department of Education Office for Civil Rights) and Title VII of the Civil Rights Act (US Department of Labor Equal Employment Opportunity Commission).

Definition of Sexual Harassment

Sexual harassment is any unwelcome sexual advance, request for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in other university activity;
- submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive university environment

Sexual harassment can take many forms. Some of these are overt and unambiguous while others may be more subtle and indirect. Direct forms of sexual harassment include sexual assault and sexual advances accompanied by an offer of reward or threats of reprisal. Such behavior constitutes serious harassment, and a single incident establishes grounds for complaint. Other forms of sexual harassment include sexual conduct, physical or verbal (in person, via e-mail, mobile phone text or social media), that is repeated and unwanted such as, but not limited to:

- sexual innuendoes, suggestive comments, repeated sexually oriented kidding, teasing, joking, or flirting, or offensive crude language;
- derogatory or demeaning gender-based comments and/or conduct including verbal abuse of a sexual nature;
- leering, whistling, touching, pinching, touching, grabbing or brushing against another person's body, making obscene gestures, or giving or displaying objects or pictures which are sexual in nature that would create hostile or offensive work, learning, or living environments.

Procedures for reporting a sexual harassment complaint are found in faculty, staff and student handbooks. Procedures are available online at anderson.edu/hr/forms/policies.

Sexual Harassment Complaint Procedures

Reporting a Complaint

Any person who believes that he or she has been sexually harassed (the complainant) is encouraged to bring the matter to the attention of the appropriate university official. The complainant should present the complaint as promptly as possible after the alleged harassment occurs, normally within 30 days.

- a) By a **faculty member** toward any student, staff or other faculty member: The complaint should be reported to the Provost and will be handled by the Provost's office. If a formal charge is filed, the investigation and disciplinary action, if any, will be resolved in a manner similar to other violations of university rules and regulations as outlined in the ***Faculty Handbook***.
- b) By a **staff member** toward any student, faculty or other staff member: The complaint should be reported to the Director of Human Resources and will be handled by the Office of Work Life Engagement in the same manner as other violations of university rules and regulations as outlined in the ***Staff Handbook***.
- c) By a **student** toward any other student, staff or faculty member: The complaint should be reported to the Dean of Students and will be handled by the Division of Student Life in the same manner as other violations of university rules and regulations as outlined in the ***Student Handbook***.
- d) By an **individual not currently enrolled as a student or not employed as a faculty or staff member**: The complaint should be reported to the immediate supervisor if involving an employee, or to the Division of Student Life if involving a student. These Individuals will determine the appropriate response.
- e) Any individual wishing to report a complaint but uncertain how to proceed is encouraged to contact the Office of Counseling Services or the Office of Work Life Engagement for assistance.
- f) The Office of Work Life Engagement will be informed of all informal and formal complaints of sexual harassment. Work Life Engagement will retain the records of investigation and resolution with the exception of complaints involving students only.

Resolution of a Complaint

1. The initial discussion between the complainant and the university official will occur without formal written record; notes may be taken. The discussion will be handled in a professional and confidential manner. No formal action on the alleged charge will be taken at this time unless initiated by the complainant.
2. The university official will notify the alleged offender of the complaint and provide an opportunity for the alleged offender to respond.
3. Promptly after the initial conversations with the complainant and the alleged offender, the university official may initiate whatever steps deemed appropriate to affect an informal resolution of the complaint acceptable to both parties.
4. If the complainant or the alleged offender is dissatisfied with the informal resolution, either party may pursue formal procedures, normally within 90 days of the alleged incident. Formal procedures are as follows:
 - a) A written statement must be submitted by the complainant, or taken by the university official and signed by the complainant.

- b) An investigation of the complaint will be conducted in an expeditious manner and at a minimum will include the following:
 - i) a fact finding interview with the complainant;
 - ii) an interview with the alleged offender in which he/she has an opportunity to respond to all allegations;
 - iii) interviews with witnesses or others believed to have knowledge of the alleged incident;
 - iv) a written record of all interviews maintained in a confidential file
- c) The investigating university official will review all the findings of the investigation and determine if the complaint is valid.
- d) If the complaint is determined to be valid, university actions may include, but are not limited to: 1) reprimand; 2) disciplinary sanction; and/or 3) termination/expulsion. When determining appropriate disciplinary action consideration will be given to the harassment complaint as a whole, the record of the accused individual(s), and the totality of the circumstances, including the nature of the conduct and the context in which it occurred. If possible, the university official will seek the agreement of concerned parties in the resolution of a sexual harassment complaint.

Confidentiality

Any form of sexual harassment is a sensitive issue that may potentially affect any member of the university community. Every attempt will be made to maintain the confidentiality of the parties involved in an allegation and the nature of the allegation. Decisions to release information will be made on a need-to-know basis and include consideration for the university's legal obligation to investigate allegations when such allegations are brought to the university's attention and/or to take corrective action. Once a complaint has been resolved, the record will be maintained as confidential.

Non-Retaliation

Any attempt by a faculty, staff or student to penalize or retaliate in any way against a person bringing a sexual harassment allegation is prohibited. Retaliation may be any behavior, attitude or conduct which is believed to be the result of filing a complaint and adversely affects an individual's employment or creates an intimidating, hostile or offensive environment. A complaint of retaliation will be treated as a separate incident and investigated as such.

Protection of the Accused

During the investigation of a formal complaint, the accused will be informed of the allegations, the identity of the complainant, the facts surrounding the allegations, and will be given the opportunity to respond. Individuals interviewed during the investigation process will be advised that the investigation is confidential and they may be personally liable for the unauthorized release of any information. In the event the allegation is not substantiated all reasonable steps will be taken to restore the reputation of the accused if damaged by the investigation process. A complainant found to have been intentionally dishonest in making an allegation, or to have made an allegation maliciously, is subject to the full range of the university's disciplinary procedures from official reprimand to dismissal. The university reserves the right, however, to report a complaint to the police and/or prosecutor if the complaint involves possible commission of a misdemeanor or felony.

Consensual Relationships and Charges of Sexual Harassment

There exists a unique relationship between students and faculty/staff members, with the faculty/staff member serving as educator, counselor, employer and/or evaluator. Because this relationship has the possibility of being abused or may have the appearance of being abused, the university views it as inappropriate and inadvisable for a faculty/staff member to engage in romantic relations with students enrolled in their classes or subject to their supervision, even when both parties appear to have consented to the relationship. In keeping with this position of the university, if charges of sexual harassment are made, it will not be a defense to allege that the relationship was consensual.

General

It is clear in the EEOC rules that the employer, its agents, or supervisory employees are responsible for acts of harassment in the workplace/school where the employer, its agents, or supervisory employees knew or should have known of the conduct, unless the employer can show that it took immediate and appropriate corrective action. All forms of harassment are a serious matter; it is the responsibility of each administrator to assure that this policy and the consequences for harassing behavior are communicated to all students and staff and faculty members in their respective areas.

Distribution

The university shall communicate this policy to faculty and staff by including it in their respective handbooks which are available online. The university shall communicate this policy to students by inclusion in the student handbook that is available online. This policy is also available on the university policy page found at anderson.edu/hr/forms/policies.

DATE OF ADOPTION: April 16, 1997

UPDATED: August 1, 2014

UPDATED: July 15, 2015

APPENDIX G
SUMMER SCHOOL COMPENSATION POLICY

Compensation Scale for Scheduled Courses

The following serves as the basis for computing summer school compensation for full-time faculty members in relation to regularly scheduled courses (face-to-face, blended/hybrid, online).

Number of Students	Pay Per Credit Hour
1 Student	\$150
2 Students	\$250
3 Students	\$350
4 Students	\$450
5-10 Students	\$950
11-15 Students	\$1050
16-20 Students	\$1150
21-25 Students	\$1250
26-30 Students	\$1350
31+ Students	\$1450

For a seven week course, the number of students will be determined by the enrollment at the beginning of the second week of the course. For a 14 week course, the number of students will be determined by the enrollment at the beginning of the third week of the course. Summer school compensation for an adjunct faculty member or full-time staff person teaching a regularly scheduled and credit bearing course is determined in the same manner as that for a full-time faculty member.

On occasion a student may need or desire to take a course out of schedule (i.e. Directed Study) or to do individual work on a project or topic (i.e. Independent Study) under the supervision of a faculty member.

Directed Study

When a student is unable to take a required catalog course as regularly scheduled the student may petition the faculty member to take the course as a Directed Study. The same syllabus is used for the course with the only difference being that the student completed the course independently under the direction of the faculty member.

Independent Study

Students interested in pursuing academic credit for an individually constructed course under the supervision of a faculty member may request to develop an Independent Study syllabus. An Independent Study requires a syllabus/learning contract, mutually constructed by the student and faculty member, and must have permission from the faculty member, department chair, dean, and academic advisor. Students may schedule a maximum of 8 hours of independent study applicable to a major, 4 hours to a minor, and no more than 4 hours in a given semester. Compensation is at the rate of \$150 per credit hour per student for up to four students.

Revised to replace previous salary scale and effective beginning Summer 2022

Compensation for internships and practicums (effective Summer 2018)

Because internships and practicums vary in credit hours depending on the major, instructors will be paid \$150 for each credit hour taken by students.

APPENDIX H SOCIAL MEDIA POLICY

Revised 09/2020

Anderson University uses social media as a communication tool to reinforce institutional messaging, to disseminate information, and create opportunities for community engagement. We promote the university, mission, values, and share relevant information to grow our community and increase our support from the AU community such as students, parents, faculty, staff, alumni, donors, and friends of the university.

AU recognizes social media as an important communication tool. It is a great way for schools, departments, and offices to develop relationships with key stakeholders, as well as interact with our AU fan base. Because each social media platform has its own unique audience and purpose, we must work proactively to ensure that they are used correctly and maintained properly in order to gain the most impact and protect our AU brand.

Authorized Users

Faculty and staff who have been given the authority to open an AU affiliated social media account, must maintain the account on behalf of their designated department or organization within the university. All university guidelines must be followed.

The Office of Marketing and Communication will maintain a master list of social media accounts, logins, and passwords on behalf of administrative leadership. It is the responsibility of the current authorized user to provide login information to the Office of Marketing and Communication and to notify the office of password changes as well as user changes. Any university affiliated social media accounts that are not performing at prescribed standards will be evaluated and may require a meeting to discuss challenges and opportunities and may be deleted. All affiliate accounts that are created without prior authorization will be evaluated for deletion.

Legal Policy Considerations

All official university social media sites must respect the legal requirements applicable to online communication, Anderson University policies, copyright law, and intellectual property rights, as well as state and federal laws and regulations.

- Abide by [FERPA](#), [NCAA regulations](#), [HIPAA](#), and other applicable privacy laws.
- Follow the terms of service for each social media platform.
- All university affiliated social media accounts are the property of Anderson University and should not be created without prior authorization from the Office of Marketing & Communication.
- Comply with the institution's 501c(3) non-profit status with regard to political activity.

Reminder

Carefully read these guidelines and ensure your postings are consistent with these policies. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Anderson University prohibits taking negative action against any associate for reporting a possible deviation from this policy or for cooperating in an investigation. Any associate who retaliates against another associate for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Refrain from using social media while on work time or on equipment we provide, unless it is work-related as authorized by your manager or consistent with the Company Equipment Policy. Do not use Anderson University work email addresses to register on social networks, blogs or other online tools utilized for personal use.

Anderson University Social Media Accounts

Social media platforms continue to evolve and grow. If you would like to seek authorization to create an account on a platform, please submit a [Social Media Consult](#) request in Raven Solutions.

Social Media Platforms

A properly executed social media strategy can expand your reach, improve search rankings, support the university website, and build a community by drawing in more followers. This kind of success starts by choosing a platform that best reaches your target audience. Social media sites are currently among the most frequently visited websites. Popular social platforms include Facebook, Twitter, LinkedIn, Pinterest, Instagram, YouTube, Twitch, TikTok, Reddit, and more. Just because a social platform is trending in the United States, doesn't mean it is a relevant communication tool for the university. For instance, the university is intentionally and strategically not maintaining a social presence on Pinterest or Reddit, so that we can focus our resources on other platforms that are a better fit for the institution and types of conversations we want to engage in with university stakeholders.

Mobile Campus App

The university has a mobile application to foster student engagement. Instead of searching across websites, social media, and flyers, we've created a central place for current students to access relevant information — their phone. It includes tools such as campus calendars, helpful links, a feed wall, groups, event check-in, and helpful notifications. The feed is the most popular feature of Anderson University's app, which functions as a typical social media platform. The feed allows users to share ideas, communicate news, promote events, buy and sell, list housing opportunities, list lost and found items, connect for riding sharing, list praise and prayer requests, and more.

Social Media Etiquette

These preferred protocols foster communication and promotion that reflect best on Anderson University.

- Provide a positive experience for your followers.
 - Respond in a timely manner to comments and inbox messages. Set up notifications so you don't miss comments or tags. Don't miss an opportunity to interact with your followers.
 - Choose content that is important to your audience and is most likely to catch their attention.
 - Write in a professional yet conversational tone. Create a sense of belonging and enjoyment.
 - Create connections with your followers by encouraging them to interact with posts.

- Think of social media as a team sport.
 - Remember that when you are representing a university account (i.e. athletic teams, social clubs, academic department, etc.), you must use neutral pronouns. Posting things such as “I am so excited for homecoming” will confuse your followers. You are speaking as the university, not as an individual.
 - When possible, link your posts to relevant departmental or university web pages. This is an easy way for other university accounts to gain followers.
 - Cross-promote social media sites within your department, with the university, and within your field of expertise. Your posts are more likely to be reshared and seen by a bigger audience.
 - Use and share university promoted #hashtags.
 - When appropriate, encourage your followers to re-share posts. This will expand your reach to potential followers.
- Monitor yourself as well as your followers.
 - Be aware of spelling and grammar, while also following our [AU Style Guide](#).
 - Be sure that information you are posting is factual and has been verified.
 - When corrections are necessary, communicate updated information in a clear manner.
 - Allow disagreements that are within reason and allow individuals the right to express their opinion even if it is negative
 - Rarely hide or remove content, and only when it crosses the line from criticism to intentional malice or harm towards a person or entity. Potential reasons to hide or remove content includes: vulgar language, name-calling, bullying, spam content (links to websites), factually incorrect information regarding the university, or threats. Contact Marketing and Communication if you need guidance or are experiencing a social media crisis of this nature.
 - Respect university time and resources. Use good judgment in your use of social media during work hours and on university equipment.
 - Schedule periodic reviews of your site’s performance. Most platforms offer built-in analytics tools that provide very insightful information about your platform’s growth and level of interaction.
 - If you find that your social media account is not meeting your expectations or the needs of your audience, it is best to close the account rather than leave it inactive. Notify Marketing and Communication of your decision.

Planning Guide

Launching a social media platform can be time well spent or lots of time wasted. Here are three initial considerations, and the Office of Marketing and Communication can help provide more [comprehensive guidelines](#) for social media development at the time of consultation.

Plan	What to Expect	Why
Request a Social Media Consult in Raven Solutions.	Someone from Marketing & Communication will schedule a time to meet with you.	We will discuss your goals, strategy, and audience and can offer tips to help you be successful.
Assign a staff or faculty member to be the administrator/manager of the platform.	This person is responsible for maintaining the site, safeguarding passwords, and sharing password changes with Marketing and Communication, and representing AU with integrity.	Students can help with social media sites but should not be assigned as an administrator or manager of the site. This helps to ensure that we don't lose access after students graduate.
Create a social media calendar for the content you plan to post.	You need to commit to about three posts every week all year long. In addition, plan for time to gather information, research topics, find engaging media (photos, video, links), and continuously respond to comments and interact with followers.	If you create the calendar and realize you cannot make the year-round time commitment or find that you don't have enough content to post a few times each week, then making requests to MarComm to promote your news on our institutional social media platforms might be a better option.

Other Communication Tools

If you find that you cannot make the time and resource commitment for traditional social media, AU offers other communication tools that might be a better fit.

- If you want to reach an internal audience or member group such as current students, parents of current students, faculty, staff or alumni, consider setting up a private or invitation-only group page in one of the social media platforms. Groups are a lot less work and often work just as well as traditional social media.
- Submit your information for consideration on our institutional social media sites.
- Share information or opportunities for students on the mobile app.
- Make a request to have your information added to our Weekly Update email or Campus Calendar.