Rochester College

Faculty Handbook, 2018-2019

Note: The faculty handbook is designed as an online

document. For best functionality, visit

http://docs.rc.edu/en/2018-2019/Faculty-Handbook

I. GENERAL INFORMATION

A. BACKGROUND

1. OVERVIEW OF ROCHESTER COLLEGE

OUR IDENTITY - WHO WE ARE

Rochester College is a Christian college firmly grounded in a biblical tradition, with Christ at the center of all we do. We respect and welcome all people and embrace a way of life centered in the example, teachings, and mission of Jesus. We provide students an educational foundation in the arts and sciences and the fundamental principles of the Christian faith, integrated with specialized professional studies and experiential learning.

OUR VISION - WHAT WE ASPIRE TO BE

We will strive to be a vibrant community of learners who emulate Christ. We will be diverse, well-resourced, and openhearted. Rochester College graduates will humbly influence the world to act justly and love mercy. Employers will seek out our graduates because of their preparation, as well as for their creative and critical thinking, communication skills, integrity, and social consciousness.

OUR HERITAGE

In 1954, members of the Churches of Christ formed a Board of Trustees to establish a college in the north central United States. The new Board purchased land near rural Rochester, Michigan, and the first students arrived at North Central Christian College in 1959. Several years later, NCCC became Michigan Christian College. In 1997, the Board adopted the name Rochester College. That year, the Board reaffirmed the founders' dedication to the task of leading students toward high academic achievement and the development of Christian ideals and character.

Over the years, the campus of Rochester College has grown, and administration and faculty have continued to develop and modify programs that meet the changing needs of our students.

In a typical year, students arrive from more than twenty states and about six different nations. Alumni are scattered in many places around the country and the world.

Since its inception, Rochester College has emphasized the importance of combining academic excellence with Christian ideals. While the college admits students of all ethnicities and religions and carefully explains varying worldviews in relevant courses, it employs only those professors and instructors who understand, model, and teach the Christian faith. Regardless of their discipline, faculty members routinely relate their subject matter to relevant principles and concepts of the Christian faith.

2. ACCREDITATION

Rochester College is accredited by The Higher Learning Commission and is a member of the North Central Association (30 North LaSalle, Suite 2400, Chicago, IL 60602. Phone 312-263-0456).

The RC-SON is a member of the American Association of Colleges of Nursing (AACN). The Bachelor of Science in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Washington, DC 20001, 202.887.6791 | ccneaccreditation.com

B. MISSION

Rochester College cultivates academic excellence, principled character, servant leadership, and global awareness through a rigorous educational experience that integrates liberal arts and professional studies within an inclusive Christian heritage.

Through our mission we affirm the following:

- A Christian education:

    - Calls students to excellence, servant leadership, and global awareness for the sake of service to the mission of God.
    - Trains students to perform scholarly research, to think critically and creatively, and to be able to write and speak effectively.

- Demonstrates that a vibrant faith compels a life of personal virtue, mission, and social responsibility.
- Invites students to a commitment to grace, reconciliation, and justice out of reverence for God.
- Provides the experiences and perspectives that allow students to discern their vocation.

- An educated person:
  - Is able to connect coherently the spiritual truths of God with the wisdom of humanity embodied in the arts and the sciences.
  - Is not afraid to pursue truth through open investigation and is able to assess and evaluate all truth claims through well-developed skills for critical thinking.
  - Possesses a lifelong desire to grow intellectually and spiritually.
  - Views a vocation as an opportunity for service and stewardship, rather than a passport to privilege.
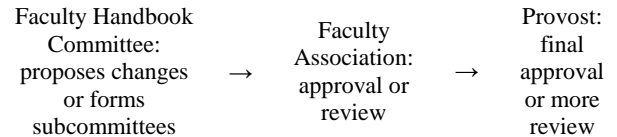 - Exercises creativity and innovation as an image-bearer to the Creator God.

C. POLICY REVISION

As stated above, the faculty is an integral and important part of the governance structure of Rochester College. The College acknowledges that the faculty possesses years of experience, training, and commitment, which if ignored, will prevent the fulfillment of the College's mission. Each faculty member is encouraged to assist in the ongoing review of policies and to initiate action for improvements. The Faculty Association provides a forum for discussing and recommending changes to academic programs, policies, and procedures. The process for revising policies varies depending on the nature of the policy.

1. CATEGORIES OF POLICIES

1. Editorial Updates
   This includes the organization, wording, and relevance of the Faculty Handbook from the previous academic year.

2. Academic Policies and Procedures
   These policies and procedures are related to Sections IV and V of the Faculty Handbook:
   - Academic policies (faculty with rank and adjunct faculty)
   - Additional policies for faculty with rank

3. Personnel Policies and Procedures
   These policies and procedures are related to Sections VI, VII, and VIII of the Faculty Handbook:

- Recruitment and selection of new faculty members
- Rank, promotion, and tenure
- Faculty evaluation

2. REVIEW PROCESSES
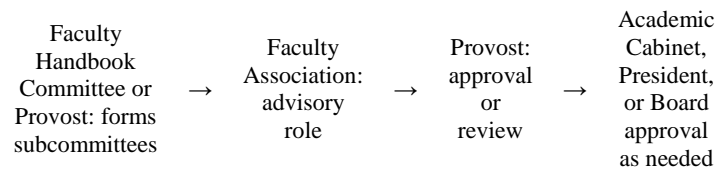
1. Editorial Reviews and Updates (completed annually)
Faculty Handbook Committee completes annual review

2. Review and Changes for Academic Policies and Procedures (completed annually)

Faculty Handbook Committee: proposes changes or forms subcommittees	→	Faculty Association: approval or review	→	Provost: final approval or more review

3. Review and Changes for Personnel Policies (completed as needed)

Faculty Handbook Committee or Provost: forms subcommittees	→	Faculty Association: advisory role	→	Provost: approval or review	→	Academic Cabinet, President, or Board approval as needed

II ORGANIZATION

A. SHARED GOVERNANCE

Rochester College is a private, faith-based institution, led by a self-perpetuating Board of Trustees.

Rochester College operates by the principle of shared governance. According to the AAUP (American Association of University Professors), shared governance "refers to governance of higher education institutions in which responsibility is shared by faculty, administrators, and trustees" (http://www.aaup.org/AAUP/about/mission/glossary.htm).

Rochester College follows the guidelines of the AAUP by granting faculty with primary responsibility in educational matters, such as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. The academic division operates under the general supervision of the president of Rochester College.

B. FACULTY ASSOCIATION

The Rochester College Faculty Association is the organization of the whole faculty of Rochester College. Employees of Rochester College who hold faculty contracts and teach at least half-time shall be full members of the RCFA with voting rights. Part-time and adjunct instructors, and employees of Rochester College who serve administrative roles as their primary responsibility yet also hold faculty contracts, are associate members without voting rights, but with the right to full participation in RCFA meetings, activities, and committees. The purpose of the association is to:

- Facilitate and encourage communication within the college
- Provide a forum for developing and expressing the opinions of the faculty on any matters pertaining to college policy and operation to the administrative officers of the college and for receiving reports and information from the administrative officers
- Facilitate faculty involvement in the governance of Rochester College
- Promote collegiality among the faculty of Rochester College

C. ACADEMIC CABINET

The Academic Cabinet is a decision-making and strategic-planning body comprised of curricular and co-curricular campus leaders. Members include the Provost (chair), Associate Provosts, Deans of the Schools, Dean of Students, Director of Library Services, Director of Retention, and Registrar (ex officio). The Academic Cabinet generally meets on the third Wednesday of every month and reviews curriculum recommendations, which generally come from the Curriculum Committee, and academic policy recommendations, which generally come from the Registrar's Office. The Academic Cabinet also reviews information presented by the Assessment Committee and uses it for strategic planning. The Academic Cabinet and the college's senior leadership team meet once per semester to discuss strategic planning.

D. FACULTY COMMITTEES

Participation in committee work is considered a normal part of faculty duties. The chair of each committee will arrange for minutes to be taken. As needed, the chair will give committee updates and recommendations at Faculty Association meetings.

All committee members shall have one vote (except ex officio members). A simple majority of committee members is necessary in order for a vote to be called. If a simple majority is not present at the meeting, the vote may be carried out via e-mail. Committee chairs are responsible for archiving meeting minutes.

2018-2019

1. Assessment Committee

The Assessment Committee meets during the second week of every month (September through April). It is composed of a representative from each school, and is chaired by the Director of Assessment. The purpose of this committee is to oversee and evaluate learning outcomes assessment at Rochester College. This committee functions to:

1. Implement general education and program assessment plans by

    a. Reviewing program learning outcomes and assessment plans provided by the curriculum committee and making recommendations for clarification and improvement;

    b.   Providing guidelines, policies, and structures to facilitate cross-campus conversations on the assessment of student learning.

    c.   Monitoring the scheduled collection of data and program reviews identified in the program assessment plans and assessment calendar;

    d.   Coordinating the collection, analysis, and reporting of student learning outcomes data in cross-campus programs and activities including General Education, Academic Symposium, and Student Life.

2. Lead institutional discussions on student learning outcomes assessment by

    a.   Creating and sending proposals for curricular change and improvement to the curriculum committee based on program review reports.

    b.   Creating and sending proposals for programmatic change and improvement to the Provost, Academic Cabinet, and Senior Leadership team, specifically linking assessment to strategic planning, institutional priorities, and budgeting.

    c.   Providing support, workshops and consultation with faculty and program leaders regarding learning outcomes assessment.

Assessment Committee Members

Chair: Mark Manry, Ex Officio
Caitlin Bechard
Mel Blohm
David Greer
Danny Cagnet
Kim Nash
Catherine Parker
Gary Turner
Naomi Walters

2. Symposium Committee

The symposium committee meets the 4th week of the month. The committee collaborates with faculty and the assessment committee to ensure that assessment plans are being carried out in capstone courses, and that capstone students participate in symposium. The committee coordinates and schedules academic symposium.

Symposium Committee Members

Chair: Mark Manry, Ex Officio
Vice Chair: Julayne Hughes, Ex Officio
Jessica Franks
David Brackney
Susan Wizinsky
Caitlin Bechard

3. Curriculum Committee

The curriculum committee meets during the first week of every month (September through April). Voting members include a faculty representative from each school. Ex officio members include representatives from the Provost's office, Registrar's office, and Advising. The committee reviews and either approves or denies both course proposals and program proposals. All curricular changes that affect the catalog must be approved by this committee. In the case of proposals for new programs, the curriculum committee makes a recommendation to the Provost, who will make the final decision. The curriculum committee ensures the following:

1. Changes made in one school will not adversely affect students in another
2. The integrity of the general education curriculum
3. There is sufficient academic need and student demand for all additions to the curriculum.
4. Curricular changes are driven by assessment.
5. Changes are clearly communicated to all campus stakeholders, and the appropriate publications are updated.

Curriculum Committee Members

Chair: Anne Nichols, Ex Officio
Joe Bentley
Carol Cooper
Mark Love
Linda Park
Jennifer Perrealt
Rebekah Pinchback, Ex Officio
Debi Rutledge, Ex Officio
Lynne Stewart, Ex Officio
Vivian Turner
Jaymes Vettraino

4. Discipline and Appeals Committee

This committee convenes as needed for student conduct hearings and to resolve student appeals. The committee handles the following for all Rochester College students:

1. Academic Appeals: These appeals follow the process outlined in the catalog and are the final level of appeal for complaints regarding course grades and class policies, as well as institutional academic policies. All meeting minutes should be filed with the Registrar's office, and all decisions should be communicated to the Provost. Deans will recuse themselves from appeals involving their school.
2. Conduct Hearings and Student Life Appeals: These hearings and appeals follow the process outlined in the Student Handbook. At the request of the Dean of Students, the committee makes decisions regarding student discipline for conduct that is inconsistent with the principles and policies of Rochester College. Additionally, the committee is the final level of appeal for policy complaints received through the Student Grievance Form.
3. Tuition and Fees: Rochester College rarely makes exceptions to our policies regarding tuition and fees. However, should an extenuating circumstance warrant consideration, the student's appeal will be reviewed by this committee.
4. SAP: Members of the discipline and appeals committee will also be voting members of the Satisfactory Academic Progress (SAP) committee.

Discipline and Appeals Committee Members

Chair: David Brackney
Vice Chair: Vikki Bentley
Sharia Hayes, Ex Officio
Erin Kennedy
Mark Love
Garth Pleasant
Essie Bryan
Evan Green
Remy Bruder: Ex Officio

5. Diversity Committee

The diversity committee includes representatives from a variety of campus departments and works to promote diversity at Rochester College. In 2018-2019, this committee will be co-chaired by Evan Green and Sharia Hays.

Faculty delegates to the Diversity Committee

Mark Manry
Malgorzata Bauman
Greg Stevenson

6. Instructional Technology Committee

The key functions of the Instructional Technology Committee include the following:

1. Research best practices in instructional technology. Make recommendations to the Provost regarding policies and fiscal investments, promote technology use among faculty, and coordinate faculty training sessions.
2. Serve as a liaison between the faculty and various campus partners in instructional technology and support, including Information Technology, Online Learning, ACE, and the library. The committee should communicate faculty needs and collaborate on finding solutions, as appropriate.
3. Conduct an annual review of the website in cooperation with the director of Communication Services.

Instructional Technology Committee Members

Chair: Katie Score
Vice Chair: Allison Jimenez
Dave Hutson
Joe Reddick
James Walters

7. Internal Review Board

Faculty and students who wish to conduct research with human participants must first receive approval from Rochester College's Internal Review Board (IRB). Members of the IRB are expected to maintain CITI certification by completing the Faculty/Staff course in Human Subjects Research. For more information, please see: https://about.citiprogram.org/en/series/human-subjects-research-hsr/

Internal Review Board Committee Members

Chair: Robyn Siegel-Hinson
Katharyn Cochrane
Mike Muhitch
Jessica Franks
Gordon MacKinnon
Erin Kennedy
Zac Watson
Kelly Bosse-community member
Dennis Veara-ad hoc consultant, Ex Officio
Remy Bruder: Ex Officio

8. Promotion and Tenure Committee

This committee approves or denies applications for promotion and tenure, following the policies in the Faculty Handbook. This committee can also propose changes to the promotion and tenure policies, which must be approved by the faculty association and the Provost. Members include the Provost (Chair), Deans of the Schools, and 3 representatives elected by the Faculty Association. If these 3 openings are not filled, they will default to the officers of the Faculty Association, starting with the President.

9. Special Academic Programs and Student Engagement Committee

This committee oversees and/or supports the following initiatives:

1. GEO: includes oversight of all international study programs, including policy determination, program administration, and coordination with campus offices.
2. Honors Program: includes policy determination, program administration, and campus coordination of the program.
3. Student Engagement: works with the Director of Co-curricular Learning to plan and implement first year seminar, programming assessment, and initiatives related to service learning and faith and learning.

Committee Members

Chair: Keith Huey
Scott Cagnet (Ex Officio)
Rob Arbaugh
Lora Hutson
Anne Nichols
David Sirka

10. Student Care Committee

The Student Care Committee includes representatives from a variety of campus departments. This committee promotes the mental and emotional well-being of Rochester College students. This committee is chaired by the Dean of Students.

Faculty delegates to the Student Care Committee
Robyn Siegel-Hinson
Bethany Musallam

E. ACADEMIC ADMINISTRATION

Certain responsibilities of an administrative officer are inherent in the office itself, as defined in the bylaws of the Board of Trustees. Others are assigned by the president for expediting the work of the institution and may be reassigned from time to time as circumstances may require. The following list of responsibilities is not intended to be definitive, but to assist members of the faculty in knowing where to direct any problems or questions that may arise. Faculty may also find interest in the institutional organizational charts found in the faculty portal: HR>Organizational Charts.

The most recent directory information with on-campus departments and phone numbers can be obtained in the "Human Resources" section of the faculty portal.

1. President

The President is the chief executive officer of Rochester College, reporting to the Board of Trustees. He or she serves as the official advisor to and executive agent of the Board of Trustees and its Executive Committee. He or she is responsible for the following:

- Guiding the academic direction of the College and fostering an academic community characterized by the fellowship-creating reality of Christ's presence in the world
- Leading Rochester College to the next level of excellence
- Supporting the College's vision and mission
- Providing positive leadership for the Board of Trustees, faculty, administrative staff, students, alumni, donors, and other interested parties
- Exercising strong leadership in advancement and development activities, providing funding of the college, including efforts to significantly increase the endowment, foundation support, and estate gifts

2. Provost

The Provost is appointed by the President and serves as the chief academic officer. The Provost oversees the following areas:

- Office of the Provost
- Six Schools of the College:
  - School of Business and Professional Studies
    - Department of Business
    - Department of Mass Communication
  - School of Education
    - Department of Teacher Education
  - Department of Physical Education
  - School of Humanities
    - Department of English and Foreign Language
    - Department of History and Political Science
    - Department of Music, Theatre & Visual Arts
    - Department of Philosophy & Interdisciplinary Studies
  - School of Natural & Behavioral Sciences
    - Department of Psychology & Behavioral Sciences
    - Department of Science & Mathematics
  - School of Nursing
  - School of Theology & Ministry
    - Department of Bible & Ministry
    - Master of Religious Education

- Academic Cabinet, composed of the Provost, Associate Provosts, Deans of the six schools, and other key academic personnel, such as the Registrar (ex officio) and the Director of Library Services.
- Academic Services, including registrar's office, accommodations, advising, career services, and graduation planning
- Development of additional graduate programs
- GEO- Global Educational Opportunities

3. Associate Provost for Assessment

The Associate Provost for Assessment assists the Provost in budget monitoring, reporting and management. The Associate Provost for Assessment is also responsible for the following:

- Leading and implementing efforts related to the assessment of student learning
- Leading and implementing data collection and organization
- Serving as the PLO and preparing institutional accreditation reports
- Supervising the Director of Institutional and Alumni research
- Serving on the Academic Cabinet
- Any additional duties as assigned by the Provost

4. Associate Provost for Instruction

The Associate Provost for Instruction assists the Provost in budget monitoring, reporting and management. The Associate Provost for Instruction is also responsible for the following:

- Assisting with efforts related to the assessment of student learning
- Assisting with accreditation issues and preparation of related reporting
- Assisting in the management of faculty and course selection, scheduling and management of Early College and Accelerated Learning programs
- Assisting with policy and human resources matters as they relate to the faculty and academic departments of the college
- Supervising the Honors Program, Director of Library Services, Director of Online Learning, and Director of Early College
- Serving on the Academic Cabinet
- Any additional duties as assigned by the Provost

5. Deans of the Schools

The college is divided into six schools. The deans for these schools are appointed by the provost. Deans may receive course load reductions each semester as determined by the provost. Their responsibilities include the following:

- Representing the school to the provost
- Curriculum planning and academic content for the school
- Strategic planning for the school
- Outcomes assessment for the school
- Budget allocations within the school
- Managing school personnel, including faculty and staff evaluations
- Serving on the Academic Cabinet

6. Department Chairs

Department chairs serve annual terms and are appointed by the dean of the appropriate school in collaboration with the provost. They may be appointed to consecutive terms. To carry out these extra duties, the department chair may receive a stipend and/or course load reductions. Their responsibilities include the following:

- Representing the department to the dean of their school
- Curriculum planning and academic content for the department
- Strategic planning for the department
- Outcomes assessment for the department
- Budget allocations within the department
- Managing department personnel, including faculty and staff evaluations

7. Director of Library Services

The Director of Library Services is responsible for the governing of daily operations of the Ham Library. Such responsibilities include supervision of the ordering, processing, and storage of library materials; annual reports and budgets; supervising library personnel, including student workers; and determining the hours of operation. The Director of Library Services is directly responsible to and reports to the Associate Provost for Instruction.

F. ACADEMIC CALENDAR 2018-2019

Fall 2018	From		Through
Fall Semester/Session A Begins	**Sat**	**8/25/2018**	
Convocation	Tue	8/28/2018	

Event	Day	From		Day	Through
Labor Day (no classes)	**Mon**	**9/3/2018**			
Census Day - Traditional	Fri	9/7/2018			
LDW - Session A Courses	**Fri**	**9/28/2018**			
Fall Graduation Application Deadline	Mon	10/1/2018			
Mid-Term Exams - Traditional	Mon	10/15/2018	Fri		10/19/2018
Fall Session A Ends	**Fri**	**10/19/2018**			
Fall Session B Begins	**Sat**	**10/20/2018**			
Spring Textbook Deadline	Mon	10/22/2018			
Annual Assessment Reports Due	Wed	10/31/2018			
LDW - Semester Courses	**Fri**	**11/2/2018**			
Thanksgiving Break (Traditional)	**Mon**	**11/19/2018**	**Sat**		**11/24/2018**
Thanksgiving Break (Accelerated)	**Wed**	**11/21/2018**	**Sat**		**11/24/2018**
LDW - Session B Courses	**Fri**	**11/23/2018**			
Comprehensive Assessment Reports Due	Fri	11/30/2018			
Online Bookstore Open for Spring Semester	Mon	12/3/2018			
Fall Academic Symposium	**Fri**	**12/7/2018**			
Final Exams - Traditional	Mon	12/10/2018	Fri		12/14/2018
Fall Semester/Session B Ends	**Fri**	**12/14/2018**			
Graduates' Breakfast/Fall Graduation	Sat	12/15/2018			

Event	Day	From		Day	Through
Grades Due	Tue	12/18/2018			
Spring 2019		**From**			**Through**
	Wed	1/2/2019			
Course/Program Change Proposals Due					
Spring Semester/Session A Begins	**Sat**	**1/5/2019**			
Annual Schedule Due to Registrar	Tue	1/15/2019			
Census Day - Traditional	Fri	1/18/2019			
Martin Luther King Day (no classes)	**Mon**	**1/21/2019**			
Spring Graduation Application Deadline	Fri	2/1/2019			
LDW - Session A Courses	**Fri**	**2/8/2019**			
Summer Textbook Deadline	Mon	2/11/2019			
Mid-Term Exams - Traditional	Mon	2/25/2019	Fri		3/1/2019
Spring Session A Ends	**Fri**	**3/1/2019**			
Spring Session B Begins	**Sat**	**3/2/2019**			
Spring Break (no Traditional classes)	**Mon**	**3/4/2019**	**Fri**		**3/8/2019**
Annual Registration Opens	Mon	3/11/2019			
Online Bookstore Opens for Summer Semester	Mon	3/25/2019			

LDW - Semester Courses	**Fri**	**3/15/2019**			
Faculty Self-Evaluations Due	Mon	4/1/2019			
LDW - Session B Courses	**Fri**	**4/5/2019**			
Academic Symposium (no Trad classes)	**Thur**	**4/18/2019**			
Easter (no classes)	**Fri**	**4/19/2019**	**Sat**	**4/20/2019**	
Final Exams - Traditional	Mon	4/22/2019	Fri	4/26/2019	
Spring Semester/Session B Ends	**Fri**	**4/26/2019**			
Graduates' Breakfast/Spring Graduation	Sat	4/27/2019			
Grades Due	Tue	4/30/2019			

Summer 2019

Summer Session A Begins	**Sat**	**4/27/2019**
Non-Curricular Catalog Changes Due	Wed	5/1/2019
Fall Textbook Deadline	Mon	5/13/2019
Committee Chair Reports Due	Wed	5/15/2019
Memorial Day (no classes)	**Mon**	**5/27/2019**
LDW - Session A Courses	**Fri**	**5/31/2019**
Catalog Published Online	Fri	5/31/2019
Summer Session A Ends	**Fri**	**6/21/2019**
Summer Session B Begins	**Sat**	**6/22/2019**

Academic Website Changes Due	Fri	6/28/2019
Independence Day (no classes)	**Thur**	**7/4/2019**
Online Bookstore Opens for Fall Semester	Mon	7/22/2019
LDW - Session B Courses	**Fri**	**7/26/2019**
Summer Graduation Application Deadline	Thur	8/1/2019
Summer Session B Ends	**Fri**	**8/16/2019**
Grades Due	Tue	8/20/2019

III. CONDITIONS OF EMPLOYMENT

The faculty of Rochester College carries the challenging responsibility of guiding students toward fuller personal maturity, deeper commitment to Christ, and greater intellectual achievement. Faculty members must realize the influence which they wield as teachers and must, therefore, approach all aspects of their work at Rochester College with diligence and commitment to the Christian ideals for which the College stands.

The principal occupation of full-time faculty members is their work at Rochester College. Faculty members should consider no arrangement, including outside employment, that limits their schedules to specific hours on campus, makes impossible the keeping of regular office hours, hinders participation in normal campus activities, or is detrimental to the reputation and influence of the College. Faculty and qualified staff members can teach up to 18 credits of overload per academic year. Additional independent studies, team teaching stipends, internships, and similar duties may be added on a case-by-case basis.

As a condition of employment, all faculty members and adjuncts employed by the College shall be aware of and in agreement with the stated purposes of the College. The general purpose of Rochester College is to maintain and operate an institution of higher learning in which students may obtain a rigorous education in a Christian environment.

Rochester College values the principle of academic freedom; however, any faculty member must accept as a condition of employment that academic freedom exists within the context of the community that provides it. Academic freedom must be exercised within the framework of the institution's mission. Faculty members are also expected to abide by the policies outlined in the RC Policy Manual.

Personnel records are maintained by the Human Resource Department. Personnel files are permanent records belonging to the college. Records contain information on the employee to meet state and federal legal requirements and to assure efficient personnel administration. For more information, see the Personnel Records section of the RC Policy Manual.

IV. INSTRUCTIONAL RESPONSIBILITIES OF FACULTY AND ADJUNCTS

A. DEFINITIONS

1. FACULTY MEMBERS

Faculty members hold the rank of instructor, assistant professor, associate professor, or professor. Faculty members receive annual contracts.

2. ADJUNCTS

Adjuncts do not hold rank and are issued individual contracts for each course taught. Adjuncts can teach no more than 18 total credits in a twelve month period (Oct. 16-Oct. 15).

When calculating hours worked for the purpose of determining benefit eligibility periods, Rochester College will credit 41.33 hours worked for every one contracted teaching hour taught. For example, if a contract is generated for a three credit hour course, the adjunct faculty would be credited with 124 total work hours. Adjunct faculty may work up to 744 total hours over the course of the annual measurement period. Based on Federal reporting requirements, the annual measurement period for adjunct faculty begins October 16 of each calendar year and ends October 15 of the following year. Therefore, during the twelve month defined year, adjunct faculty may teach no more than 18 credit hours.

Adjunct faculty who teach private lessons in the music department will be credited with 20 hours worked for each student taking a private lesson over the course of the annual measurement period.

3. INSTRUCTORS

For simplicity, this handbook uses the term "instructors" to refer to both adjuncts and faculty members.

B. EFFECTIVE TEACHING

All instructors are expected to teach in an effective manner by giving clear explanation of course material, providing clear directions for assignments, and providing effective feedback to help students improve and progress in their understanding of the subject matter. Rubrics are encouraged.

Furthermore, instructors are expected to use materials and methodologies that bring freshness and variety to the classroom and/or library services in order to stimulate and enhance student learning.

Some expectations vary depending on delivery format; however, the following are expected of all instructors:

1. **Basic expectations for effective teaching include:**

   a. Grading and returning on-time assignments in a timely manner, giving high quality, complete, and clear feedback. In fifteen week courses, the goal is to return assignments in 1-2 weeks. In all courses, feedback needs to be returned promptly enough for students to learn and demonstrate improvement in subsequent and related assignments.

   b. When classes are meeting, respond to student inquiries received during the work week, including e-mail, within 24 hours. If a longer response time is occasionally necessary, such as due to travel or sickness, the instructor should make students aware of this.

   c. Ensuring that course content and work load reflect the course level and number of credit hours awarded, regardless of the delivery model. Following the Carnegie definition of a credit hour, the weekly work load should be as follows:

      i. 15 week courses should require at least 2 hours of study or work for each credit hour.

      ii. 8 week courses should require at least 4 hours of study or work for each credit hour.

   d. Using a syllabus that conforms to the college's template.

2. **Additional expectations for instructors of ground and hybrid courses:**

   a. Meet with the class for the scheduled time, minimizing late starts, early dismissals, and cancelled classes.

3. **Additional expectations for instructors of online and hybrid courses:**

   a. Require students to interact with each other on a regular basis. Discussion forums, wikis, or other collaborative assignments are included in most, if not all, weeks of the course. Instructors are encouraged to divide students into groups, and ask questions that focus on personal application or analysis.

   b. Provide personalized responses to student work, including discussions, every week.

   c. Use Moodle as the primary means of communicating with the class, and collecting and responding to student work.

4. **Online Teaching Standards**

Category 1 -- Faculty Expectations and Learner Support

A. Course specific resources	Missing	Needs Improvement	Adequate	Excellent	Comments
Instructor able to upload, and/edit activities and resources, set due dates, and grade in LMS					
Current Syllabus that follows guidelines in the Faculty Handbook					
Includes current contact information for the instructor					

Includes current related course material; libguide, publisher site, etc.

Includes rubrics and/or example papers

Resources are defined as "required" or "optional"

Visible RC Student Information and Policies

Category 2 -- Online Organization and Design

A. Course navigability and organization	Missing	Needs Improvement	Adequate	Excellent	Comments
Clear instructions given for each task or assignment					
Course outline or clearly visible due dates					
Organization and sequencing of the course content is logical and clear					

Links to outside content are functional

Design keeps course pages to a comfortable length

Weekly expectations are clearly displayed

B. Consistency in course	Missing	Needs Improvement	Adequate	Excellent	Comments
Layout and navigability is functional and consistent					
Written material is concise and free of errors					

C. Aesthetics and Accessibility	Missing	Needs Improvement	Adequate	Excellent	Comments
Typeface and contrast readable, passes accessibility check					
Universal accessibility for any non-text objects (alternative text)					
Images are optimized for quick page-load and display					

Linked media files use universal format, i.e. mp3, mp4, m4v

Category 3 -- Instructional Design and Delivery

A. Promotes interaction and communication	**Missing**	**Needs Improvement**	**Adequate**	**Excellent**	**Comments**
Introductory exercise and/or ice-breaker					
Instructor models interaction and displays presence in course					
Responds to student input with respect					
Netiquette enforced					
Weekly student participation is encouraged and tracked					
Includes a variety of activities to enhance student learning (see suggestions below)*					

Includes multi-media elements (see examples below)**

B. Adherance to Institutional Learning Goals	**Missing**	**Needs Improvement**	**Adequate**	**Excellent**	**Comments**
Follows guidelines in Faculty Handbook for ILGs and Outcomes					

Category 4 -- Assessment and Evaluation of Student Learning

A. Mutiple types of assessment activities, aligned with learning objectives	**Missing**	**Needs Improvement**	**Adequate**	**Excellent**	**Comments**
Coursework and assement follows Faculty Handbook guidelines					
Forums, written assignments, quizzes occur at regular intervals					
Detailed instructions and tips for completing assignments					

All coursework turned in through the appropriate Moodle activities

B. Regular feedback	Missing	Needs Improvement	Adequate	Excellent	Comments
Rich and rapid feedback from assignments and self-grading quizzes					
Frequent and substantial instructor feedback in discussions					
Tips for completing assignments					

Category 5 -- Faculty Use of Student Feedback

A. Student Monitoring	Missing	Needs Improvement	Adequate	Excellent	Comments
Institutional course evaluation surveys reviewed and considered for updates					
Student input encouraged					
Instructor uses SOS system for concerns about students					

Students who have difficulty using LMS directed back to Moodle Orientation or encouraged to contact technical help at helpdesk@rc.edu

*Suggested Activities to Enhance Student Learning (addressing multiple learning styles)

Video clips, interviews, etc.

Crossword or word search puzzles

Matching and game-show-style trivia games

Annotated bibliography

PowerPoint presentations as assignments

Research activities

Discussions that center on questions without a single correct answer

Compare and contrast exercises, debates

Case studies

Collaborative exercises or group activities

**Examples of Multimedia Elements

Tutorials with screen-captures and/or voice-over

Graphics

Video or audio clips

PowerPoint presentations

Links to educational sites, Ted talks, MSNBC, Library of Congress, etc.

Personal video or audio lectures, etc.

C. INSTITUTIONAL LEARNING GOALS

All instructors are expected to understand and support Rochester College's Institutional Learning Goals. Rochester College continuously evaluates and improves programs through ongoing assessment of student learning. Five literacies provide a framework for all of our academic programs:

"Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."[1]

Information Literacy - Students will be able to identify, locate, evaluate, and ethically use information, research tools, and methods across disciplines.

Quantitative Literacy – Students will be able to analyze, interpret, and apply quantitative information and methods for problem-solving.

Cultural Literacy – Students will be able to understand, appraise, and respectfully engage with their own and others' histories, practices, artifacts, and belief systems.

Communication Literacy - Students will be able to communicate effectively in a variety of written, oral, and artistic forms.

Theological Literacy - Students will be able to evaluate the sources and meanings of the Christian story in order to embody their vocation of service in God's world.

[1] UNESCO, "The Plurality of Literacy and its Implications for Policies and Programs." UNESCO Education Sector Position Paper, 2004. Available at: http://unesdoc.unesco.org/images/0013/001362/136246e.pdf.

D. ACCOMMODATIONS

Rochester College is committed to treating all individuals within the college, including those with disabilities, in a fair and equitable manner. It is the policy and practice of the College to comply with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Under these laws, students with disabilities have equal access to courses, programs, services, activities, and facilities available through Rochester College.

Reasonable and appropriate accommodations are determined on an individual basis, based on the documentation provided as well as collaboration with the student. Accommodations provide access to programs, but accommodations do not guarantee success in meeting program requirements. In conjunction with this, accommodations will not be provided that would constitute a substantial change or alteration to an essential element of a course or program.

In order to effectively serve students and comply with legal obligations, it is imperative that all instructors and staff understand the procedures that need to be followed regarding students with disabilities or students who report that they have a disability.

The student bears the responsibility to request accommodation(s) and provide documentation of his/her disability including a specific diagnosis with evidence to support and identify specific limitations. After acceptance to Rochester College or following an injury or a diagnoses of a disorder, the student should contact accommodations@rc.edu to initiate the official procedure needed to establish eligibility for support services.

Instructors will be notified about student accommodations via an e-mailed memo from the Accommodations officer. Due to confidentiality concerns, specific information about the disability is not included. Instead, the e-mailed memo notifies the instructors that the student has a disability that needs to be accommodated and delineates accommodations(s) that have been discussed and approved.

The responsibilities of the instructor include the following:

- Discuss with the Accommodations Officer any concerns related to the accommodation(s) or arrangements requested by the student.
- Determine the conditions under which an exam is to be administered (e.g., open book, use of notes, computer with word processing including spell check, formula sheet, calculator, scrap paper, dictionary).
- Provide appropriate accommodations, either personally, by making arrangements with the Accommodations Officer, or by making arrangements with the Academic Testing Center.
- Assure timely delivery of the exam, along with all necessary instructions and materials for proper administration, if a student's exam is to be administered outside of class. The faculty member may also make arrangements with the student for the delivery and return of the exam.
- Assure the confidentiality of information regarding students with disabilities.
- Direct all questions and concerns to accommodations@rc.edu

E. MAINTAINING STUDENT RECORDS

1. ATTENDANCE

Each instructor must take attendance at every scheduled class meeting and enter attendance records into the Faculty Portal by Sunday night of each week. Official attendance records are required for Title IV compliance, which requires that we be able to inform the federal government, for financial aid purposes, the exact date that a student last attended classes. More details on attendance policies are in the next section of this handbook, "Academic Policies." (p. 20)

2. ROSTERS

Each instructor shall review the appropriate class rosters, verify that each student is listed on the rosters, and alert the Registrar of discrepancies. All students on the final roster must receive a grade, which should be submitted through the Faculty Portal.

3. FINAL COURSE GRADES

1. *Submitting Final Grades*
    Instructors are required to assign a grade for every student on their final roster in each course. The grade scale is included in the next section of this handbook, "Academic Policies." (p. 20)
    All grades are due on the first Tuesday after the last day of final exams. Full-time, part-time, and adjunct faculty members are responsible for entering their course grades directly via the Faculty Portal. Teachers may NOT release final grades to students. Final grades are released from the Registrar's Office only. For legal reasons as well as for student privacy and protection, the college has a policy of not releasing any kind of grade (test or otherwise) over the phone or via email.

2. *Grade Changes*
    Once a final course grade has been submitted to the Registrar, grade change requests must be submitted through the Faculty Portal.

3. *Maintaining Grade Records*
    Each instructor should retain relevant student records pertaining to student performance in their classes for a minimum of three (3) years. Upon separation from the institution, the faculty member will deposit these records in Academic Services.

4. *Incomplete Grades*
    Please review the institutionally set standards regarding Incompletes in the next section of this handbook, "Academic Policies." (p. 20)

4. MID-TERM PROGRESS REPORTS

Instructor must submit mid-term grades for students whose course average is a C- or lower. Mid-term grades should be submitted through the faculty portal by the Tuesday of the 9th week of class. Mid-term grades are not part of a student's permanent record; instead, they are designed to function as an early warning system for struggling students, their advisors, and the SOS Team. Additionally, when instructors have concerns about a student's progress, they should "send an alert" using the Pharos (SOS) website.

F. FACULTY AND ADJUNCT ABSENCES

Instructors are expected to be present for all scheduled class sessions. In the event of an absence, due to unresolvable scheduling conflicts or unforeseen circumstances, faculty and adjuncts should follow this protocol:

- Complete the Class Cancellation Form, which can be found on the faculty portal under Applications and Forms. Academic Services will notify the Provost of the absence and the reason given and post a notification of the class cancellation on the classroom door, on the student portal, and on the class cancellation telephone announcements.
- Instructors are advised to assign an alternative assignment or group activity in lieu of the class meeting.
- Instructor absences are tracked by the deans of the schools and are reported, if needed, to the Provost. Excessive absences may result in administrative attention and performance assessment.

G. MEETINGS

Various faculty meetings are scheduled during the academic year. Schools and departments will have regularly scheduled meetings, organized and announced by the respective Deans or Chairs. Faculty members should enter the relevant meeting schedules on their personal calendars and not accept engagements that would conflict. Previous arrangements must be made with Deans or department chairs for anticipated absences. Part-time and adjunct faculty members are invited to attend both the collective faculty meetings and the meetings for the faculty of the six academic Schools. If scheduled meetings are to be cancelled, faculty will be informed in advance.

H. ACADEMIC INTEGRITY

Rochester College views academic integrity as a manifestation of honesty and responsibility in scholarship and as an essential part of the education process. It affirms that the academic work of every member of the community is based in truth, honesty, respect, and trust.

When instructors encounter academic dishonesty, they are obligated to not only respond, but also to follow the process outlined in Rochester College's Code of Academic Integrity. The Code of Academic Integrity is available on the Faculty Resources Google Team Drive.

I. RETENTION

When instructors develop concerns about the academic progress, general well-being, or retention of a student, they should send an alert through Pharos, also known as the SOS system. The link to this website is available at the top of the faculty portal. Once an alert has been sent, the Director of Retention works with the SOS committee to ensure that students receive support and assistance.

Student retention is important not only to the financial health of the institution, but also to the fulfillment of our mission. Student persistence to graduation is a fundamental goal that speaks to the effectiveness of the educational endeavor in which we are collectively engaged. For these reasons, student retention is everyone's concern.

J. SYLLABI

For each course, instructors are required prepare a course syllabus for distribution to students on the opening day of classes.

Rochester College syllabi have many required components including course information, instructor information, learning goals and outcomes, coursework and assessment, and course policies. To ensure that all required components are included, instructors are encouraged to use the syllabus template.

Two weeks before the start of each course, an electronic copy of the syllabus should be submitted to syllabus@rc.edu for review and archiving.

V. ACADEMIC POLICIES

A. ATTENDANCE POLICY FOR STUDENTS

1. REGULAR ATTENDANCE

Rochester College expects regular and punctual attendance, which is checked by each instructor and may affect final course grades. Students are responsible for reading the attendance policy explained in each class syllabus. Even if the absences are due to illness or representing the institution, students who miss more than 30% of scheduled class meetings in a course will not be able to pass the course. Only two absences are allowed in eight-week courses.

Students who do not attend the first two weeks of any class will be administratively dropped from the class and charged a $25 drop fee. (Students can attend the third week after missing the first two weeks and be allowed to remain in the class.) Also, students who miss 14 consecutive days in all classes will be administratively withdrawn.

2. INSTRUCTOR POLICIES

Instructors may impose stricter absence limits in their course syllabi. If a student misses more class meetings than allowed by the attendance requirement as stated in the course syllabus, and does not withdraw by the last day to withdraw, the student will receive a grade of F for the course.

3. INCOMPLETE GRADE

In the event of unavoidable reasons such as an extended illness documented by a physician, students may request an Incomplete grade from their professors and, if approved, from the Registrar. However, any student requesting an Incomplete must have met the 70% attendance policy. Minor illnesses and other personal needs, however, are to be covered by the number of personal absences allowed by the instructor.

4. MAKEUP EXAMS AND IN-CLASS WORK

Instructors do not have to allow makeup of daily in-class work regardless of excuse. Major assignments and examinations may be made up for doctor-documented illnesses and institutionally-approved absences granted by the appropriate office (i.e. athletic, music, or theatre departments). Students must request a makeup within one week of the absence, or the instructor is not obligated to allow the makeup work. For institutionally approved absences, students must make arrangements with the instructor prior to the absence.

5. ADDING AND WITHDRAWING FROM A COURSE

Students may add or drop courses without penalty up to the census date, which is the second Friday of each semester. After that, when students wish to add or drop courses, they should e-mail registrar@rc.edu. Students should also be encouraged to discuss the academic and financial aid ramifications with their advisors before contacting the registrar. Deadlines for withdrawing can be found on the college calendar in the catalog.

Up-to-date rosters are available at all times via the Faculty Portal. All students on the final roster must receive a grade.

B. CLASSROOM AND PROFESSIONAL ENVIRONMENT

The classroom environment should be professional and should facilitate academic growth. Faculty members have authority over their classes and are responsible for controlling classroom demeanor and maintaining a Christian environment. The instructor should discuss distracting situations with the student(s) involved.

1. CLASSROOM DISCIPLINE

Faculty should be considerate in exercising classroom discipline. Should a student substantially disrupt the classroom, the faculty member has authority to suspend the student from class and ask him/her to contact the department head, Dean/Director, or Provost during the next workday.

2. CHILDREN

Children, including the children of faculty, are not permitted to attend classes or meetings on campus unless the parent has received prior approval from the faculty member in charge. Children under the age of 12 must be supervised by an adult at all times when on campus.

3. LANGUAGE

Rochester College is a Christian institution and most students (traditional and adult) expect to attend classes in an environment that is respectful of Christian values. The use of inappropriate language by instructors or students is not permitted. Faculty and adjuncts are asked to uphold the Christian mission and values of the institution and expect the same from their students. Faculty and adjuncts should speak privately with students who use inappropriate language. If a student persists in using inappropriate language, then the matter should be referred to the Provost.

4. DRESS STANDARDS AND IMAGE

Please reference the "Dress and Personal Appearance" section in the Rochester College policy manual, available in the Human Resources tab in the faculty portal. To access it directly, see: RC Policy Manual

C. FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. The laws apply to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the privacy rights have transferred are called eligible students.

1. INSPECTING STUDENT RECORDS

Parents or eligible students have the right to inspect and review all of the student's education records maintained by Rochester College within 45 days of Rochester College receiving the request. Rochester College is not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Rochester College may charge a fee for copies.

2. AMENDING STUDENT'S RECORDS

Parents and eligible students have the right to request that Rochester College amend records believed to be inaccurate or misleading. If Rochester College decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if Rochester College still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

3. RELEASING AND DISCLOSING STUDENT'S RECORDS

Generally, Rochester College must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows Rochester College to disclose records, without consent, to the following parties:

- Rochester College employees and Board of Trustee members who have a need to know;
- Certain government officials, in order to carry out lawful functions;
- Appropriate parties, in connection with financial aid to a student;
- Organizations conducting certain studies for Rochester College;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas;
- Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

4. NOTIFICATION OF DISCLOSURE

Rochester College may also disclose, without consent, "directory" type information, such as a student's name, address, telephone number, date of birth, honors and awards, and dates of attendance. However, Rochester College must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that Rochester College not disclose directory information about them. Rochester College must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, student handbook, or newspaper article) is left to the discretion of Rochester College.

5. FACULTY RESPONSIBILITIES REGARDING FERPA

Faculty must understand that once a student reaches 18 years of age, he or she, not the parents or guardians, holds legal privacy rights regarding grades, academic records, classroom performance, attendance, and matters of behavior and/or discipline. In other words, if a parent, guardian, spouse, or other claimant contacts a faculty member with questions—academic, disciplinary, social, etc.—about any Rochester College student, the faculty member must not divulge any information in order to protect the rights of the eligible student. If the parent/guardian/spouse/other claims that the student in question has signed a release that allows the claimant access to protected information, then the faculty member must verify with the Registrar that such a document is on file before divulging any information or answering any questions. Failure to follow these guidelines could result in legal action against both the institution and the faculty member.

D. GRADE POLICY

Faculty should ensure that the grade recorded is indicative of the level of student understanding and achievement. Generally speaking, the following rubric should serve as a guideline:

1. GRADING SCALE – QUALITATIVE

Grade range	Represents
A	Superior, exceptional quality
B	Good, above the average in the course
C	Average/expected and not substandard work
D	Below average, but passing work
F	Failing, unacceptable quality

2. GRADING SCALE – QUANTITATIVE

Faculty must use only the official college grade scale when submitting final grades. No other grade designations (example: E or A+) should be used. All grades must be posted using the following official Rochester College grade scale.

Grade range	% value	and quality points per hour
A	93-100	4.0
A-	90-92.99	3.7
B+	87-89.99	3.3
B	83-86.99	3.0
B-	80-82.99	2.7
C+	77-79.99	2.3
C	73-76.99	2.0
C-	70-72.99	1.7
D+	67-69.99	1.3
D	63-66.99	1.0
D-	60-62.99	0.7
F	59.99 & below	0.0
P	Pass	N/A – complete, no points credited
I	Incomplete	N/A
W	Withdrawal	N/A
X	Audit	N/A

3. GRADE OF "INCOMPLETE"

An incomplete grade may be given only when a student cannot complete a course for unavoidable reasons such as an extended illness, which must be documented by a physician's note. For more information, see the Incomplete Policy in the Course Catalog.

E. ACADEMIC APPEALS

In the event that a student disputes a course grade, class policy, or another academic matter, all involved parties should follow the Academic Appeals policy in the Course Catalog.

F. INDEPENDENT STUDIES

Independent Study courses are generally discouraged and should only be granted in circumstances that affect a student's ability to graduate. See the Independent Study policy in the Course Catalog for more information.

G. WEATHER-RELATED CANCELLATIONS

During severe winter weather, the College may delay classes or close the campus entirely for safety. Processes for delaying and closing campus and notifying students and faculty are detailed in the "Weather delays and closures" section of the Rochester College policy manual which is available in the Human Resources tab in the faculty portal. To access it directly, see: RC Policy Manual

H. GROUND, WEB-ENHANCED, ONLINE, AND HYBRID COURSES

A "ground" course is offered face-to-face at regular meeting times. All Rochester College courses are assumed to be ground courses unless explicitly stated otherwise on the course schedule.

Any ground course may become web-enhanced through a supplementary course website. Faculty members are encouraged to web-enhance their courses. Moodle is the required platform. Faculty must contact RC Online to set up a course shell before the semester if they choose to use web enhancement in their courses.

An Online or WEB course is 100% online unless it includes a Lab component. All online courses are offered through the platform Moodle.

A Hybrid (HYB) course meets on campus and contains a significant amount of online activities. In-person and online course participation is required.

I. INTELLECTUAL PROPERTY

1. SHARED OWNERSHIP OF COURSE MATERIALS

The rights to web-enhanced and online courses, including all educational materials and information created by faculty and stored in Moodle, are property of both the authoring instructor and Rochester College. The authoring instructor may use these materials at other institutions or in other settings at their personal discretion without restrictions from Rochester College.

Rochester College may reuse educational materials and information created by faculty and stored in Moodle. This includes allowing other instructors to modify or use course materials, both while the author is still employed by Rochester College, and after termination of employment. The only exception to this policy is recorded instructional material, such as videos of a faculty member. The recorded faculty member shall determine whether the recorded material should be revised or withdrawn from use.

Instructors who use a Moodle course shell provided by Rochester College, rather than creating an original shell, forfeit all claims to shared ownership of that particular course.

Exceptions to this policy of shared ownership are materials that are copyright-protected by a third party, and information that is protected under the Family Educational Rights and Privacy Act (i.e. grades, personal student information, etc.).

When practical, as long as the authoring instructor is employed at Rochester College, they will be given first right of refusal for teaching the courses that they have developed online. Exceptions may be made to accommodate scheduling needs or when there are concerns about a faculty member's ability to teach effectively in an online environment.

These principles of shared ownership also apply to course syllabi for all Rochester College courses, regardless of delivery model.

2. EXCLUSIVE OWNERSHIP OF COURSE MATERIALS

Occasionally, Rochester College may contract a consultant specifically for the development or co-development of online course content. In these cases, the courses become the exclusive property of Rochester College, including all rights to the intellectual property contained within the courses. The courses may be altered, sold or otherwise used in any matter deemed necessary and appropriate by Rochester College.

3. RESEARCH, PUBLICATIONS, AND CREATIVE WORKS

Faculty members are encouraged to publish written works and produce creative and artistic pieces. These works, including books and journal articles, are viewed as property of the author; however, publications, performances, and public displays of art should always acknowledge the author's relationship with Rochester College.

4. PATENTS, SOFTWARE, AND INVENTIONS

Every invention that results, even in part, from research or other activities carried out as a result of an employee's duties on behalf of the college, shall be the property of the College. This includes inventions that are developed with the aid of the College's facilities, staff, or through funds administered by the College.

There may be instances in which College personnel create materials or inventions which would be College property under the terms of this policy but which the creator believes were created under unique circumstances deserving special consideration.

In such instances, personnel may submit a written petition explaining the exceptional circumstances to the Vice President over his or her department. The appropriate Vice President will review the petition and issue a written determination regarding ownership rights in the material. If this determination is unsatisfactory to the petitioning party, final appeal may be made to the office of the President of the Rochester College.

5. LECTURES

Live lectures are considered to be the property of the speaker. Students who receive accommodations have the legal right to record faculty lectures; all other students must obtain permission. Recordings must be used for educational purposes only and cannot be reproduced or posted online.

J. COPYRIGHT MATERIALS AND FAIR USE

Copyright is a form of legal protection that allows the creator/s of works of art (literature, music, painting, photography, dance, and other forms of creative expression) to control some reproduction and distribution of their work. Title 17 of the United States Code is the foundation for our copyright law and remains largely unchanged since it was passed in 1976, with the exceptions of DMCA (Digital Millennium Copyright Act) and the TEACH Act. Determining whether a work is copyrighted is more than looking for a copyright symbol (©), which is no longer required. To be safe, you should assume that a work is copyrighted. Under certain circumstances, you may use copyrighted materials in your class without obtaining permission. Faculty members have an obligation to understand copyright in the academic environment and to further understand the limitations of Fair Use. The library, library website and librarians are good places to find information if you have any questions.

K. INTERNAL REVIEW BOARD

Faculty and students who wish to conduct research with human participants must first receive approval from Rochester College's Internal Review Board (IRB). Members of the IRB are expected to maintain CITI certification by completing the Faculty/Staff course in Human Subjects Research. For more information, please see: https://about.citiprogram.org/en/series/human-subjects-research-hsr/

For more information or to initiate the approval process, please email IRB@rc.edu. For more information about the IRB, please see:

VI. ADDITIONAL POLICIES FOR FACULTY WITH RANK

This section of the faculty handbook does not apply to adjuncts.

A. RESPONSIBILITIES OF FULL-TIME FACULTY

1. DEFINITION OF FULL-TIME

Full-time faculty members teach 24 credit hours or an approved equivalency per academic year. For librarians, the office hour equivalency is 10 hours to 1 course taught. A full-time librarian contract is 40 hours per week over a twelve-month period.

The principal occupation of full-time faculty members is their work at Rochester College. Faculty members should consider no arrangement, including outside employment, that limits their schedules to specific hours on campus, makes impossible the keeping of regular office hours, hinders participation in normal campus activities, or is detrimental to the reputation and influence of the College. Faculty and qualified staff members can teach up to 18 hours of overload per academic year. Additional independent studies, team-teaching stipends, internships, and similar duties may be added on a case-by-case basis.

In addition to fulfilling their assigned course load, full-time faculty members have many additional obligations, including the following:

2. ACTIVE PRESENCE ON CAMPUS

During the Fall and Spring semesters, in addition to the time spent in classroom instruction, full-time faculty members are expected to 1.) spend a minimum of five hours per week in their offices, available to students, and 2.) spend a minimum of ten additional hours per week engaged in college activities or campus life (this can include additional office hours and meetings). Office hours must be listed on each course syllabus.

3. SUMMER SEMESTER

Normal course load is generally fulfilled during the Fall and Spring Semesters although it may include the Summer semester with approval by the Dean of the School. Irrespective of when teaching load is fulfilled, there are additional obligations during the Summer semester. Faculty must also be available for contact with campus personnel and administration, including, but not limited to, consultation by telephone and email regarding academic matters, advisee issues, committee work, and departmental matters; to return messages; and to assist advisors in recruiting prospective students by being available for phone conversation or email exchange.

4. SCHOLARSHIP

All faculty members are expected to maintain competency as scholars in their areas, to teach at the highest level of excellence, to promote other scholarly activities to the highest extent possible, and to promote scholarship on campus.

5. ACADEMIC ADVISING

Academic Advising is included among the general responsibilities of the faculty. The Academic Services office assigns students to faculty advisors after they declare a major.

1. Goals
   The broad goals of academic advising include the following:

   a. Promoting student growth, development, and learning
   b. Promoting student and institutional success
   c. Providing career advice and assisting with career planning

   Through advising, faculty members work with students on an individual level to mentor and guide students in their development. To accomplish these goals, faculty members should be readily available to their advisees, especially during the registration process.

2. Responsibilities
   Advisors' responsibilities include the following:

   a. Understanding a student's aspirations
   b. Working with the student to determine a plan for academic success and setting goals to achieve his or her objectives.
   c. Working with the advisee to select courses that correspond to the student's chosen major
   d. Following up on any mid-term progress reports
   e. Completing post-registration checks of all advisees
   f. Maintaining a working degree plan for each advisee and working with the registrar to ensure that all degree requirements are met

3. Faculty should contact the Director of Advising for more information, or when specific advising questions arise.

6. CHAPEL

Rochester College believes that Chapel is critical to the mission of the College and is important to the building of campus community. Faculty members are expected to participate on a consistent basis in Convocation/Chapel and should not schedule meetings with students or colleagues during regularly scheduled Chapel times (e.g. Tuesday/Thursday 11:10-11:40 a.m.).

7. GRADUATION

All faculty members are expected to participate in graduation ceremonies. No arrangements should be made that necessitate absence from commencement ceremonies without prior approval from the appropriate Dean. The academic services office will coordinate the planning for the ceremonies. Faculty members are expected to verify their participation with academic services. The college will provide regalia to faculty members who do not possess their own regalia.

8. TEXT BOOK ORDERS

Faculty members are responsible for ordering the texts for their courses using the textbook order form: https://goo.gl/P28U8o. A form should be completed when a textbook is being changed from the previous time that course was offered.

Faculty members are responsible for requesting desk copies of their adopted classroom texts from the appropriate textbook publisher. The College will not reimburse faculty for texts purchased for classroom use. If a department anticipates an exception that will require purchases, they should submit a budget request and justification.

9. COMMITTEES

Participation in committee work is considered a normal part of faculty duties. See section II.D (p. 4) of this document for details.

10. COURSE OFFERINGS

Faculty members are expected to work with their Deans and department chairs to plan the course offerings for future semesters. Once the specific courses are determined for each professor, the Registrar should be provided with information regarding the course and the teaching technology needed.

B. PROFESSIONAL DEVELOPMENT

Faculty members are the primary professionals in the teaching and learning process at Rochester College. Faculty scholarship and current knowledge of the discipline, together with a desire to improve pedagogy, are instrumental to effective teaching. Therefore, the college places continuous emphasis on the professional development of faculty.

Priority will be given to funding requests for conference registration expenses when faculty are presenting. The college may approve, all, part, or none of the ancillary expenses (travel, housing, meals).

Rochester College utilizes the following process to assist faculty with professional development as funds are available:

1. The requesting faculty member writes a letter to the dean of their school no later than eight weeks prior to expenses being incurred. The letter should describe the professional development opportunity and its benefit to the department school, or institution. The letter should state whether or not the faculty member will be presenting, and include details of total expenses and the requested contribution from Rochester College.
2. If institutional funds (outside of the dean's budget) are needed, the dean will forward the letter to the Provost along with a recommendation.
3. At least four weeks prior to the professional development opportunity, the faculty member will be notified of their approved amount, and will submit a purchase order for approved expenses.
4. For reimbursement purposes, the faculty member should follow business office protocols for submitting receipts and an expense report.

C. FACULTY CONTRACTS

1. CONTRACT

Faculty members must sign a contract with the college at the time of their hiring. All employees of the college except tenured faculty are employees-at-will as defined by Michigan law. Continued employment with the college is based upon a number of factors including, but not limited to, satisfactory performance and continued need.

2. BENEFITS

Faculty should consult the Employee Handbook for policies regarding employee benefits and other HR- related policies.

3. FACULTY COURSE LOAD

Full-time faculty members are contracted for a load of 24 credit hours per academic year. Course load is generally split as equally as possible between the Fall and Spring semesters. Approval from the Dean, in consultation with the Provost, must be obtained for course load to be carried into the Summer semester. All full-time faculty members must attend to administrative duties during the Summer semester. This includes, but is not limited to, committee work, consultation by telephone and email regarding academic matters, and assisting advisors in recruiting prospective students.

1. *Course Load Limitations and Scheduling*
   (i). Any credit hour(s) taught above the course load required for a given semester will be paid overload during the semester in which it is earned at the current overload rate. The overload rate is $700 per credit hour.

(ii). Any credit hour(s) taught below the course load required for the Fall and Spring semesters will be required to be covered during the Summer semester or be deducted on a pro-rata basis from the faculty member's pay.
(iii). Any faculty member who carries a course load less than 24 credit hours during the academic year without approval by the Provost will be compensated at a pro-rata amount of their full-load salary.

2. *Course Load Limitations and Scheduling*
   (i). Unless an exception is made by the administration, a course needs at least five students enrolled at the beginning of a semester to count toward the required number of credit hours to be taught by a faculty member under a full or part time contract. Courses of four (4) students or less shall be paid at the independent study rate.
   (ii). A faculty member who has entered into a contract with the college for an academic year as a full-time or part-time instructor shall not be disqualified from receiving the full contract salary if one or more of their classes fails to attract the required number of students:
   (1) If the shortfall of students occurred through no fault of the faculty member, and
   (2) If such class were in the Registrar's rotation of classes, and
   (3) If such class was scheduled to be offered in the official list of classes offered for a given semester.
   (iii). If low course enrollment in any course described in subsections (1), (2) and (3) above decreases the number of credit hours in the faculty member's load below his/her credit hour requirement for a semester, then, in such event, the faculty member and his/her supervisor shall work in good faith to find alternative course(s) to teach or additional duties to perform in order to fulfill their contract.

3. *Course load reductions are generally granted for the following:*
   (i). Deans/Directors – decided by the Provost
   (ii). Department Chairs – 6 credit hours (3 per semester) for departments with at least three faculty members
   (iii). Doctoral Studies – 6 credit hours (3 per semester up to a maximum of 24; see Graduate Study Subsidies).
   NOTE: Anyone receiving course load reduction for doctoral studies will not be eligible to receive adjunct or overload pay.

4. LOAD OR COMPENSATION FOR SPECIAL COURSES:

1. Independent Study courses - $300 per student for a 3-credit hour course or a pro-rated amount for other courses. These are generally discouraged and should only be granted in circumstances that affect a student's ability to graduate. Requires approval from the Dean of the School.

2. Internships and Practicum courses requiring significant set-up, oversight, field supervision, coordination with on-site supervisors, and assessment of associated student academic work: 1 credit hour per student up to a maximum of 3 credit hours per semester. Requires approval of the department chair and the Dean of the School.

3. Internships and Practicum courses requiring minimal set-up, oversight, field supervision, coordination with on-site supervisors, and assessment of associated student academic work: $300 per student for a 3-credit hour course or a pro-rated amount for other courses (maximum $1800 per semester). Requires approval of the department chair and the Dean of the School.

4. Sciences Courses with Labs – 1 extra credit hour for a 4-credit hour course.

5. Team-Taught Courses may be offered with 2 or 3 teachers. Before being scheduled, team-taught classes must be approved by the appropriate department chair or Dean (the department in which the Teacher of Record is a member). Participating departments must also plan for and budget enough money to cover the stipends necessary to operate the desired courses.
(i). The Teacher of Record is the one responsible for organization of the class, development, and oversight of the syllabus, attendance tracking, calculating and tracking of grades, and other normal faculty duties consistent with any other contracted class. The other team members are responsible for a minimum of 1/3 of the teaching load and any grading appropriate to their respective material. All team members are also expected to attend and participate in all of the class sessions in order to nurture the desired team-taught atmosphere.
(ii). Team-taught classes will be handled contractually in the following way:
Teacher of Record: 3 credit hours
Team Members: $900 stipend each

6. Stipends or load reduction may be approved by the Provost (in consultation with the respective Dean/Director) for non-teaching duties such as the following
(i). Inordinately heavy advising load
(ii). Special projects

(iii). Scholarly research

D. OFFICE POLICIES AND TEACHING SUPPLIES

All space on campus is considered "institutional space" and cannot be restricted to special use on a permanent basis. Any space assigned to special areas over a period of time is subject to recall or reassignment at any time by the administration.

The college provides the following standard office equipment and furniture to all full-time members of the faculty:

- Desk
- Desk Chair
- Bookcases (2)
- Filing cabinet (1)
- Computer with monitor

Any additional or non-standard equipment or furniture is provided at the expense of the faculty member, unless special permission is granted from the Director of Operations.

1. OFFICE PAINTING AND DECORATION

Please reference the "Maintenance and Facilities" section in the Rochester College policy manual for guidelines on office painting and decoration. The policy manual is available in the Human Resources tab in the faculty portal. To access it directly, see: RC Policy Manual

2. SUPPLIES

Ordinary teaching supplies, such as chalk, paper, pens, and dry erase markers, may be obtained from the storage cabinets in the faculty work rooms or ordered through Academic Services (ext. 2091). If supplies are running low, or if special supplies are needed, contact Academic Services.

E. GRADUATE STUDIES ASSISTANCE PROGRAM

Rochester College seeks to increase the percentage of its faculty with terminal degrees and encourages faculty to earn the highest level of graduate preparation. The terminal degree, defined as Ph.D., Ed.D., D.A., Psy.D., D.B.A., D. Min., or other appropriate terminal designation, is desirable. The MFA is considered a terminal degree in the areas of performance. The College provides assistance to qualified faculty to help them attain a terminal degree.

1. APPROVAL PROCESS

1. Candidates for the program must obtain and complete a graduate assistance form from the Provost. The applicant must be pursuing a doctorate in a field relevant to his/her teaching field and/or in a high-need content area for the College.
2. The degree must be pursued from a regionally accredited university.
3. Approval requires satisfactory review by the academic administration and the Provost, who will consider teaching evaluations, general performance, overall engagement with the institution, diligence of the applicant in prior degree seeking endeavors, and needs of the institution.
4. A maximum of one new applicant per year will be approved to participate. (The academic administration can request additional approvals based on institutional need.) If an application is received from more than one candidate, factors in selection may include seniority and prioritized needs of the college.

2. ASSISTANCE PROVIDED

To participate, applicants must be eligible for low-interest, government-funded student loans. The applicant will apply for and secure these student loans to cover the cost of tuition and fees. The loan will remain in deferment until the participant has graduated. Upon graduation, Rochester College will assume responsibility for repayment of the participant's student loans under the following conditions:

1. Upon graduation, the participant will begin a 60-month service repayment period to Rochester College. For each month of service, the participant will satisfy 1/60th of his/her obligation for the principal of the loans until the full 60-month obligation has been fulfilled.
2. Upon the participant's graduation, Rochester College will make the monthly payments on the participant's student loans as long as the participant remains employed with the institution on a full-time basis for the 60-month service repayment period. Upon completion of the service repayment period, Rochester College will assume responsibility for the participant's student loans until the loans are paid in full.
3. If the participant leaves the full-time employment of the institution for any reason (including termination) during the 60-month service repayment period, then the institution will make the payments on the participant's student loans only until the principal is paid for the pro-rated amount satisfied through the service repayment period.

Example: A participant has a total principal of $20,000 and serves 30 months (50%) of the 60-month service repayment period prior to separation from the institution. Rochester College will pay the student loans until $10,000 (50%) of the principal has been paid. Thereafter, the participant will assume responsibility for the remaining balance and payments of the student loans.

4. If the participant stops-out of the degree program and goes into repayment on student loans prior to graduation or terminates pursuit of the degree, then the participant is responsible for his/her own student loan in its entirety.
5. The maximum dollar amount of assistance related to tuition and fees that the institution will cover for each participant is $28,000.
6. The College will cover the cost of the participant's tuition and fees only as qualifying expenses. The College does not pay costs for travel, books, research trips, or other expenses related to graduate study.
7. The participant must submit to Rochester College documentation of all charges to his/her graduate account (each semester) and copies of statements from the loan provider. If the amount borrowed for student loans does not match the qualifying expenses of tuition and fees, then the institution will only pay the pro-rated amount of the loan for qualifying expenses on an amortized basis.
8. The maximum amount of course load reduction for graduate work is 24 credit hours (3 credit hours per semester).
9. Participants receiving course load reduction, or who have received course load reduction and have not yet received their terminal degree, are not eligible to teach on an overload basis or to receive adjunct or overload pay, including with CEL. The purpose of this provision is to channel energies toward degree completion. Participants are also prohibited from rendering adjunct teaching services for another academic institution during the period of graduate study and writing the dissertation.

3. PROGRAM PROCESS

1. Applications must be submitted by January 30 to the Provost and respective Dean/Director by those desiring to begin graduate work in the subsequent fiscal year.

2. The application must include appropriate details: the name of the University granting the degree, a copy of the acceptance letter to the graduate program, a brief description of the program, a detailed curriculum outline or degree plan, a target date for timely completion of the degree, and a request for load reduction.
3. The Provost will notify the applicant in writing of the administration's decision.
4. At the conclusion of each semester until earning the terminal degree, the approved participant will provide an unofficial transcript or grade report to the Dean/Director, showing satisfactory academic progress toward completion of the degree.
5. An official file of all interim and final reports, forms, and statements related to each participant shall be retained in the Business Office.
6. Upon graduation, the participant will order an official transcript to be sent from the institution conferring the degree to the Provost at Rochester College.
7. Upon receipt of the official transcript, the Provost will notify the participant and the Business Office in writing that the 60-month service repayment period has begun.
8. The Business Office will provide written notification to the participant when the 60-month service repayment period has been satisfied.

4. PROCESS FOR PARTICIPANTS NOT MAKING SATISFACTORY PROGRESS

1. The Dean/Director will review the unofficial transcript/grade report each semester it is submitted. Special attention will be given to timely completion of curriculum toward adequate portions of the degree plan to ensure that given similar diligence the faculty member can complete the degree within the standard time agreed upon in the application without extensions.
2. If the faculty member is not making satisfactory progress sufficient to complete the degree within the standard time agreed upon in the application or within a revised time-table approved in writing by the Dean/Director, the faculty member will be put on notice that eligibility for continued participation in the Graduate Studies Assistance Program is in jeopardy and that the participant will not be eligible for promotion and/or merit-based pay increases until satisfactory academic progress is demonstrated.
3. If satisfactory progress is not shown following the semester after being put on notice, the participant may lose eligibility for course load reduction at the discretion of the Dean/Director.
4. If the participant has not made satisfactory progress toward the completion of his/her graduate program during the 12-month period after being put on notice, then the college will notify the participant that it is abandoning its support of the academic effort. The participant will no longer be eligible for course relief, and the participant will be responsible for his/her own student loans.

VII. RECRUITMENT AND SELECTION OF INSTRUCTORS

A. INSTRUCTOR QUALIFICATIONS

Rochester College follows the guidance of The Higher Learning Commission in determining qualifications for full-time and adjunct faculty.

All instructors must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except when equivalent experience is established.

All instructors who teach undergraduate general education and non-occupational courses must hold a master's degree or higher, and have at least 18 semester hours of graduate credits in the discipline or subfield that they teach. Instructors with a Masters of Arts in teaching who have not completed at least 18 semester hours of graduate credits in the discipline or subfield that they teach are not qualified to teach general education and non-occupational courses. These instructors are encouraged to pursue further graduate studies in the academic discipline.

All instructors who teach graduate courses must hold a doctoral degree.

The preferred standards are that all full-time faculty members have a doctoral degree in the content area in which they teach, and that all other undergraduate instructors have a minimum of a master's degree in the content area in which they teach. However, tested experience may be used to broaden the areas in which doctoral and master prepared instructors can teach. Furthermore, for those without a graduate degree, tested experience can be an appropriate qualification for teaching remedial, technical, or practice-oriented courses. Tested experience implies that some objective measure ensures that the individual's knowledge and expertise are sufficient for determining what students must learn. (HLC Assumed Practice B.2)

Deans and department chairs are responsible for reviewing the credentials of all instructors teaching in their school or department. If tested experience or graduate credits in an academic subfield are used as qualifications to teach, the appropriate Dean must give review and submit evidence of additional qualifications using the instructor qualifications form to be approved by the Office of the Provost. The Office of the Provost ensures that these policies are consistently applied and documented throughout Rochester College.

Examples of acceptable tested experience for instructors without a graduate degree:

- Instructors without a graduate degree may be selected to oversee the clinical work of nursing students if they hold a Bachelor of Science in Nursing (BSN) and significant nursing experience. These qualifications are not sufficient for providing classroom instruction.
- Instructors without a graduate degree may be selected to teach lower-division technology courses if they hold a bachelor's degree, industry certifications, and significant experience working in that field.
- Instructors without a graduate degree may be selected to teach lower-division studio art, set building for theatre, or performance-based music courses if they have a bachelor's degree, significant professional experience, expert ability, and critical acclaim. Examples of acceptable tested experience for instructors with a masters degree who wish to teach a course outside their direct field of study:

- Instructors with a masters degree who have completed 18 hours of graduate work in a subfield may be selected to teach undergraduate courses in this subfield. (i.e. an instructor with a MEd and 18 graduate credits in math courses--not the education of math, but the discipline itself--may be selected to teach math.)
- Instructors with a masters degree in one field and significant professional experience, industry certifications, or published research in a related field may be selected to teach undergraduate courses in the related field. (i.e. an MBA who is also a Certified Financial Planner can teach a course in personal finance.)Examples of acceptable tested experience for instructors with terminal degrees who wish to teach a course outside their direct field of study:

- Instructors with a terminal degree who completed original research in a subfield to complete their program of study may be selected to teach undergraduate courses in this subfield. (i.e. An instructor holding a PhD in Psychology who completed research using statistical methods to complete their degree may teach courses in statistics.)
- Instructors with a terminal degree who published original research or work in an edited journal or volume in a subfield may be selected to teach undergraduate courses in this subfield. (i.e. An instructor holding a PhD in New Testament studies who has published books on morality in film may teach courses in film related to their research)

B. ADJUNCT FACULTY: RECRUITMENT AND SELECTION

1. HIRING POLICIES, PROCEDURES, AND RESPONSIBILITIES

The recruitment and selection of adjunct faculty is a joint effort of the Deans of the Schools, Department chairs, and the academic administration.

1. Adjunct faculty can be recruited and selected to teach courses at Rochester College on a recurring or temporary basis.
2. Adjunct faculty teaching courses at Rochester College must meet the same qualifications and standards as full and part-time faculty outlined in section VI.A.
3. All adjunct faculty must forward a copy of their resume/CV and transcripts to the Director of Human Resources for review and follow-up.
4. The Director of Human Resources issues contracts to adjunct faculty on a course by course basis.

2. FACULTY TEACHING DUAL ENROLLMENT COURSES

Faculty teaching dual enrollment courses in consortial agreements with area high schools must meet the same qualifications as full and part-time faculty outlined in section VI.A and follow the procedures outlined for adjunct faculty above.

C. FACULTY: RECRUITMENT AND SELECTION

1. HIRING POLICIES, PROCEDURES, AND RESPONSIBILITIES

The recruitment and selection of new members of the faculty is a joint effort of the Deans of the Schools, Department chairs, and the academic administration. The process used for hiring faculty is as follows:

1. Once approval for a position is established, the Dean/Director submits a proposal to the Provost.
2. An interview committee is formed and chaired by the relevant Dean/Director or department chair.
3. A search is conducted by the Human Resources office by posting the position on the College website. Additional employment websites may also be used as requested by the Provost.
4. Applications and/or resumes received from the website posting will be forwarded to the interview committee by the Director of Human Resources for review and follow-up.

5. The candidate is invited to campus for a formal interview
6. The candidate is recommended for hire to the Provost
7. The Director of Human Resources officially offers the position to the selected candidate

2. PROPOSALS FOR THE HIRING OF NEW FACULTY

Process for proposing the hiring of a new faculty member:

1. Deans/Directors should submit a proposal for a new faculty position to the Provost.
2. Proposed faculty positions should not be discussed with potential candidates until the position is approved by the Provost.
3. Positions are open and shall remain budgeted until filled, or when the Dean/Director and/or the Provost officially close the search.

3. CANDIDATE SEARCH AND PRELIMINARY EVALUATION

It is the responsibility of the Dean/Director to oversee the search for a faculty member to fill an open position in their area.

Candidates should submit a résumé or curriculum vitae along with an application form (available on the Staff & Faculty Portal under the HR tab – Administrative Documents). The Dean/Director should verify all degrees and references listed by the applicant. All candidates will be evaluated according to the criteria above. Candidates may also be required to submit a personal statement that includes their teaching philosophy and view of their role in the Christian community of Rochester College.

4. RECOMMENDATION OF CANDIDATE(S)

After a pool of candidates has been generated, the Dean/Director, in consultation with faculty within the School, should recommend their top two candidates to the Provost for further consideration, and coordinate the scheduling of a formal interview between the candidate(s) and the Provost.

5. FORMAL INTERVIEW

The formal interview is designed to allow both parties to determine whether there is a proper fit. The following agenda is recommended:

1. Campus tour
2. Attend chapel
3. Interview with the Dean/Director, Department Chair, and Provost
4. Meet with departmental faculty

5. Meet with the Director of HR
6. Teach a class (with departmental faculty invited)
7. Make a scholarly presentation for the campus community

6. PRE-EMPLOYMENT SCREENING

Candidates will be pre-screened as outlined in the Employment section of the Rochester College policy manual, which is located in the Human Resources tab in the faculty portal. To access it directly, see: RC Policy Manual

7. OFFER EXTENDED

In consultation with the Dean/Director and the Provost, the Director of Human Resources will officially extend an offer of employment through a written contract.

VIII. RANK, PROMOTION, AND TENURE

A. FACULTY RANK

Faculty members at all ranks are expected to demonstrate a foundational commitment to Jesus Christ and the mission of Rochester College. Faculty members seeking promotion, including step increases, must follow the application procedures outlined in the following section of the handbook. Promotions require satisfactory evaluation in all areas, as outlined in the subsequent pages. Additionally, each rank has minimum requirements regarding academic preparation and years of service. The requirements assume full-time faculty status; however, faculty members who teach part-time may combine partial years of teaching experience to meet the following:

1. **Instructor/Librarian I:** This rank is reserved for new faculty. Persons with a Master's degree or appropriate portfolio but no teaching and/or librarian experience may be hired at this level. Persons hired at this rank must demonstrate potential to be good teachers and/or librarians on the college level.

2. **Assistant Professor/ Librarian II:** This rank requires a Master's degree and five years of teaching and/or librarian experience, or a terminal degree. (For the rank of Librarian II, a second Master's degree is an acceptable alternative to a terminal degree.)

    a. The length of time spent in this rank is normally five years, with eligibility for step advancement in the third year.

3. **Associate Professor/Librarian III:** The rank of Associate Professor requires a terminal degree and at least five years as an Assistant Professor at a regionally accredited institution. The rank of Librarian III requires a terminal degree program or a second Master's degree and five years at the Librarian II rank at a regionally accredited college or university. The ranks of Associate Professor and Librarian III require demonstrated success and maturity in teaching, service, and scholarly or artistic work.

    a. The length of time spent in this rank is normally five years, with eligibility for step advancement in the third year.

4. **Professor/Librarian IV:** The rank of Professor requires a terminal degree and five years at the rank of Associate Professor. The rank of Librarian IV requires a second terminal degree in addition to a Master's in Library Science (or its equivalent) and five years at the rank of Librarian III. In addition, persons being considered for promotion to this level must have distinguished themselves in the classroom and/or library as demonstrated by evaluations, course experience surveys, and demonstrated success and maturity in teaching, service, and scholarly or artistic work.

    a. For many faculty members, this will be the highest rank achieved. Professors are eligible for step advances in the third and sixth year.

5. **Distinguished Professor:** This rank is reserved for the most meritorious. To qualify, one must have spent nine years at the rank of Professor. In addition to the requirements for Professor, candidates for this rank have to be of recognized standing among specialists in their respective field of study. Appointment to Distinguished Professor is for a period of five years; faculty can apply for reappointment.

B. PROFESSOR EMERITUS/LIBRARIAN EMERITUS

1. Eligibility

Retired faculty members are eligible for emeriti status if their retirement was not a result of disciplinary action, and if they meet the following criteria:

• Retired from full-time employment as a tenured faculty member with the rank of Associate Professor/Librarian III or above; and,
• Prior to retirement, had been employed at the college for at least ten years.

The Provost may recommend the awarding of emeriti status, or the faculty may nominate a retired faculty member for emeriti status. A petition by the Provost or the faculty shall be forwarded to the President, who will make the final decision.

2. Privileges

Upon the reward of emeriti status, a person shall have the following rights and privileges:

• Use of the Ham Library and other college facilities.
• Faculty discounts, where available, such as the campus store, athletic events, and performances.
• Attendance at meetings of the faculty and service on committees in an advisory (non-voting) capacity.
• Participation in public ceremonies, such as commencement and convocation.
• Listing in faculty directories, such as the catalog.
• Continued use of an rc.edu e-mail address, and continued inclusion on e-mails sent to the entire faculty.

C. FULL-TIME STAFF OR PART-TIME INSTRUCTORS

Qualified employees of the college whose primary duties are that of staff or administration may teach on a part-time basis (no more than 18 credits per year). These employees generally hold the rank of adjunct faculty. However, they may be appointed by the Provost to the rank of Assistant Professor, Associate Professor, or Professor; alternatively, they may apply for rank through the Promotion and Tenure Committee. Such appointments must be made in accordance with the criteria for rank outlined above, strictly adhering to the academic degree requirements of the guidelines. To meet the experience criteria, partial years of teaching and/or library experience may be combined. Unless stipulated otherwise in their contracts, staff and administrators who hold faculty rank are not eligible for tenure. Furthermore, they are paid at the adjunct rate and receive no other compensation for their teaching.

D. TENURE

The Board of Trustees of Rochester College seeks to provide faculty members with the security that will enable them to devote their talents to the cause of Christian education, without the fear that some capricious action will result in their dismissal. The granting of tenure does not guarantee future employment in the event of financial problems that require a reduction of faculty or course offerings. The Board expressly retains complete and final authority to determine the nature of Rochester College, the policies and standards to be maintained, the work to be offered, and/or the personnel to be required.

Faculty, for purposes of tenure, shall be defined as teaching personnel with full-time instructional and/or librarian contracts.

Tenure is a privilege earned through service at Rochester College and is not transferable from another institution.

To be eligible for tenure, faculty members must

a. Hold the terminal degree in their field from a regionally accredited institution.
b. Have served on the faculty at Rochester College for a period of at least seven years in a full-time capacity at the level of Instructor or higher.
c. Be a full-time faculty member at the level of Assistant Professor or higher.
d. Have distinguished themselves in the classroom and/or library as demonstrated by annual evaluations by students and/or supervisors.
e. Adhere to principles of Christian faith and practice.

f.   Have proven themselves valuable to Rochester College through their work in such areas as committees, advising, recruiting, scholarship, and public relations, in addition to their teaching and/or work as a librarian.

E. APPLYING FOR PROMOTION AND TENURE

Application for promotion and/or tenure must be made to the appropriate supervisor (Dean, Director, Provost) by the end of the fall semester. Faculty members should submit a brief portfolio that includes evaluations, course experience surveys, an updated CV, and a cover letter that outlines how they have met the criteria for promotion. The portfolio will be taken to the Promotion and Tenure Committee, which meets each academic year to discuss applications for promotion and tenure.

The Promotion and Tenure Committee consists of the Provost (Chair), Deans of the Schools, and at least three tenured faculty members selected by the Faculty Association who have achieved the rank of Associate Professor or higher.

The Promotion and Tenure Committee meets, as needed, by February each year to review all requests and recommendations for promotion and tenure. Changes in status take effect with contracts for the succeeding academic year. The Provost communicates approval of tenure recommendations to the President. In rare cases, the Promotion and Tenure Committee and/or the Provost may recommend individuals for promotion and/or tenure who have not met all the criteria. These exceptions are based on meritorious service to Rochester College, distinction in the classroom or library, and exceptional accomplishments in their chosen field.

TERMINATION AND DISMISSAL OF TENURED FACULTY

1. **Causes for termination and dismissal of tenured faculty**

   a.   The contract of a faculty member having tenure may be terminated by the President because of financial exigencies of the College or discontinuance of an academic program. In such cases, the faculty member may appeal this decision to the Executive Committee of the Board of Trustees.

   b.   The contract of a faculty member having tenure may also be terminated through dismissal proceedings (outlined in the following section) for the following reasons:

   c.   Charges which question a faculty member's fitness, including an incapacitating disability that extends beyond two academic years. Compensation will be in accordance with the College's sick-leave policies in effect at that time.

   d.   Charges of failure to cooperate with the policies of the school, made by faculty members or administrators of the school and submitted, in writing, to the President.

   e.   Charges that a faculty member's teaching or conduct is contrary to the Christian ideals and purposes of the College submitted, in writing, to the President.

2. **Dismissal proceedings for tenured faculty**

   a.   The President must review the charge(s) made with the faculty member charged.

   b.   If the faculty member charged agrees that the charge(s) is/are valid, and both the faculty member and the President agree that the seriousness of the charge(s) warrants employment termination, the decision will be finalized and proper dismissal terms will be agreed upon.

   c.   If the charge(s) is/are denied, or the faculty member or the President feels that the charge(s) is/are not sufficient to warrant employment termination, the President must order a conference by a review panel consisting of the President, Provost, and Chair of the Faculty Association to consider the charge(s). This conference must be convened within 30 days of the denial of the charge(s) by the faculty member or the President's determination of the insufficiency of the charge(s) to warrant employment termination. (If the charged individual is the Chair of the Faculty Association, another representative of the committee will be selected by the committee as an alternate). The faculty member charged and the person making the charge(s) may appear before this review panel in defense of their positions. Both individuals may select a reasonable number of persons to appear at the conference on their behalf. The review panel will consider the facts presented and determine by majority vote of the panel whether termination is justified.

d.   If the vote of the review panel results in a tie, the case will be referred to a final hearing before the Executive Committee of the Board of Trustees.

e.   If the faculty member charged, or the President, does not accept the decision reached by the review panel, an appeal may be made for a final hearing before the Executive Committee of the Board of Trustees. An appeal must be registered in writing with the President's office within 15 days after the conference of the review panel.

f.   A final hearing by the Executive Committee must be convened within 45 days of receipt of a request for an appeal.

g.   The faculty member charged, the person making the charge, and the review panel may appear before the Executive Committee in defense of their positions. All individuals may select a reasonable number of persons to appear at the hearing on their behalf. The Executive Committee will consider the facts presented and determine by majority vote of the committee whether termination is justified.

h.   A majority vote by the full Executive Committee will be considered final, and the faculty member charged will be notified, in writing, of the decision.

i.   If the vote of the Executive Committee results in a tie, the President's decision will be final, and the faculty member charged will be notified, in writing, of the decision.

j.   Minutes of all evidence and testimony presented in the conference shall be taken. If the matter goes to the Executive Committee on appeal, all evidence and testimony shall be taken by a certified court reporter or recorder.

k.   Normal rules of court procedure will not be followed.

l.   The time limits within which the conference or hearing must be held may be extended, or the proceedings may be adjourned only for good cause.

m.   The faculty member charged may be suspended from duties with pay until a final decision is reached if the President deems such suspension to be in the best interests of the College.

n.   The salary of the faculty member dismissed shall continue until the end of the semester in which the notice of intention to terminate employment was given or for a maximum of three months from the date of notification of dismissal, whichever is shorter. If the faculty member obtains other employment, the salary from Rochester College may be further reduced or discontinued to the extent of earnings from subsequent employment.

IX. INSTRUCTOR EVALUATION

A. ADJUNCT EVALUATION

1. Deans review all syllabi and course experience surveys for their school. The Director of Academic Services for Accelerated Learning reviews all course experience surveys for Accelerated Learning adjuncts. The Assistant Provost reviews all course experience surveys for Traditional adjuncts.

2. Each January and May, the above parties will meet to discuss course experience surveys and other aspects of adjunct work, including feedback from Academic Services and Online Learning.

3. All adjuncts will receive follow up, preferably from deans. Some adjuncts will simply receive an e-mail of praise and support. When concerns are raised, adjuncts will be required to meet with their dean before they are given a new contract.

   a. The Assistant Provost will provide Human Resources with a list of adjuncts who are on hold.

   b. Human Resources will not issue new contracts to these adjuncts until the attached form is filed with her office

   c. When deans meet with adjuncts, they will fill out the appropriate form and submit it to Human Resources.

4. Deans and adjuncts are encouraged to interact frequently outside of this formal process.

RECORD OF MEETING BETWEEN ADJUNCT FACULTY AND DEAN

Record of Meeting between Adjunct Faculty and Dean

This form must be submitted to Rochester College's Human Resource department.

Date of Meeting: _____

Adjunct Faculty Name:
_____
_____

Signature:
_____
_____

Dean or other Rochester College Representative:
_____

Others Present:
_____
_____

Course(s) Reviewed:
_____
_____

Semester Taught:
_____
_____

Reason for Review (check all that apply):

- Syllabus Review
- Review of course content
- Concerns raised in course experience surveys
- Concerns about length of class meetings
- Other concerns (please describe):

Summary of Discussion and Follow-Up Plans:

Is adjunct faculty member approved for future teaching at RC?
_____

Adjunct Faculty
Signature:_____ Date:
_____

RC Representative Signature:
_____ Date:
_____

B. FACULTY EVALUATION CRITERIA

Faculty evaluation at Rochester College centers around three criteria: effective teaching, scholarship, and service. Faculty evaluations consider the personal talents of individual faculty members, as well as the needs of Rochester College. The goal of faculty evaluations is to encourage faculty members to build on their strengths and contribute constructively to the mission of Rochester College.

1. Effective Teaching

Rochester College is a teaching institution; therefore, the ability to teach effectively is of primary importance. Effective teaching is outlined in Section III of this handbook.

Indicators of effective teaching include but are not limited to:

- A constructive review from a peer who has visited your class
- Satisfactory student course experience surveys
- A self-evaluation that outlines your progress as a teacher, including a discussion of student course experience surveys and instructional innovation such as service learning or field trip opportunities

2. Scholarship

Rochester College's understanding of scholarship is influenced by Scholarship Reconsidered: Priorities of the Professoriate (1990) by Ernest Boyer. In keeping with the Boyer Model, Rochester College considers four types of scholarship: the scholarship of discovery, the scholarship of integration, the scholarship of engagement, and the scholarship of teaching. These categories are designed to recognize the variety of scholarly endeavors; faculty members are not expected to fulfill all four categories.

Scholarship of Discovery: when faculty members contribute to their discipline's body of knowledge through publication or other forms of original research.

Indicators of scholarship of discovery include but are not limited to:

- Scholarly publications

- Development of computer software
- Presentations at academic conferences and symposia
- Participation in juried shows and competitions

Scholarship of Integration: when faculty members make connections across the disciplines, placing their specialties in a larger context, or educate non-specialists

Indicators of scholarship of integration include but are not limited to:

- Presentations to community groups
- On-campus presentations that occur outside of the classroom (faculty forums, chapel presentations, extra-curricular programming, etc.)
- Non-academic publications (newspaper articles, blogs, etc.)

Scholarship of Engagement: also referred to as Scholarship of Application, this occurs when theory and practice interact, often through serving the public or the campus community. What distinguishes scholarship of engagement from citizenship activities is a direct connection to one's academic specialty.

Indicators of scholarship of engagement include but are not limited to:

- Meeting practical needs through providing health care, psychotherapy, personal finance consultations, tax preparation, or professional consulting.
- Providing cultural enrichment through performances and creative publications
- Shaping public policies through involvement with the local government.
- Connecting students from area high schools with educational opportunities.

Scholarship of Teaching: Faculty members study teaching models, applying best practices and/or creating innovative pedagogical strategies for optimal learning.

Indicators of scholarship of teaching include but are not limited to:

- Faculty involvement in developing new courses or revising curriculum
- Developing and testing instructional materials
- Leading department assessment activities
- Advancing learning theory through classroom research

3. Service

Faculty members are expected to engage in service to students, the college, and the community.

Indicators of service to students include but are not limited to:

- Effective academic and/or career advising
- Helping students secure scholarships and/or admission to graduate school, writing letters of recommendation

- Sponsoring student committees, organizations, or social clubs
- Supporting student scholarship beyond teaching requirements (sponsoring honors contracts, serving as a secondary reader for Sr. Projects, etc.)
- Attending chapel regularly

Indicators of service to the college include but are not limited to:

- Committee work
- Leadership roles in the Faculty Association
- Active involvement in program review and general education assessment
- Active involvement in the recruitment of students
- Active involvement with the Alumni Association

Indicators of service to the community include but are not limited to:

- Involvement with community agencies and organizations
- Church involvement and leadership

C. FACULTY EVALUATION PROCESS

Faculty evaluation at Rochester College is designed to encourage faculty members to build on their strengths and contribute constructively to the mission of Rochester College. Furthermore, evaluations guide decisions concerning step increases, promotions, and tenure. The faculty evaluation process requires the active involvement of the faculty members, their colleagues, and the administrators to whom they report. The following processes are followed by all schools and programs; however, individual schools may choose to incorporate additional elements.

1. Process for faculty without tenure (this is an annual process):

- Self-evaluation: Complete a form that includes reflections on the Student Course Experience surveys, update CV, update job description (using the academic template)

- Peer evaluation: This step is required during the first two years of faculty employment at Rochester College. For more experienced faculty, peer reviews are done either by faculty request or on an as-needed basis.

  Collaboration and mentoring are the basis of peer evaluations. When possible, peer evaluators should have tenure and be from the same school as the faculty member who is being evaluated. Peer evaluators review course syllabi and Moodle courses, if applicable, and observe one class session. The class visit should generate conversations about clarity of expectations, pedagogy, and student engagement, and should be documented through provided forms.
- Dean/Department Chair Review: Pertinent materials (self-evaluation, CV, job description, peer evaluation, goals, and the "Indicators for evaluation and promotion" form) are reviewed annually by the appropriate Department Chair or Dean. Deans are reviewed by the Provost. Once the job description is reviewed, it is signed and filed with HR along with an electronic PDF of the other documentation.

2. Process for faculty with tenure:

- Tenured faculty undergo the above process every third year.
- Tenured faculty serve as mentors and peer evaluators.

X. ADDITIONAL POLICIES FOR SCHOOL OF NURSING

1. FACULTY COMPENSATION

Full-time Faculty: The faculty member's contract period involves 60% of time dedicated to instruction, 20% to Research/Scholarship/Practice, and 20% to Service/Student Growth and Development. The faculty instruction assignment is calculated by workload units (WLU) on a credit basis. WLUs assigned over 24 is considered overload, and is guided by the adjunct faculty pay scale at 1 WLU:1 course credit.

Academic credit to instruction hours are as follows:
1 credit, classroom or online = 1 hour
1 credit, lab = 2 hours,
1 credit, clinical = 3 hours

CREDIT BASIS:

A typical full-time faculty member workload includes 24 WLU per contracted year, based upon two (2) 15-week semesters or the equivalent. The credits are disbursed according to curriculum requirements of the academic program, although attempts are made to target 12 WLUs per semester. Typically, 24 WLU is equivalent to approximately 60% time dedicated to instruction.

WORKLOAD UNIT FORMULA:

The formula for figuring faculty WLU is outlined below:

Instruction	Course Credit	Workload Unit (WLU)
Didactic	1	1
Lab[A]	1	0.667 (2/3 clinical credit)
Clinical - Direct	1	1
Clinical - Precept[B]	1	0.667 or 2/3 clinical credit)
Course Coordination	1	1
Other Release	**Credit**	**Workload Unit (WLU)**
Coordination of Clinical Sites/Experiences for NUR 4214	1	0.667
Scholarly Project Facilitation in NUR 4414	2	1.668

[A]Lab: Provides skill validation and guided practice with a team of faculty. Less faculty preparation is involved than didactic or direct clinical courses.

[B]Clinical-Precept: Generally a team taught course with utilization of clinical preceptors, and less direct student contact.

2. INSTRUCTOR QUALIFICATIONS

Rochester College School of Nursing follows the guidance of Michigan Board of Nursing, the Commission on Collegiate Nursing Education, and The Higher Learning Commission in determining qualifications for full-time and adjunct faculty. See the Rochester College Faculty Handbook for additional details.

All instructors must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except when equivalent experience is established.

Example: An instructor without a graduate degree may be hired to oversee the clinical work of nursing students if they hold a Bachelor of Science in Nursing (BSN) and significant nursing experience. These qualifications are not sufficient for providing classroom instruction.

3. FACULTY RANK

See Rochester College Faculty Handbook for additional details regarding faculty rank, promotion, and tenure. Commitment to the mission of Rochester College School of Nursing, nursing practice, teaching performance, scholarly or professional activity, and involvement in the college community are additional criteria for faculty rank and promotion as outlined in the Indicators for Evaluation and Promotion (IEP).

ROCHESTER COLLEGE-SCHOOL OF NURSING
INDICATORS FOR EVALUATION AND PROMOTION
(IEP)

EFFECTIVE TEACHING - Indicators by Rank

CRITERIA	Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor
Evidence-Based Teaching	• Current literature reflected in teaching materials for clinical and classroom. • Engages students in meaningful class discussions. • Critically evaluates media, and reading. • Fosters critical thinking and problem-solving.	• Includes all previous indicators. • Shares expertise with other faculty. • Incorporates current and future trends/research in courses taught.	• Includes all previous indicators. • Sought as a consultant within college for expertise in teaching. • Provides leadership for coaching and development of faculty.	• Includes all previous indicators. • Sought as a consultant at professional meetings or outside of college for expertise in area(s) of teaching responsibilities.	• Recognized as a specialist in the field.

Evidence: peer reviews, election to committees, conference proceedings, thank you note/letters

Curriculum - Development	• Develops course syllabus /materials in area(s) of expertise. • Reflects RC-SON conceptual framework, objectives, and mission in courses taught. • Utilizes current trends/research in courses taught.	• Socializes new faculty to teaching role. • Competent in teaching role and assumes leadership role in classroom and clinical teaching. • Facilitates course and syllabus development which reflects RC-SON conceptual framework, objectives, and mission. • Utilizes technology effectively.	• Demonstrates high quality in teaching and leadership. • Utilizes technology innovatively. • Evaluates media for publishers. • Serves in a leadership position on RC-SON committees, and provides input on curriculum committee.	• Demonstrates excellence in teaching and leadership • Serves as mentor for others in areas of curriculum and course development.	• Recognized as a specialist in the field.

Evidence: evaluations/analyses of student course surveys, peer evaluations, letters/emails of assignments/appointments

Teaching Effectiveness	• Well organized presentations. • Competent with technology utilized in the teaching role. • Facilitates student learning, and conveys a positive attitude toward student education. • Seeks guidance for development of teaching skills. • Receives a minimum average rating of 4 on student course surveys.	• Includes all previous indicators. • Collaborates with peers to assess/evaluate teaching effectiveness. • Develops/tests new teaching strategies. • Competently identifies, advises and/or refers at-risk students for appropriate intervention. • Receives average rating ≥ 4.3 on student course surveys.	• Includes all previous indicators. • Recognized regionally or nationally for teaching or expertise. • Mentors junior faculty. • Demonstrates excellence on student course surveys (≥4.4).	• Includes all previous indicators. • Mentor/role model for faculty. • Demonstrates teaching excellence.	• Recognized as a specialist in the field.

Evidence: evaluations/peer reviews, student projects, presentations, student course survey scores

Evaluation of Student performance	• Maintains standards of performance. • Exams and course assignments reflect course objectives. • Assists students to identify strategies for meeting course objectives. • Appropriately identifies, counsels, or refers at-risk students.	• Includes all previous indicators. • Evaluates course outcomes of student performance. • Monitors and evaluates group data for success /failures.	• Includes all previous indicators. • Assesses and revises, tools for evaluating student performance. • Develops strategies for students to be successful on NCLEX-RN.	• Includes all previous indicators. • Assesses, revises, and develops tools for evaluating student performance.	• Recognized as a specialist in the field.

Evidence: evaluation tools, student remediation plans, Kaplan IT reports, CV

SCHOLARSHIP – Indicators by Rank

CRITERIA	Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor

Discovery, Integration, Engagement, and Teaching (See Effective Teaching)	• Formal graduate study, and earned at least MSN degree. • Participates in seminars on scholarly projects or activities. • Maintains practice licensure and certifications. • Participation in workshops, seminars, and refresher courses.	• Includes all previous indicators. • Participates as book reviewer for publishers. • Presents research activities/plans to internal audiences. • Mentors 1 scholarly project group.	• Includes all previous indicators and formal graduated study with earned terminal degree. • Presents at local, regional or national conferences/meetings. • Mentors faculty (through manuscript development, formal presentations, poster presentations, and/or graduate practicum).	• Includes all previous indicators and formal graduated study with earned terminal degree. • Publications (PI in journals or chapter author for a book). • Participates as test item writer for professional groups (NCLEX, ANCC) • Participates on committees setting standards of practice. • Participates in professional organizations.	• Recognized as a specialist in the field.

- Involvement with policy or local government.

Evidence: publications, presentations, section of conference brochure, citations of work, face page of book or chapter, licensure and certifications, relevant materials related to policy work

SERVICE - Indicators by Rank

Indicator by Rank

CRITERIA	Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor
Service as adviser or other support for student committees, organizations, or social clubs		• Supervises at least 1 student project. • Assists students with gaining entrance to professions or graduate study.	• Includes all previous indicators. • Serves as faculty mentor for student committee, organization, or social club.	• Includes all previous indicators. • Assists students to secure scholarships or fellowships.	• Recognized as a specialist in the field.

Working with field experiences	• Teaches in the clinical setting. • Maintains positive relationships with health care partner institutions.	• Teaches in the clinical setting. • Assesses/ evaluates appropriateness of clinical experiences.	• Includes all previous indicators. • Teaches in the clinical setting (non-administrative roles). • Mentors junior faculty to create effective clinical experiences.	• Includes all previous indicators. • Teaches in the clinical setting (non-administrative roles). • Assesses/ evaluates potential clinical experiences and sites.
Committee assignments	• Participates in RC-SON and RC committees.	• Participates in RC-SON and RC-Committees. • Functions as a committee chair for RC-SON.	• Includes all previous indicators. • Serves on local or regional professional or community committees.	• Serves on state or national professional committees.

Community involvement	• Participates as a member of a professional nursing organization.	• Volunteers for service programs or projects. • Participates in community service activities. • Participates as a member of a professional nursing organization.	• Assists in community development efforts. • Serves in a leadership capacity with professional nursing organizations.	• Collaborates with the community in the development of programs and/or services.
Professional Membership and Leadership Activities		• Collaborates with interdisciplinary or community-based teams to make a positive impact on community.	• Serves on regional or state professional organization committees.	• Serves on regional or national professional organization committees.

Evidence: CV, emails/letter of appointment.

PRACTICE - Indicator by Rank

CRITERIA	Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor

Quality of practice, and Evidence-based practice and Mentoring	• Active in nursing practice • Maintains ethical principles and standards • Participates in peer evaluation	• Includes all previous indicators. • Serves as role model/preceptor for students • Contributes education or practice expertise to local and/or state groups addressing nursing education or practice issues. • Assists in mentoring new faculty in the practice setting	• Includes all previous indicators. • Recognized as an expert at regional and/or national level • Participates in policy activities • Mentors junior faculty • Mentors others in using best evidence for effective teaching and practice.	• Includes all previous indicators. • Provides leadership in nursing practice or education • Contributes to population health centered legislation • Mentors others in nursing leadership roles.	• Recognized as a specialist in the field.

Evidence: CV, articles, awards, presentations, relevant materials related to policy work.

4. ANNUAL SCHOOL OF NURSING FACULTY PEER REVIEW GUIDELINES

The School of Nursing follows the the faculty evaluation policies and processes outlined in section IX of this handbook. Additionally, the School of Nursing follows the peer evaluation process outlined below.

THE SCHOOL OF NURSING PEER EVALUATION PROCESS IS BASED ON THE FOLLOWING ASSUMPTIONS:

1. Peer review is an important component of SON faculty evaluation in our professional academic environment.
2. If standards and indicators are well understood and applied in all reviews then there should be a consistently sound peer review process.
3. Individual faculty members should have an opportunity to discuss the annual review of their performance with the peer review committee.
4. Consistent review of faculty performance by a group of peers is preferred to being reviewed by one or two persons in a supervisory role.

FACULTY EVALUATION CRITERIA:

The members of the review committee will employ a tri-partite rating system: a) role performed <u>BELOW expectations,</u> b) role performed <u>AT expectations,</u> and c) role performed <u>ABOVE expectations</u> for each of the <u>applicable</u> areas of faculty activity.

EVALUATION MATERIALS TO BE SUBMITTED BY THE FACULTY INCLUDE THE FOLLOWING:

1. <u>List of Assignment</u> for the time period under review. This shall include Spring, Summer, and Fall semesters.
2. <u>Copy of current CV</u> as of the date of submission for review. Items relevant to the review period should be highlighted.
3. <u>Self-Evaluation Summary Sheet</u> listing the faculty's self-evaluation in each of the main performance rating areas.
4. <u>Student Course Survey (SCS) Summary and Analysis Form.</u> A *Student Course Survey* and summary of comments pages should be included for each assigned course.
5. <u>End of Semester Course Form</u>
6. <u>Publications and submitted manuscripts; abstracts</u> from presentations.
7. Faculty in practice roles should include <u>evidences of practice caseload, quality improvement measure and clinical outcomes.</u>

In an effort to reduce the amount and standardize the materials submitted, **please <u>DO NOT</u> submit:**

1. Emails
2. Supporting letters or thank-you notes
3. Course syllabi
4. Power Point presentations
5. Grant submissions

ANNUAL FACULTY REVIEW MATERIALS CHECKLIST (PLEASE DO NOT SUBMIT THIS LIST WITH MATERIALS).

- List of assignment reflecting entire calendar year.
- ☐One copy of current, highlighted CV.
- ☐Self-Evaluation Summary Sheet
- ☐SCS Summary and Analysis Form for each student section.
- End of Semester Course Evaluation
- ☐Faculty in practice to attach evidences of caseload, quality improvement measures and clinical outcomes.