

UNIVERSITY OF THE INCARNATE WORD
FACULTY HANDBOOK



San Antonio, Texas

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All faculty at the University of the Incarnate Word (UIW) are bound and protected by this Faculty Handbook. Supplements for schools may include policies and procedures unique to their circumstances, as long as those additional policies and procedures do not deny rights articulated in this UIW Faculty Handbook and assure due process. As university employees, faculty must also adhere to the UIW Employee Handbook (<https://my.uiw.edu/hr/employee-handbook.html>).

All changes to the Faculty Handbook must be forwarded to the provost for approval. The current edition will be posted on the Faculty Senate webpage of the UIW website (<https://my.uiw.edu/facultysenate/>). Annual editions, with any revisions, are posted in August. The provost oversees a comprehensive review of the Faculty Handbook every five years (2025, 2030, 2035, 2040, etc.).

Letter from the President

The very heart of the University of the Incarnate Word's mission is embodied in the interactions among faculty, students, and administration, and among faculty themselves. The policies and procedures in the Faculty Handbook may at times seem far from the daily life of the University of the Incarnate Word. In reality, the Faculty Handbook is a living document that has been developing for over fifty years and comes out of the lived experiences of UIW faculty. It supports both the work and shared governance of the faculty and faculty interaction with other groups within the University.

When these policies and procedures are known and observed by individual faculty, deans, and other administrators, they contribute to harmonious and orderly relationships and the resolution of problems and questions that are bound to arise. This will contribute to an “atmosphere which will promote individual self-realization” as we work together to serve our students.

I am grateful to the Faculty Senate and all who work so patiently at keeping the Faculty Handbook current and accurate.

Dr. Thomas M. Evans

CHAPTER 1: INTRODUCTION

Mission Statement

Endorsed by the Board, 12/5/2014; Approved by the Congregation, 2/5/2015

The first Sisters of Charity of the Incarnate Word, three young French women motivated by the love of God and their recognition of God's presence in each person, came to San Antonio in 1869 to minister to the sick and the poor. Their spirit of Christian service is perpetuated in the University of the Incarnate Word primarily through teaching and scholarship, encompassing research and artistic expression. Inspired by Judeo-Christian values, the Catholic intellectual tradition, and Catholic Social Teaching, the University of the Incarnate Word aims to educate men and women who will become concerned and enlightened citizens within the global community.

The university is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God. Thus, through a liberal education, the university cultivates the development of the whole person and values of life-long learning. To that end, faculty and students support each other in the search for and communication of truth, thoughtful innovation, care of the environment, community service, and social justice.

The University of the Incarnate Word is a Catholic institution that welcomes to its community persons of diverse backgrounds, in the belief that their respectful interaction advances the discovery of truth, mutual understanding, self-realization, and the common good.

Faculty and Shared Governance at UIW

History

A plan for faculty participation in the governance of Incarnate Word was first introduced by Sr. Margaret Patrice Slattery in 1969. She was appointed academic dean in that year and based her plan on the document published in 1962 by the American Association of University Professors. The plan included the creation of the Faculty Association and standing committees in curriculum, library, admissions and financial aid, student life, faculty affairs, budget and physical plant, and public relations. With this structure in place, “The faculty became responsible for making changes in the academic program, for formulating policies on admissions, for recommending promotions and tenure, for awarding scholarships to students, and for recommending changes in student life related to the educational process.” (Promises to Keep, V. 2, pp. 353-4) Details with processes were outlined in the first Faculty Handbook.

In 1975, the Board of Trustees approved the document, “Board of Trustees on Campus Governance.” This clarifies the basic philosophy of shared governance and summarizes the primary responsibilities and authority of the Board, the president, and the faculty. The first section is titled “Areas of Shared Responsibility” and has been included in the Faculty Handbook since then under the section called the Board Policy on Campus Governance (from the Board of Trustees Handbook, section 5- NOTE: UIW has been substituted in the document for IWC):

The University of the Incarnate Word supports the principle of interdependence among the Board of Trustees, administration, faculty, and students for effective operation of the total educational program.

Adequate communication and full opportunity for joint planning and effort are the means of effecting this interdependence. Recommendations for change in the educational program may be initiated by the Board, the administration, the faculty, or the students. Differences in the weight of each voice from one point to the next are determined by reference to the responsibility of each component for the particular matter at hand.

The areas of shared responsibility include:

1. The establishment of the philosophy and the general educational policies of the university, although the final responsibility for these matters rests in the Board of Trustees.
2. Major changes in the academic program and the relative emphasis to be given to the various elements of the program.
3. Major changes in the size or composition of the student body.
4. Long-range planning.
5. Major decisions on use of physical resources and the construction of new resources to be used in the educational work of the university.
6. Major allocation of financial resources.
7. Selection of the president, provost.
8. Determination of faculty status, including appointments, re-appointments, decisions not to reappoint, dismissals, promotions, and tenure.
9. Obtaining and maintaining all accreditation.

The last section of the 1975 Board of Trustees document outlines the scope of faculty authority and responsibilities and serves as a useful introduction to the current edition of the Faculty Handbook.

The University of the Incarnate Word is dedicated to the free pursuit of truth and the responsible dissemination of knowledge. Involved in the achievement of these goals is a community of scholars made up of students, faculty, and administration. As members of this community, faculty have the freedom and the responsibility to pursue the truth and to present it effectively. They are expected to improve their scholarly competence continually and to demonstrate such improvement by excellence in teaching, as well as published research, artistic production, or distinguished performance.

The faculty of UIW consists of the president and those members of the instructional and administrative staff accorded faculty status.

The faculty has primary responsibility for the curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters, the power of review or final decision is lodged in the Board of Trustees or delegated by it to the president. If a recommendation of the faculty is not approved, the reasons will be communicated to the faculty. Following such communication, the faculty has the right of further consideration and transmittal of its views to the president and through the president to the Board of Trustees.

The faculty is responsible for establishing requirements for academic degrees; for determining when the requirements have been met; and for authorizing the president and the Board to grant the degrees.

The university recognizes that scholars in a particular field have the chief competence for judging the work of their colleagues. Thus, faculty members are primarily responsible for faculty appointments, re-

appointments, decisions not to reappoint, promotions, tenure, and dismissal. Determinations on these matters should be made by faculty action exercised through established procedures and reviewed by the chief academic officer and approved by the president.

The faculty actively participates in policies and procedures governing salary increases.

Current

Besides membership on the Faculty Senate, “the representative body through which the faculty may effectively exercise its authority and the responsibility it shares with administration for carrying out the educational functions of UIW” (Preamble to the “Faculty Senate Constitution and Bylaws” in Chapter 3), faculty share in governance by also sitting on the Board of Trustees, the president’s Executive Council, the Institutional Effectiveness Council, and the Academic Deans Council.

CHAPTER 2: THE STRUCTURE OF THE ACADEMIC ORGANIZATION

General Administration: Principles Governing Policies

1. The basic policies are established by the Board of Trustees and implemented by the president, who, as required, delegates authority to the Policy Committee, provost, vice presidents, and deans to translate policies into standard operating procedures, enforce regulations, and handle other administrative details.
2. The academic program is the reason for the University of the Incarnate Word's existence. Its integrity must guide all decision-making.
3. All issues relating to personnel must be handled with respect, tact, and the proper written documentation.
4. All programs and services must be congruent with the spirit embodied in the Mission of the university, reflecting the Catholic nature of the institution.
5. All programs, facilities, and services must be operated within the confines of the university budget.
6. The students, their needs, and their development as persons and as professionals are primary. They are to be treated with the utmost respect and consideration.
7. All policies of the university contained on the university's website, in the university bulletins, student, faculty, and administrative/staff handbooks, along with those operational procedures outlined by the offices of Human Resources, Business and Finance, Public Relations, and other university departments are strictly adhered to and, as effectively as possible, promulgated throughout the university community in which we serve.
8. The president is the chief institutional spokesperson for the university and its affiliated schools.
9. The university and its affiliates are governed by policies and procedures mandated by the Board of Trustees and to all external accrediting and regulatory agencies to which these policies and procedures are adhered.
10. Providing professional services requires appropriate documentation and the confidential maintenance of records.
11. The professional development of the staff, their services, and programs require ongoing support and evaluation.
12. The business and personnel functions of the university and its affiliates adhere to federal, state, and local laws regarding affirmative action employment, personnel, and payroll policies, and adhere to generally accepted accounting principles.

Academic Administration

Provost and Vice President for Academic Affairs

Reporting directly to the president, the provost is the chief academic officer of the university. The provost oversees the integrity of all academic programs of the university, representing the academic endeavors of the university to external accrediting agencies and constituencies. The provost is responsible for academic strategic planning, evaluating academic deans, the overall quality of the curriculum and instruction, faculty recruitment, development activities, and promotion and tenure. The provost fosters a spirit of collaboration among all departments in order to better achieve the university's Mission and create an environment committed to student success.

Vice Provost

Reporting directly to the provost, the Vice Provost supports the provost in overseeing the integrity of all academic programs. They carry out academic strategic planning and programming, budget preparation, resource allocation, institutional effectiveness and assessment, and faculty development and retention efforts.

Assistant/Associate Provosts

Reporting directly to the provost, assistant or associate provosts direct specific areas of the academic enterprise and provide support on projects for the provost. The number, titles, and duties of assistant/associate provosts will vary based on organizational needs and budgets and will be posted on the provost's website (<https://uiw.edu/provost>).

Academic Deans

Reporting directly to the provost, the academic deans implement the university's strategic priorities set by the president and provost. The deans are responsible for: recruiting, developing, and evaluating faculty and staff in their assigned college/schools; preparing budgets and allocating resources; identifying needs and developing new programs/services as appropriate; ensuring the integrity and excellence of all programs/services in support of student success; and working with the Office of Advancement in fundraising for the school. The deans exercise leadership within the divisional unit, within the university, and in the external community. Especially through Academic Master Planning, the deans contribute to the strategic planning and direction of the entire institution, in concert with faculty, staff, and administration.

Assistant/Associate Deans

Reporting directly to the dean, an assistant or associate dean provides support for the dean and performs duties as assigned. Duties may vary by school.

Academic Program Leaders: Chair/Coordinator/Director of Academic Programs

Reporting to the dean or assistant/associate dean, academic program leaders (APL) may carry one of several titles, such as program chair, program coordinator, or program director. Titles may vary according to the needs or practices in a college/school or discipline. The APL is a faculty member and administrative leader of a discipline or group of related disciplines. This individual may be responsible for undergraduate and graduate level programs, or for programs at only one level. The two main roles of the APL are to provide curriculum leadership for their discipline and to assist the dean by coordinating the activities of a specific academic program. Appointment to the position of chair/coordinator/director of academic programs is made by the dean, with approval of the provost. The dean delegates authority and responsibility to the academic program leader for designated functions.

Duties and Responsibilities

The following duties and responsibilities are general and essential duties for all academic program leaders at all UIW locations. These duties may be described in further detail by specific program documents.

1. Articulates and implements university policy within assigned program(s) and ensures that program policies and practices are consistent with those of the college/school and university.
2. Facilitates periodic program review by assessing and evaluating curriculum and resource needs for assigned program(s).
3. Ensures that curriculum changes are processed through appropriate channels according to university policy and procedures.
4. Facilitates completion of annual program assessment.
5. Assists with the preparation of class schedules that efficiently use faculty and classroom resources.
6. Assists with maintaining accuracy and relevancy of program materials, including print and website information.
7. Assists the dean in the preparation of reports for the university, accrediting, and external funding agencies.
8. Assists the dean in the recruitment, orientation, and formative evaluation of program faculty.
9. May assist with student recruitment, advising, monitoring student progress, coordinating summer orientation, and/or annual academic fairs.
10. May assist with student complaint procedures.
11. May assist the dean in budgeting and monitoring expenditures.
12. Serves as a liaison with relevant external constituencies.
13. Facilitates regular meetings of the program faculty.
14. Represents the program(s) in meetings with other academic program leaders, administrators, and faculty.
15. Cooperates and consults with other academic program leaders regarding curriculum and program development.
16. Models the traditional faculty roles of teaching, scholarship, professional activities, and service to program faculty.
17. Assumes additional responsibilities as requested by the dean.

Compensation

Academic program leaders are normally compensated through course release(s), stipends, or both. Course releases will be determined by the dean, in consultation with the provost and will take into consideration the size of the program: the number of students, the number of full- and part-time faculty, the number of staff (student employees, non-faculty staff) to be supervised, regulatory requirements, etc. APLs who agree to take on off-contract responsibilities, such as recruiting, advising, and orientations, will be compensated with a stipend added to their academic year contract as approved by the provost. The stipend does not affect the base salary.

Evaluation

APLs will be evaluated annually according to the duties outlined in this document and any specific, agreed-upon duties in a program-specific job description. APLs should attach this document to the annual Faculty Self-Inventory. Deans will consider the evaluation of administrative duties when determining annual merit increases.

Faculty Athletics Representative

The Faculty Athletics Representative (FAR) serves as the principal faculty spokesperson in conveying, representing, and protecting the academic mission, values, and goals of the University of the Incarnate Word as reflected in intercollegiate athletics. The FAR is involved in ensuring the academic integrity of the athletics program, promoting student-athlete well-being, and supporting institutional control and rules compliance efforts in intercollegiate athletics.

The FAR shall be a full-time member of the faculty (or an administrator holding faculty status) and shall not hold an administrative or coaching position in Athletics.

The Chair of the Nominations and Elections Committee sends a call out to the full faculty for nominations, which are then sent to the University President, who appoints the FAR. The FAR reports to the President and represents the University of the Incarnate Word in its relationship with all sports conferences and the NCAA. The FAR shall sit as a non-voting member of the Faculty Senate and report on matters related to intercollegiate athletics and student-athlete well-being.

Major Administrative Committees

Faculty participate in shared governance with administration in multiple ways. The Faculty Senate President represents the faculty on the Board of Trustees, the president's council of senior advisors (the formal name may change, but the faculty senate president is always included), and the Provost's Council. The faculty have been delegated authority for the curriculum. Curriculum processes and committees are defined in Chapter 3: Faculty Senate Constitution and Bylaws and Chapter 7: Curriculum and Academic Policy Development and Revision. The faculty has representation on most decision-making and advisory groups within the University. Notable examples are the President's Executive Council (<https://www.uiw.edu/president/execcouncil.html>), the Provost's Council (Provost's advisory group), the Policy Committee, the Institutional Effectiveness Council, and the Core Advisory Council.

President's Executive Council

The primary advisory council to the president. This group, whose name may change over time, consists of the president, provost, select vice-presidents, president of the Faculty Senate, and other members as determined by the President.

Provost's Council (Provost's Advisory Group)

The Provost's Council serves as the primary advisory body to the provost. Membership of the Provost's Council includes all academic deans, the Faculty Senate President, and other members as determined by the provost.

The functions of the Provost's Council are to:

1. Advise the provost.
2. Conduct Academic Master Planning as directed by the provost.
3. Facilitate effective communications within the university community.
4. Channel appropriate information and issues to existing committees as required to accomplish goals.

Institutional Effectiveness Council

The Institutional Effectiveness Council oversees the process of measuring institutional performance against the UIW mission and strategic priorities. Continuous improvement provides a framework for linking mission to planning in specific areas of educational programs, including student learning outcomes, administrative support services, academic and student support services, research, and community service. The Council is chaired by the Associate Provost for Institutional Effectiveness.

The functions of the Institutional Effectiveness Council are to:

1. Solicit periodic assessment updates from the Vice Presidents and administrative units.
2. Coordinate and support the Program Review processes for all major educational programs, including the Core Curriculum, and all administrative and academic offices and services.
3. Facilitate dialogue and projects that encourage collaborative and integrated assessment.
4. Coordinate analysis of all major institutional surveys and report results to the President's Advisory Council, which will identify actions to improve UIW effectiveness.
5. Communicate assessment activities and results to the broader UIW community and maintain an Institutional Effectiveness website.
6. Approve the scheduling and target audiences for university-wide assessment instruments used with students, faculty, administrators, staff, or alumnae. This role follows any IRB reviews that may be required.
7. Monitor compliance with SACSCOC accreditation requirements related to assessment.

Minimum Membership of the Institutional Effectiveness Council:

** Selected to assure representation of all UIW academic units*

1. Associate Provost for Institutional Effectiveness (chair)
2. VP for Mission and Ministry
3. Dean of Graduate Studies and Research
4. Associate Provost for Student Success
5. 1 Academic Dean – (appointed by the provost for a 1-year term) *
6. 3 Faculty with assessment experience – (appointed by the provost for 2-year terms) *
7. Athletics Director
8. Director of the Center for Teaching and Learning
9. Director of Assessment
10. Director of Institutional Research
11. Director of the Ettling Center for Civic Leadership & Sustainability
12. Director of Campus Engagement

Ex Officio Members (receiving minutes)

13. Provost
14. Chief Information Officer

Core Advisory Council

The Core Advisory Council (CAC) is an administrative committee that advises the provost and reports on issues related to undergraduate Core Learning Outcomes. Members serve by appointment of the provost, based on their university responsibilities and their qualifications related to the broad areas of UIW's Core Learning Outcomes. Faculty appointments in the respective disciplines are for three years and may be renewed, with the concurrence of their dean, for a maximum of two consecutive terms. Faculty members are nominated for provost appointment consideration by the standards delineated by their school/college bylaws.

The main responsibilities of CAC are to:

1. Coordinate the assessment of Core Learning Outcomes.
2. Recommend approval/disapproval of curricular proposals to the Undergraduate Council that
 - a. alter the structure/distribution of core requirements;
 - b. add new or existing courses as designated core options; and
 - c. delete designated courses as core options.
3. Share the results of surveys and assessments with all schools/colleges.
4. Review updates to the "Advisor's Guide to the Core Curriculum".
5. Inform the Undergraduate Council about CAC activities by distributing CAC meeting minutes.

Minimum Membership of the Core Advisory Committee includes:

1. Associate Provost for Institutional Accreditation and Academic Effectiveness (Chair)
2. Vice President for Mission and Ministry
3. Associate Provost for Student Success
4. A Faculty Co-Chair
5. University Registrar
6. An Academic Dean (appointed by the provost for a one-year term)
7. Director, University Advising Center
8. Director, Writing and Learning Center
9. Representatives: At least six, representing schools on the Broadway Campus and at least one representing Mexico campuses (CIW of Bajío).

CHAPTER 3: FACULTY SENATE CONSTITUTION AND BYLAWS

Preamble

The Faculty Senate at The University of the Incarnate Word (UIW) is the representative body through which the faculty may effectively exercise its authority and the responsibility it shares with the administration in carrying out UIW's educational functions. The Faculty Senate shall promote the growth and general welfare of UIW by serving as the faculty's agent to initiate and review relevant policies, make recommendations, and communicate with the UIW community.

Article I: Name

This organization shall be known as The University of the Incarnate Word Faculty Senate.

Article II: Purposes & Responsibilities

- A. The Faculty Senate shall be the governing body of the faculty as a whole.
- B. The Faculty Senate shall function as the agent of the faculty, initiating and reviewing certain policies relating to academic matters and making recommendations to the administration. To execute this charge, the Faculty Senate and its designated standing committees are charged with these duties and responsibilities:
 - 1. To initiate and review policies relating to the academic, economic, cultural, and social welfare of the faculty as a whole and as individuals, and to make recommendations to the administration.
 - 2. To promote and protect the rights of faculty in matters pertaining to academic freedom, rank and tenure review, and the processing of grievances.
 - 3. To initiate and review changes and additions to the Faculty Handbook.
 - 4. To receive reports and recommendations from standing and ad hoc committees.
 - 5. To serve as the official representatives of the faculty.
 - 6. To make the final faculty decision on all recommendations forwarded to the provost for administrative action.
 - 7. To promote faculty participation in shared governance by:
 - a. Holding Faculty Forums as needed for the purpose of sharing information and/or gathering faculty viewpoints, as referenced in Article VI.
 - b. Taking other action as determined appropriate by the Faculty Senate, such as calling special meetings of the faculty, conducting polls and gathering input, drafting petitions, and creating ad hoc committees and task forces.
 - c. Facilitating the election of Faculty Senate officers, senators, and Faculty Senate standing committee chairs and members.
 - d. Managing faculty votes for removal from office of those who fail to perform the duties of

elected positions within the Faculty Senate and its standing committees.

e. Facilitating faculty review and amendment of the Constitution and Bylaws.

- C. Faculty Senate Membership Qualifications: All full-time faculty who do not hold administrative contracts or serve as immediate supervisors of other full-time faculty are eligible for membership in the Faculty Senate and on standing committees of the Senate. While faculty responsibilities vary to meet instructional needs, faculty privileges, including faculty voting, Faculty Senate service, and sabbatical awards, are upheld by faculty who maintain at least 50% of faculty-related duties (teaching, scholarship, service). When needed, the provost will provide judgment on faculty status qualifications. Faculty status and faculty rank are separate matters.
- D. Voting Faculty Qualifications: All full-time faculty who do not hold administrative contracts or serve as immediate supervisors of other full-time faculty serve as voting faculty.

Article III: Senate Membership

- A. The voting members of the Faculty Senate shall include four officers, four at-large senators, and two senators from each college/school.
- B. Full-time faculty who have been employed for at least one academic year (August-July) and do not serve as immediate supervisors to full-time faculty are eligible to serve as voting members of the Faculty Senate and as members and officers on standing committees.
- C. The chairpersons of the Faculty Affairs Committee, Undergraduate Council, and Graduate Council shall be voting members of the Faculty Senate.
- D. The provost is a non-voting member of the Faculty Senate, serving as a liaison with the administration.
- E. The faculty athletic representative is a non-voting member of the Faculty Senate, serving as a liaison with the athletic programs.
- F. The Faculty Senate shall be responsible for resolving issues of its membership eligibility.

Article IV: Senate Officers and Standing Committees

- A. The officers of the Faculty Senate shall be the president, vice president, secretary, and treasurer. The president and vice president shall be faculty members who have tenure or multi-year renewable-term appointments. The duties and responsibilities of the officers are specified in Article VII.
- B. The Senate Executive Committee (SEC) shall consist of the officers, the chairs of the Faculty Affairs Committee, the Undergraduate Council, and the Graduate Council, and one member of the Faculty Senate who is untenured at the time of selection by a vote of the Faculty Senate at the first meeting of each academic year. The duties and responsibilities of the SEC are specified in Article VIII. The provost is a non-voting member of the SEC, serving as a liaison with the administration.
- C. Standing committees of the Faculty Senate are the Nominations and Elections Committee, Grievance Committee, Undergraduate Council (UC), Graduate Council (GC), Faculty Affairs Committee (FAC), University Rank and Tenure Committee (URT), and Faculty Development Fund Review Committee (FDF). All standing committees shall submit reports of progress and goals to the Faculty Senate at the end of each academic year. Specific procedures and duties of the standing committees are detailed in Articles IX-XV.

Article V: Elections and Terms of Service

- A. The regular election of Faculty Senate officers (president, vice president, treasurer, and secretary), senators elected at-large, and the chairs of standing committees shall be held within three weeks of the opening of the spring semester by a vote of the full faculty. All officers, senators, and standing committee chairs and members are restricted to holding no more than one of these positions at a time. The SEC can grant an exception for smaller schools when they do not have enough qualified faculty to serve on committees.
- B. Officers: Each officer shall be elected for a two-year term, with the president and treasurer elected in the spring of odd-numbered years and the vice president and secretary elected in the spring of even-numbered years. The president shall be limited to two consecutive terms.
- C. At-Large Senators: The four at-large senators shall be elected by a majority vote of the full faculty for a two-year term and will represent and vote in the interests of UIW. Two at-large senators shall be elected in odd-numbered years, and two at-large senators shall be elected in even-numbered years.
- D. Standing Committee Chairs: Chairs of standing committees shall serve two-year terms. The chairs of the Nominations and Elections Committee, the Undergraduate Council, and the Grievance Committee shall be elected in even-numbered years. The chairs of the Faculty Affairs Committee, the Rank and Tenure Committee, the Graduate Council, and the Faculty Development Funds Review Committee shall be elected in odd-numbered years.
- E. Standing Committee Members: Members of standing committees shall serve two-year terms. Half of the members of each standing committee shall be elected in even-numbered years and half elected in odd-numbered years to provide staggered terms. Refer to Articles IX-XV.
- F. Majority Vote: A simple majority of votes cast by the voting faculty is required for election to the Senate or Senate standing committees. To break a tie vote:
 - 1. Each candidate is contacted to ascertain interest in continuing the process. If one concedes, the other takes the position.
 - 2. If both candidates are still interested in the position, a second election shall be scheduled as soon as possible. The person with the majority of votes will take the position.
 - 3. If there is still a tie, the Nomination and Election Committee makes the selection.
- G. Special Elections: Incumbents shall hold their positions until their successors assume the new term. In the event that, prior to the expiration of the term of an at-large position, an incumbent is unable to continue in the position, the Faculty Senate shall call for a special election to select a successor to serve the remainder of the term. The Senate Executive Committee will evaluate on a case-by-case basis whether a person should be replaced after prolonged absences.
- H. School/College Senators and Standing Committee Representatives: Nominations for the school/college senate and committee member positions will be reported to the Nominations and Elections Committee by the college/school committee member for preparation of the ballot within three weeks of the announcement of at-large election results. The committee will distribute ballots and report election results within six weeks of announcing at-large election results. Every college/school has a right to representation. They may, if preferred, choose to combine their representation with another college/school. Each senator/committee member has a single vote.

The two school/college senators shall be elected by the voting faculty in each college/school for a two-year term and will vote in the interest of the college/school. One senator shall be elected each year by the respective school/college to provide staggered terms.

Members of standing committees shall serve two-year terms. Half of the members of each standing committee shall be elected in even-numbered years and half elected in odd-numbered years to provide staggered terms. Refer to Articles IX-XV.

If a senator or committee member elected by a college/school must relinquish the position, the college/school will elect a replacement to serve the remainder of the term.

- I. Removal or Recall: A duly elected officer, senator, committee member, or chair of a standing committee may not be removed from office except for failure to perform the duties of the position.
 1. Attendance at Faculty Senate meetings is required. Senators should designate a substitute to attend in their place on any occasion when they cannot fulfill this obligation. If a senator demonstrates continued absence from meetings, the senator may be dismissed.
 2. A recall of a person serving in an at-large position may be initiated by a majority of the Faculty Senate or by a petition signed by twenty-five percent of the voting membership of the faculty. A two-thirds vote by the voting membership of the Faculty Senate is required for the removal of duly elected persons.
 3. A recall of a senator or committee member selected by the college/school may be initiated by the college/school. A recall may be decided by a two-thirds majority of the voting faculty of the college/school.

Article VI: Meetings

Faculty Senate Meetings

- A. At the beginning of each academic year (August), the Faculty Senate shall determine the frequency with which it shall meet in regular session during that semester, but at least once every full month in the fall and spring semesters. Regular meetings may also be called in June, July, and August, if necessary, given that several schools operate in full, year-round.
- B. At least one week prior to each regular meeting, the secretary shall send an agenda for the meeting and the unapproved minutes of the last meeting to each member of the Faculty Senate.
- C. Special meetings may be called by the Faculty Senate President or at the request of five voting members of the Senate in times of crisis when prompt action of the Senate is necessitated. Notice of special meetings must be provided 24 hours in advance and shall include specific business to be transacted.
- D. Dates of regular meetings shall be posted for all faculty by September 1st of each academic year. All meetings shall be open to voting members of the full faculty. Individuals or groups wishing to speak at a Faculty Senate meeting must make prior arrangements with the Faculty Senate President.
- E. Voting shall be conducted by a means that allows the counting and recording of voting results. This may include a show of hands, a ballot, and/or digital voting. Voting through digital means may be conducted during a Senate meeting or between meetings.
- F. A quorum shall consist of a simple majority of the Faculty Senate voting members.

- G. Unless otherwise stated, decisions of the Faculty Senate shall be determined by a majority of those members who are present and voting, provided a quorum is present.
- H. The most recent edition of *Robert's Rules of Order* shall govern the conduct of all business unless other rules are adopted by the Faculty Senate.
- I. The Faculty Senate shall be the final authority on any question of interpretation of this Constitution and Bylaws.

Faculty Forums

- J. Faculty Forums shall be held as needed to share information and/or gather faculty viewpoints.
- K. Forums of the faculty as a whole may be called by the president of the Faculty Senate, by a majority of the Faculty Senate, or by a petition signed by twenty-five percent of the voting membership of the faculty.
- L. Forums shall be called upon written notice setting forth the purpose of the forum at least seven days in advance of the meeting.

Article VII: Officers' and Senators' Duties and Responsibilities

- A. Faculty Senate President: The president shall be the chief executive officer representing the Faculty Senate. The president or designee shall preside at all meetings of the Faculty Senate, at all meetings of the Senate Executive Committee, and at Faculty Forums. The president shall serve as an ex officio member of all standing and ad hoc committees. The president also serves as a voting member on the UIW President's Executive Council, the Board of Trustees, and the Academic Deans Council. The president facilitates communication and transparency of processes among the Faculty Senate and the UIW faculty as a whole, shared governance committees, academic deans, and the UIW President's Executive Council. The president shall vote in the interest of UIW. The president receives 25% release time for service to the Faculty Senate and the university and a summer stipend. Upon completion of the term of service, the past president shall serve as a consultant to the newly elected president and the SEC for one year. As a consultant, the past president is not expected to attend meetings or assume responsibilities beyond providing advice and guidance as requested. The past president is eligible to serve in the Senate or on standing committees.
- B. Vice-President: The vice president shall act for the president in the event of the inability or unavailability of the latter to perform the duties of the office; present to the Faculty Senate the motions, reports, and recommendations of the Senate Executive Committee; serve as Faculty Senate parliamentarian; and facilitate the faculty recognition process, including the annual awards. The vice president is responsible for organizing the Faculty Forums. The vice president shall vote in the interest of UIW.
- C. Secretary: The secretary prepares and maintains correspondence related to Faculty Senate business, including agendas, attendance records, and announcements. The secretary is charged with recording the minutes of all Faculty Senate meetings and Senate Executive Committee meetings, maintaining such records as are necessary to the conduct of Faculty Senate business. The secretary shall vote in the interest of UIW.
- D. Treasurer: The treasurer is responsible for receiving and accounting for all monies and properties of the Faculty Senate and maintaining the financial records in the manner required by Generally Accepted Accounting Principles (GAAP); facilitating expenditures of the Faculty Senate as directed by the Senate Executive Committee; and preparing and presenting monthly reports to the Faculty Senate. The treasurer shall vote in the interest of UIW.

- E. School/College Senators: The responsibilities of school/college senators include:
1. Attend all Senate meetings or supply a substitute when that is not possible. Maintain an active role in the Senate meetings and ad hoc committees.
 2. Report Senate happenings to the school/college. Obtain feedback from the school/college on matters under consideration by the Senate.
 3. Represent the school's/college's interests in Senate meetings.
- F. At-Large Senators: The responsibilities of at-large senators include:
1. Attend all Senate meetings or supply a substitute when that is not possible. Maintain an active role in the Senate meetings and ad hoc committees.
 2. Maintain communication between the school/college.
 3. Support Faculty Forum activities as needed.
 4. Represent the interests of the university in Senate meetings.

Article VIII: Senate Executive Committee (SEC)

- A. The Senate Executive Committee members are specified in Article IV.
- B. The Senate Executive Committee shall meet as necessary for the purpose of preparing agendas and relevant information for regular and special meetings of the Faculty Senate.
- C. The SEC shall receive updates and written reports from the chairpersons of other standing committees and ad hoc committees.
- D. The committee shall report on Faculty Senate business at Faculty Forums as needed.
- E. When a concern about an election is raised by the Nominations and Elections Committee, the committee shall review and resolve the matter. The committee's decision shall be final and shall be reported to the Faculty Senate.
- F. The committee shall conduct other business as needed for the effective functioning of the academic community.

Article IX: Nominations and Elections Committee

- A. The Nominations and Elections Committee shall facilitate the election process for the Faculty Senate.
- B. Committee Chair: The committee is chaired by a full-time voting member of the faculty.

The committee chair shall be elected by the full faculty in even-numbered years. The chair serves in the interest of UIW and does not represent a school/ college. The chair does not vote except to break a tie. The immediate past chair shall serve as a consultant to the committee for one year. As a consultant, the past chair is not expected to attend meetings or assume responsibilities beyond consulting as needed. The past chair is eligible to serve on the Senate or standing committees.

- C. **Membership:** The voting membership of the committee shall consist of one member elected by the voting faculty of each school/college, who shall vote in the interest of UIW. Half of the members shall be elected for two-year terms in even-numbered years, and the other half shall be elected for two-year terms in odd-numbered years. When there is an odd number of schools/colleges, the extra member shall be elected in odd-numbered years.
- D. **Quorum:** A simple majority of voting members must be present at each meeting to achieve a quorum.

At-Large Elections

- E. The committee shall solicit school/college nominees for upcoming vacancies in Faculty Senate officers, chairs of senate standing committees, senators elected at large, and other ad hoc committee assignments as designated by the Senate or the Senate Executive Committee.
- F. The committee shall prepare a ballot for the position elections and submit it to the Faculty Senate for approval no later than the last meeting of the Faculty Senate in the fall semester. The ballot shall include the following information:
1. Name, school/college, and department/position,
 2. Academic rank, tenure status, and number of years at UIW,
 3. A brief biographical statement (less than 100 words) and
 4. UIW faculty photo.
- G. Upon approval of the Faculty Senate, the committee chair prepares the ballot for dissemination. The chair or faculty senate president shall distribute the ballot to eligible voting members of the faculty, with controls to ensure that each eligible member casts one vote. UIW voting platforms that link ballots to the eligible voter's UIW email address meet the requirements of the online balloting system with voting controls.
- H. If a concern is raised by the committee within 7 days after the election results are disseminated, the committee shall request a review by the Senate Executive Committee. The decision of the Senate Executive Committee shall be final and shall be reported to the Faculty Senate.

School/College Elections

- I. Each committee member shall solicit nominations from their respective school/college for senators, members of Senate standing committees, and other ad hoc committee assignments as designated by the Senate or the Senate Executive Committee. Nominations will be submitted to the Nominations and Elections Committee for ballot preparation by the March Senate meeting date.
- J. The committee will distribute ballots and report the election results to the Senate Executive Committee by the April Senate meeting.

TABLE 1: Nominations and Elections Summary

	Nominations Due	Election Conducted	Results Announced
At-Large Positions Voted by the Full Faculty	Ballot presented by the last Faculty Senate meeting of the fall semester for approval.	Voting conducted by the February Senate meeting date	Nominations Committee sends announcement of elected individuals to the full faculty by the end of February.
School/College Positions Voted by the School/College Faculty	Nominations for the school/college senate and committee member positions will be reported to the Nominations and Elections Committee by the college/school committee member for preparation of the ballot by the March Senate meeting date.	The committee will distribute ballots and report election results by the April Senate meeting date	Nominations Committee sends announcement of elected individuals to the full faculty by the end of April.
Untenured SEC Representative Voted by Senate	Nominations solicited by VP	First Senate meeting of each academic year	Following the First Senate meeting of the academic year

Article X - Grievance Committee

- A. The Grievance Committee provides a venue for the right to a legitimate appeal regarding certain policies and issues covered by and under the purview of the Faculty Handbook. Specifically, the committee considers certain grievances by providing a hearing to seek redress and remedial measures. The committee has jurisdiction over the matters governed by the Faculty Handbook, including professional ethics, academic freedom, and faculty tenure and promotion. The role of the committee is to hear the grievance and determine if a rule, policy, or procedure has been applied unfairly or inequitably or has led to unfair or improper treatment. The committee will create written findings of fact, determine the merits of the allegations, and report its recommendations for further action to the provost. The role of the Grievance Committee is to review procedures, not to overturn decisions.

The role of the committee, as it is specifically related to appeal procedures in matters of promotion and tenure denial, non-reappointment of probationary faculty, termination for adequate cause, financial exigency, program discontinuance, or reduction, is detailed in Chapter 5 ([hyperlink to Grievance Committee Procedures in Chapter 5 in this document](#)). The professional ethics complaint procedures are in Appendix 2 ([hyperlink to Appendix 2 in this document](#)).

The Faculty Handbook applies to faculty and addresses operational and self-governance issues. The Employee Handbook sets forth policies of general application for all UIW employees in all departments, including faculty. The Employee Handbook policies are applicable to all employees unless otherwise stated. Faculty are therefore required to follow the applicable provisions of the Employee Handbook, including the

University's policies on non-discrimination and harassment, retaliation, sexual misconduct, and other inappropriate or prohibited behavior, as well as their respective grievance and complaint procedures. A copy of the Employee Handbook is posted on the UIW Human Resources webpage (<https://my.uiw.edu/hr/employee-handbook.html>).

- B. **Committee Chair:** The committee is chaired by a full-time voting faculty member with tenure or a multi-year, renewable-term appointment. In the case of a school or college with neither tenure nor multi-year renewable term appointments, voting members of the faculty with the rank of Associate or Full Professor with at least three years as a member of the UIW voting faculty prior to the time of the election are eligible to serve as chair.

The committee chair shall be elected by the full faculty in even-numbered years. The chair serves in the interest of UIW and does not represent a school/ college. The chair does not vote except to break a tie. The immediate past chair shall serve as a consultant to the committee for one year. As a consultant, the past chair is not expected to attend meetings or assume responsibilities beyond consulting as needed. The past chair is eligible to serve on the Senate or standing committees.

- C. **Membership:** The committee shall be composed of one member elected by the voting faculty of each school/college from a list of all full-time faculty with tenure or multi-year renewable-term appointments. In the case of a school or college with neither tenure nor multi-year renewable term appointments, faculty with the rank of Associate or Full Professor with at least three years as a member of the UIW voting faculty prior to the time of the election may serve. Committee members vote in the interest of UIW. Half of the members shall be elected for two-year terms in even-numbered years, and the other half shall be elected for two-year terms in odd-numbered years. When there is an odd number of schools/colleges, the extra member shall be elected in odd-numbered years.
- D. **Quorum:** A simple majority of voting members must be present at each meeting to achieve a quorum.

Article XI - Undergraduate Council

- A. The Undergraduate Council (UC) is responsible for the analysis and evaluation of existing undergraduate curricula at UIW; the review of new course and degree offerings for relevancy and standards; the study of national, regional, and state trends in undergraduate education; the monitoring of policies and standards for undergraduate admissions; the compliance with SACSCOC criteria for implementation of curricula; and the formulation and presentation to the Faculty Senate of such recommendations affecting practice or policy as deemed necessary. The Council will prepare goals for each academic year and report progress towards them to the Faculty Senate at the end of that year. This will also include an end-of-year summary of all submitted proposals and their disposition.
- B. The council is charged with maintaining communication with the undergraduate program coordinators and the Graduate Council.
- C. **Committee Chair:** The chair of the Council shall be elected by the faculty as a whole in even-numbered years. The chair serves in the interest of UIW and does not represent a school/ college. The chair does not vote except to break a tie. The immediate past chair shall serve as an advisor to the committee for one year. As an advisor, the past chair is expected to attend meetings and may be assigned responsibilities beyond consulting as needed. As the advisor, the past chair is a non-voting member of the Undergraduate Council and is not eligible to serve on the Senate or standing committees.

The chair shall serve as a voting member of the Senate Executive Committee and the Faculty Senate. The

chair shall submit a monthly summary of the Council's meetings to the Faculty Senate, including curriculum proposals requiring action by the Faculty Senate.

- D. Membership: The voting membership shall be composed of one member elected by the voting faculty in each college/school with an undergraduate program, voting in the interest of their school/college. Half of the faculty members shall be elected for two-year terms in even-numbered years, and the other half shall be elected for two-year terms in odd-numbered years. When there is an odd number of schools/colleges, the extra member shall be elected in odd-numbered years.
- E. The Provost and the Registrar, or their appointed representatives, shall be ex officio non-voting committee members for communication purposes. Additional administrative members of the committee are non-voting and may include representatives from the Library, Admissions, Enrollment, Student Services, International Affairs, Core Advisory Committee, or other relevant university offices.
- F. Quorum: A simple majority of voting members must be present at each meeting to achieve a quorum.

Article XII: Graduate Council

- A. The Graduate Council (GC) is responsible for the analysis and evaluation of existing graduate and professional school curricula at UIW; the review of new course and degree offerings for relevancy and standards; the study of national, regional, and state trends in graduate and professional school education; the monitoring of policies and standards for admissions to graduate and professional school programs; the compliance with SACSCOC criteria for implementation of curricula; and the formulation and presentation to the Faculty Senate of such recommendations affecting practice or policy as deemed necessary. The Council will prepare goals for each academic year and report progress towards those goals to the Faculty Senate at the end of the academic year. This will also include an end-of-the-year summary of all proposals submitted and their disposition.
- B. The council is charged with maintaining communication with the graduate and professional school program coordinators and the Undergraduate Council.
- C. The Graduate Council is charged with collaborating with the Office of Research and Graduate Studies on the formulation of annual goals and advising that office on the implementation of academic policy.
- D. Committee Chair: The chair of the Council shall be elected by the faculty as a whole in odd-numbered years. The chair serves in the interest of UIW and does not represent a school/college. The chair does not vote except to break a tie. The immediate past chair shall serve as an advisor to the committee for one year. As an advisor, the past chair is expected to attend meetings and may be assigned responsibilities beyond consulting as needed. As the advisor, the past chair is a non-voting member of the Graduate Council and is not eligible to serve on the Senate or standing committees.

The chair shall serve as a voting member of the Senate Executive Committee and the Faculty Senate.

The chair shall submit to the Faculty Senate a monthly summary of the Council's meetings, including curriculum proposals requiring action by the Faculty Senate.

- E. Membership: The voting members of the committee shall be composed of one member elected by the voting faculty of each school/college that has a graduate program and shall vote in the interest of their school/college. Nominees shall be from disciplines connected to graduate programs. Half of the faculty members shall be elected for two-year terms in even-numbered years, and half of the faculty members shall

be elected for two-year terms in odd-numbered years. When there is an odd number of colleges/schools, the extra member shall be elected in odd-numbered years.

- F. The Dean of Research and Graduate Studies and the Registrar, or their appointed representatives, shall be ex officio non-voting committee members for communication purposes. Additional administrative members of the committee are non-voting and may include representatives from the Library, Admissions, Enrollment, Student Services, or other relevant university offices.
- G. Quorum: A simple majority of voting members must be present at each meeting to achieve a quorum.

Article XIII: Faculty Affairs Committee

- A. The Faculty Affairs Committee (FAC) is responsible for the study of all matters dealing with the professional and economic welfare of the faculty as a group and as individuals and reporting on them to the Faculty Senate with recommendations for action. The committee is concerned with matters affecting the total faculty, such as recommendations for procedures on promotion and tenure, teaching load, salary scale and fringe benefits, working conditions, and other such relevant matters.
- B. The committee shall review faculty applications for sabbaticals and make recommendations to the provost.
- C. Committee Chair: The chair is elected by the faculty as a whole in odd-numbered years. The chair serves in the interest of UIW and does not represent a college/school. The chair does not vote except to break a tie. The immediate past chair shall serve as an advisor to the committee for one year. As an advisor, the past chair is expected to attend meetings and may be assigned responsibilities beyond consulting as needed. As the advisor, the past chair is not eligible to serve on the Senate or standing committees.

The chair shall serve as a voting member of the Senate Executive Committee, Faculty Senate, and the Academic Dean's Council. The chair shall submit a monthly report of progress and goals to the Faculty Senate and a full report at the end of each semester.

- D. Membership: The committee shall be composed of one member elected by the voting faculty of each college/school and shall vote in the interest of UIW. Half of the members shall be elected for two-year terms in even-numbered years, and half of the members shall be elected in odd-numbered years. When there is an odd number of colleges/schools, the extra member shall be elected in the odd-numbered years.
- E. Quorum: A simple majority of voting members must be present at each meeting to achieve a quorum.

Article XIV: University Rank and Tenure Committee

- A. The University Rank and Tenure Committee (URT) is responsible for evaluating applications of faculty members desiring promotion and/or tenure. Recommendations of the committee are forwarded to the provost for action and communicated to the individual applicants.

Committee Chair: The chair is a full-time tenured voting faculty member who has served at UIW at least three years prior to the time of election. The chair is elected by the faculty as a whole in odd-numbered years. The chair serves in the interest of UIW and does not represent a school/college. The chair does not vote except to break a tie. The immediate past chair shall serve as a consultant to the committee for one year. As a consultant, the past chair is not expected to attend meetings or assume responsibilities beyond consulting as needed. The past chair is eligible to serve on the Senate or standing committees.

The chair shall submit a summary report to the Faculty Senate at the end of each year.

- B. Membership: The committee shall be composed of one member elected by the voting faculty of each school/college from a list of all full-time faculty members with tenure or multi-year renewable-term appointments who have taught at UIW for at least three years prior to the time of election. In the case of a school with neither tenure nor multi-year renewable term appointments, faculty with the rank of Associate or Full Professor with at least three years as a member of the UIW voting faculty prior to the time of the election may serve. Committee members vote in the interest of UIW. Half of the members shall be elected for two-year terms in even-numbered years, and half of the members shall be elected for two-year terms in odd-numbered years. When there is an odd number of schools/colleges, the extra member shall be elected in the odd-numbered years.
- C. Faculty members are not eligible to serve on the committee if they expect to apply for promotion during the term of office.
- D. Quorum: A simple majority of voting members must be present at each meeting to achieve a quorum.

Article XV: Faculty Development Fund Review Committee

- A. The Faculty Development Fund Review Committee (FDF) is responsible for the evaluation of faculty applications for funding from the Faculty Development Fund and for awarding funds to the applicants. Award decisions are forwarded directly to the provost. The committee shall administer these funds equitably, keep adequate records of actions taken and funds spent, and make recommendations to the Faculty Senate on changes to policy or procedure involving Faculty Development Funds ([hyperlink to Appendix 3:FDF Review Guidelines in this document](#)).
- B. Committee Chair: The chair is elected by the faculty as a whole in odd-numbered years. The chair serves in the interest of UIW and does not represent a school/college. The chair does not vote except to break a tie. The immediate past chair shall serve as a consultant to the committee for one year. As a consultant, the past chair is not expected to attend meetings or assume responsibilities beyond consulting as needed. The past chair is eligible to serve on the Senate or standing committees. The chair shall submit a monthly report to the Faculty Senate in cooperation with the Treasurer and a full report at the end of each semester.
- C. Membership: The committee shall be composed of one member elected by the voting faculty of each school/college whose faculty are eligible to apply for faculty development funds and shall vote in the interest of UIW. Half of the members shall be elected for two-year terms in even-numbered years, and half of the members shall be elected for two-year terms in odd-numbered years. When there are an odd number of schools/colleges, the extra member shall be elected in the odd-numbered years.
- D. Quorum: A simple majority of voting members must be present at each meeting to achieve a quorum.

Article XVI: Amendments

- A. The Faculty Senate shall vote to designate the proposed amendment as a substantive change or a non-substantive change. A substantive change modifies the process, procedure, criteria, or is large in scope. A non-substantive change does not change process, procedure, or criteria.
- B. Non-Substantive Amendments: Voted by Faculty Senate

1. The Faculty Senate shall ratify a non-substantive amendment.
 2. At the Faculty Senate meeting at which the Senate designates the amendment as non-substantive, a vote may be conducted.
 3. Ratification shall be by a simple majority of those members voting (providing a quorum is established).
- C. Substantive Amendments: Voted by the Faculty as a Whole
1. Following the designation of the amendment as substantive, the Faculty Senate President shall select a date for the distribution of a ballot to the voting membership of the full faculty. The date should fall within the same academic year and not more than one month after the Faculty Senate's substantive amendment designation. The ballot may be administered in writing or digitally, provided that the results are reported without voter identification.
 2. Not less than five days prior to the balloting, a copy of the amendment and a notice of the time and place or method of balloting shall be sent to each voting member of the full faculty.
 3. Ratification shall be by a two-thirds majority of those members voting.
- D. Non-Substantive Amendments shall be effective once approved by the Faculty Senate. Substantive Amendments shall be effective once approved by the full faculty or the Academic Affairs Committee of the Board of Trustees, as applicable.

Article XVII: Ratification

- A. The Constitution and Bylaws were originally ratified by the Faculty Association on November 21, 1997, and approved by the Board of Trustees on December 11, 1997.
- B. The Faculty Senate shall be responsible for evaluating the faculty governance system established by the current Constitution and Bylaws.

TABLE 2: Faculty Governance Representation Chart

Every school/college has a right to representation, as described below. They may, if preferred, choose to combine their representation with another school/college. Each committee member has a single vote.

	Number of Members	Elected	Represents
President		At large, limited to 2 consecutive terms	university
Vice President		At large	university
Secretary		At large	university
Treasurer		At large	university
Senators	2 for each school/college	By school/college	school/college
At Large Senators	4	At large	university
Chairs of all Standing Committees		At large	Non-voting except to break a tie
Standing Committees			
Faculty Affairs	1 for each college/school	By school/college	university
Nominations	1 for each college/school	By school/college	university
Faculty Development Funds	1 for each college/school	At large	university
Rank and Tenure	1 for each college/school	By school/college	university
Undergraduate Council	1 for each college/school with an undergraduate program	By school/college	school/college
Graduate Council	1 for each college/school with a graduate program	By school/college	school/college
Grievance	1 for each college/school	By school/college	university
Administrative Committees Included in the Faculty Senate Election Process			
IRB	1 for each college/school	By school/college	university
Faculty Research Awards	1 for each college/school	By school/college 2-year term, limited to 2 consecutive terms	university

CHAPTER 4: POLICIES & PROCEDURES GOVERNING FULL-TIME FACULTY EMPLOYMENT

General Statement on Policies Concerning Faculty

The University of the Incarnate Word (UIW) is dedicated to the free pursuit of truth and the responsible dissemination of knowledge. Involved in the achievement of these goals is a community of scholars made up of students, faculty, staff, and administrators. As members of this community, faculty have the freedom and the responsibility to pursue the truth and to present it effectively. They are expected to continually improve their teaching effectiveness and scholarly competence, demonstrating such development. They are also expected to contribute service to the university, their profession, and the larger community, always acting in a manner consistent with the university's stated Mission.

Faculty employment is subject to all rights, privileges, and duties delineated in the Faculty Handbook and handbook supplements. Faculty must also adhere to the UIW Employee Handbook.

Although many of the policies and procedures specified in this document are similar to those recommended by the American Association of University Professors (AAUP) and other organizations, the university declares that its policies are independent of those of any other agency and that it cannot be bound by interpretations of its policies suggested by such an agency.

Faculty Membership

General Faculty

The General Faculty of UIW consists of persons who hold full or limited faculty status.

The Board accords full faculty status to members of the teaching faculty and administration who hold full-time appointments (faculty contracts) and have academic rank. Academic rank is defined as the rank of professor, associate professor, assistant professor, or instructor. Persons holding full faculty status are eligible for promotion in academic rank, tenure, or multi-year contracts as designated by the hiring contract. Exception: Faculty are not eligible for tenure at the rank of Instructor or in circumstances as otherwise defined in handbook supplements. Unless indicated otherwise, the term “faculty” in the Faculty Handbook references those with full faculty status.

Limited faculty status is held by full-time employees of the university who teach part-time and/or have special titles instead of rank. This may include members of the teaching faculty, librarians, and administration. Persons holding limited faculty status are not eligible for promotion in academic rank or for faculty tenure.

Policies on Academic Freedom

The University of the Incarnate Word believes that:

- A. Faculty members are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties, but research for pecuniary return must be discussed with the provost and may be subject to other applicable policies.

- B. Faculty members are entitled to full freedom in the classroom to discuss their subject matter but should not introduce matters unrelated to their subject matter or that are contrary to the University's Mission into their teaching.
- C. Faculty members are entitled to full freedom in the UIW community to address any matter of institutional policy or action through appropriate channels.
- D. Faculty members are participants in the broader community, members of learned professions, and may be deemed representatives of an educational institution. When they speak or write as individuals or private citizens, they should be free from institutional censorship or discipline, but their position in the community imposes special considerations. Hence, in all cases of public extramural utterances, faculty members and UIW-associated groups should exercise awareness and be responsible for accuracy, restraint, intellectual tolerance, and institutional disassociation.

Faculty Responsibilities

General Duties and Responsibilities

Official duties and responsibilities of faculty members at the university include:

1. Teaching Effectiveness
2. Scholarship
3. Service
4. Professional Activities
5. Institutional Fit

Faculty workloads include teaching effectiveness, scholarship, service, and professional activities. Course reassignments may be allocated when university/program needs arise, and with the approval of the school/college Dean. Goals for teaching, scholarship, service, and professional activities will be developed by the faculty member in consultation with the dean annually and reflected in the FSI.

Teaching Course Load

Instructional assignments will be determined by the dean based on program needs. The normative full-time instructional load is twelve credit hours per semester, as defined in Handbook supplements. Full-time instructional load may vary according to factors such as nine-month or twelve-month assignments; enrollment per class; type and level (undergraduate, graduate, professional) of instruction; clinical assignments or rotations; and engagement in assigned administrative, research, program development, faculty development, or other assigned activities. A faculty member may also be given the opportunity to distribute the instructional load unevenly between the fall and spring semesters or over the summer.

Workload for summer courses (including summer terms of any duration) is limited to three courses (or the equivalent of nine credit hours) per person.

Professional Ethics

Faculty members are expected to maintain the highest standards of professional ethics in all aspects of their jobs, as teachers, scholars, colleagues, members of the university, and the larger community. This sense of ethical responsibility manifests in ways of acting that demonstrate institutional fit with the Mission of UIW.

Availability

All members of the faculty shall be available throughout each faculty member's respective contract term for academic activities that involve instruction, assigned and informal meetings with students, and for those initiatives that involve collaboration with colleagues and administration. Any exceptions are to be arranged with the school/college dean and in accordance with institutional policy. Some faculty standing committees and ad hoc committee work will require participation beyond faculty contract dates; any such work will be coordinated with the dean or provost to either be offset within the faculty member's contracted workload and service expectations or be compensated separately.

Unless excused by the provost, all members of the full-time faculty must participate in the commencement exercises, in faculty workshops opening each semester, and in other official academic convocations. Academic garb is to be worn by all faculty members during commencement exercises and academic convocations.

Consultantships and Any Employment Beyond Contract Duties

Faculty may engage in consultantcies, professional services, or other employment outside the university, provided that these activities do not interfere with their contractual obligations to the university and are reported to the appropriate dean. The primary responsibility of full-time faculty is UIW employment during contract dates; therefore, outside employment must be scheduled to avoid conflict. The same constraints apply to overload assignments and requests to teach for multiple UIW schools or divisions. Therefore, additional UIW employment must also be approved by the dean.

Scholarship Products

Publications, lectures, artistic works or performances, patentable scientific research and inventions, or marketable commodities are covered by the "Intellectual Property Policy" in the UIW Employee Handbook – <https://my.uiw.edu/hr/employee-handbook.html>.

An Introduction to Institutional Fit at UIW

Introduction

The goal of better articulating what is meant by institutional fit at UIW is to encourage each of us to reflect on the broad range of behaviors consistent with the Mission Statement. We are challenged to model in our professional lives the kinds of behaviors we believe can continue to build a quality learning community. The supervising deans, or designated administrator, may ultimately refer to these examples during faculty evaluations in order to recognize individual contributions or to address specific problems. Colleagues do the same at critical points such as the mid-point review (formerly known as the third-year review), promotion review, and-tenure review. At other times, specific problems can be addressed by contacting the appropriate dean or the provost ([hyperlink to Appendix 2: Professional Ethics Complaint Procedures in this document](#)). Evidence indicators of Institutional Fit are provided in Chapter 5: Institutional Fit with the Mission of UIW ([hyperlink to Institutional Fit with the Mission of UIW in Chapter 5 of this document](#)).

Appointment

Statement of Terms of Appointment at Hire

The terms and conditions of every appointment to the full-time faculty will be stated in the signed letter of offer; the terms, including dates for promotion and tenure eligibility, are incorporated by intent in the initial and

subsequent contracts. Any subsequent extensions or modifications of an appointment, special understandings, or notices incumbent upon either party to provide will be stated in a letter of understanding signed by the provost and kept in the faculty personnel file. A copy will be given to the faculty member.

All full-time appointments to the rank of instructor, senior instructor, professor of practice, assistant professor, associate professor, or full professor are of three kinds: (1) appointments designated as non-tenure which do not lead to tenure, but may lead to continuous eligibility for re-appointment, and promotion in the case of multi-year renewable faculty appointments ([hyperlink to Appendix 4: Multi-Year, Renewable Term Faculty Appointments in this document](#)); (2) probationary appointments that may lead to tenure with attainment of a terminal degree within a specified time period; (3) appointments with probation on the tenure track.

Initial Appointments

In the case of initial appointments to the full-time faculty, the appointment, along with the designation of responsibilities and rank, shall be made by the provost, subject to approval by the President. The action of the President shall be based upon the recommendation of the provost in consultation with the school/college dean. If the proposed rank is different from that previously held or rank was not previously held, the University Rank and Tenure Committee shall be consulted.

The initial assignment of rank takes into account academic credentials and professional experience. The ranks of professor, associate professor, and assistant professor require the terminal degree. In some cases, faculty in the relevant discipline will be asked to evaluate professional experience before the school/college dean sends a recommendation to the University Rank and Tenure Committee, as applicable.

All teaching faculty who are instructors of record for credit-bearing courses are expected to meet the credential standard as discussed in SACSCOC's *Interpretation on Standard 6.2.a*; the *Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement*; and *General Instructions for Completing the Faculty Roster Form* ([hyperlink to Appendix 5: Faculty Credentials for Teaching in this document](#)).

Faculty Contracts

The agreement for services between the university and an individual faculty member is set forth in a formal contract. An individual member of the faculty is bound by the terms of the contract only for the duration specified in the contract. The university recognizes an individual's prerogative to seek and secure another position and will in no way interfere with this prerogative when outside the contract dates or when outside employment is scheduled to avoid conflict with UIW responsibilities.

Faculty members whose contracts are to be renewed receive a written contract prepared by the administration in a timely manner following the Board of Trustees' spring meeting, at which the budget is approved (no later than April). The contract states the position, rank, salary, and any special conditions of employment to be operative during the contract period. Contracts are signed by faculty members accepting employment and returned to the president within thirty days of issuance. The university reserves the right to withdraw a contract that is not signed and returned within this period.

Contracts for part-time faculty may be canceled, and faculty notified as soon as possible prior to the beginning of a course. Reference Chapter 8: Part-Time Faculty-Rights and Responsibilities for more information ([hyperlink to Chapter 8 of this document](#)).

Faculty Titles

Ranked Faculty

Titles may vary in individual schools. See the respective school/college handbook supplements.

- A. Instructor: The rank of Instructor requires the master's degree appropriate to the discipline (or the equivalent). This rank is for persons on one-year, renewable, full-time contracts. Faculty are not eligible for tenure while holding the rank of instructor. There is no limit to the number of years a person may hold the rank of instructor. Should the instructor be placed on the tenure track, one year spent as an Instructor may also be credited toward tenure upon review of credentials and recommendation of the provost.
- B. Senior Instructor: This rank requires the master's degree appropriate to the discipline and five years of experience as a UIW instructor. Senior instructors remain eligible for continuous reappointment as long as there is continuous and productive service and the university's needs continue.
- C. Non-Tenured Faculty with Terminal Degree: Faculty with the terminal degree may be hired at the rank of assistant professor, associate professor, or professor (see the respective school/college handbook supplements for clarification). This status and eligibility for promotion will be established in writing at the point of hire. Faculty with special duties may be designated with special titles such as assistant/associate research professor or clinical professor, etc.
- D. Non-Tenured Faculty without Terminal Degree: Faculty without the terminal degree may be hired at the rank of assistant professor of practice, associate professor of practice, or professor of practice (see respective school/college handbook supplements for clarification). This status and eligibility for promotion will be established in writing at the point of hire.
- E. Assistant Professor: The rank of assistant professor requires the terminal degree appropriate to the discipline. ([hyperlink to Appendix 6: UIW Exceptions to the Terminal Degree in this document](#))
- F. Associate Professor: The rank of associate professor requires the earned terminal degree appropriate to the discipline. In addition, the candidate must have completed a minimum of five years of successful teaching experience as an assistant professor.
- G. Professor: The rank of professor requires the earned terminal degree appropriate to the discipline, as determined in the same manner as for promotion to associate professor, and a minimum of five years of successful teaching experience at the rank of associate professor.

Full-Time Faculty with Special Titles

- A. Distinguished Professor: This is an honorary designation awarded to recognize any faculty member, regardless of academic rank or standing, whose contribution and standing in the field are outstanding or for whom the evidence of scholarly production is significant. For this appointment, the University Rank and Tenure Committee shall be consulted by the provost.
- B. Professors Holding Endowed Chairs: These titles recognize distinguished teachers, scholars, or artists with appointments that vary in length depending on the terms of the funding endowment. If a person is hired as an Endowed Chair, eligibility for promotion and tenure will be determined at the point of hire.
- C. Other Special Titles: These titles are used in special circumstances for short-term appointments, e.g., visiting faculty, or artist-, scholar-, or executive-in-residence.

Professor Emeritus/Emerita

Retired faculty shall have served a minimum of ten tenured years at the university or completed at least fifteen years of full-time teaching at UIW. Upon retirement, the school/college Rank and Tenure Advisory Committee (RTAC) will send a request to the provost to award this title. The provost will forward the decision to award this title to the University Rank and Tenure Committee for information.

The following benefits are intended to encourage retired faculty to continue to participate actively in the life of the university community: listed in university publications/communications; use of email address and web access (including receipt of The Word Today and The Word); UIW ID card; parking privileges at no cost; faculty discounts where available (the UIW bookstore, athletic events, performances/exhibitions, etc.); access to library facilities and services; access to wellness center at faculty rates; option of participating in academic convocation and commencement exercises; retained on all mailing lists that contain information of general interest to UIW faculty; if available, shared office space; preference in part-time teaching opportunities, if requested, available, and dean approved; participation in UIW seminars, colloquia, lectures, exhibitions, and other scholarly pursuits; eligibility to serve as PI or Co-PI on research grants or projects, or supervise doctoral, masters or undergraduate students, or be on graduate committees, if dean approved; opportunity to audit courses tuition free, contingent upon available space and instructor approval; other options available at the discretion of the president or provost.

Part-Time Faculty (formerly referred to as Adjunct Faculty)

Lecturer and Senior Lecturer: Persons whose only contractual responsibility to the University of the Incarnate Word is teaching on a part-time basis. Reference Chapter 8: Part-Time Faculty-Rights and Responsibilities for more information ([hyperlink to Chapter 8 of this document](#)).

Reappointment, Promotion, and Tenure

General Criteria

To qualify for reappointment, promotion, or tenure, a faculty member must show competence and growth in teaching, research and other scholarly pursuits, production and artistic performance, and service to the university, profession, and larger community. Institutional fit is also considered in faculty reappointment, promotion, and tenure.

Designation of the Relative Weight of Faculty Work

In the first four areas below, the percentage in brackets indicates the minimum relative weights of faculty effort in development activities and achievement. An additional discretionary 20% must be distributed among the four areas annually, as agreed upon by the faculty member and school/college dean (noted on the FSI), and for promotion/tenure reviews. Differences from year to year reflect perceived workload distribution and will be documented in the annual evaluations (FSI). Overall, faculty must demonstrate satisfactory competence and growth in all four areas.

Teaching Effectiveness (40%)

Scholarship (20%)

Service (15%)

Professional Activities (5%)

Discretionary (20%)

School/College Rank and Tenure Advisory Committee Guidelines

- A. Each school/college shall have a Rank and Tenure Advisory Committee (RTAC) that is responsible for evaluating progress to promotion and tenure in the school/college in accordance with the timeline and procedures defined in the Faculty Handbook and School/College Bylaws concerning the Mid-Point Review (formerly known as the Third-Year Review), Promotion, and Tenure.
- B. Each school's/college's bylaws will specify the composition of their RTAC, the selection process of the RTAC members, the electoral process of the RTAC Chair, and other procedures necessary for fulfilling the responsibilities of this committee defined by the Faculty Handbook. School/college bylaws, and any changes to existing bylaws, must be approved by the faculty in the school/college, Faculty Affairs (on behalf of the Faculty Senate), and the provost. Faculty Affairs will present school/college bylaws (new and revised) as information items to the Faculty Senate.
- C. RTAC shall be composed of only full-time faculty members in each school/college who:
 - 1. have tenure or the rank of Associate Professor and above in schools with non-tenure faculty appointments,
 - 2. have taught at UIW for at least three years prior to the time of service,
 - 3. are not members of the University Rank and Tenure Committee.
 - 4. Any member who is applying for promotion or tenure should not participate in the review of their application but may serve on the RTAC in the review of others.
- D. RTAC shall have a sufficient number of members to adequately represent different programs/disciplines within each school/college. The precise number of faculty on RTAC shall be determined by the full-time faculty of each school/college but shall adhere to the following guidelines.
 - 1. A school/college may elect to have an RTAC that includes all faculty that meet the criteria identified above or form a smaller committee elected by the full-time faculty of the school/college.
 - 2. RTAC shall consist of no fewer than three members, including the chair. When there are fewer than three faculty members in a school/college who are eligible for service on RTAC, the committee may be composed of faculty from more than one school/college.
 - 3. When there are no faculty in the school/college eligible to serve on RTAC, all rank and tenure applications will be referred to the University Rank and Tenure Committee. A member of the University Rank and Tenure Committee will call a meeting of the school/college faculty to guide them in the composition of a letter from the school faculty for submission to the University Rank and Tenure Committee.
 - 4. A simple majority of voting members must be present at each meeting to achieve a quorum.
- E. One faculty person shall be elected by the faculty as the chair of RTAC in accordance with the school/college bylaws.
- F. The chair of RTAC is responsible for keeping a meeting record for each session of the committee. Such record shall include an agenda of committee business and minutes from the previous meeting if such meetings occurred in the same academic year, (including a clear indication of actions taken). Meeting

records are not to be distributed outside the committee. The chair submits all such records to the provost at the end of the academic year for permanent keeping.

- G. For the ranks of Assistant, Associate, and Full Professors of Practice, an amount of research/scholarship commensurate with tenure-track and non-tenure-track professor ranks is required. Due to the nature of the Professor of Practice positions, the definition of research/scholarship shall be established by the school/college hiring for this position, and subsequently approved by the provost, as part of the creation of the position and the primary consideration for promotion. The school/college Rank and Tenure Advisory Committee and the University Rank and Tenure Committee shall use this definition of research/scholarship in evaluating Professors of Practice rank advancements.

Promotion in Rank: Criteria for Eligibility

Academic Preparation and Years in Rank

The following criteria must be met before full-time faculty are eligible to apply for promotion in rank (exceptions are described in the School/College Handbook supplements):

- A. Instructor to Senior Instructor: Faculty must have completed a minimum of five years of successful teaching experience at the instructor level at UIW before applying for promotion. The application can be made as early as the sixth year, and if approved, the new rank is reflected in the subsequent annual contract.
- B. Instructor/Senior Instructor to Assistant Professor: Faculty hired as an instructor/senior instructor with the possibility of conversion to the tenure track must have earned the terminal degree before they are recommended by the dean for promotion and approved by the provost to be on the tenure track.
- C. Assistant to Associate Professor: Faculty must possess, as a minimum, the earned terminal degree appropriate to the discipline and have completed five years of successful teaching experience as an assistant professor. At least one year of successful teaching must be completed at UIW (reference the probationary period details in the Promotion and Tenure of Tenure-Track Faculty_section that follows). The application can be made as early as the sixth year (of completed and negotiated time), and if approved, the new rank is reflected in the subsequent annual contract. Promotion to associate professor is normally accompanied by tenure.
- D. Associate to Full Professor: Faculty must possess, at a minimum, the earned terminal degree appropriate to the discipline, and have completed five years of successful teaching experience as an associate professor. At least one year of successful teaching must be completed at UIW (reference the probationary period details in the Promotion and Tenure of Tenure-Track Faculty_section that follows). The application can be made as early as the sixth year (of completed and negotiated time), and if approved, the new rank is reflected in the subsequent annual contract.

Procedures for Promotion

In the matter of granting promotion, the president shall receive recommendations from the provost. Normally, advancement takes effect at the beginning of the next academic year.

Each year, the provost confirms faculty promotion eligibility with the deans and provides this information to the University Rank and Tenure Committee. All who are eligible must, by September 1, declare in writing their intention to begin the review process to their school/college dean. Applicants must provide supporting evidence, which, when assembled, will constitute part of the promotion file. Access to these documents will be provided to

the applicant's school/college dean and the Rank and Tenure Advisory Committee (RTAC) Chair.

Promotion from Instructor to Senior Instructor

Based on satisfactory teaching and if the eligibility criteria have been met, faculty designated as an Instructor may apply for promotion in rank to Senior Instructor. Recommendations must be approved by the provost.

TABLE 3: Application Timeline for Promotion from Instructor to Senior Instructor

Deadline	Action Item
By April 1	Deans submit to the provost a list of the faculty who are completing their fifth year (or more) as an Instructor and are eligible to apply for promotion to Senior Instructor in the next academic year.
By April 30	The provost sends letters to eligible Senior Instructor applicants to confirm intent to apply for promotion in the next academic year.
By September 1	All who are eligible must confirm in writing to their school/college dean their intention to apply (or not) for promotion.
By October 1	The faculty member provides the school/college Rank and Tenure Advisory Committee (RTAC) chair and dean access to their promotion portfolio. The portfolio includes documentation of performance including a current CV, self-evaluation checklists, narratives, and artifacts for Teaching, Service, and Professional Activities.
By November 1	RTAC submits to the dean a written evaluation of the applicant's promotion portfolio, including a recommendation for or against promotion to Senior Instructor.
By January 15	The dean meets with the applicant to review the RTAC's and the dean's written evaluations and recommendations.
By February 1	The dean submits the RTAC evaluation/recommendation and their own to the provost.

Promotion from Instructor/Senior Instructor to Assistant Professor

Based on satisfactory teaching and the needs of the department, deans may recommend faculty with an Instructor/Senior Instructor rank who have earned the terminal degree be promoted to assistant professor on the tenure track. Recommendations must be approved by the provost. This applies to full-time faculty on renewable contracts. This does not apply to visiting professor positions. Visiting faculty may apply to open positions.

Promotion and Tenure of Tenure-Track Faculty

The Probationary Period

The probationary period begins at the start of the hiring contract and extends until tenure is awarded.

To be recognized for promotion and tenure, the faculty member must have earned the terminal degree appropriate to the discipline. The university consistently reviews institutional needs, which may change during the probationary period. If institutional need is a concern, the dean will document known institutional need concerns in the annual evaluation process for probationary faculty.

Beginning with appointment to the rank of full-time assistant professor or a higher rank in the tenure track at the university, the probationary period should not exceed six years, unless the provost grants an extension. The length of the probationary period will be specified in the original letter of agreement from the provost. Faculty may be eligible for promotion and tenure simultaneously or may stagger these processes as indicated.

- A. Faculty who begin their careers at UIW as an Assistant Professor must be reviewed for tenure and promotion in the sixth year, and, if approved by the Board of Trustees at the first spring meeting (February/March), tenure and promotion become effective immediately and are designated in the contract for the next academic year.
 - 1. Such faculty are eligible to apply for Full Professor after completing a minimum of five years of successful teaching experience as an associate professor.
- B. Faculty who come to the university after a term of probationary service in one or more other institutions may be hired with the rank of Assistant, Associate, or Full Professor (corresponding to the rank previously earned). The agreed-upon rank will be documented in the appointment letter. The faculty member may negotiate credit for up to three years of service toward the probationary period. Negotiated credit toward promotion and tenure will also be documented in the appointment letter.
 - 1. If hired as an Assistant Professor: When the faculty member is in their sixth year of teaching (including negotiated and completed years at UIW), they must be reviewed for tenure and promotion. If approved by the Board of Trustees at the first spring meeting (February/March), tenure and promotion become effective immediately and are designated in the contract for the next academic year.
 - 2. If hired as an Associate Professor (without earned tenure elsewhere): When a faculty member is in their sixth year of teaching (including negotiated and completed years at UIW), they must be reviewed for tenure.
 - 3. With a minimum of five completed years as an Associate Professor (and at least one year completed at UIW), the faculty member may apply for promotion to Full Professor. Ideally, the application for promotion and tenure will be concurrent; however, the application for promotion may be submitted at any point after the minimum years of teaching have been met. If approved by the Board of Trustees at the first spring meeting (February/March), tenure and/or promotion become effective immediately and is/are designated in the contract for the next academic year.
 - 4. If approved by the Board of Trustees at the first spring meeting (February/March), tenure and promotion become effective immediately and are designated in the contract for the next academic year.
- C. Faculty who were tenured at another institution may credit up to four years toward the probationary period, with a review for tenure as early as the second year of service at the university. The application for tenure must be submitted as documented in the letter of hire unless an extension request is approved by the provost.

Extensions of Probationary Period

In special circumstances, a faculty person may petition the provost for an extension of the probationary period up to a maximum of two years beyond the contractually agreed-upon pre-tenure/promotion period. Such an extension will be considered in cases in which significant personal or professional circumstances have impeded progress toward tenure/promotion. At the completion of the extension period, the faculty must apply for tenure/promotion

that fall or be terminated at the end of the same academic year.

The faculty member begins the process of requesting an extension by consulting with the dean, who may, in turn, seek input from the members of the requesting faculty member's department. After consulting with the dean, the faculty member presents the request in writing to the provost before June 1 of the year of eligibility. The provost will consult with the dean and the University Rank and Tenure Committee. If approved by the provost, the terms of the extension will be put in writing, signed by the faculty member and the provost, and placed in the person's file.

Mid-Point Review (Formerly known as Third-Year Review)

For faculty on the tenure track, in their third year, or at the midpoint of a negotiated timeline, the school/college Rank and Tenure Advisory Committee (RTAC) completes a mid-term review to provide the faculty member with a formative evaluation toward a future rank and tenure application. In the third year (or determined midpoint), the dean's annual evaluation (FSI) also anticipates the kind of review done by the University Rank and Tenure Committee for promotion and tenure. Reference Chapter 5: Mid-Point Review of Tenure-Track Faculty for more information ([hyperlink to Chapter 5 of this document](#)).

Applications for Tenure

Faculty are generally expected to apply for tenure and promotion concurrently. In cases of negotiated timelines, it is possible that faculty may apply for tenure and promotion to Associate or Full Professor separately. Therefore, this section addresses the tenure application process specifically.

Criteria for Tenure

To qualify for tenure, a faculty member must demonstrate competence and growth in teaching, scholarship, and service to the university, profession, and larger community. Institutional fit is also considered when determining whether the faculty member is to be granted or denied tenure.

Since tenure involves a long-term commitment between the individual and the institution, questions regarding institutional fit and institutional need are especially important considerations in the tenure process.

Procedures for Tenure/Promotion to Associate Professor

The University Rank and Tenure Committee must evaluate a faculty member for a tenure recommendation during the sixth year of full-time faculty service at the university level or in accordance with the negotiated timeline as documented in the letter of hire. If approved by the Board, the faculty member will receive a contract with tenure noted for the next academic year. Summer employment does NOT satisfy the time requirement unless negotiated as part of the academic-year workload.

The provost shall provide the University Rank and Tenure (URT) Committee with a list of potential candidates for tenure, stating the date of initial appointment, negotiated timelines, and noting any approved extensions of the probationary period. By September 15, the URT Committee chair makes public a final list of those who will be reviewed for tenure and/or promotion. Interested faculty may forward an unsolicited signed letter of recommendation to the University Rank and Tenure Committee Chair.

The respective school/college dean and the Rank and Tenure Advisory Committee (RTAC) complete separate reviews and assessments of the faculty member's tenure portfolio. Both provide a written assessment with a recommendation for tenure to the University Rank and Tenure Committee.

The portfolio is also submitted to and evaluated by the University Rank and Tenure (URT) Committee. The URT

Committee considers all components, including the review/recommendations of the University Rank and Tenure Committee, the school/college Rank and Tenure Advisory Committee, the school/college dean, and solicited and unsolicited letters, before reaching a recommendation decision.

The University Rank and Tenure (URT) Committee may recommend the awarding or denial of tenure. Before the committee reaches a final decision of “non-recommendation,” a letter will be sent to the candidate, offering the opportunity to meet with the University Rank and Tenure Committee for an interview to support the application. Prior to the interview, the candidate may request all materials on which the tenure decision will be based, including letters of recommendation.

In the event of a denial of tenure recommendation, the University Rank and Tenure Committee will send a letter of specific explanation to the individual. Recommendations for tenure from the University Rank and Tenure Committee are forwarded to the provost. The recommendations of the University Rank and Tenure Committee and the provost are forwarded to the UIW President for recommendation to the Board of Trustees for a final decision. The provost will keep letters of recommendation in the files of the Rank and Tenure proceedings. Files will be purged after five years.

If the UIW President and Board of Trustees approve tenure, it becomes effective immediately and appears in the contract for the next academic year. Tenure is held by the institution, not by a program or specialty.

If the faculty member fails to receive a favorable recommendation for tenure, the appointment shall not be continued beyond the following academic year, as a terminal contract will be issued for the following academic year. Grounds and procedures for appeal of denial of recommendation are described in this chapter ([hyperlink to Chapter 4: Non-Reappointment of Probationary Faculty in this document](#)).

Although tenure is not an unconditional guarantee of employment, it does assure the tenured faculty member that he or she will not be dismissed without an explicit statement of the cause and a fair hearing to establish whether the cause is valid, pertinent, and sufficient to justify such an action. Dismissals for cause or breach of applicable law (such as Title IX) or other serious offenses are governed by the processes in the Employee Handbook.

Applications for Tenure/Promotion from Assistant to Associate Professor

Faculty are generally expected to apply for tenure and promotion concurrently. In cases of negotiated timelines, it is possible that faculty will apply for tenure and promotion to Associate Professor separately. This section addresses the application process for tenure/promotion. While faculty are not required to apply for promotion in rank, the timeline for the required tenure application is stated in the letter of hire (and, if applicable, a written extension of the probationary period).

Criteria for Tenure/Promotion to Associate Professor

To qualify for tenure/promotion, a faculty member must demonstrate competence and growth in teaching, scholarship, and service to the university, profession, and larger community. Institutional fit is also considered when determining whether the faculty member is to be granted or denied tenure/promotion.

Since tenure involves a long-term commitment between the individual and the institution, questions regarding institutional fit and institutional need are especially important considerations in the tenure process.

Procedures for Tenure/Promotion to Associate Professor

The University Rank and Tenure Committee must evaluate a faculty member for tenure/promotion recommendation during the sixth year of full-time faculty service at the university level. Negotiated timelines

apply as documented in the letter of hire. If approved by the Board, the faculty member will receive a contract with tenure/promotion noted for the next academic year. Summer employment does NOT satisfy the time requirement unless it is negotiated as part of the academic year workload.

The provost shall provide the University Rank and Tenure (URT) Committee with a list of potential candidates for tenure/promotion, stating the date of initial appointment, negotiated timelines, and noting any approved extensions of the probationary period. By September 15, the University Rank and Tenure Committee Chair makes public a final list of those who will be reviewed for tenure/promotion. Interested faculty may forward an unsolicited signed letter of recommendation to the University Rank and Tenure Committee Chair.

The respective school/college dean and the Rank and Tenure Advisory Committee (RTAC) complete separate reviews and assessments of the faculty member's promotion/tenure portfolio. Both provide a written assessment with a recommendation for tenure/promotion to the University Rank and Tenure Committee

The portfolio is also submitted to and evaluated by the University Rank and Tenure (URT) Committee. The University Rank and Tenure Committee considers all components, including the review/recommendations of the University Rank and Tenure Committee, the school/college Rank and Tenure Advisory Committee, the school/college dean, and solicited and unsolicited letters, before reaching a recommendation decision.

The University Rank and Tenure (URT) Committee may recommend the awarding or denial of tenure/promotion. Before the committee reaches a final decision of "non-recommendation," a letter will be sent to the candidate, offering the opportunity to meet with the University Rank and Tenure Committee for a personal interview to support the application. Prior to the interview, the candidate may request to review all materials on which the rank and tenure decision will be based, including letters of recommendation. In the event of a denial of tenure recommendation,

In the event of a denial of tenure/promotion recommendation, the University Rank and Tenure Committee will send a letter of specific explanation to the individual. Recommendations for tenure/promotion from the University Rank and Tenure Committee are forwarded to the provost. The recommendations of the University Rank and Tenure Committee and the provost are forwarded to the UIW President for recommendation to the Board of Trustees for a final decision. The provost will keep letters of recommendation in the files of the Rank and Tenure proceedings. Files will be purged after five years.

If the UIW President and Board of Trustees approve tenure/promotion, it becomes effective immediately and appears in the contract for the next academic year. Tenure is held by the institution, and not by a program or specialty.

If the faculty member fails to receive a favorable recommendation for tenure, the appointment shall not be continued beyond the following academic year, as a terminal contract will be issued for the following academic year.

Grounds and procedures for appeal of denial of recommendation are described in this chapter's section titled Non-Reappointment of Probationary Faculty ([hyperlink to Non-Reappointment of Probationary Faculty in this document](#)).

Although tenure is not an unconditional guarantee of employment, it does assure the tenured faculty member that he or she will not be dismissed without an explicit statement of the cause and a fair hearing to establish whether the cause is valid, pertinent, and sufficient to justify such an action. Dismissals for cause or breach of applicable law (such as Title IX) or other serious offenses are governed by the processes in the Employee Handbook.

Applications for Promotion from Associate to Full Professor

Faculty applying for promotion in rank to Full Professor may have already attained tenure, be applying for promotion and tenure on separate timelines, or be applying for both concurrently. In cases of negotiated timelines, the timelines are stated in the letter of hire. This section addresses the application process for promotion. While faculty are not required to apply for promotion in rank, the timeline for the required tenure application is stated in the letter of hire (and, if applicable, a written extension of the probationary period).

Criteria for Promotion to Full Professor

To qualify for promotion to full professor, a faculty member must demonstrate competence and growth in teaching, scholarship, and service to the university, profession, and larger community. Institutional fit is also considered in determining whether the faculty member is to be granted or denied promotion.

Since this promotion presumes a long-term commitment between the individual and the institution, questions regarding institutional fit continue to be an important consideration for this promotion.

Procedures for Promotion to Full Professor

In the matter of granting promotion in rank to full professor, the UIW President shall receive recommendations from the University Rank and Tenure Committee and the Provost. The action of the UIW President in granting promotion in rank is subject to approval by the Board of Trustees. If approved by the Board, the faculty member will receive a contract with promotion for the next academic year.

The provost shall provide the University Rank and Tenure Committee with a list of candidates for promotion. All who are eligible must declare in writing by September 1 to their school/college dean their intention to begin the review process. Only those who confirm their intent to apply may submit materials to be reviewed by the University Rank and Tenure Committee. By September 15, the chair of the University Rank and Tenure Committee will make public a final list of those who will be reviewed for promotion. Interested faculty may forward an unsolicited signed letter of recommendation to the University Rank and Tenure Committee Chair.

Faculty applying for promotion prepare their portfolio and provide access to the school/college dean and the Rank and Tenure Advisory Committee (RTAC) Chair for review. The respective school/college dean and RTAC complete separate reviews and assessments of the promotion portfolio. Both provide a written assessment with a recommendation concerning tenure/promotion to the University Rank and Tenure Committee.

The portfolio is also submitted to and evaluated by the University Rank and Tenure (URT) Committee. The URT Committee considers all components, including the review/recommendations of the University Rank and Tenure Committee, the school/college Rank and Tenure Advisory Committee, the school/college dean, and solicited and unsolicited letters, before reaching a recommendation decision.

The UIW Rank and Tenure Committee may recommend the awarding or denial of promotion. Before a final decision of "non-recommendation" is reached by the University Rank and Tenure Committee, a letter will be sent to the faculty applicant offering the opportunity for a personal interview with the University Rank and Tenure Committee. In the case of a final decision of denial of recommendation for promotion, the University Rank and Tenure Committee will send a letter with a specific explanation to the individual.

Grounds and procedures for appeal of denial of recommendation are described in this chapter's section, titled Non-Reappointment of Probationary Faculty ([hyperlink to Non-Reappointment of Probationary Faculty in this document](#)).

TABLE 4: Timeline for Tenure, Promotion to Associate Professor, and Promotion to Full Professor

Deadline	Action Item
By April 1 of the spring semester immediately prior to the application semester	Deans submit to the provost a list of faculty who are eligible to apply for promotion and/or tenure in the next academic year.
By April 30	The provost sends notification letters to faculty who are eligible for promotion and/or tenure to confirm intent to apply in the next academic year. The provost also sends a list to the chair of the University Rank and Tenure Committee.
By the end of the spring semester	The school/college Rank and Tenure Advisory Committee Chairs meet with the provost or designee to review committee responsibilities and duties, particularly as they pertain to issues of confidentiality and the record keeping of committee meetings. The University Rank and Tenure Committee shall send notification informing eligible faculty of the timeline for submission of materials and the dates for orientation meetings. In the case that the chair of the University Rank and Tenure Committee is newly elected, the orientation meetings will be conducted by both the outgoing and incoming chairs.
By June 1	The faculty member eligible for promotion and/or tenure shall consult with the dean about readiness for promotion and/or tenure by the end of the spring semester. Tenure application extension requests must be submitted to the provost.
By September 1	The faculty member will meet with their dean for a preliminary review of their portfolio and to discuss the relative weight to assign to each of the four portfolio review areas. The chair of the University Rank and Tenure Committee shall send an email to the entire faculty announcing the names of those faculty applying for promotion and/or tenure.
September 15	The faculty member provides the school/college Rank and Tenure Advisory Committee (RTAC) chair and dean access to their portfolio. Upon receipt of the for tenure and/or promotion portfolio, the chair of RTAC shall make the applicant's portfolio available to all RTAC members. Each school/college may choose to make something less than the full portfolio available to the tenured faculty in matters of promotion only. School/college bylaws shall specify the content of the portfolio that is to be made available when promotion alone is being considered.

Deadline	Action Item
October 1	The RTAC chair shall convene the RTAC to complete a review of the applicant's portfolio. After the meeting, the RTAC shall prepare a written assessment of the portfolio materials with a recommendation of promotion/tenure, taking into consideration the full portfolio and input from the RTAC meeting. A separate written statement shall be written for each candidate. The written statement must include those present at the RTAC meeting, voting results and a summary of strengths and concerns. Any additional procedures or details shall be included in the bylaws of each school/college. The written statement shall be delivered to the University Rank and Tenure Committee by the deadline specified. For the position of Professor of Practice, the RTAC shall determine if applicants holding the rank of Professor of Practice have met the scholarship criteria established for them upon hiring. The RTAC's evaluation shall serve as confirmation to the University-Rank and Tenure Committee that the applicant has met the scholarship expectations for promotion and be specifically addressed in their written statement.
By the Monday after fall break in October	Before the dean's letter is submitted to the University Rank and Tenure Committee, the dean is required to indicate to the applicant in person the reasons for the dean's expected recommendation to the University Rank and Tenure Committee. A separate letter shall be written for each candidate. Additionally, the dean is required to provide the candidate with a copy of the dean's recommendation letter to the University Rank and Tenure Committee prior to submission.
By the Monday after fall break in October	The faculty member provides the University Rank and Tenure Committee access to their portfolio.
February 1	Recommendations of the University Rank and Tenure Committee shall be submitted to the provost. The chair of the University Rank and Tenure Committee is responsible for keeping a meeting record for each committee meeting. Such records will include an agenda of committee business and minutes from the academic year's previous meetings (including a clear indication of actions taken). The meeting records are not to be distributed outside of the committee. The chair submits all such documents to the provost at the end of the academic year for record keeping.

Administrators with Faculty Status

Normally, administrators are not considered full-time teaching faculty and, therefore, are not affected by the policies in this Faculty Handbook. However, it is not uncommon that certain individuals perform both administrative and faculty service at the University of the Incarnate Word. Such persons may be appointed either with or without eligibility for promotion in the awarding of academic rank and faculty tenure, and with either full or limited faculty status, as defined in this chapter. The president, provost, the dean of library services, if holding the rank of assistant professor or above, the dean of the school of graduate studies and research, School/college deans, the Dean of the

Office of Research and Graduate Support, and other designated administrators have full faculty status with respect to eligibility for promotion and tenure.

Since academic rank involves recognition of a person's qualifications to function as a teaching officer of the university, persons who have held faculty rank at the university and who are appointed to administrative or library positions shall retain their rank but will be appointed with either full or limited faculty status.

Persons without prior faculty status at the university who are appointed to administrative positions that require some teaching may or may not be awarded full faculty status at the discretion of the provost in consultation with the Rank and Tenure Committee, subject to the provisions of the section on appointment in this chapter. Such determination will be made at the time of the initial appointment.

Administrators with full faculty status and who are eligible for promotion in rank and the granting of faculty tenure shall be evaluated for such purposes on their teaching and scholarship, their educational preparation and advancement, and their administrative service. Standards for promotion and tenure established for regular full-time faculty shall apply. Years of service in administration may satisfy the time-in-teaching requirement if such service is an integral part of the academic process. Otherwise, the time requirements may be extended to allow adequate evaluation of the person as a faculty member.

A general definition of “integral part of the academic process” is sustained substantial activity that supports the essential faculty functions of teaching, curriculum development, and research. Such activities may include supervision/evaluation of faculty (FT or PT); involvement in curriculum development/implementation (responsibility for overseeing or facilitating/coordinating the development/implementation); supervision/instruction related to faculty development; assistance with research methodology and technology; and supervision of educational assessment.

The burden is on the administrator to make the case for their work as integral. Other relevant information includes whether UIW has existing programs or a home base from which to evaluate the person’s prior faculty work and then a possible place for such a person after leaving administration.

Normally, there are two paths to tenure for faculty/administrators who come to the university to be academic administrators.

1. Faculty who come to the university to be academic administrators after a term of probationary teaching service in one or more other institutions, or successful full-time teaching not on the tenure track, may, if agreed to in writing, receive credit for up to three years of prior service, complete two more years of full-time administrative service at the university (to equal 5 years of service), be reviewed the following year, and, if approved by the Board of Trustees at their spring meeting where the budget is approved (no later than April), then receive a contract with tenure for the seventh year;
2. Faculty or administrators who come to the university to be academic administrators and who were tenured at another institution may be reviewed at the earliest in the fall semester of their second year of administrative service at the university, and, if approved by the Board of Trustees at their spring meeting where the budget is approved (no later than April), receive a contract with tenure for their third year.

Administrators who are awarded faculty tenure shall enjoy the privileges and protections of tenure only in their capacities as faculty members, not in their capacities as administrators. Administrative appointments are continued at the pleasure of the president (or in the case of the president, at the pleasure of the Board of Trustees) and are subject to termination at any time with 30 days’ notice. Administrators with tenure who wish to assume or return to full-time teaching will be offered positions if there is a need for their teaching services not adequately

met by other tenured faculty members senior to them in years of service to the university.

Administrators who are awarded promotion in academic rank shall enjoy the honors and privileges of the higher rank only in their capacities as faculty members. Promotion in academic rank shall not imply any change in administrative responsibilities or in compensation for administrative services.

Guidelines for Academic Administrators Seeking Tenure

Application materials are to be assembled in the following order:

1. Administrative Experience Narrative
2. Current Vita
3. Letters of Recommendation
4. Recommendation
5. Dean Recommendation
6. Self-Evaluation Checklist Forms and Summary Narratives for: Instructional Activities (do include any current teaching and at previous institutions), Scholarship, University and Community Service, and Professional Activities. The Rank and Tenure Committee will review an individual's career from the point of receiving the rank of assistant professor to the present.
7. Documentation for Instructional Activities, Scholarship, Service, and Professional Activities.

Administrative Experience Narrative

- A. Include current job title and describe duties and responsibilities that are “an integral part of the academic process” and any part-time teaching.
- B. Describe administrative duties and responsibilities at previous institutions.
- C. Summarize that part of your scholarship that could be called scholarship of administration (a subheading under scholarship of application according to Ernest L. Boyer's *Scholarship Revisited*, 1990, p. 37); reference to the Scholarship of Administration is not explicitly spelled out in the Faculty Handbook but is implied in the Boyer model.
 1. Definition of Scholarship of Administration: Activities that require applying current professional knowledge and creativity to consequential administrative problems or new situations.
 2. Criteria (based on Boyer):
 - a. The importance and visibility of the activity within the university's teaching and learning environment.
 - b. The research and strategic planning necessary for the successful implementation of major academic initiatives.
 - c. The writing and communication inherent in any successful academic initiative.
 - d. The peer review and evaluation necessary for faculty and administrators to understand and commit to the usefulness and appropriateness of academic policies, changes, or initiatives.
 3. Examples of Scholarship of Administration: Activities related to accreditation, certification of program or school, grants, curriculum or program development, or other substantive projects related to the academic process.
 - a. Explain why you believe you are a strong institutional fit with UIW.

Letters of Recommendation

Solicited letters of recommendation should be limited to five. The letters should collectively address the four categories: instruction, scholarship, university and community service, and professional activities. Fit should also be addressed. Some, but not all, letters may relate to experience at previous institutions or have been solicited in support of an application for an administrative position at UIW. Such letters should be less than five years old, with current phone contact information also provided. Those candidates in dean-related positions may solicit UIW letters from other deans or faculty in other schools/colleges, but not from faculty they supervise in any capacity.

School/College Faculty Recommendation

- A. Tenured faculty (or faculty with the rank of Associate or Full Professor in schools without tenure) in the school/college where the teaching discipline of the administrator is housed will be consulted for a recommendation, which is the current operating procedure.
- B. In the case of a new school that does not yet have tenured faculty, the provost may ask the dean to (a) ask a senior professor (associate or full) to call a meeting of all associate and full professors in the new school to give a recommendation, or (b) the provost may ask the dean(s) with disciplines most closely related to that of the administrator to ask a senior tenured faculty to call a meeting of faculty with tenure and/or multi-year renewable-term appointments from those disciplines to give a recommendation if possible.

In both situations, the recommendations are forwarded directly to the chair of the Rank and Tenure Committee, as required by the Faculty Handbook.

Dean Recommendation

1. Associate and assistant deans submit their portfolios to their dean, who reviews them, prepares a letter of recommendation, and sends it to the chair of rank and tenure, with a copy to the candidate. Then the candidate delivers the portfolio to the chair of rank and tenure.
2. Deans do not request letters of recommendation from the provost; instead, they send their portfolios directly to the chair of the Rank and Tenure Committee.

Non-Reappointment of Probationary Faculty or Faculty Not on the Tenure Track

- A. Probationary faculty are full-time faculty appointed to the tenure track. Non-reappointment or non-renewal is the decision not to offer a further contract of employment prior to tenure/promotion to associate professor, or not to award tenure/promotion itself; it is not a form of dismissal. Non-reappointment does not involve bringing charges, nor is it dismissal for "cause". It involves applying the criteria and standards stated above, leading to a judgment that it is not desirable for the institution to offer another term appointment or confer academic tenure/promotion. At the University of the Incarnate Word, however, the reasons for non-reappointment, whether for probationary faculty or faculty not on the tenure track, must meet the following tests:
 1. They must not violate the faculty member's academic freedom or punish the faculty member for exercising academic freedom, either in the performance of duties or outside the institution, provided reasonable means were taken to disassociate one's personal views from those of the institution.
 2. They must not violate the faculty member's constitutional rights or punish the faculty member for

exercising them.

3. They must not be arbitrary or capricious.
 4. They must represent the deliberate exercise of professional judgment in the particular institutional circumstances.
 5. They must complete a probationary period during which the school/college dean has evaluated the faculty member and provided them with appropriate feedback and opportunity for improvement.
- B. Written notice that a probationary appointment will not be renewed will be given to the faculty member in advance of the expiration of the appointment. Whether on a 12 or 9-month contract, the university will normally notify faculty members of the terms and conditions of their renewals in a timely fashion before the contract expires:
1. No less than three months' notice before the end of the first full year of contract service (normally March 1) if the contract will not be renewed for a second year. If hired at some time effective other than June 1 or August 15, see note below.
 2. No less than six months' notice before the end of the second full year of contract service (normally December 15 of year 2) if the contract will not be renewed for a third year.
 3. No less than twelve months' notice before the end of the third full year of contract service (normally May 31 of year 2) if the contract will not be renewed for a fourth year.
- C. Written notice that a non-tenure track appointment is not to be renewed will be given to the faculty member in advance of the expiration of the appointment. Whether on a 12 or 9-month contract, the university will normally notify faculty members of the terms and conditions of their renewals in a timely fashion before the contract expires:
1. No less than three months' notice before the end of the first full year of contract service (normally March 1) if the contract will not be renewed for a second year. If hired at some time effective other than June 1 or August 15, see note below.
 2. No less than six months' notice before the end of the second or subsequent full year of contract service (normally December 15 of that year) if the contract will not be renewed for another year.
 3. No less than one year for faculty who have taught for more than five years.

NOTE: When the first contract is effective on a date other than June 1 or August 15, for example, January 15, notice of nonrenewal in the above cases is based on that alternative beginning date and is so stated in the first and subsequent contracts. Consequently, in the case of a January 15 beginning date of service, notice in the first year by October 15 would result in the cancellation of the contract effective January 14; in the second year, notice could be given by July 15; notice could be given by January 15 in the third year of service for cancellation of the contract by January 15 of what would have been the beginning of the fourth year of service.

- D. When a decision not to renew a probationary appointment has been reached, the dean will inform the faculty member involved verbally and in writing. Upon request, the dean will verbally advise the faculty member of the reasons that contributed to the decision by the dean. If the faculty member so requests, the reasons provided in the non-renewable explanation will be confirmed in writing by the provost.

- E. Supplements for schools may include procedures unique to their circumstances as long as those additional procedures do not deny rights articulated in the university Faculty Handbook and assure due process.

Non-Tenure Track Non-Reappointment Appeal Process

Within 30 days of receiving written notice of non-reappointment, a faculty member who is not on the tenure track may request reconsideration by the university through an appeal to the provost for decisions allegedly based on inadequate consideration or reasons that violate academic freedom. The faculty member will present a written complaint to the provost stating the reasons for requesting a review of the decision. The provost will, if the appeal is considered warranted, convene an ad hoc committee of up to four faculty and/or administrators familiar with issues affecting non-tenure-track faculty to review the decision and the procedure used to make the decision not to reappoint the faculty member. This committee will make its recommendations to the provost after interviewing the relevant parties to the decision and any relevant documentation. The provost will notify the faculty member of the final determination of the appeal. No further review at the university is available.

Denial of Tenure and/or Promotion Appeal Process & Non-Reappointment for Tenure Track Faculty

The following procedures apply to cases of appeal concerning non-reappointment, denial of recommendation for tenure, and/or promotion.

Inadequate Consideration or Violation of Academic Freedom

Within 30 days of receiving written notice, the faculty member may request reconsideration by the university through the Grievance Committee for decisions allegedly based on whether a rule, policy, or procedure was applied unfairly or inequitably, or has led to unfair or improper treatment, or reasons that violate academic freedom. The faculty member will present a written complaint to the Faculty Senate president, who will convene the Grievance Committee and notify the provost that a grievance is underway. Refer to the Grievance Committee Procedures in Chapter 5 ([hyperlink to Chapter 5: Grievance Committee Procedures in this document](#)).

Insofar as the faculty member alleges that the decision against renewal of the contract was based on inadequate consideration or reasons that violate academic freedom, the Grievance Committee will hold a hearing to review the faculty member's allegation. The faculty member making the allegation is responsible for stating the ground upon which the allegation is based, and the burden of proof shall rest upon the faculty member.

- A. The Grievance Committee will determine if a rule, policy, or procedure has been applied unfairly or in an inequitable manner or has led to unfair or improper treatment. The Grievance Committee will not substitute its judgments for those of the appropriate faculty committee or individual. If the Grievance Committee believes that adequate consideration was not given to the faculty member's qualifications, it will recommend in writing to the provost reconsideration by the Rank and Tenure Committee, the school/college committee, or the dean making the initial recommendation, indicating the respect in which it believes the consideration may have been inadequate. The provost will consider the findings of the Grievance Committee and may forward a request for reconsideration to the Rank and Tenure Committee, the school/college committee, or the dean, and to receive their response in writing. The provost reviews the response and communicates a final decision to the faculty member in writing. No further appeal at the university is available.
- B. If the Grievance Committee concludes that a prima facie case of a violation of academic freedom has been established, it will conduct hearings to determine whether the decision not to reappoint was adequately based on the reasons given. The Grievance Committee will communicate its findings in writing to the faculty member, to the school/college committee or dean making the recommendation, and to the provost. The provost reviews the Grievance Committee report of findings and communicates a final decision to the

faculty member in writing. No further appeal at the university is available.

Sexual Harassment, National Origin Harassment, and Other Forms of Prohibited Behavior

Within 30 days of receiving the written notice, the faculty member, whether probationary or non-tenure track, may request reconsideration by the university by contacting the Office of Human Resources, and not the Grievance Committee, insofar as the faculty member alleges that the decision against renewal of contract was due to harassment, bias or prejudice on the basis of an individual's race, color, national origin, citizenship status, creed, religion, religious affiliation, age, sex, marital status, sexual orientation, gender identity, disability, veteran status, or any other protected status under applicable law. The Office of Human Resources will investigate the matter, make a final determination, and notify the faculty member and the provost in writing. Based on this determination, the provost and the director of Human Resources will decide whether the university will take further action regarding non-reappointment and communicate the final decision to the faculty member in writing. This decision regarding non-reappointment is final, and no further appeal at the university is possible.

Termination of Faculty Appointment

Termination of Appointment by the Faculty Member

A faculty member may terminate an appointment effective at the end of an academic year, provided notice is given in writing at the earliest possible opportunity, but not later than May 15, or 30 days after receiving notification of the terms of their appointment for the coming year, whichever date occurs later. The faculty member may properly request a waiver of this notice requirement in cases of personal necessity or opportunity for substantial professional advancement, but the university is not obligated to grant the waiver.

Termination of Appointments by the University

Termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified term, may be affected by the institution for adequate cause. Forms of adequate cause include dismissal for cause, physical or mental disability, financial exigency, program or department discontinuance, or reduction not mandated by financial exigency.

Dismissal for Adequate Cause

A. Definition

Adequate cause for dismissal will be related, directly and substantially, to the performance of faculty members in their professional capacities as teachers or researchers and is defined as:

1. Demonstrable incompetence or dishonesty in teaching or research, or
2. Personal conduct that substantially impairs the faculty member's fulfillment of their institutional responsibilities, or
3. Substantial neglect of faculty duties and responsibilities.

B. Procedure

1. Informal Efforts to Resolve Difficulties

Termination for cause will be preceded by discussions between the faculty member and appropriate administrative officers, looking toward a mutual settlement.

2. Charges

If the informal efforts described in the preceding paragraph fail to resolve the difficulty, the provost shall provide the faculty member a written intention to terminate, along with a statement of the charge or charges, expressed with reasonable particularity, upon which the decision to terminate is based.

3. Hearings

Within 30 days of receiving this written intention to terminate, the faculty member may request a review of the case by the Grievance Committee. The faculty member will present a written complaint to the Faculty Senate president, who will convene the Committee and notify the provost that a grievance is underway. In this situation, the Faculty Grievance Committee is co-chaired by the Chair of the Grievance Committee and the president of the Faculty Senate, who does not have a right to vote. Members of the Grievance Committee, deeming themselves disqualified for bias or interest, shall remove themselves from the case, either at the request of the provost or the complainant or on their own initiative. The provost and the complainant being charged shall each have the opportunity to remove, without stated cause, any two members of the committee. In any case where an elected member of the committee is removed from participation, the chairperson may appoint a replacement, giving consideration to any of the five faculty members who received the next highest number of votes in the last election. At least five faculty members shall hear each case. The vice-president of the Faculty Senate is responsible for keeping the results of the original vote.

4. Suspension During Hearings

Pending a final decision by the Grievance Committee, the faculty member will be suspended or assigned to other duties in lieu of suspension only if their continuance threatens immediate harm to himself/herself or others. Before suspending a faculty member, pending an ultimate determination of their status through the university's hearing procedures, the provost and dean will consult with the chair of the Grievance Committee regarding the propriety, length, and other conditions of the suspension. Salary will continue during the period of suspension.

5. Pre-Hearing Meetings

The Grievance Committee may, with the consent of the parties concerned, hold joint pre-hearing meetings with the parties in order to (1) simplify the issues, (2) effect stipulations of facts, (3) provide for the exchange of documentary or other information, and (4) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.

6. Notice of Hearing and Waiver of Hearing

Service of written notice of the hearing, including specific charges, will be made at least twenty days prior to the hearing. The faculty member may waive a hearing or respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing but denies the charge against him/her or asserts that the charges do not support a finding of adequate cause, the Grievance Committee will evaluate all available evidence and rest its recommendation upon the evidence in the record.

7. Privacy of Hearing

The Grievance Committee, in consultation with the provost and the faculty member, will exercise its judgment as to whether the hearing should be public or private.

8. Counsel

During the proceedings, the faculty member may invite a UIW faculty member to be present for

support and advice.

9. Record of Hearings

An audio recording of the hearing or hearings will be made and will be made available to the faculty member without cost. If a transcribed copy is requested, it will be made available to the faculty member at cost.

10. Burden of Proof

The burden of proof that adequate cause exists rests with the institution and shall be satisfied only by clear and convincing evidence in the record considered as a whole.

11. Adjournments

The Grievance Committee will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.

12. Witnesses and Other Evidence

The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Grievance Committee in securing witnesses and making documentary and other evidence available.

13. Cross-Examination of Witnesses

The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the Grievance Committee determines that the interests of justice require admission of their statements, the Committee will identify the witnesses, disclose their statements, and, if possible, provide for formal questions or inquiries.

14. Charges of Incompetence

In the hearing of charges of incompetence, the testimony shall include that of qualified faculty members from this or other institutions of higher education.

15. Rules of Evidence

The Grievance Committee will not be bound by strict rules of legal evidence and may admit any evidence that is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable information available.

16. Basis for Decision

The findings of fact and the decision will be based solely on the hearing record.

17. Public Statements

Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements, and publicity about the case by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the Board of Trustees.

18. Report of the Committee

The provost and the faculty member will be notified of the decision in writing and given a copy of the hearing record.

If the Grievance Committee concludes that adequate cause for dismissal has been established, it reports this to the provost. If the committee determines that an academic penalty less than

dismissal would be more appropriate, it will so recommend to the provost, with supporting reasons. If the Grievance Committee concludes that the evidence in the record does not establish adequate cause for dismissal, it will so report to the provost. If the provost rejects the report, they will state their reasons in writing to the Grievance Committee and the faculty member, providing an opportunity for response before transmitting the case to the president.

19. Action by the Board of Trustees

If dismissal or other severe sanction is recommended, the provost will, upon the faculty member's request, transmit to the president, who will forward to the Board of Trustees, the record of the case. The Board of Trustees' review will be based on the record of the committee hearing, and it will provide an opportunity for argument, oral or written, or both, by the principals at the hearings or by their representatives. The decision of the Grievance Committee will either be sustained, or the proceeding will be returned to the committee with specific objections. The committee will then reconsider, taking into account the stated objections and receiving new evidence if necessary. The Board of Trustees will make a final decision only after studying the committee's reconsideration.

20. Procedures for Imposition of Sanctions other than Dismissal

If the administration believes that the conduct of the faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify the imposition of a severe sanction, such as suspension from service for a stated period, the administration may institute a proceeding to impose such a severe sanction; the procedures outlined in Chapter 5: Grievance Committee Procedures shall govern such a proceeding ([hyperlink to Chapter 5: Grievance Committee Procedures in this document](#)).

If the administration believes that a faculty member's conduct justifies the imposition of a minor sanction, such as a reprimand, it shall notify the faculty member of the basis of the proposed sanction and provide them with an opportunity to persuade the administration that the proposed sanction should not be imposed. A faculty member who believes that a major sanction has been incorrectly imposed may petition the Grievance Committee for such action as may be appropriate.

21. Terminal Salary or Notice

If the appointment is terminated, the faculty member will receive salary or notice in accordance with the following schedule: at least three months, if the final decision is reached by March 1 (or three months prior to the expiration) of the first year of probationary service; at least six months, if the decision is reached by December 15 of the second year (or after nine months but prior to eighteen months) of probationary service; at least one year, if the decision is reached after eighteen months of probationary service or if the faculty member has tenure. The provision for terminal notice or salary need not apply in the event that there has been a finding that the conduct that justified dismissal involved moral turpitude.

On the recommendation of the Grievance Committee or the president, the Board of Trustees, in determining what, if any, payments will be made beyond the effective date of dismissal, may take into account the length and quality of service of the faculty member.

Termination Because of Physical or Mental Disability

Termination of an appointment with tenure or a probationary, provisional, or special appointment before the end of the period of appointment, because of physical or mental disability, will be based upon clear and convincing medical evidence that the faculty member, even with reasonable accommodation, is no longer able to perform the

essential duties of the position. The decision to terminate will be reached only after appropriate consultation and after the faculty member concerned, or someone representing the faculty member, has been informed of the basis for the proposed action and afforded an opportunity to present the faculty member's position and respond to the evidence. If the faculty member so requests, the evidence will be reviewed by the Grievance Committee before the Board of Trustees makes a final decision on the president's recommendation. The faculty member will be given a severance salary not less than that prescribed for dismissal for adequate cause.

Termination Because of Financial Exigency

A. Definition

"Financial exigency" shall refer to the imminent financial crisis that threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means than the termination of appointments.

B. Procedure

1. Declaration of Condition

Prior to a final determination of financial exigency, the president shall meet with the Faculty Senate and the faculty as a whole to discuss the current financial situation. Then, the final judgment that a state of financial exigency exists shall be made by the president, who shall then direct the executive administrators to prepare proposals for specified budget adjustments designed to avoid financial damage to the university.

2. Designation of Faculty Members to Be Terminated

If the provost's proposals include the termination of any appointment with tenure, a probationary appointment, or a special appointment before the end of its specified term, he/she shall first consult with the Faculty Senate before developing a final proposal specifying which appointments are to be terminated. The Faculty Senate reports shall comment upon:

- a. the existence and extent of the condition of financial exigency,
- b. whether all feasible alternatives to the termination of appointments have been pursued,
- c. where, within the overall academic program of the university, termination of appointments may occur, and
- d. the services that must be discontinued or reduced if proposed terminations of appointments are made.

3. Notification

If the president approves the provost's proposal, the president shall issue notice to the particular faculty of the intention to terminate their appointments because of financial exigency in accordance with the guidelines specified under a., b., and c. above.

4. Appeal

Faculty members notified of termination will have the right to a full hearing before the Grievance Committee as described in Chapter 5: Grievance Committee Procedures ([hyperlink to Chapter 5: Grievance Committee Procedures in this document](#)).

The issues in this hearing may include:

- a. The existence and extent of the condition of financial exigency. The burden will rest on the administration to prove the existence and extent of the condition. The findings of the Faculty Senate in a previous proceeding involving the same issues may be introduced.
- b. The validity of the educational judgments and the criteria for identification for termination, but the recommendations of the Faculty Senate on these matters will be considered

presumptively valid.

c. Whether the criteria are being properly applied in the individual case.

5. Restrictions on New Appointment; Rights of Tenured Faculty over Non-Tenured Faculty

If the institution, because of financial exigency, terminates appointments, it will not simultaneously make new appointments except in extraordinary circumstances where a serious distortion in the academic program would otherwise result. The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.

6. Rights to Re-Assignment

Before terminating an appointment because of financial exigency, the university may, at its own discretion, make an effort to place the faculty member concerned in another available university position for which the faculty member is qualified and, where possible, without loss of salary or financial benefits.

7. Rights to Notice and Severance Salary

In all cases of termination of appointment because of financial exigency, the faculty member concerned will be given notice or severance salary not less than as prescribed in Chapter 4: Dismissal for Adequate Cause ([hyperlink to Chapter 4: Dismissal for Adequate Cause in this document](#)).

8. Rights of Reappointment

If the university terminates appointments due to financial exigency, the terminated faculty member's position will not be filled by a replacement within three years, unless the terminated faculty member has been offered reappointment and a fifteen-day period within which to accept or decline it.

Termination Because of Program/Department Discontinuance or Reduction Not Mandated by Financial Exigency

A. Definition

The term "program" shall refer to: (1) a degree, a major, or a minor, a discipline, or an endorsement or certification specialty; (2) any research or training project supported by a grant, a contract, or a gift from a government agency, a foundation, a corporation, or a private individual.

A decision to discontinue or reduce a program must be based essentially upon educational considerations determined primarily by an appropriate committee of the faculty as described in 2.a. below. Educational considerations must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the discontinuance. As such, educational considerations do not include cyclical or temporary variations in enrollment. Educational considerations may include, but are not limited to, long-term declines in enrollment such that the enrollment in courses within the program falls below a number reasonably judged necessary to warrant offering enough courses to constitute full-time teaching loads for all the tenured faculty qualified to teach in that program.

In the case of a program supported by funds from a grant, contract, or gift, cessation of funding shall constitute sufficient cause to discontinue the program. However, when dealing with tenured faculty associated with such a program, it must be remembered that tenure is held by the institution and not by a program or specialty. The university's obligation is not discharged unless it has considered placing the displaced faculty member in other programs within the university.

B. Procedure

1. Declaration of Condition

The provost shall make the initial judgment that the need to discontinue or reduce a program exists or is imminent. The provost shall first confer with all faculty qualified to teach in that program and with the dean of the school/college in which the program is housed, in an effort to develop mutually acceptable alternatives to termination of tenured faculty.

2. Affirmation of Condition

Failing to develop such alternatives, the provost shall report their judgment, along with supporting data and a recommendation on the amount of staff reduction necessary to the Faculty Senate. The Faculty Senate may agree with the recommendation or suggest an alternative course of action. The provost's recommendation and that of the Faculty Senate will be forwarded to the president by the provost. The president may request the Faculty Senate to develop a proposal for staff reduction to the extent the president shall stipulate.

3. Designation of Faculty Members to Be Terminated

The Faculty Senate shall recommend to the provost which faculty members shall be terminated or reduced to part-time, taking into account only the following considerations: (1) the relative qualifications of respective faculty members to teach the courses necessary to the program, and (2) the relative seniority of respective faculty members in terms of the following and in the following order of importance: tenure, years of service to the university, rank, years in rank. The provost's final recommendation to terminate a faculty member is sent to the president.

4. Notification

Upon receipt of a recommendation from the provost, the president shall notify the faculty member(s) to be terminated, along with the date of termination, in accordance with guidelines specified in Chapter 4: Dismissal for Adequate Cause ([hyperlink to Chapter 4: Dismissal for Adequate Cause in this document](#)).

5. Appeal

Upon receipt of notice of impending termination because of program discontinuance or reduction, a faculty member shall be entitled, at their request, to a hearing by the Grievance Committee in the manner described in Chapter 5: Grievance Committee Procedures ([hyperlink to Chapter 5: Grievance Committee Procedures in this document](#)). The issues in this hearing may include: The existence and extent of the condition of insufficient need for services. The burden will rest on the administration to prove the existence and extent of the condition. The findings of the Faculty Senate in a previous proceeding involving the same issue may be introduced.

- a. The validity of the educational judgments and the criteria for identification for termination, but the recommendations of the Faculty Senate on these matters will be considered presumptively valid.
- b. Whether the criteria are being properly applied in the individual case.

6. Rights to Reappointment

If the university terminates appointments because of program discontinuance or reduction, the place of the faculty member concerned will not be filled by a replacement within three years, unless the released faculty member has been offered reinstatement and a fifteen-day period within which to accept or decline it.

7. Rights to Reassignment

Before notice of intention to terminate an appointment because of program reduction or discontinuance is issued to a faculty member, the university:

- a. In the case of a non-tenured member, may, at its own discretion, make an effort to place the faculty member concerned in another available position for which the faculty member is qualified, but the university shall not be bound to make such an effort, and
- b. In the case of a tenured member, the university shall be bound to make a reasonable effort to place the faculty member concerned in another available position for which the faculty member is qualified.

8. Terminal Salary or Notice

In all cases of termination of appointment because of insufficient need for services, the faculty member concerned will be given notice or severance salary not less than as prescribed above in Section Dismissal for Adequate Cause, 2. Procedure, Paragraph u. Terminal Salary or Notice

C. Review

In all cases of termination of appointment, the Board of Trustees will be available for ultimate review.

Leaves of Absence: Policies and Procedures

Leaves of Absence

Leaves of absence are a means by which a full-time faculty member's teaching effectiveness may be enhanced, their scholarly usefulness enlarged, and the university's academic program strengthened and developed.

The major purpose of granting leaves of absence is to provide faculty the opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, and travel. Occasionally, leaves are granted for projects of direct benefit to the institution and for public or private service outside the university. Ordinarily, the university grants leaves of absence without pay for periods of up to one year.

All evidence that the leave will increase individual effectiveness or produce academically or socially useful results shall be considered in evaluating and approving applications.

Even though the faculty member on leave is expected to return to the university, should they resign while on leave, they should give notice according to accepted standards (not later than May 15 or 30 days after receiving notice of reappointment for the next year).

Requests for leaves of absence shall be made to the provost after consultation with the school/college dean. The request will be forwarded to the UIW President for action. The precise terms of the leave of absence shall be in writing and shall be given to the faculty member prior to the commencement of the leave.

To avoid difficulty in the adjustment of programs, faculty members should file all requests for leave not later than December 20 of the preceding academic year, and by October 15 in the case of sabbatical leave.

Additional details related to leaves of absence can be found in the UIW Employee Handbook (<https://my.uiw.edu/hr/employee-handbook.html>) and the UIW Human Resources webpage (<https://my.uiw.edu/hr/leave-of-absence.html>).

Nine-Month Faculty Family and Medical Leave Policy

This UIW Faculty Family and Medical Leave Policy applies to full-time faculty members who are on a nine-month contract whose duties are primarily instructional and whose work hours may vary from day to day with the academic calendar and with their individual teaching/advising/professional development schedules. Further, this Policy applies to full-time faculty members during the effective dates of the 9-month contract. Full-time faculty members who are on a 12-month contract are subject to the 12-month Faculty Leave Policy that follows the 9-month policy below.

Sick Leave

Faculty members are provided with eight hours per month of sick leave. A maximum of up to 480 hours may accrue.

Leave of Three Days or Less

Faculty members are not required to submit documentation for occasional absences due to sickness or emergencies of three days or less. They are, however, expected to report their absence to their dean and negotiate arrangements for coverage of their classes and other duties.

Extended Absence

It is UIW's policy to work closely with full-time faculty members and their families when qualifying Family and Medical Leave Act (FMLA) events occur.

Personal Unpaid Leave

For situations that do not fall under the FMLA, faculty members may request an unpaid leave of absence for up to thirty (30) calendar days. The request must be in writing and submitted to the dean and approved by the provost.

Extension of Leave After FMLA-Approved Leave Ends

UIW will evaluate timely requests submitted by an employee on an individual basis and grant reasonable extensions of leave in compliance with the ADA, ADAAA, and other applicable laws. General information about the ADA and ADAAA may be found on the official Americans with Disabilities Act website (<http://www.ada.gov/>.) If all of the above benefits are exhausted, the University of the Incarnate Word is committed to working with the faculty member to assist in the transition to long-term disability or to retirement.

Twelve-Month Faculty Leave Policy

This Leave Policy applies to full-time faculty members who are on a 12-month contract.

Planned Absences

When planned absences arise, such as Vacation Leave, faculty members are expected to report their scheduled absence to their dean in advance. They must then make arrangements with their dean for class coverage or make up the absence with an alternative learning experience or other duties as assigned by the dean. In the case of an absence from a scheduled clinic, the director of the clinic must also be notified in a timely manner.

Unplanned or Emergency Absences

Unplanned or emergency absences for which no advance notice is feasible and where advance arrangements were not possible should be reported as soon as practicable to the dean and/or the dean's designee. In the case of an absence from a scheduled clinic, the director of the clinic must also be notified as soon as practicable.

Absence in Excess of Three Days and the Family and Medical Leave Act

When serious illness or injury occurs, or for other reasons as defined by the Family and Medical Leave Act (FMLA), requiring absence in excess of three days, faculty must contact the UIW Office of Human Resources to determine eligibility for coverage under FMLA. When the leave is foreseeable, thirty days' advance notice of the need for leave and certification supporting the request are required from the faculty. FMLA leave entitlement permits eligible employees to take up to 12 weeks of leave in a rolling 12-month period measured backward from the date of any FMLA leave usage. FMLA also includes a special military family leave entitlement that permits up to 26 weeks of leave to care for a covered service member during a rolling 12-month period. Helpful information about FMLA, including descriptions of qualifying events, may be found at <http://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf>.

Professional Development Leave

Faculty members are provided up to ten days of paid Professional Development Leave per fiscal year to pursue professional interests outside of the university context that are not otherwise being remunerated. Professional Development Leave may include, but is not limited to, undertakings that will enhance professional traits and/or is in furtherance of the mission of the university and the professional school, such as conferences, classes, special training opportunities, etc. Professional Development Leave must be requested in advance and must be approved by the department chair and the dean. The department chair and dean will consider, among other factors, potential conflict with direct service to the school, such as school or university events, regular assignments, student interactions, classroom teaching, or clinical rotations. If approved, appropriate coverage for these activities must be arranged and approved in advance by the department chair. Professional Development Leave does not accrue.

There are circumstances where faculty members may pursue an undertaking within the scope of the professional context that provides remuneration. In such instances, while the Professional Development Leave time may be approved, the dean maintains discretion in deciding whether the leave will be Professional Development Leave or Vacation Leave. The dean will consider, among other factors, potential conflict with direct service to the school, the amount of remuneration, and the goodwill to be gained by the school.

Vacation Leave

Faculty members accrue 13.33 hours per month of paid vacation per fiscal year, the equivalent of 160.00 hours or 20 days. However, a maximum of 40 hours (five days) may carry over from year to year. Thus, faculty members will not accrue over 200 hours or five weeks at any time during the fiscal year. For example, if a faculty member has 200 hours on May 31, then on June 1, their balance will remain at 200 hours, and the monthly accrual will not be added to the balance.

Faculty members are permitted to use (completely or incrementally) all allotted 160 vacation leave hours at the start of each fiscal year (June 1). If the faculty member terminates employment during the fiscal year, vacation leave earned will be compared with the vacation leave hours already used by the faculty member. If the number of vacation leave hours earned exceeds the amount used, the faculty member will be paid accordingly. If the number of vacation leave hours used exceeds the amount earned, an appropriate deduction will be made to the faculty member's final paycheck.

Sick Leave

Faculty members are provided eight hours per month of sick leave. A maximum of up to 480 hours may accrue.

Holidays

Faculty members are provided the following UIW holidays (specific dates are published annually by the UIW Office of Human Resources), unless it is determined by the dean that it is not feasible for the faculty member to take leave on

the particular holiday. This may occur, for example, if a faculty member is scheduled in a clinic that will have operating hours on the particular holiday. In such an instance, the faculty member will be provided an alternative date by the dean on which he/she may take the holiday leave.

Sabbatical Leave of Absence: Policies and Procedures

The University of the Incarnate Word, recognizing the necessity for full-time faculty members with the ranks of assistant, associate, or full professor, to acquire and develop experiences to enrich their teaching or professional competency or to secure uninterrupted time for scholarly activity (research and/or application), supports the principle of sabbatical leave. The purpose of the sabbatical should be directly related to professional growth: time on sabbatical leave must be used to enrich the faculty member, enhance their role within the university, and benefit the institution in ways that align with the mission.

Examples of sabbatical projects include, but are not limited to, significant research, creative work, or participation in a program that is judged to be of equivalent value, such as another program of study, an organized experiential program, or an exchange in teaching responsibilities with a faculty member at another college or university. The sabbatical project should align with scholarship activities appropriate for the academic discipline and in line with the faculty member's expertise/scholarship. Sabbatical leave cannot be used to work on a doctorate except in exceptional circumstances.

Nine-month faculty may be granted a sabbatical for half a contract year (fall or spring semester) or for one contract year (fall & spring). Twelve-month faculty would be granted a half-contract year or a full-contract year, with consideration of the program's calendar terms, as appropriate for the department's course scheduling. Applicants must indicate their requested leave term (half or full contract year) at the time of application. The specific semester is negotiated between the faculty member and the Dean of their school/college to accommodate program needs. The sabbatical term should align with the program terms/schedule.

Eligibility Criteria for Full-Time Faculty with Tenure Appointments

At the time of application, the faculty member must:

- have a full-time faculty appointment and a faculty contract (9 or 12 months)
- have attained tenure
- have completed a minimum of six years of consecutive employment in a full-time position, as an assistant/associate/full professor, at UIW

NOTE: The faculty member must maintain their faculty appointment and faculty contract during the sabbatical term and commit to return to the university for a minimum of one year following the completion of the sabbatical leave (the academic year following the award year).

Faculty members who have been awarded a sabbatical are eligible to apply for subsequent sabbaticals after completing a minimum of six years of consecutive employment in a full-time position following the prior sabbatical leave. Years of service are based on academic years.

Eligibility Criteria for Full-Time Faculty with Non-Tenure-Track Appointments

At the time of application, the faculty member must:

- have a full-time faculty appointment and a faculty contract (9 or 12 months)
- have completed a minimum of six years of consecutive employment in a full-time position, as an assistant/associate/full professor, at UIW

NOTE: The faculty member must maintain their faculty appointment and faculty contract during the sabbatical term and commit to returning to the university for a minimum of one year following the completion of the sabbatical leave (the academic year following the award year).

Faculty members who have been awarded a sabbatical are eligible to apply for subsequent sabbaticals after completing a minimum of six years of consecutive employment in a full-time position following the prior sabbatical leave. Years of service are based on academic years.

Limit of-Awarded Sabbaticals

Regardless of the length of leave granted to an individual faculty member, the university will normally grant sabbatical leave in any given academic year to no more than 3% of the total full-time teaching faculty.

Benefits

Sabbatical leaves provide full salary for half the contract year or half salary for the full contract year. Normal raises and benefits will not be withheld during the sabbatical leave. Moreover, while the faculty member is on sabbatical leave, they and the university will continue to pay their respective shares toward retirement, group life, health insurance, and Social Security. Time on sabbatical leave counts toward promotion unless the faculty member and the university agree in writing to waive this provision at the time the leave is granted.

Application Timeline Overview

It is strongly recommended that applicants notify their dean of their intent to apply before preparing the sabbatical application, so that any preliminary concerns or limitations may be addressed. The timeline includes deadlines for the application review and notification process.

- September 1: Applicants provide the sabbatical application to the dean.
- September 15: Deans provide applicants with the Dean's Statement of Support and Confirmation of Coverage form.
- October 1: Applications due to the Office of the Provost
- November 1: The Faculty Affairs Committee provides recommendations to the provost.
- December 15: The provost sends applicants notification of sabbatical award decisions, copying the respective dean.

Application Submission Process

The faculty member must submit a formal application for sabbatical leave to the Provost's Office by October 1 using the application template. The Office of the Provost shall notify the applicant's Dean, Chair of the Faculty Affairs Committee, and the applicant of receipt of the submission. The Provost's Office will retain the original applications and will forward copies to the Faculty Affairs Committee Chair. Incomplete applications or those not using the approved sabbatical template will not be considered. Faculty Affairs will review all completed applications. The provost will review all applications and the Faculty Affairs recommendations in determining approval recommendations to be presented to the president.

The university will be expected to absorb the teaching load of the individual on leave; therefore, the applicant is expected to consult the college/school Dean and key members of the discipline/program involved with scheduling, such as the program director, program chair, and/or other pertinent administrators, by September 1 with their intent to apply. By September 15, the applicant's Dean shall provide the applicant with a statement of support that includes an assessment of the proposed sabbatical project and a statement of support or non-support. The provided form includes a narrative for the reasons of support or non-support.

The current UIW Sabbatical Leave Application and the Dean's Statement of Support and Confirmation of Coverage Form are posted on the UIW Faculty Senate webpage (<https://my.uiw.edu/facultysenate/forms1.html>).

Review

The evaluation rubric lists the evaluation criteria and provides both quantitative and qualitative feedback. The Faculty Affairs Committee shall review sabbatical applications in two phases.

Phase 1: Faculty Affairs members complete an independent review of each application using a scoring rubric with the specified evaluation criteria. Individual scores and qualitative feedback are submitted to the Faculty Affairs Committee Chair, who aggregates the information by applicant.

Phase 2: The Faculty Affairs Committee meets to collectively review each applicant using the scores and qualitative feedback from Phase 1 as a starting point for discussion. Faculty Affairs Committee members are expected to contribute to the discussion by addressing discipline-specific considerations to inform the review. The Faculty Affairs Committee prepares a list of the applicants in order of recommendation for award. The list will include a summary statement of the strengths and/or areas for recommended development to provide feedback to the applicant. This statement will be included in the decision letter that the applicant receives from the provost. By November 1, the Faculty Affairs Committee will provide its written recommendations to the provost.

TABLE 5: Sabbatical Application Review Criteria

Criteria	Scoring
Years of Teaching at UIW	6-14 years= 1 pt 15+ years= 2 pts
Academic Rank	Associate Professor= 1 pt Full Professor= 2 pts
Previous Sabbatical	Granted previous sabbatical= 1 pt No previous sabbatical= 2 pts
Purpose of Sabbatical - Goals/Outcomes - Clarity and comprehensiveness of the narrative	1-5 pts, 5 is the highest
Timeline of Sabbatical Project timeline (scope & viability)	1-5 pts, 5 is the highest
Preparation & Qualifications The applicant has the research, publications, and training necessary to successfully complete the project.	1-5 pts, 5 is the highest
Benefit to the Faculty The project will increase the applicant's competence (in teaching and/or scholarship)	1-5 pts, 5 is the highest
Benefit to the University The project will benefit the institution	1-5 pts, 5 is the highest
The project aligns with the mission	1-5 pts, 5 is the highest
Statements of Support If this work involves colleagues, programs, or organizations, include agreements or statements of support.	Yes No N/A
Dean's Statement of Support & Confirmation of Coverage	Yes No
Does the proposed project require dedicated time (a sabbatical) to complete?	Yes No Perhaps
Overall Comments	

Determination

The Faculty Affairs Committee will select two members to join the Chair in a meeting with the provost to review the list of recommendations. The provost will submit a final recommendation for sabbatical awards to the university President. The Provost and the President determine sabbatical awards and do not require a vote by the Board of Trustees.

Notification

The Office of the Provost shall notify the applicants of the approval or denial of sabbatical leave no later than December 15th. The applicants' deans should be copied on the decision notification. Faculty who are not selected may solicit feedback from the provost.

Deferment in the timing of the sabbatical will be considered only in extenuating personal or departmental circumstances, and approval is at the discretion of the provost. When a modification to the scheduling of a sabbatical leave is considered necessary, the faculty shall meet with their dean (and the department/program chair, if applicable) to determine an alternative timeline. Then, the faculty will submit a formal written request to the provost (copied to the dean), stating the reasons for the requested modification. If approved, a mutually agreed schedule will be developed. The provost will reply in writing. If the approved sabbatical leave cannot be completed in the academic year granted or the subsequent year (with the provost's approval), then the applicant will need to reapply for a sabbatical leave.

Obligations of Sabbatical Recipients

The recipient of a sabbatical leave incurs four obligations:

1. To make every reasonable effort to fulfill the terms of their sabbatical.
2. To return to the university for a minimum of one year following the completion of the sabbatical leave (the academic year following the award year).
3. To complete the *Sabbatical Leave Award Reporting Form* and submit it to their Dean and the Provost for review and inclusion in their file within the first four weeks of the semester following the sabbatical leave. The current form is posted on the UIW Faculty Senate webpage (<https://my.uiw.edu/facultysenate/forms1.html>).
4. Faculty are expected to disseminate their work both through regular publication and presentation venues as well as an internal forum at UIW (e.g., the Provost's Office Sabbatical Presentation event, UIW Excellence Summit, or another appropriate opportunity). Plans for dissemination will be included on the Sabbatical Leave Award Reporting Form.

CHAPTER 5: FACULTY EVALUATION SYSTEM

The Philosophy of Evaluation at the University of the Incarnate Word

The University of the Incarnate Word (UIW) is committed to a continuous improvement system of performance for all members of the faculty, administration, and staff. The system's objectives include challenging, realistic, measurable, and integrated review and development practices. Regular performance evaluations are essential for responsible, accountable actions aimed at the continuous improvement of university employees' performance and the achievement of professional goals. Theoretically, this continuous improvement process should lead to personal satisfaction and a higher degree of achievement in faculty performance at the university.

A new faculty member is hired after a search process that includes consultation with faculty members in and beyond the discipline, administrators, and the Vice President for Mission and Ministry (or designee). Given this process, when the university formally offers an employment contract, it does so with confidence that the individual will be able to be successful. The annual evaluation system and university resources offer feedback and support for continuous improvement in performance.

The deans have a central role in evaluating faculty and overseeing mentoring to support their success. In certain cases, when approved by the provost, assistant deans or chairs may assist in the evaluation process.

The voluntary mentoring program is one resource available to new faculty in preparing for evaluations. For the first year, deans assign a school/college mentor who will offer support to the new faculty member on matters of faculty development and evaluation, such as integrating into the mission, culture, and procedures of the school/college, preparation for promotion and tenure, participation in service and professional opportunities, connecting with new faculty across campus, etc.

Reward and Pay Policy Statement

The University of the Incarnate Word's compensation and benefits programs are aligned with the university's Mission, goals, and objectives. At the same time, these programs will recognize and affirm the dignity of all employees, ensure equity, compare favorably with the marketplace, and enhance the university's ability to recruit and retain competent employees.

Policy

Annual salary increases are based on performance achievement, equity adjustments (when approved in the yearly budget), and rewards for exceptional performance identified by the provost or president. There is an additional increase for faculty approved for promotion in rank.

Process

In the fall, the UIW president, provost, and vice presidents develop the budget for the coming year for approval by the Board of Trustees. This includes an amount that specifies the possible percentage increase available for the contracts of all employees. The UIW president, provost, and vice presidents decide how much is allotted for merit awards for performance achievement and any equity. Faculty prepare their Faculty Self-Inventories (FSIs) for submission to their deans by the Friday after grades are due in December. In early January, the deans evaluate faculty performance and recommend merit raises to the provost. If equity is budgeted, the Provost and the Vice

President for Business and Finance review the National Faculty Survey published by the College and University Professional Association for Human Resources and provide a summary report of recommendations for equity pay for the deans and the Faculty Senate. The provost consults with the deans on any proposed equity adjustments and then submits merit and equity recommendations to the president for final approval. After the Board meets in March/April, faculty contracts are issued reflecting salary increases. Salary increases for those approved for promotion in rank will also be reflected in the faculty contracts.

The Faculty Evaluation System (FES)

The Faculty Evaluation System provides expectations and support for university faculty's continuous improvement and requires a partnership between faculty and administration for implementation and assessment. The FES applies to pre-tenure, post-tenure, and non-tenure track full-time faculty. The FES enables a faculty member to set goals for their professional career and is guided by the objectives of the discipline, school/college, and the university, in collaboration with the dean. It is a flexible system, responsive to new opportunities that may emerge for both the faculty member and their discipline/school/college.

The Faculty Evaluation System consists of the following components:

- A. University Standards for Faculty Performance (general university and specific discipline, school/college standards)
 - 1. Teaching Effectiveness
 - 2. Scholarship
 - 3. Service
 - 4. Professional Activities
 - 5. Institutional Fit
- B. Faculty Evaluations & Evaluation Materials.
 - 1. Dean Evaluation of First-Year Faculty/Dean Annual Evaluation of Faculty
 - 2. Peer Evaluations
 - 3. Faculty Self-Inventory
 - 4. Mid-Point Review (formerly Third-Year Review) for Faculty Seeking Tenure and/or Promotion
 - 5. Promotion and Tenure Evaluation for Faculty Seeking Tenure and/or Promotion
 - 6. Promotion Evaluation for Instructors
- C. Reward and Pay Policy

University Standards for Faculty Performance

The objective of the University General Standards for Faculty Performance is to provide a current statement of duties and responsibilities applicable to all university faculty. These standards should serve as a foundation for developing specific standards by rank and discipline in each school/college. The standards are used as a guide when documenting faculty performance of duties and responsibilities.

The Mission of the University of the Incarnate Word has historically emphasized the education of the whole person and the primary role of faculty as teacher. Other roles involve research and service support that extend the teaching function. Consequently, UIW has always defined scholarship broadly and identifies itself with the four-

part Boyer model, which includes the scholarship of discovery, teaching, integration, and application. As a doctorate-granting university, UIW values a diversity of approaches to scholarship while maintaining its historical focus on the scholarship of teaching. Productivity in the area of scholarship must be evaluated in the context of the breadth of activities in which UIW faculty engage. Scholarly efforts at UIW are balanced with a heavy teaching load and a significant service obligation.

These standards for faculty performance also must be flexible enough to accommodate the specialized needs of disciplines, the university's growing expectations of faculty as they progress in rank, and the talents and interests of individuals. Any standards developed within disciplines and/or the school/college are derived from these general standards and serve to customize, rather than supersede them. Standards of performance in externally accredited programs must align with the accreditation body. For a given academic year, faculty members are evaluated based on performance standards approved by the end of the previous academic year.

The following procedures must be observed in formulating and amending any discipline- and/or school/college-specific standards.

1. A working draft of the standards or amendments to the standards must be circulated among faculty affected at least two weeks prior to discussion.
2. The standards or amendments must be discussed at a meeting of the entire discipline, school/college.
3. To be adopted, the standards must be approved by a majority of the full-time faculty in the discipline, school/college.
4. The new standards must be publicly disseminated in the minutes of the discipline, school/college, and to the Faculty Affairs Committee (FAC). The FAC will review the proposed standards or amendments for consistency with university standards. If FAC determines that the proposed standards supersede the university standards, specific feedback and suggestions for revision will be provided to the school/college to support continued development and resubmission to FAC. If FAC finds that the proposed standards align with the university standards, the proposed standards will be forwarded to the Faculty Senate for endorsement.

Each year, faculty members complete a Faculty Self-Inventory (FSI) that addresses teaching effectiveness, scholarship, service, professional activities, and institutional fit. The deans complete an annual evaluation of the faculty, which is added to the same FSI document. Together, the faculty member and the dean agree on faculty goals and identify the means for evaluating related activities. They will also consider workload distribution beyond the minimum guidelines for the four areas: teaching effectiveness (40%), scholarship (20%), service (15%), and professional activities (5%). Overall, faculty must show evidence of satisfactory competence and growth in all four areas.

The following sections outline the university standards for faculty on teaching effectiveness, scholarship, service, professional activities, and institutional fit. Each section includes guidance, relevant standards, and examples. Additional resources are provided in Appendix 8: Format for Tenure/Promotion Portfolio and Checklists/Self-Evaluation Form Checklists ([hyperlink to Appendix 8 in this document](#)). This information should guide the preparation of the annual Faculty Self-Inventory (FSI) and promotion and tenure application materials. These processes are also described in greater detail in the Faculty Evaluations and Evaluation Materials section of this chapter.

General Standards for Faculty Performance: Teaching Effectiveness

Teaching at UIW: A Reflective Practice

Teaching is the primary focus of the faculty role at the University of the Incarnate Word and a significant portion of the faculty workload. We believe that effective teaching is an evolving process that must be supported through effective hiring, mentoring, and ongoing faculty development. Faculty development includes the regular evaluation of teaching effectiveness. Evaluation of teaching effectiveness is a complex activity that should not be reduced to a set of numbers. The examples of teaching activities provided are meant to guide faculty as they reflect upon their teaching effectiveness. A comprehensive evaluation requires input from multiple perspectives, including self-reflection, peers, students, alumni, and administrators. The outcome sought is growth in teaching practice. The primary responsibility for describing efforts to improve teaching rests with the individual faculty member and requires ongoing reflection upon and documentation of instructional quality and activities designed to improve teaching practice.

It is expected that faculty members engage in reflective teaching practices throughout their academic careers, documenting such annually with the Faculty Self-Inventory and at periodic milestones in the tenure and promotion process. The New Faculty Mentoring Program, the Center for Teaching and Learning, peers in the discipline and colleges/schools, and academic deans are resources in thinking about the many ways that teaching excellence can be developed and documented. This model is intended to guide faculty in reflective teaching practices and documenting development over time.

Holistic Model of Teaching Effectiveness: Boyer Model

Effective teaching results from several interacting elements. Effective teachers have a philosophy of teaching - a set of beliefs about the nature of the learner, how and where learning occurs, how learning is measured, and the instructor's role in helping learning take place. These beliefs inform the decisions a teacher makes in designing and delivering a course and in interacting with learners. In brief, a teacher needs to possess subject-matter expertise, be able to plan ways to facilitate learning of the specific content and effectively deliver and assess content that actively engages students in the learning process. While student engagement will be demonstrated largely through thoughtful instructional design and delivery, there is also value in faculty members reflecting on the relational aspects of the learning environment. For purposes of evaluating teaching effectiveness, the four elements of the Boyer model are not equally weighted, nor do they have a numerical scale. The elements (Content Expertise, Instructional Design, Instructional Delivery, and Student Engagement) are interacting parts of a whole. We believe that intentional reflection about each area will help faculty improve their teaching practice over time. The model does not assume differences by faculty rank or by level of teaching, as effective teachers will show evidence in each of the elements of the model. The elements of effective teaching apply to all kinds of learning environments such as face-to-face classroom teaching, online teaching, lab and studio teaching, and field-based/clinical teaching. The rest of this document describes each element and the range of data and evaluation sources that could be gathered and documented regarding teaching.



Content Expertise

We seek to hire faculty who are discipline experts and who can effectively convey the discipline to students. In the category of content expertise, faculty should demonstrate that they keep up with the discipline and develop coursework that fosters learning about the discipline's language, theories, and best practices. Content expertise will be documented in the faculty member's CV and FSI.

Examples of Evidence: Faculty may demonstrate content expertise in a number of ways. Regular attendance at discipline-specific conferences (or other professional development events) is a way to remain current with emerging knowledge and practices in the discipline. Working on an advanced degree is another way. Certainly, an active scholarly agenda related to one's discipline would indicate currency in the field, as would continuing professional practice or specialty certification. Mentoring students in research projects or serving as a content expert on a thesis/dissertation committee could demonstrate content expertise. Leadership in curriculum development is another way to demonstrate content expertise.

Instructional Design

A content expert must be able to design learning activities and course materials appropriate to the content and that will help students master the course objectives. Effective design includes creating a challenging intellectual environment and incorporating activities and evaluation strategies that help students develop higher-level thinking. Instructional design skills are best evaluated by peers, both within and outside the faculty member's department.

Examples of Evidence: Course outlines are sources of information that indicate a faculty member's understanding of human learning and of best practices for facilitating and evaluating learning in a specific discipline. Course materials could include assignment descriptions, rubrics, checklists, or other materials to guide student performance. Evaluation criteria will be clearly stated and fairly implemented. Faculty might describe how a course was revised based on feedback or new research on teaching in the discipline. A faculty member might be a leader in designing instructional modalities or using technology effectively. Facilitating professional learning sessions or workshops on best practices in teaching the discipline could demonstrate instructional design expertise. Collaborating across disciplines to develop new or innovative courses might indicate thoughtful design. Service-learning projects could be evidence of thoughtful instructional design.

Instructional Delivery

The faculty member must be able to teach the course effectively. Effective teachers demonstrate enthusiasm for their work; they are prepared for class, communicate clearly, and provide timely feedback. Effective teachers can modify instructional strategies as they evaluate students' progress in the course. Effective teachers will use a variety of strategies, including the creative use of technology appropriate to the course and the discipline. Students are a source of data on instructional delivery skills; to some degree, students can also provide reliable information on design skills. Faculty peers are a good source of evaluation about instructional delivery.

Examples of Evidence: Student evaluations are a source of evidence about instructional delivery and include information on enthusiasm, communication, preparation, and student feedback. Peer and dean observations can also provide evidence of these aspects of teaching effectiveness. The faculty member could describe cases in which instructional strategies were altered to address students' concerns during a course or following student/peer feedback. The faculty could describe changes to a course that resulted from professional development such as attending a workshop on effective teaching.

Student Engagement

Actively engaging students in the learning process is a powerful strategy to facilitate academic success. While student engagement will be demonstrated largely through thoughtful advising and instructional design and delivery, there is value in faculty members reflecting on the relational aspects of the learning environment. Students, alumni, and peers are good sources of information about student engagement. Faculty who approach advising from a developmental perspective demonstrate evidence of concern for student engagement.

Examples of Evidence. The faculty member will set high standards and provide support systems, such as early and frequent feedback, so that dedicated students have a reasonable chance of success. Faculty will be able to demonstrate the multiple ways and opportunities planned for students to participate in the learning environment. For example, a faculty member might describe how they use technology to support instruction or students' needs. Descriptions of service-learning projects, collaborative research, or study abroad courses could be evidence of student engagement. Student evaluations will report that faculty are respectful and available. Faculty might describe collaborative research projects or mentoring activities that encourage student participation or enrich educational experiences, such as study-abroad or service-learning projects. Examples of effective advising demonstrate student engagement.

Examples of Teaching Activities

- A. Prepare course syllabi/outlines that define course objectives that are clear, realistic, measurable, and achievable, and which identify important questions in the field of study.
- B. Apply the necessary knowledge, skills, resources, and understanding of current scholarship to achieve the course objectives.
- C. Employ methods appropriate to course objectives and be able to modify procedures in response to unforeseen change when necessary.
- D. Utilize a suitable style and effective organization to communicate the course information with clarity and integrity.
- E. Foster a learning environment that promotes student success and allows students to achieve the course objectives.

- F. Evaluate their own work, using evaluations and feedback to improve the quality of future teaching.
- G. Prepare course assignments and assessments as well as provide feedback within a reasonable timeframe.
- H. Properly evaluate student achievement according to the criteria communicated to students at the beginning of each course.
- I. Conduct respectful relationships with students both in and outside the classroom.
- J. Advise assigned students (and others within their discipline when necessary) regarding degree/program requirements, course sequencing, classroom performance, and registration.
- K. Provide appropriate counsel to students regarding career opportunities, university policies, campus interactions, etc.
- L. Inform the library personnel of desired and necessary additions to the library resources.
- M. Other requirements specific to the discipline, school/college.

Teaching Effectiveness Guidelines for the Annual Evaluation (FSI) & Promotion and Tenure

Faculty will document evidence of teaching effectiveness on the Faculty Self-Inventory (FSI). At the time of mid-point (formerly known as the third-year) and tenure/promotion reviews, faculty will include a reflective narrative that demonstrates a commitment to continued growth in their teaching practice.

The annual evaluation of teaching effectiveness is included in the FSI. Examples of evidence are provided in the following table. These examples offer guidance but are not exhaustive.

TABLE 6: Annual Evaluation of Teaching Effectiveness

Ratings for the Teaching Effectiveness section of the FSI will be indicated as follows:

- Excellent = 4 of the 4 areas sufficiently met
- Very Good = 3 of the 4 areas sufficiently met
- Satisfactory = 2 of the 4 areas sufficiently met
- Need for Improvement = 0-1 of the 4 areas sufficiently met

NOTE: The following lists provide examples of evidence but are not meant to be exhaustive lists of activities.

Teaching Effectiveness Areas	Examples of Evidence
Content Expertise <u>Questions to be answered:</u> Does the course content foster learning about the language, theories, and best practices of the discipline? Is the faculty member keeping up with the discipline?	• Completes advanced coursework and/or training • Attends discipline specific professional development • Demonstrates professional practice • Updates courses to reflect changes in discipline • Participates in curriculum development • Service on thesis or dissertation committee in area of expertise • Recognized as a content expert in the discipline • Leads program curriculum revision efforts • Leads development activities for faculty or practice colleagues in the discipline • Participates in discipline-specific development activities • Participates in discipline-related scholarship
Instructional Design <u>Questions to be answered:</u> Are the course materials appropriate for the content? Is the faculty member incorporating activities and evaluation strategies to develop student learning?	• Responds to feedback in course design and delivery • Designs courses specific to desired course outcomes, learning theory, best practices in the discipline • Revises courses (assignments, exams, projects, grading schemas) based on feedback / learning theory / development of discipline • Serves as a consultant in instructional design/best practices in teaching the discipline • Has been awarded funding for teaching improvement project
Instructional Delivery <u>Questions to be answered:</u> Does the faculty member demonstrate effective preparation and communication? Does the faculty member modify instructional strategies in response to students' instructional needs? Does the faculty member use a variety of strategies, including the creative use of technology appropriate to the course and discipline?	• Receives student evaluations at or above school/college expectations • Receives classroom observations (peer/dean) at or above school/college expectations • Attends professional development on teaching effectiveness • Uses technology in ways that increase student interaction with peers, the material and/or the instructor • Leads professional development events (workshops, seminars, presentations, etc.) on pedagogy in discipline • Has been awarded funding for teaching improvement project • Develops and varies instructional delivery • Communicates effectively in instructional delivery (oral and written)
Student Engagement <u>Questions to be answered:</u> Does the faculty member strive to actively engage students in the learning process to facilitate learning? Does the faculty member consider the relational aspects of the learning environment? Does the faculty member provide advising/mentoring that promotes student engagement in learning experiences?	• Creates an active, challenging, and safe intellectual environment • Promotes active student interactions during instruction • Plans course activities that help students achieve the course objectives appropriate to the modality of instruction • Promotes students' critical thinking and problem-solving • Demonstrates respect and courtesy when interacting with students and varied perspectives • Responds effectively to student questions • Is available and accessible to students • Advises and/or mentors effectively • Maintains office hours/willing to tutor as needed • Develops enriching educational experiences such as study abroad, service-learning projects or field experiences • Engages in collaborative research projects with students

General Standards for Faculty Performance: Scholarship

Consistent Scholarship Progress

The general expectation for all full-time faculty is that they engage in scholarship activities each year that contribute to their discipline, profession, clinical practice, or interdisciplinary area of interest and that build toward promotion and tenure. In consultation with colleagues and the dean, faculty are urged to develop a scholarship agenda that requires developing a specific area of expertise and sharing that expertise with the broader professional community.

Scholarship: Boyer Model

The Boyer Model of Scholarship provides examples of four areas of scholarly activity: the scholarship of teaching, the scholarship of discovery, the scholarship of integration, and the scholarship of application, practice, and engagement. This list is intended to provide guidance but is not exhaustive.

Scholarship of Teaching

- A. Developing new teaching materials, evaluating and documenting new methods of instruction, and developing and documenting techniques to evaluate the effectiveness of the instruction
- B. Documenting activities regarding pedagogy and/or teaching techniques, written evaluation of teaching materials, and development of outcome assessment tools
- C. Developing, applying, and documenting service-learning activities that enhance student learning outcomes and contribute to the university's mission
- D. Contributing to the discipline, school/college by participating in program initiatives such as program reviews, feasibility studies, assessment, developing/revising program promotion materials, new course or curriculum development
- E. Other scholarship of teaching approved by the discipline, school/college

Scholarship of Discovery

- A. Authoring, creating, publishing, or having accepted for publication, appropriate pieces of new scholarly and/or creative work
- B. Conducting ongoing research activities
- C. Grant awards in support of research or scholarly activities
- D. Creation of original works or activities for performance
- E. Other scholarship of discovery approved by the discipline, school/college

Scholarship of Integration

- A. Preparing comprehensive articles, monographs, etc., participating in curricular innovation, conducting interdisciplinary seminars/professional development, integrating performance activities, writing textbooks/case studies
- B. Grant awards in support of interdisciplinary projects

- C. Interdisciplinary collaborations on projects, programs, or service-learning
- D. Other scholarship of integration approved by the discipline, school/college

Scholarship of Application, Practice, and Engagement

- A. Applying one's technical and professional knowledge in such activities as: contract research, consultation, technical assistance, policy analysis, and program evaluation
- B. Performance or exhibition of creative work
- C. Securing scholarships or other funds for students from external sources
- D. Organization of professional development (e.g., workshops, seminars, or symposia) in one's area of professional competency for a group of professionals
- E. Presentations of in-service or continuing education programs
- F. Creation of products, patents, licenses, and copyright activities
- G. Other scholarship of application approved by the discipline, school/college

Categories and Levels of Scholarship Activities

The Scholarship Grid organizes common scholarship activities into four categories (1. Publications/Productions, 2. Presentations, 3. Grants, 4. Application/Practice) and three levels (Levels 1, 2, 3). The scholarship activities noted on the grid are illustrative, not exhaustive. Disciplines may suggest supplemental lists to reflect the most relevant activities in their area. Individuals in consultation with their dean may document a particular activity with an explanation, for example, of why a listed level activity should be upgraded to the next level.

The Scholarship Grid is referenced when reviewing scholarship for faculty evaluation, including the annual FSI evaluation and promotion and tenure applications.

Additional Scholarship Guidance and Terminology

Documenting Quantity and Quality of Scholarship Progress

The faculty member's pattern of scholarship is reviewed annually and at stages of promotion and tenure evaluation, including mid-point reviews (formerly known as the third-year review) and applications for tenure and promotions in rank. Individuals, in consultation with their dean (and any developed discipline-specific criteria), document their scholarship progress. The documentation should include a reference to the quantity and levels of activities, and as needed, narrative explanations to clarify the quality of the scholarship activities. Such explanations may point to the level of peer review, the type of audience, whether invited, impact, or other factors bearing on the quality of the scholarship. Colleagues also offer guidance and feedback in the School/College Rank and Tenure Advisory Committee (RTAC) processes. Refer to Table 7: Scholarship Grid (hyperlink to [Table 7: Scholarship Grid](#) in this document).

Peer Review Definition

Peer review (refereed) is a process by which scholarly work is made public and impartially evaluated by experts in the field, as contributing to the field, and can be built on by others to advance the field. "Field" references disciplinary and interdisciplinary areas of interest as well as more direct forms of engagement in addressing pressing social issues.

Co-Authorship

At UIW, co-authorship counts the same as single authorship. Position in the authorship list does not alter the credit given for scholarship. Faculty may want to call attention to primary or senior authorship if they feel that their effort was especially significant in a particular collaborative project.

Proceedings

For works included in proceedings, faculty should document the level of competitive peer review and the type of product (e.g., abstract, paper, presentation materials).

Online Publications

For online publications, faculty should address the journal's status and reputation in their field or interdisciplinary area. Creating or participating in blogs ordinarily would not count as scholarship.

Counting Activities Under Different Levels

For example, an oral presentation at a state conference with a published refereed abstract would count as a Level-1 activity. If the same basic presentation is invited for a national professional organizational meeting, this could also be counted as a Level-2 activity. On the other hand, automatic (i.e., non-peer-reviewed) publication in the proceedings of a paper presented at a conference ordinarily would not count as two activities, even if the paper was originally peer-reviewed for presentation.

Presenting at State/Regional vs. National Conferences

A distinction between these levels of conferences may depend on the discipline or the prestige of a particular conference. Faculty may want to explain the status of a conference if they can provide a rationale for crediting a state or regional presentation as a Level-2 activity.

Consultant Work that May Involve Confidentiality Agreements

When a report produced cannot be shared with the school/college Rank and Tenure Advisory Committee or the University Rank and Tenure Committee, the faculty member should seek alternative ways to document such work. For example, this may be satisfied by a letter from the client or employing agency stating that work was done without specifically identifying what it was, but that it met expectations and was a quality product.

Paid Activities

The guideline for scholarship, as distinct from service, is whether the activity is a high-level application of one's expertise and contributes to the field or area of practice. Obvious Level-3 examples include writing a book, significant consulting work, a major design project, or a music performance. These activities may be compensated, but the quality of the activity determines its scholarship value, not the pay or the magnitude of compensation.

Authorship of Accreditation Documents

Primary authorship of accreditation documents may count as scholarship. Participation in department program review is service.

Internal Grants Can Include Improvement of Teaching Projects as Well as Research

Such projects must be aimed at the scholarship of teaching. There is a difference between *good teaching*, *scholarly teaching*, and *scholarship of teaching and learning*. **Good teaching** “is that which promotes student learning and other positive student outcomes.” (McKinney in *Analyzing Faculty Work and Rewards: Using Boyer’s Four Domains of Scholarship*, 2006, p. 38.) Positive student evaluations would be one indicator of teaching success. **Scholarly teaching** is more. “Scholarly teachers, for example, reflect on their teaching, use classroom assessment techniques, discuss teaching with colleagues, and read and apply the literature on teaching and learning.” **Scholarship of teaching and learning**, in addition, “involves systematic study of teaching and learning and the public sharing and review of such work through live or virtual presentations, performances, or publications. It shares accepted criteria of scholarship in general, such as that it is made public, can be reviewed critically by members of the appropriate community, and can be built on by others to advance the field.” An internal grant that outlines a research project intended to produce results related to teaching and learning that can, for example, be written up and presented or published counts as scholarship.

Development of New Teaching Materials

The development of such materials goes beyond teaching effectiveness when they are subjected to the peer review process and are presented or published.

Scholarship of Engagement

In one of his last articles, “The Scholarship of Engagement,” Ernest Boyer stressed the importance of his fourth category, scholarship of application: “[T]he scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities, just to name the ones I am personally in touch with most frequently. You could name others. Campuses would be viewed by both students and professors not only as isolated islands, but as staging grounds for action.” (*Journal of Public Service and Outreach*, Vol. 1, #1, pp. 11-20, 1996). The focus on engaging in the community resonates well with scholarship opportunities connected to UIW’s service requirement for graduation and the goals of the Center for Teaching and Learning and the Ettling Center for Civic Leadership.

TABLE 7: Scholarship Grid

Annual Evaluation Minimum Requirements:

- Instructor: Excellent = 3+ points; Very Good = 2 points (All scholarship may be Level 1 activities each year.)
- Assistant Professor: Excellent = 4+ points; Very Good = 3 points; Satisfactory = 2 points; Needs Improvement = 0-1 points (A minimum of 16 points with at least two level 3 activities will be needed for promotion to associate professor and tenure.)
- Associate Professor: Excellent = 5+ points; Very Good = 4 points; Satisfactory = 3 Level 1 points; Needs Improvement = 2 Level 1 points (A minimum of 23 points with at least three level 3 activities will be needed for promotion to full professor.)
- Full Professor: 5+ points; Very Good = 4 points; Satisfactory = 3 Level 1 points; Needs Improvement = 2 Level 1 point

Category	Level 3 (3 points) (Peer Reviewed)	Level 2 (2 points) (Peer Reviewed)	Level 1 (1 point) (Non-Peer & Peer Reviewed (PR))
Publications/ Productions	• Monograph or book published or officially accepted • A book/monograph chapter may equal a paper published • Paper published or accepted • Paper published in conf. proceedings • Editor of book or journal • Creative performance in music or theater • Exhibit/production in the arts • Learning aids published • Web-based presentations/publications	• Revisions to book	• Anything in level 3 not peer reviewed • Abstract published [PR] • Book review published [PR] • Encyclopedia entry published [PR] • Editorial in discipline published • Manuscript submitted for publication • Clinical guidelines or critical pathways published • In-house publication/performance/creative work • Creative work submitted for exhibit [PR] • Column published in professional journal
Presentations		• Podium or poster presentation at state/regional/national/international professional org. meeting • Research/scholarship at other institutions, industry or government that contribute to the field • Contribution to state and regional accreditation meeting • Corporate sponsored presentation that contains original scholarship	• Anything from Level 2 not peer reviewed • Presentation/poster at local or UIW meeting • Organizing/chairing/on panel in sessions at professional meeting
Grants	• External grant proposal accepted for funding		• Anything in level 3 not peer reviewed • Internal research/scholarship grant proposal accepted for funding • Submission of external grant proposal • External reports on grant activities
Application/Practice	• External reports related to conducting contract research, consultation, technical assistance, policy analysis, external program evaluation, compiling and analyzing client or health service outcomes, meta-analysis related to practice problems, clinical demonstration projects, compiling and analyzing student results, etc. • Development/organization/delivery of workshops/seminars/symposia for professionals at national level • Products for sale, patents, license copyrights • Contribution to licensing or certification exams for professionals in the field • Development of professional certification and accreditations	• Development/organization/delivery of workshops/seminars/symposia for professionals at a regional/state level	• Authorship of accreditation or other internal comprehensive program reports • Selected as consultant to organizations related to one's discipline (no report done for review) • Written reviews of manuscripts, abstracts or proposals • Development/organization/delivery of workshops/seminars/symposia for professionals at a local level

Scholarship Guidelines for the Annual Evaluation (FSI) & Promotion and Tenure

Faculty document their scholarship annually in the Faculty Self-Inventory (FSI) and in applications for promotion and tenure. Table 8 provides ratings for the Scholarship section of the FSI. Table 9 provides scholarship guidelines for promotion and tenure.

TABLE 8: Annual Evaluation of Scholarship

Rank	Scholarship Guidelines for FSI Ratings
Instructor Senior Instructor	All scholarship may be level 1 activities each year. • Excellent: 3+ Points • Very Good: 2 Points • Needs Improvement: Since scholarship is not required for instructors, needs improvement does not apply. Therefore, less than 2 points will be indicated by N/A (not applicable) on the annual evaluation. While annual scholarship is not required of instructors, it is required for promotion to Senior Instructor. The annual FSI will provide ongoing feedback.
Assistant Professor	A minimum of 16 points with at least two level 3 activities will be needed for promotion to associate professor and tenure. • Excellent: 4+ Points • Very Good: 3 Points • Satisfactory: 2 Points • Needs Improvement: Less than Two Points
Associate Professor	A minimum of 23 points with at least three level 3 activities will be needed for promotion to full professor. • Excellent: 5+ Points • Very Good: 4 Points • Satisfactory: Three Level 1 Points • Needs Improvement: Two level 1 Activities
Full Professor	• Excellent: 5+ Points • Very Good: 4 Points • Satisfactory: Three Level 1 Points • Needs Improvement: Two level 1 Activities

TABLE 9: Guidelines for Scholarship Activities Needed for Promotion and Tenure

Promotion/Tenure Level	Minimum Activity Points
For Promotion from Assistant to Associate Professor & Tenure (no less than 5 years are evaluated)	2 Level 3 Activities* (6 points) 1 Level 2 Activity (2 points) <u>8 Level 1 Activities (8 points)</u> TOTAL: 16 points**
For Promotion from Associate to Full Professor (from the period since promotion to Associate; no less than 5 years are evaluated)	3 Level 3 Activities* (9 points) 1 Level 2 Activity (2 points) <u>12 Level 1 Activities (8 points)</u> TOTAL: 23 points**

* This refers generally to activities that take on more permanence and can be experienced more than once or can have an influence over time. Some examples that clearly illustrate this distinction include published papers, written reports or policy analyses, external grants, etc. Artistic works (paintings, recordings, design projects) and performances may be the equivalent, as appropriate for the discipline. In contrast, a podium presentation in and of itself ordinarily would not fit this classification, even if peer-reviewed; however, the publication of the presentation in proceedings could, if the proceedings are peer-reviewed.

**Combinations of points can vary, provided higher-level activities replace lower-level activities and the minimum total points are earned. For example, extra Level 3s can replace Level 2s and 1s, or extra Level 2s can replace Level 1s, but extra Level 2s and Level 1s cannot replace Level 3s. Overall, an agenda that focuses on Level 3s is the best policy.

General Standards for Faculty Performance: Service and Professional Activities

Service: Mission Driven

The Mission of the University of the Incarnate Word emphasizes the education of the whole person and the primary role of the faculty as teacher. As teachers, we do not just disseminate knowledge; we also strive to model for our students the positive behaviors integral to being lifelong learners and responsible citizens. Our commitment to Catholic Social Teachings and social justice also guides and inspires us to service.

We recognize that a variety of service and professional activities support and extend the teaching function. These include service to the University and the wider community, as well as professional activities. Service and professional activities are a part of the faculty workload and are an important component of the faculty evaluation system. Therefore, workload redirection or stipends for service commitments do not affect faculty's ability to count service and professional activities for the annual evaluation. Note that in the annual evaluation of faculty performance (FSI), service and professional activities are presented in separate sections.

The list of examples of service is intended to provide guidance but is not exhaustive.

Service to the University

- A. Active participation in university committees
- B. Program chair/coordinator/director
- C. Administration of a grant
- D. Mentoring colleagues in the institution
- E. Sponsor of a student organization
- F. Recruitment & retention activities
- G. Securing scholarships or funds
- H. Assisting in university activities and events such as orientation, Incarnate Word Day, admissions events, etc.
- I. Self-initiated contributions to discipline, school/college growth
- J. Overloads and non-paid independent studies in times of need
- K. Promoting the spirit or Mission of the university
- L. Tutoring students
- M. Conducting peer evaluations, participating in discipline/program group evaluations

Service to the Community

- A. Participation in community organizations
- B. Contributions to a general audience on a topic in one's professional area of competency
- C. Organization of workshops/seminars/symposia for a general audience and related to one's professional interests
- D. Civic achievements or recognition for one's professional interests

Professional Activities

The list of examples of professional activities is intended to provide guidance but is not exhaustive.

- A. Participation in a Professional Organization (note whether local, regional, national, international)
 - 1. Membership in a professional organization
 - 2. Involvement in activities with professional organizations
 - 3. Election to office or other committee responsibility
 - 4. Panelist, chairperson, or commentator for sessions at an annual meeting
 - 5. Recognition for academic and/or professional achievement.
- B. Faculty Development Activities
 - 1. Participation in workshops, seminars, and symposia in areas of professional competence
 - 2. Primary author of faculty development plan (e.g., a proposal for a series of workshops for faculty on teaching, testing, etc.)
 - 3. Earned certification in clinical/practice area
 - 4. Continuation of academic studies or postdoctoral work
- C. Other Activities
 - 1. Book review
 - 2. Referee for a professional journal or external funding sources
 - 3. Professional practice
 - 4. Coordinates/conducts continuing education for community professionals
 - 5. Consultant to a community organization
 - 6. Other discipline criteria approved by the school/college

Service & Professional Activities Guidelines for the Annual Evaluation (FSI) & Promotion and Tenure

Faculty responsibilities include the expectation for service and professional activities. While annual priorities and initiatives may lead to variation in the number of service and professional activities completed each year, there should be evidence of engagement in each category annually, as well as a consistent pattern of performance over time. Service to the university includes foundational support for the department, the school/college, and university-wide initiatives. Service to the community at large and professional communities is encouraged and expected. Professional activities contribute to the faculty member's development of content and teaching expertise. While the FSI asks the faculty member to note if professional activities are local, regional, national, or international, there are no rating differentials based on these levels. Rather, the discipline should guide

appropriate selection for professional activities.

FSI and promotion and tenure evaluations will consider the pattern of activities in service and professional activities. The FSI will also consider the faculty member's goals for the upcoming year, as noted by percentages in each of the FSI categories. Needs improvement in service and professional activities are defined as either the absence of activity or very poor performance.

General Standards for Faculty Performance: Institutional Fit

Institutional Fit with the Mission of UIW—Focus on Faculty

Institutional fit refers to how an individual embodies the University of the Incarnate Word's Mission, cultural values, educational philosophy, and sense of social justice. Fit is a way of acting ethically in the work environment that shows respect for the dignity of each person and promotes the good of the UIW community. Institutional fit may be evidenced when an individual demonstrates:

- A. A basic philosophy of education inspired by the faith-based mission of the Sisters of Charity of the Incarnate Word. Behaviors may include:
 1. Promoting life-long learning and the development of the whole person
 2. Collaborating with other faculty and students in searching for the truth
 3. Encouraging dialogue and looking at all sides of an argument, modeling the importance of free inquiry and civil debate
 4. Engaging students in quality research and artistic expression
 5. Respecting the integration of liberal arts and professional studies
 6. Valuing thoughtful innovation and global perspective
 7. Valuing social justice and service in the larger community
- B. An ability to work collegially and productively within the university community. Behaviors may include:
 1. Contributing to department and program needs
 2. Being regularly available, accessible, respectful, and responsive to colleagues
 3. Taking the initiative to orient new employees to the university
 4. Responsiveness to feedback and a commitment to ongoing improvement
 5. Willing to be a mentor and to help others improve performance
 6. Cooperating with others in accomplishing the work of the university
 7. Fair and impartial judging of the work and opinion of others
 8. Discouraging all forms of prejudice, bias, bigotry, discrimination, and intimidation
 9. Consideration of others who might be affected by actions or decisions
 10. Following the rules and procedures of the university, including those specified in the Employee Handbook
 11. Suggesting ways to improve the overall quality of the university
 12. Staying informed about developments in the university

13. Willing to engage in constructive dialogue in the growth and development of the university
- C. Responsiveness to demands for service in the university environment. Behaviors may include:
1. Willing to teach where and when needed according to their abilities
 2. Being regularly available, accessible, respectful, and responsive to students and colleagues
 3. Taking the initiative to orient new employees to the university
 4. Volunteering to meet the needs of the university and following through as necessary to complete tasks
 5. Attending meetings/functions that may not be required, but that support university operations and image

Institutional Fit Guidelines for the Annual Evaluation (FSI) & Promotion and Tenure

In the annual evaluation (FSI), a determination of Needs Improvement in Institutional Fit requires specific examples of failures to demonstrate a consistent pattern of professional practice and service aligned with the University's mission and values. Faculty will be informed of any fit concerns as they arise and will be given an opportunity to address them to avoid a rating of "needs improvement".

The RTAC and Dean's letters for the Mid-Term Evaluation and the Rank and Tenure Evaluation will also include statements of institutional fit assessment. The annual institutional fit assessments provide formative feedback to the faculty member as they integrate into the UIW community and their respective school/college.

Faculty Evaluation Procedures: Dean & Peer Evaluation of Faculty

First-Year Faculty Evaluation

Dean's Evaluation of First-Year Faculty: Teaching Observations & FSI Timeline

The first-year experience for new faculty provides an opportunity to learn about UIW culture and the expectations for faculty success. Deans meet with first-year faculty to orient and support new faculty in the evaluation system, identify areas for development, provide timely counseling from the dean, and strengthen the congruence between individual faculty goals and those of the school/college. In addition, memos, emails, and/or other written materials are expected to foster and document communication between the faculty member and their dean.

Steps in the evaluation process are as follows:

1. At the beginning of each semester (within the first six weeks), the dean ~~at~~ meets with first-year faculty and emphasizes the importance and potential challenges of teaching at UIW and the constraints of the first-year probationary period (i.e., the short time period for evaluation). The dean (or their designee with faculty supervisory responsibilities) and the faculty member schedule the first semester's teaching observation. The dean (or designee) observes at least one class each semester for each first-year faculty member. If the observation indicates problems or concerns, the dean (or designee) will conduct another observation before the semester ends. Faculty will be observed by the dean (or designee) at least once each semester; fall faculty are reviewed twice in a year, while spring faculty will have one required dean observation in the spring semester.
2. By the end of the fall semester, the dean (or designee) meets with the faculty member to review the FSI components and explains how to complete the FSI document, which includes an updated vita. The dean

also indicates that a philosophy of teaching is to be included in their annual FSIs, and attendance at two development activities on effective teaching during the year is required. The school/college may require attendance at additional or specific faculty development activities. The philosophy statement and the effective teaching development activities should be included on the final FSI submission. While the first-year faculty member must submit a draft of their FSI by December 31st, the final FSI must be submitted by April 15th. This provides additional time for first-year faculty to acclimate to the UIW faculty evaluation expectations.

3. By February 15, if the dean has decided on reappointment, a new contract will be authorized and sent to the faculty member after the March/April UIW Board of Trustees meeting. The contract includes the budget-approved merit increase (subject to change by the end of the spring semester based on the dean's evaluation of the final FSI submission).
4. By April 15, new faculty submit their final FSI to the dean (or designee), including updated vita, philosophy of teaching statement, and effective teaching activities.
5. By May 1, the dean (or designee) meets with new faculty to review the FSI and explain the dean's final evaluation and merit increase decision.
6. By May 15, the dean notifies the provost of any first-year faculty contracts that need to be revised to reflect a different merit increase.

Peer Review of Teaching/Teaching Materials

Peer evaluations are intended to provide additional developmental feedback to faculty on their teaching effectiveness. First-year faculty must schedule at least one peer evaluation in the first year, prior to the April 15th FSI submission deadline.

Faculty Evaluation (Years Two and Beyond)

Dean's Annual Evaluation of Faculty: Evaluation & FSI Timeline

The annual dean evaluation of faculty is different than, but should be related to, the process of evaluating faculty for promotion and tenure. This evaluation, included on the FSI document, reviews performance and progress toward promotion/tenure and provides recommendations for compensation, including merit pay. Deans, therefore, use the annual evaluation to assess and foster each faculty member's professional development in the school/college. The faculty member and the dean work in partnership to discuss and address matters of concern noted on the FSI.

When feasible, deans are encouraged to meet with all faculty members in the school/college. The purpose of such meetings is to support existing faculty in the evaluation system, identify areas for development, provide timely counseling from the dean, and strengthen the alignment of individual faculty goals with those of the school/college. In addition, memos, emails, and/or other written materials are expected to foster and document communication between the faculty member and their dean.

Steps in the evaluation process are outlined in Table 10: FSI Timeline.

TABLE 10: FSI Timeline

Deadline	Action Item
By the Friday after grades are due in December	The faculty member is required to submit to the dean (or designee) their Faculty Self Inventory (FSI) summarizing activities for the current calendar year, including goals for the upcoming calendar year, and attaching a current CV. Faculty preparing for promotion/tenure are encouraged to update their university digital portfolio annually.
By February 1	The dean (or designee) returns the FSI document to the faculty member with their evaluation sections completed.
By March 1	The faculty member and the dean (or designee) agree to the duties and responsibilities (the goals and the percentage allocation for professional responsibilities documented in the FSI) for the current calendar year before the document is signed.
By April 15	Resolutions of any informal or formal appeals must be completed. See Procedures for Resolving Disputes Concerning the FSI (hyperlink to Ch. 5: Procedures for Resolving Disputes Concerning the FSI in this document).

In most cases, the dean's (or designee's) written annual evaluation (FSI) will provide necessary and sufficient documentation. Formal meetings to discuss the FSI can be requested by either the dean (or designee) or the faculty member.

A meeting must be conducted between the dean (or designee) and the faculty member to review the annual evaluation (FSI) if the faculty member falls in one of these categories:

- A. First-year faculty members
- B. Mid-Point (formerly known as third year) faculty members
- C. Any faculty member receiving a less-than-satisfactory rating by the dean in any category of performance
- D. Any faculty member scheduled for review for tenure in the following academic year
- E. Any faculty member newly eligible to apply for promotion
- F. Any faculty member who has drafted goals on the FSI that the dean (or designee) wishes to negotiate

Dean and Peer Evaluations of Teaching Schedule

The following observation schedule is required for minimal documentation of evaluations of teaching/teaching materials by a peer and/or dean (or the dean's appointed designee).

TABLE 11: Evaluation of Teaching Schedule

Faculty Level (negotiated time applies)	Dean Evaluation of Teaching - Observation	Peer Evaluation of Teaching- Observation
Tenured	As determined by the dean and/or requested by the faculty member	As determined by the dean and/or requested by the faculty member
Tenure-Track, Years 2-6	1 class per academic year	1 class per academic year
Tenure-Track, Year 1	1 class per semester	1 class per academic year
Non-Tenure Track	As determined by the dean	As determined by the dean

By the sixth week of each semester, the dean will identify and notify all faculty members requiring a dean's observation of teaching that semester. The dean (or designee) and the faculty member will coordinate scheduling of the observation. The faculty member is responsible for requesting and scheduling peer observations.

By the end of each semester, student evaluations will be completed. Faculty will receive student evaluation summary reports after the registrar processes final grades.

Review of Teaching/ Teaching Materials

- A. The timeline outlined in Table 11 allows the dean (or their designee) to evaluate the teaching capability of all full-time faculty. Additional evaluations may be needed in preparation for tenure, promotion, or other performance review considerations.
- B. Deans (or designees) solicit possible dates from faculty for class observations and notify faculty of a selected date.
- C. Faculty may request a dean's visitation at any time.
- D. When the dean (or designee) evaluates teaching, they will complete the evaluation of teaching form and provide the faculty with a timely discussion about their observations based on the classroom visit. A provided observation protocol may be used ([hyperlink to Ch. 5: Observation Protocol Option in this document](#)). The Dean/Peer Evaluation of Teaching Form is posted on the UIW Faculty Senate webpage (<https://my.uiw.edu/facultysenate/forms1.html>).

Peer Review of Teaching/ Teaching Materials

- A. Peer evaluation will be conducted as per the above schedule (Table 11) or upon the dean's request. The faculty member may request additional formal peer evaluations. Completed, signed forms will be provided by the peer evaluator to the faculty member and the dean for purposes of tracking performance patterns.

- B. Faculty may request informal peer visitation to address specific issues. In this case, is formative and is not reported to the dean. A provided observation protocol may be used ([hyperlink to Ch. 5: Observation Protocol Option in this document](#)). The Dean/Peer Evaluation of Teaching Form is posted on the UIW Faculty Senate webpage (<https://my.uiw.edu/facultysenate/forms1.html>).

Mid-Point Review of Tenure-Track Faculty (Formerly known as the Third-Year Review)

For faculty on the tenure track, in their third year, or at the midpoint of a negotiated timeline, the school/college Rank and Tenure Advisory Committee (RTAC) completes a mid-term review to provide the faculty member with a formative evaluation toward a future rank and tenure application. In the third year (or determined midpoint), the dean's annual evaluation (FSI) also anticipates the kind of review done by the University Rank and Tenure Committee for promotion and tenure.

The dean takes a three-year/mid-term holistic view of faculty and their performance in the five evaluation categories (teaching, scholarship, service, professional activities, and institutional fit). In arriving at this evaluation, the dean will receive peer evaluation feedback from the school/college Rank and Tenure Advisory Committee. The RTAC prepares written feedback regarding a faculty member's progress toward promotion and tenure. This feedback should be summarized in separate third-year/mid-term letters of evaluation and recommendation, prepared by the RTAC and the dean, to provide guidance toward promotion and tenure applications. The letters should include areas of strength and recommendations for development, identifying any aspects of performance that may put faculty at risk for promotion and tenure. It is possible that individuals who do not meet expectations may receive a final contract. The deans provide the provost with copies of all third-year/mid-point letters. The dean also completes the Annual Evaluation of Faculty (FSI), which is used for determinations of development and merit.

TABLE 12: Timeline for Mid-Point Review (Formerly known as the Third-Year Review)

Deadline	Action Item
By October 1	Deans notify the RTAC Chair of faculty who are eligible for mid-point review for promotion and/or tenure.
Fall Semester	The faculty member shall select a colleague to conduct the peer observation of teaching/evaluation of teaching materials. The written assessment shall be submitted to the faculty member for inclusion in their portfolio. This peer observation is the same expectation of annual peer reviews in Table 8; however, it is scheduled in the fall semester so that it can be included in the portfolio materials presented to RTAC in January.
Fall Semester	The dean shall observe a different course than the one observed by the faculty colleague. If the faculty's teaching assignment does not afford a different course, then a different class session should be observed. The written assessment shall be submitted to the faculty member for inclusion in their portfolio. This dean observation is the same expectation of annual peer reviews in Table 8; however, it is scheduled in the fall semester so that it can be included in the portfolio materials presented to RTAC in January.
By January 15	The faculty member shall submit to the dean and RTAC Chair a digital portfolio assembled in the same manner as shall be done in applying for promotion and tenure. Individual letters of recommendation are not solicited for this review.
By February 15	RTAC shall review the portfolio, consult as needed with other members of the faculty, and complete a written assessment of the applicant's progress toward promotion and/or tenure with recommendations for strengthening the application for submission in the sixth year (or negotiated timeline). The written assessment will include feedback in the categories of teaching, scholarship, service, professional activity, and institutional fit. This written assessment is provided to the dean and faculty member.
By March 15	Using a mid-point holistic view of faculty performance in the categories of teaching, scholarship, service, professional activity, and institutional fit, the dean shall write a mid-point assessment of the faculty member's progression toward promotion and tenure.
By March 15	The dean will meet with the faculty member to review both the dean's and the RTAC's written assessments.

Evaluation Processes and Materials

Promotion and Tenure Evaluation for Tenure-Track Faculty

The school/college Rank and Tenure Advisory Committee (RTAC) and the University Rank and Tenure Committee are responsible for evaluating faculty applying for promotion and tenure. The University Rank and Tenure (URT) Committee's responsibility is to form a holistic view of faculty performance by synthesizing data from various sources: the dean's letter of recommendation, the evaluation of the school/college Rank and Tenure Advisory Committee, and the faculty member's submitted portfolio. The annual evaluation by the dean (FSI) is a reasonable predictor of development or progress toward the promotion and tenure process in teaching, scholarship, service, professional activities, and fit in these areas. In tenure review, institutional fit, that is, the quality of the relationship the faculty establishes in the UIW community, is a critical factor in evaluating overall faculty performance. Solicited and unsolicited letters from faculty peers, administrators, and others are also submitted to the University Rank and Tenure Committee (URT). For tenure, the URT Committee must add its own evaluation to those of the dean and the Rank and Tenure Advisory Committee to form a recommendation to be submitted to the provost. Reference Chapter 4 for details on the promotion and tenure process and timeline.

Promotion Evaluation for Instructors to Senior Instructors

Reference Chapter 4 for details on the promotion and tenure process and timeline (hyperlink to [Chapter 4](#) in this document).

Criteria for Dean or Peer Review of Teaching Form

In recognition of the diversity of instructional design models, each school or college will approve instruments for peer evaluation of teaching through its governance process, in consultation with the Center for Teaching and Learning. The current UIW observation form may be selected by the school/ college for use in peer and dean evaluations of teaching. Forms approved through school/college governance will be forwarded to the Faculty Affairs Committee for review to confirm that the proposed teaching observation and/or teaching materials form(s) align with university standards and have been approved by the school/college. If FAC determines that the proposed observation/review guidelines or documents do not align with university requirements, specific feedback and suggestions for revision will be provided to the school/college to support continued development and resubmission to FAC. If FAC finds that the proposed standards align with the university's expectations, they will be forwarded to the Faculty Senate as an information item and posted for access by faculty and administrators. The Dean/Peer Evaluation of Teaching Form is posted on the UIW Faculty Senate webpage (<https://my.uiw.edu/facultysenate/forms1.html>).

Class Observation Protocol Option

This optional observation protocol may be used by the dean or a peer when conducting a teaching observation ([hyperlink to Ch. 5: Observation Protocol Option in this document](#)).

The Process

At the beginning of the class, the instructor introduces the dean/peer and explains their presence.

During the class, the dean (or designee)/peer takes notes and/or begins to fill out the Dean/Peer Evaluation of Teaching Form.

In the last 15 minutes of class, the instructor leaves, and the dean/peer tells the class that this is a regular part of the evaluation of faculty, which also includes the student evaluations distributed nearer the end of the semester,

but this visit to class has the advantage of identifying some aspects of the class that might be improved before the semester is over. The dean/peer will meet with the instructor to discuss observations and share a written summary of student responses.

The dean/peer distributes a response sheet and asks students to spend about 5 minutes writing their individual responses to the following prompts (with no identifiable student information).

- Name one thing the instructor does that helps you learn.
- Name one thing the instructor does that makes it hard for you to learn.
- Name one thing you would change in this class to make it better.

In the meantime, the dean/peer displays the three questions. Then the dean/peer presents one question at a time (sometimes # 2 and #3 naturally blend together) and asks students to share their comments. After each comment, the dean/peer should assess whether the response reflects class consensus and displays a consensus statement for students to affirm. Alternatively, the dean/peer could keep written notes without projecting them.

At the end of the class session, the dean/peer collects the individual student responses and states that they will be reviewed and summarized before a report is provided to the instructor.

After class, the dean/peer meets with the instructor and gives them a copy of the completed Dean/Peer Evaluation of Teaching Form and a written summary of the student feedback discussion.

Faculty Self-Evaluation: The Faculty Self-Inventory (FSI)

The FSI is utilized to show competence and growth in teaching effectiveness, scholarship, service, professional activities, and institutional fit. The FSI also serves to determine merit pay increases and identify areas of faculty duties and responsibilities that may need improvement. Annual scholarship expectations vary according to rank.

Exceptions to expected university standards may be granted in cases of pronounced service activities, teaching overloads, long-term research projects, or extraordinary circumstances (e.g., documented personal or family medical circumstances; unexpected natural disasters).

The FSI consists of eight parts. In the first seven, faculty document activities in the last year with comments; dean comments are optional in each case. The relative weight given to each area, as noted on the annual FSI, will be based on the faculty member's teaching and scholarship goals for the year, experience, and workload assignment.

1. Teaching Effectiveness
2. Scholarship
3. University and Community Service
4. Professional Activities
5. Faculty Self-Assessment Overall
6. General Goals/Plans for the Upcoming Year
7. Institutional Fit

The dean completes part eight:

8. Annual Evaluation of Faculty by Dean

At the end of each calendar year, faculty prepare their Faculty Self-Inventory (FSI), attach the required updated CV, and submit the FSI to their dean/designee by the Friday after grades are due in December. See Table 10: FSI Timeline for process dates.

It is expected that every full-time faculty member will complete an FSI. If a faculty member cannot complete an FSI on time due to illness or another extenuating circumstance, the faculty member and the dean must negotiate a submission deadline. If the FSI is submitted late, without a negotiated extension, that will be noted on the FSI. If a faculty member refuses to submit an annual FSI to the dean, they will automatically receive a Needs Improvement rating. This rating will trigger an Action Plan. If the faculty member refuses to meet with the dean or comply with the creation of an Action Plan, the faculty member is insubordinate and may be terminated for cause. Refusal to complete the FSI or participate in an Action Plan is considered substantial neglect of faculty duties.

Performance Ratings and Scale of Minimum Requirements for Merit

The following scale refers to the annual FSI evaluation.

For the Ranks of Instructor and Senior Instructor

- **Excellent:** Faculty member is satisfactory or above in Institutional Fit, and is excellent in Teaching, and at least very good in either Scholarship or Service and Professional Activities.
- **Very Good:** Faculty member is satisfactory or above in Institutional Fit and is very good in Teaching, and at least very good in either Scholarship or Service and Professional Activities.
- **Satisfactory:** Faculty member is satisfactory or above in Institutional Fit, is satisfactory in Teaching, and has not received a rating of “Needs Improvement” in either Scholarship or Service and Professional Activities for two consecutive years.
- **Needs Improvement:** Faculty member does not meet the requirements for a Satisfactory rating in Teaching or Institutional Fit. (NOTE: Scholarship is encouraged but not required of instructors.)

For the Rank of Assistant Professor

- **Excellent:** Faculty member is satisfactory or above in Institutional Fit and is excellent in Teaching and Scholarship, and at least satisfactory in Service and Professional Activities.
- **Very Good:** Faculty member is satisfactory or above in Institutional Fit and is very good in Teaching, and at least very good in either Scholarship or Service and Professional Activities, and at least satisfactory in the other.
- **Satisfactory:** Faculty member is satisfactory or above in Institutional Fit, is satisfactory in Teaching, and has not received a rating of “Needs Improvement” in either Scholarship or Service and Professional Activities for two consecutive years.
- **Needs Improvement:** Faculty member does not meet the requirements for a Satisfactory rating in Teaching or Institutional Fit, or faculty member does not meet the requirements for a Satisfactory rating in Scholarship or Service and Professional Activities for two consecutive years.
- **NOTE:** While faculty on a tenure track in a given year are evaluated for merit in all four categories, the

dean, following the Faculty Handbook, Chapter 5, should place the most weight on the pattern of growth in teaching, scholarship, service, and professional activities and institutional fit during the probationary period. For example, in the first two years of employment, service activities could understandably be minimal as faculty concentrate on developing their teaching and scholarship.

For the Ranks of Associate and Full Professor

- **Excellent:** Faculty member is satisfactory or above in Institutional Fit, and is excellent in Teaching, and excellent in either Scholarship or Service and Professional Activities, and at least satisfactory in the other.
- **Very Good:** Faculty member is satisfactory or above in Institutional Fit, and is very good in Teaching, and at least very good in either Scholarship or Service and Professional Activities, and at least satisfactory in the other.
- **Satisfactory:** Faculty member is satisfactory or above in Institutional Fit, is satisfactory in Teaching, and has not received a rating of “Needs Improvement” in either Scholarship or Service and Professional Activities for two consecutive years.
- **Needs Improvement:** Faculty member does not meet the requirements for a Satisfactory rating in Teaching or Institutional Fit, or Faculty member does not meet the requirements for a Satisfactory rating in Scholarship or Service and Professional Activities for two consecutive years.

The annual evaluation provides a continuous review of performance and ensures timely developmental measures to support professional success. This applies to all full-time faculty, with the exception of visiting professors. Ongoing annual evaluations of tenured faculty serve as the post-tenure review process at UIW. Satisfactory performance consists of adequate professional conduct in the performance of faculty duties and responsibilities. Unsatisfactory performance is demonstrated by an inadequacy in the execution of faculty duties and responsibilities.

Unsatisfactory performance for tenured faculty, then, is defined as two consecutive years of:

- Overall Needs Improvement performance in the areas of teaching, scholarship, service, and professional activities, or
- Needs Improvement evaluation in teaching and scholarship.

The philosophy of continuous improvement and evaluation assumes that development will occur to support success in professional performance. For any faculty member who receives a less-than-satisfactory performance rating, including tenured faculty, the Action Plan is the strategy to support renewed success in performance and/or development. Upon review of the first annual evaluation (FSI) of needs improvement, the development of the action plan is initiated. If a faculty member contests either the FSI evaluation and/or Action Plan, the procedures for resolving disputes will be followed. The provost will receive a copy of the final version of the Action Plan.

The essential elements of any Action Plan include:

- Developmental action linked to specific performance areas as per discipline, school/college, and/or university standards of performance,
- Timeline for action/evaluation (and adjustment, if needed) throughout the action plan period, and
- Specific budget and/or university resources appropriate to support the faculty member in the attainment of goals.

After two years of documented unsatisfactory performance (defined above) in which development specified in the Action Plan failed to improve performance to a satisfactory level, the university may use such documentation to determine the need to bring formal proceedings for dismissal for cause. However, it is important to emphasize that

successive Needs Improvement evaluations do not in any way diminish the institution's obligation to bear the burden of proof and demonstrate to a hearing body of faculty peers that the factual evidence is adequate cause for dismissal of a tenured faculty member. Other actions short of termination for cause may be considered, such as reassignment to teaching or other contractual duties, or the initiation of informal proceedings regarding pre-retirement options. The overall process could take four years. Reference Chapter 4: Dismissal for Adequate Cause ([hyperlink to Chapter 4: Dismissal for Adequate Cause in this document](#)).

TABLE 13: Needs Improvement Timeline

Year	Action
Year 1	A "Needs Improvement" performance is noted at end of year 1. Action Plan A is developed for Year 2.
Year 2	A "Needs Improvement" performance is noted at end of year 2. Action Plan B is developed for Year 3.
Year 3	A "Needs Improvement" performance is noted at end of year 3. Termination procedures <u>may</u> be initiated at the end of this year. If so, a terminal contract for Year 4 may be the outcome.
Year 4	If due process led to issuance of a terminal contract, then year 4 is the last year of employment.

Procedures for Resolving Disputes Concerning the FSI

If a faculty member contests the dean's evaluation of the FSI, the faculty member may resolve disagreements through the following actions. These actions also apply to any disagreements concerning action plans developed for tenured faculty. The sequence of steps to resolve a disagreement on the FSI is:

1. **Informal discussions** between the faculty member and their dean.
2. If informal discussions between the faculty member and their dean are not successful in resolving disputes, the faculty member may submit a formal written appeal of the FSI to the Chair of the University Rank and Tenure Committee (URT) ([hyperlink to Appendix 27: FSI Dispute Resolution Form in this document](#)). The URT Chair will facilitate this process. The University Rank and Tenure Committee's consideration will be limited to the FSI or action plan appeal. The faculty member's written appeal documents the disputed statement(s) by clearly identifying the point(s) in question and providing evidence supporting the position. The Dean receives a copy of the written appeal and supporting documents. The dean must respond in writing to the disputed point(s) and provide supporting evidence for evaluation. The faculty member and the Dean review the responses to determine if the disagreement can be resolved.
3. If the dispute is not resolved by a formal written appeal, the faculty member may request an opinion from the URT. Upon completion of the URT review, the Chair of URT communicates their opinion to the involved parties. Copies of the appeal, supporting documents, and responses are forwarded.
4. University Rank and Tenure Committee process for resolution:
 - a. The faculty member notifies the URT Committee Chair of the unresolved dispute by submitting the written appeal and the dean's response by February 15 or within seven calendar days of receipt, whichever is later.
 - b. The URT committee conducts an initial review of the formal written appeal to identify whether

- additional relevant materials need to be requested.
- c. The URT committee must interview the faculty member first and then the dean, in separate meetings. The URT may request copies of any additional relevant materials.
 - d. The URT committee should attempt to reach consensus on the issue(s) brought before it. The committee will prepare a summary opinion of its findings and recommendations. The committee provides this document to the provost, who will send it to the parties involved.
 - e. The URT committee will provide all relevant documents to the provost.
 - f. In light of the URT committee's written report, the faculty member and dean will again attempt to settle the issue.
5. If the faculty member and the dean cannot resolve the issue, they will notify the provost of the outcome of their attempt to resolve it. After reviewing all relevant materials and opinions, the provost will render a decision and inform the parties by written notice.
 6. Within 30 days of receiving this written notice (the provost's decision), the faculty member may request reconsideration by the university through the Grievance Committee.

Grievance Committee Procedures

Initiation of a Grievance

Prior to a case coming to the Grievance Committee, other avenues of redress should have been exhausted through informal and formal proceedings, as well as through consultation and negotiation between the parties concerned. To initiate a grievance review, the complaining party, or grievant, must file a written complaint with the president of the Faculty Senate, stating with particularity the nature of the grievance, the identity of the respondent, the factual allegations, and the redress sought.

1. The president of the Faculty Senate, in consultation with the Grievance Committee chairperson, shall, within three working days, inform in writing the respondent of the grievance, disclosing the identity of the grievant and providing a full account of the charges made.
2. The Grievance Committee chairperson shall call the committee to service.
3. Each case shall be heard by at least a simple majority of the committee members and the chairperson. Members who have a bias or interest in the case must recuse themselves from hearing the case. If a simple majority cannot be maintained following recusals, the committee chair shall request replacements from the college/schools without representation through the school or college governance procedure.
4. If the chair of the committee has a bias or interest in the case, the Senate Executive Committee will appoint a member of the SEC to chair the committee.

Grievance Procedures

The committee shall observe the following procedures in conducting a grievance review:

1. The president of the Faculty Senate, in a non-voting capacity, shall co-chair the committee in cases of termination for cause, financial exigency, or program discontinuance or reduction.
2. The chairperson shall convene a meeting of the committee to discuss the standards and policies by which the complaint will be judged. The chairperson shall arrange for an adequate record to be kept of the hearing, its proceedings, findings, and recommendations. The committee shall determine its jurisdiction

over the case, as well as the procedural posture of the case. The parties shall be promptly informed in writing if the committee determines that it lacks jurisdiction over the matter. Reference Chapter 3: Faculty Senate Constitution and Bylaws, Article X (hyperlink to [Ch. 3: Article X](#) in this document).

3. In cases in which the committee has jurisdiction, the committee chair shall call a pre-hearing for the committee and the parties to provide a brief orientation to the hearing process and to clarify schedules for the proceedings. Each party may bring one peer from UIW to the grievance proceedings, who is not involved as an interested party or witness, to act as an observer and take no active part in the proceedings. No other persons shall be permitted to attend. The parties to the grievance shall be given the opportunity to make initial statements regarding the allegations.
4. The chair shall advise those involved in the process that the hearing before the committee shall be private and that no public statements should be made about the case.
5. Under the direction of the chair, the committee shall conduct the grievance hearing, call witnesses, and question them regarding the facts supporting each allegation. All deliberations and documents of the Grievance Committee are confidential.
6. The committee shall make explicit findings by applying the clear and convincing evidence standard. The committee shall create a written report consisting of findings of fact, determination of the merits of the allegations, and a recommendation for further action.
7. The chairperson shall provide the final written report to the parties and the provost and shall inform the Faculty Senate President that the committee has completed its work. The provost shall review all recommendations and communicate a final decision to the parties.
8. No further appeal within UIW is available.

If a dispute cannot be resolved by this grievance process, the parties may consult dispute resolution documents on the Human Resources website for other alternatives.

CHAPTER 6: CURRICULUM AND ACADEMIC POLICY DEVELOPMENT AND REVISION

Abbreviations

UC (Undergraduate Council)
CAC (Core Advisory Council)
GC (Graduate Council)

Definitions

- A. **Concentration**: An undergraduate concentration within a major field or an undergraduate interdisciplinary concentration is defined as a minimum of 18 credit hours, including at least 9 upper-division hours, from a single discipline. This term is often used interchangeably with “specialization.” A graduate concentration within a major field is defined as a minimum of 12 credit hours.
- B. **Course Prefix**: The course prefix is a three- to four-letter designator for a major division of an academic discipline, subject-matter area, or subcategory of knowledge (e.g., ENGL, MATH, RELS).
- C. **Degree**: The credentials awarded by the university (e.g., AAS, BA, BS, MA, MS, PhD)
- D. **Discipline**: A discipline, often referred to as a field of study, is a branch of knowledge taught and researched in higher education.
- E. **Four-year Degree Plans**: The four-year degree plan provides recommended timing for undergraduate courses to successfully complete the designated degree requirements. The UIW standard template can be found on the Faculty Senate-designated central repository site.
- F. **Interdisciplinary Concentration**: An undergraduate interdisciplinary concentration requires a minimum of 18 semester hours, including at least 9 upper-division hours, from two or more disciplines, taken in courses focused on the same area.
- G. **Major**: Majors consist of a group of core classes as well as any additional requirements determined by the degree program. Undergraduate major requirements include core courses and any identified elective courses related to the major’s discipline. The major course requirements, in addition to the UIW undergraduate standard core courses, must total at least 120 hours.
- H. **Minor**: An undergraduate “minor” is a set of courses that a student takes to complement or enhance the value of their major and consists of a grouping of classes around a specific subject matter. A minor cannot be awarded on its own and must be combined with a degree/major program. At UIW, a minor consists of 12 or more semester hours in a single discipline, including a minimum of 6 upper-division hours.
- I. **Specialization**: An undergraduate specialization within a major field is defined as a minimum of 18 semester hours, including nine upper-division hours. This term is often used interchangeably with “concentration.”
- J. **Tracks**: Tracks may be developed to further subdivide concentrations; however, tracks are sometimes used interchangeably with the term “concentration.” Generally, tracks do not appear on the transcript.

- K. **Unofficial Degree Plans:** The unofficial degree plan lists the course requirements for a particular degree and any concentrations, specializations, or tracks offered. The UIW undergraduate standard template is available on the Faculty Senate-designated central repository site (currently the Faculty Senate page of the UIW website at <https://my.uiw.edu/facultysenate/forms1.html>).

Categories of Curriculum Change

- A. **Category “A” Changes:** Curriculum changes that affect only one discipline or school/college and do not result in the creation/elimination of a degree, major, minor, concentration, specialization, or track. Examples of “A” changes may include new courses and modifications to existing courses, majors, concentrations, etc.
- B. **Category “B” Changes:** Curriculum changes that affect more than one discipline or school/college or involve the granting of course credit in a manner other than described in the catalog, and do not result in the creation/elimination of a degree, major, minor, concentration, specialization, or track. An example of a “B” change would be an update to the syllabus of a course required as part of two or more degree plans across more than one discipline or school/college.
- C. **Category “C” Changes:** Curriculum changes that affect the UIW undergraduate core curriculum; involve the creation/elimination of a degree, major, minor, concentration, specialization, or track.
- D. **Category “P” Changes:** Changes to institutional academic policies or requirements.

Assumptions

Upon review by a dean, the UC or GC, the Faculty Senate, the registrar, or the provost, the category of a proposal may be changed. The proposal will be processed in accordance with the appropriate procedures for that category.

Under the university's current structure, the provost has the authority to veto any curricular action. Communication is essential in the curriculum decision-making process. If a proposal is not approved at any level, the reasons must be communicated by the decision makers to all relevant parties. A proposal may be subsequently revised and resubmitted, starting with step one in the procedures.

Approval of Modality

All courses offered at UIW, current and future, are approved for delivery in blended and online formats. The faculty retains the right to restrict selected courses in accordance with the process outlined in this policy (see below).

Restricting a Course

Faculty may restrict a course from being offered as either blended or online if they believe the course outcomes would not be attainable via either option. To restrict a course, the appropriate faculty member must submit a *Change Course* form via the current curriculum processing system (currently Watermark) for review by the school and university curriculum councils. The *Change Course* form must include a justification explaining the curricular reasons why the course in question should never be offered in a blended and/or online format.

Procedures for Processing Curriculum Changes (Categories “A,” “B,” and “C” Changes)

Curriculum proposals can be initiated by any individual/group (initiator). A complete proposal is processed through the following steps:

1. The initiator develops the written proposal and starts the approval submission process by completing the required fields in the curriculum processing digital application (currently Watermark). All faculty have access to this application, which can be found under Cardinal Apps. Refer to the section below regarding the minimal requirements for proposal components.
2. If the curriculum change affects more than one school/college, the initiator of the proposal must coordinate proposal development with the involved faculty and school/college dean(s). A letter of support written to the UC/GC chair is required from the non-proposing school/college dean(s) and should accompany the proposal to the UC/GC chair. Submitted proposals should demonstrate coordination among the affected parties that deliver/require the same courses or programs in multiple delivery modes (e.g., face-to-face and online) and/or multiple locations (e.g., different colleges/schools or international locations).
3. Once the proposal is complete in the curriculum processing digital application (currently Watermark), the initiator submits the proposal for review. The proposal is then routed to the discipline chair/coordinator, who is responsible for the program. The discipline chair/coordinator then reviews the proposal in the curriculum processing digital application (currently Watermark) and indicates their support for the proposal by submitting it to the next level, which is the chair of the school/college curriculum committee.
4. The School/College Curriculum Committee then presents the proposal for review by the curriculum committee and in accordance with the school/college by-laws. If the proposal receives support, the School/College Curriculum Committee chair indicates approval in the curriculum processing digital application (currently Watermark), and the proposal moves to the next level: the school/college dean. If the proposal is disapproved by the School/College Curriculum Committee, it may be returned to the initiator for modification or closed and archived.
5. The school/college dean confirms review by indicating support or non-support within the curriculum processing digital application (currently Watermark), and then the proposal is automatically moved to the next level, which is either the UC or GC.
6. If the school/college dean does not support the proposal, the proposal still continues on to UC or GC for a decision with rationales from both the school/college dean and the curriculum committee.
7. If the changes affect the UIW Undergraduate Core Curriculum, the proposal will automatically be routed via the curriculum processing digital application (currently Watermark) to the Core Advisory Committee (CAC) chair for review. Following a decision from CAC, the proposal is signed and forwarded to the UC chair.
8. Members of the UC/GC review the proposals and indicate their vote for approval or disapproval at the monthly UC/GC meetings. Following UC/GC review, the UC/GC chair has three options:
 - a. If the Council approved the proposal “as is”, the chair indicates the approval decision in the curriculum processing digital application (currently Watermark), and the proposal is then forwarded to the Registrar for action to update the catalog and other databases.
 - b. If the proposal is disapproved by the Council, it can be returned to the initiator to modify it, or it can be closed and archived.

- c. If the Council approves the proposal, pending the required changes, the chair returns it to the initiator for adjustments. With corrections completed, the UC/GC chair provides final approval and submits the proposal to the Registrar for action to update the catalog and other databases.
9. UC/GC-approved proposals are categorized as “A” and “B” change proposals and are reported to the Faculty Senate for informational purposes. The UC/GC chairs provide this information in their monthly reports to the Faculty Senate. UC/GC-approved category “C” change proposals are automatically routed to the Faculty Senate for review upon approval/disapproval by the Councils. Approved proposals are sent to the registrar for official university record-keeping and appropriate action. These proposals are reported to the Senate as an upcoming voting item at the following Senate meeting, with a call for a vote at the subsequent meeting. This allows time for senators to get feedback from their school/college prior to voting. Following the Senate vote, approved proposals are signed by the Senate president and provost and are forwarded to the Registrar’s Office for processing. “C” change proposals are reported to the president and Board of Trustees as information items, as deemed appropriate by the provost. The provost may determine that approval from the president or the Board of Trustees is required before rendering a decision, particularly for proposals that require a financial or resource commitment.
10. All approved proposals are sent to the registrar for official university record-keeping and appropriate action. The registrar shall report back to the UC/GC to confirm processing. All processed proposals will be archived and accessible from the curriculum processing digital application (currently Watermark).
11. At any point in the process, if a proposal is not approved, the non-approving party shall report back to all approving parties.

Minimum Documentation Required to Support Curriculum Proposals

All curriculum change proposals require a proposal description, justification for the modification, the effective date of the change, the impact on departments, school/colleges, and/or the university, and how the proposal aligns with the UIW Mission. For course changes, the proposal requires that existing and proposed course syllabi be uploaded to the curriculum processing digital application (currently Watermark). If the change is to modify a major’s requirements, the proposal needs to include an updated degree plan and proposed catalog text. Proposals for new majors, concentrations, specializations, or tracks should also include a description of additional resource requirements. Resource requirements are not a consideration when approving curriculum proposals up through the Faculty Senate level; however, the provost may use this information when making a final approval/disapproval decision for C-change proposals. In addition, information on potential library needs is helpful to include in the resource requirements description.

Special Cases Procedures

1. If the creation of a new program (degree, major, minor) is unrelated to an existing UIW discipline, a school/college dean will “adopt” the proposal because the proposed new program is most relevant to that school/college. The school/college dean will create an ad hoc feasibility committee consisting of faculty with relevant expertise. If the ad hoc feasibility committee determines the proposed new program is feasible, it should be processed according to the procedures outlined above.
2. The elimination of an existing degree, major, or minor must involve affected faculty in the development of a proposal. The school/college dean will create an ad hoc committee of faculty, including the directly involved faculty, to determine the need to eliminate the program and prepare the proposal. The proposal will be processed as a “C” change.

3. In exceptional circumstances and after consulting the faculty, the administration may initiate agreements with external parties to create new programs, delivery systems, or sites. All curriculum aspects of such programs must be processed according to the procedures outlined in this chapter prior to finalization of external agreements.
4. Procedures for New Majors: Faculty and Deans should work in consultation with one another when developing new programs. It is also recommended that Deans consult with the provost regarding institutional support for new programs. Review this chapter of the Faculty Handbook to best understand the details of the process for receiving approval of new programs through the Curriculum Approval Process. (Proposals for new programs may require a feasibility study.)
5. Proposals affecting both undergraduate and graduate studies require approval by both the Undergraduate and Graduate Councils.

Procedures: Category “P” Change

“P” changes affect institutional academic policies or requirements. These changes are not processed through the curriculum processing digital application (currently Watermark).

“P” change proposals can be initiated by any individual/group (“initiator”). A complete proposal must be processed through the following steps:

1. The initiator develops a written proposal in the form of a memorandum to the Senate Executive Committee (SEC). Each memorandum should include the following items:
 - a. A statement describing the proposed institutional academic policy or requirement. If it is a modification to an existing policy/requirement, then the current policy should also be included.
 - b. A rationale statement to substantiate the need for the policy change and a description of how this proposal will affect other departments, schools/colleges, and the university.
 - c. Acknowledgment letter from any individuals with oversight of the associated program/school that will be affected by this proposal.
 - d. A statement regarding how the proposal aligns with the UIW Mission.
 - e. A statement indicating which groups/individuals were involved in the development or review of the proposal.
 - f. Optionally, recommendations of individuals/groups who would be appropriate to be included in reviewing the proposal.
2. The completed proposal is submitted directly to the Senate Executive Committee (SEC) for its determination on which individuals/groups at UIW will review and approve the proposal. The SEC will solicit input from the Faculty Senate to determine whether any additional university individuals and/or groups should be included in the review process. Once the university individuals and/or groups have completed their review, they will forward their recommendation(s) to the SEC. If the SEC needs further guidance on curricular matters, proposals can be forwarded to the UC/GC chair, who will then return feedback to the SEC after consultation with their respective council.
3. The SEC will forward the recommendation(s) to the provost. The provost will make the final decision on any P change proposals.
4. Approved “P” change proposals are forwarded for processing as follows:
 - a. Report as information items to the Senate in the following Senate meeting’s Senate President’s report.

- b. The provost signs the approved proposal and forwards the proposal to the appropriate university individuals/groups for processing, as identified by the SEC.
 - c. “P” change proposals are reported to the President and Academic Committee of the Board of Trustees as information items, as deemed appropriate by the provost.
5. Approved proposals are returned to the SEC and sent to the appropriate department(s) for official university record-keeping and for any appropriate action.
 6. If a proposal is not approved, the reasons will be communicated by the provost to the initiator and to the SEC.

School/College Curriculum Committee Guidelines

- A. Each school/college needs to establish a curriculum committee tailored to its needs, size, and number of programs. (Examples include: the committee may or may not include faculty who “represent” others; the committee may be elected, volunteer, or appointed; the whole school/college may be established as the committee.)
- B. The faculty of the school/college should approve the organization of its curriculum committee. Membership in these committees is limited to “voting faculty” as defined by the Faculty Senate Bylaws.
- C. One faculty person must be identified by the school/college faculty as the chair of the school/college curriculum committee.
- D. Each school/college needs to establish its own process for approval of the curriculum. The process for approving curriculum must protect faculty control of curriculum. The process may or may not include final approval by a vote of the whole faculty of the school/college.
- E. The faculty should approve the process by which curricular decisions are made in their college/ school.
- F. While the dean of the school/college plays an important role in assigning changes or suggestions to the school/college Curriculum Committee for consideration, the Curriculum Committee should deliberate and reach its recommendation independently of the dean.
- G. The organization of the school/college Curriculum Committee and the process for approving the curriculum must be included in the school/college bylaws, which are presented to Faculty Affairs for information. However, it is not the role of Faculty Affairs to determine the organization or processes used by any school/college. Their role is to ensure that an organized committee is in place to process curriculum in a manner that meets the regulations of the Faculty Handbook.
- H. Whatever organization or process is established, the dean of the school/college must weigh in on the actions of the Curriculum Committee before proposals are forwarded to the Graduate or Undergraduate Council. If the Curriculum Committee approves a proposal but the school/college dean does not, the proposal still proceeds to UC or GC for a decision, with rationales from both the school/college dean and the Curriculum Committee.
- I. The school/college Curriculum Committee reviews all new courses and programs (including degrees, degree plans, majors, minors, concentrations, specializations, tracks, etc.) to ensure they have clearly articulated student outcomes, appropriate assessment procedures, and syllabi.
- J. School/college curriculum committees should refer to current UC/GC forms/templates and procedures

currently posted on the Faculty Senate's webpage on the UIW website. Proposals must be submitted in accordance with posted timelines to allow sufficient time for UC/GC member review.

Definition of a Credit Hour

The semester credit hour is a unit by which an institution measures its coursework. The value of a credit hour can be determined by the time, educational experience, and outside preparation of the student.

The following defines a credit hour for various modes of instruction offered at UIW.

- A. At least fifteen (15) contact hours, as well as a minimum of thirty (30) hours of student homework, are required for each credit hour.
- B. For online and blended courses, credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting: the combination of direct instruction plus outside work will equal forty-five (45) hours for each hour of credit.
- C. Laboratory courses, with little outside work, require a minimum of forty-five (45) contact hours. If moderate outside work is required, thirty (30) contact hours are required.
- D. Art courses follow the recommendations for awarding credit as recommended by the National Association of Schools of Art and Design (NASAD) and the Texas Association of Schools of Art (TASA). In lecture courses, like art history, normally one hour of credit represents one 50-minute session each week of the term. For studio classes, the standard ratio is one hour of credit = two hours of contact time and one hour of outside work per week.
- E. Music courses follow the recommendations for awarding credit as required by the National Association of Schools of Music (NASM). Normally, a semester hour of credit represents at least three hours of work each week for each week of the term. In lecture classes, such as music history, one hour of credit is normally given for one 50-minute session, plus two hours of homework each week of the term. For ensembles, normally one hour of credit is given for two to four 50-minute rehearsal sessions per week, depending on the ensemble. For applied lessons, two hours of credit are awarded per week for each 60-minute lesson with the instructor, plus 7-14 hours of individual practice outside the lesson.
- F. Internships, clinical and field experiences award credit based on established standards and precedent for specific disciplines; in some cases, the ratio of clock to credit hours is specified by regulatory/accreditation agencies. The following table shows some examples of the ratio of clock hours to credit hours in various disciplines.

TABLE 14: Clock Hours to Credit Hour Ratios for Sample Disciplines

Discipline	Experience	Ratio of clock to credit hours	Number of clock hours in 15-week term
Athletic Training Education	Clinical practicum	20:1	300
Business concentrations	Internship	3:1	45
Kinesiology	Internship	3:1	45
Nursing	Clinical Practicum	4:1	60
Nutrition / Dietetics	Internship	16:1	71
Rehabilitation Sciences	Clinical Practicum	3:1	45
Teacher Education	Clinical Teaching	66:1	600

- G. For professional clinical doctoral programs, the definition of a credit hour may vary in accordance with established precedent and/or national accreditation standards for specific professional disciplines. The following table shows some examples.

TABLE 15: Examples of Credit Hours in Professional Clinical Doctoral Programs

Discipline / Accrediting Agency	Lecture	Lab	Clinic
Optometry Accreditation Council on Optometric Education	1 contact hour/week = 1 credit	2 contact hours/week = 1 credit	2 contact hours/week = 1 credit
Pharmacy Accreditation Council on Pharmacy Education	1 contact hour/week = 1 credit	2 contact hours/week = 1 credit	40 contact hours/week = 1 credit
Physical Therapy Commission on Accreditation of Physical Therapy Education	1 contact hour/week = 1 credit	2 contact hours/week = 1 credit	80 contact hours/2 weeks = 1 credit (40 contact hours/week = 0.5 credit)
School of Osteopathic Medicine Commission on Osteopathic College Accreditation	1 contact hour/week = 1 credit	2 contact hours/week = 1 credit	40 contact hours/week = 1 credit

CHAPTER 7: POLICIES AND PROCEDURES RELATED TO INSTRUCTION

This section describes definitions and policies for all UIW course documentation. The primary documents are course syllabi and course outlines. The following guidance applies to all UIW courses.

Definitions

- A. **Course Description:** A course description contains the title, number, and a brief statement of the scope of the course. Course descriptions for courses regularly offered are included in the university bulletins/catalog. Whenever possible, but courses not listed in the bulletin may also be offered.
- B. **Course Outline:** The course outline is a plan of instruction for a course offered in a given semester and is prepared by the instructor teaching the course. It must meet the minimum requirements as set forth in the course syllabus. It must include all the following:
 - 1. The topics to be covered in the semester (including, but not limited to, those listed in the course syllabus).
 - 2. List of student assignments and their respective due dates.
 - 3. Course learning outcomes (including, but not limited to, those listed in the course syllabus).
 - 4. Method of determining the final grade.
 - 5. Required textbooks and other resources.
 - 6. Attendance policy and any other regulations the instructor has chosen to implement (refer to the section below for further guidance on this).
 - 7. Other relevant material at the discretion of the instructor.
- C. **Course Syllabus:** The course syllabus is the officially approved document that provides consistency across course sections for each course offered at UIW. Faculty cannot modify the course syllabi without going through the formal curriculum change process outlined in Chapter 6 ([hyperlink to Chapter 6 in this document](#)). There is only one course syllabus per course number, and it covers the constant elements required to be covered in each course section offered. The course syllabus includes the university catalog course description, course prerequisites, the minimally required course learning outcomes and assessments, and the topics required to be covered whenever the course is offered. An academic and federal policy compliance statement is also included.

Policy Guidance

Course Syllabi

All schools must follow the standard format for course syllabi, which is available in the Faculty Senate-designated central repository. Schools wishing to use a different format due to accreditation requirements must obtain approval from the appropriate curriculum council.

There is only one approved course syllabus for each course offered at UIW. Course syllabi updates are processed through the respective school curriculum committees and through the Undergraduate Council or Graduate Council. Approved current syllabi will be located in a central electronic repository, accessible to all UIW faculty. The current repository is the curriculum processing digital application (currently Watermark). The course syllabus must be made available to students along with the course outline at the beginning of each course offering. Faculty should avoid using any language in the course outline that would imply it is a “contract,” and that also applies when communicating with students about either the course syllabus or outline.

Course Outline

The course outline will contain more detail than the course syllabus and will describe when and how the course will be taught. The course outline may change from section to section or semester to semester.

Departments may require particular course outlines for multi-section courses, especially for part-time faculty, in order to assure consistent instruction or to encourage generally synchronized progress through a course. The course outline does not require curriculum committee approval.

By the end of the second week of every semester, each faculty member shall submit to the school/college dean a completed outline for every course he/she is offering that semester. Upon request, the school/college dean shall forward copies of this outline to the provost.

Undergraduate/Graduate Courses: A clear distinction between undergraduate and graduate instruction shall be evident in the level of achievement expected of each student. For courses open to both graduate and undergraduate students, syllabi must clearly indicate that the expectations for graduate students are noticeably more rigorous than those for undergraduate students. A course that is open to more than one student level (i.e., undergraduate, graduate, or doctoral) should have separate approved syllabi for each level, which would also be reflected with separately assigned course numbers (e.g., 4000, 6000, and/or 7000).

Blended and Online Courses

Purpose

This policy is intended to outline the policies and procedures for the approval, restriction, scheduling, and implementation of credit-bearing distance education courses.

Definitions

- A. **Distance Education:** UIW uses the same definition for distance education as the Texas Higher Education Coordinating Board: “the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction.” (Source: Texas Higher Education Coordinating Board, Distance Education Resources- <https://www.highered.texas.gov/new-program-development/distance-education-resources>)

1. A course is considered to be **blended** if 50-84% of the instruction occurs when students and instructors are not in the same place.
2. A course is considered to be **online** if 85% or more of the instruction occurs when students and instructors are not in the same place.

These definitions exclude internship and practicum courses.

- B. **Modality:** Modality refers to the methods of delivering the course. There are many different options available within or across the distance education categories. Some examples include, but are not limited to:

1. Online Asynchronous
2. Online Synchronous
3. Blended Synchronous
4. Blended Hy flex, etc.

Contact and Instruction Hours

To meet legal expectations in Texas, a traditionally delivered three-semester-credit course should contain 45 to 48 contact hours, depending on whether there is a final exam (Texas Administrative Code 19.1.4.A.4.6e). Proposed blended and online courses must comply with state and UIW standards in this area. Reference Chapter 6: Definition of a Credit Hour ([hyperlink to Chapter 6: Definition of a Credit Hour in this document](#)).

Consistency in Quality Instruction and Delivery Methods

For the sake of student learning outcomes, blended and online course content must be presented in a manner that uses a consistent style guide, navigational structure, content standards, and interaction standards. To guarantee adherence to the best practices instructional standards adopted by UIW, faculty members must meet minimum usage standards for the approved university learning management system for blended and online delivery.

Teaching Load Guidelines

Blended and online course assignments are determined by each school/college. Blended, online, and face-to-face courses are considered equivalent teaching responsibilities. The individual faculty member's proficiency in teaching blended and/or online courses, as well as the semester workload, is determined in consultation with the academic program leader and dean.

A faculty member assigned to teach in a blended or online format must be given adequate time and opportunity for necessary training to become proficient enough to deliver the course, meeting current UIW quality instruction standards. Should the assigned faculty member and the dean disagree about their proficiency level, either before or after training, the individual faculty member may document this discrepancy in an email to the dean, which will be officially included during the faculty member's FSI process.

Class Size

The dean determines the blended or online course class size, which should not vary significantly from related face-to-face classes. Deans consult with faculty on workload if enrollments are to increase.

Availability

All faculty teaching blended or online courses must comply with all policies related to office hours, advising, and service to their department or school/college. Refer to the Faculty Handbook for specific policies.

Student Notice and Support

Each blended course should be identified as such in UIW's Schedule of Courses with a **BL** designation, and each online course with an **ONL** designation. If a course required for the completion of a degree program is offered only in a blended or online format, notice of that requirement should also be posted in the degree plan and bulletin.

Intellectual Property

Course materials developed by the instructor of a blended or online course are subject to the UIW policy on intellectual property (<https://my.uiw.edu/hr/employee-handbook.html>).

All Course Modalities

Attendance Policy and Other Regulations

Instructors may impose regulations regarding attendance and other matters of classroom management and decorum, provided that such regulations (along with any specified penalties) are published to students in the written outline distributed at the beginning of each course. UIW does allow excused absences for university-sponsored events (for example, athletes traveling to away games) and for religious observances.

These and other approved academic policies are available on the UIW website (<https://www.uiw.edu/academics/academicpolicies.html>). Faculty should consult with their program chair or dean regarding program-level attendance policies.

Faculty Concerns About Students

Faculty who have concerns about students' academic success—such as repeated absences, failure to complete assignments, or low grades—are encouraged to contact the University Advising Center to request an intervention.

Faculty who observe student behavior that they perceive as a possible threat to the student or others should share their concerns or observations with the Behavioral Intervention Team on campus. To report an incident, click on the link “Report an Incident” at the bottom of any UIW webpage.

Faculty Absence

Faculty absence from scheduled classes may at times be necessary for valid reasons, such as illness, jury duty, or attendance at professional meetings. When such circumstances arise, the faculty member is expected to make suitable arrangements with the school/college dean, in advance whenever possible, for the absence. Such arrangements should include provision for covering the class or making up for it with an alternative learning experience. Emergency absence for which no preparation was possible should be reported to someone who will take responsibility for notifying classes. As soon as convenient thereafter, the school/college dean should be notified.

Faculty Office Hours

Faculty are required to post a schedule of their office hours for each semester for their students (a minimum of four hours per week, distributed over several days for full-time faculty, and one hour per week per three-hour course taught for part-time faculty), with notice to the school/college dean. Office hours for the professional schools should be determined by the faculty and the dean.

Confirmation of Attendance, Progress, and Grade Processes

After the first week of the semester, faculty will receive notification/instructions from the registrar regarding the confirmation-of-attendance process. To award federal financial aid, we must confirm that students have attended class, and the attendance confirmation process is in response to that federal requirement.

Student progress should be assessed and graded regularly, both formally and informally, throughout the semester. At least one formal and graded assessment must be completed by the end of six weeks of class. The results of such early assessment, if the grade average is a D or F, should be reported to Academic Advising by the deadline set for that purpose each semester so that remedial measures may be taken before the last date for withdrawing with the grade of W: seminars, research, practicum courses, independent studies, and graduate courses are exceptions to the above requirement.

At the sixth week of the semester, faculty will receive notification/instructions from the registrar on the midterm grade entry process. UIW requires midterm grades for students attending 1000-2000 level courses. Faculty teaching other courses are strongly encouraged to submit midterm grades to provide students with feedback.

The week before final exams, faculty will receive notification/instructions from the registrar on the final grade entry process. All students enrolled in all courses must have their grades recorded by the deadline set by the registrar and posted on the academic calendar. Deans will be notified when faculty fail to provide end-of-the-semester grades.

Instructors are personally responsible for the preparation, supervision, and correction of all examinations in their courses. Final grades are not official until released by the Registrar's Office. Once grades are recorded, grades other than IP cannot be changed except in cases of error. In no case may a grade other than IP be changed without the permission of the school/college dean. Graded final examinations not returned to the student should be kept on file for at least 6 months after the exam is administered.

Classroom Scheduling

Members of the faculty are not free to change the room or hour scheduled for their classes or examinations. The classroom scheduling policy and final examination schedule can be found on the Registrar's website. If changes are necessary or desirable, they should be approved by the registrar in consultation with the appropriate school/college dean.

System of Grading and Honor Points

These policies are contained in the appropriate university catalogs.

Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is posted on the UIW Registrar's webpage (<https://my.uiw.edu/registrar/ferpa.html>).

Copyright Guidelines

Appendix 10 addresses the current Copyright Policy and Guidelines ([hyperlink to Appendix 10 in this document](#)).

Outside Speakers

Instructors may schedule off-campus speakers to appear before classes. However, the instructor in charge of the class is completely responsible for the acceptability of such a speaker and his or her relevance to the course. If an honorarium is requested, approval from the school/college dean is required, and the honorarium will be charged to

the school/college budget. The honorarium should be requested in the Business Office several days in advance ([hyperlink to Appendix 11: Public Writing/Speaking Policies in this document](#)).

Cancellation of Course Offerings

Any scheduled course may be canceled due to insufficient enrollment at the discretion of the provost, after consultation with the school/college dean. "Sufficient enrollment" shall be determined by the provost in consultation with the school/college deans prior to each registration period.

Policy on Academic Integrity

The current UIW Policy on Academic Integrity is included with the approved academic policies, which are available on the UIW website (<https://www.uiw.edu/academics/academicpolicies.html>).

Student Complaints Related to Faculty Decisions About Student Coursework

[Hyperlink to Appendix 12: Student Complaints in this document.](#)

Classroom Recording Policy

[Hyperlink to Appendix 13: Classroom Recording Policy in this document.](#)

CHAPTER 8: PART-TIME FACULTY: RIGHTS AND RESPONSIBILITIES

Part-Time Faculty: Preface

Part-time faculty provide an invaluable service to UIW. As with all faculty, the challenge is to relate to students in ways that evidence understanding of the Mission of the Sisters of Charity of the Incarnate Word and the University of the Incarnate Word. We work together to create a faith-filled learning environment that promotes individual self-realization and respect for the common good.

This chapter identifies the rights and responsibilities of part-time faculty with instructional duties. This refers to those part-time faculty with the title of lecturer or senior lecturer. The rights and responsibilities of other part-time faculty who mentor UIW students at clinical and practice sites in the community are identified in policies and procedures maintained in various deans' offices.

Types of Part-Time Faculty

Senior Part-Time Faculty (With the Title of Senior Lecturer)

This title refers to individuals appointed by the dean to teach and perform additional academic duties on a contractual basis (usually for one year). They are not eligible for promotion or tenure but may retain rank if already obtained. Academic freedom is protected.

Part-Time Faculty (With the Title of Lecturer)

This title refers to individuals who teach one or more courses on a term-to-term basis and are paid per course or per hour. They are not eligible for promotion or tenure. Academic freedom is protected.

Part-Time Faculty (With the Title of Clinical Adjunct or Other Relevant Titles)

This title refers to those individuals, paid or volunteers, who serve as mentors of UIW students at clinical and practice sites in the community. Mentor rights and responsibilities are identified in policies and procedures maintained in various deans' offices.

Instructional Duties

The following is a list of basic instructional duties that apply to part-time faculty.

1. Utilize outlines based on approved departmental syllabi.
2. Work collaboratively with departmental faculty to ensure standard curriculum outcomes are met.
3. Apply the necessary knowledge, skills, resources, and understanding of current scholarship in order to achieve the course objectives.
4. Employ methods appropriate to course objectives and be able to modify procedures in response to unforeseen change when necessary.

5. Utilize a suitable style and effective organization to communicate the course information with clarity and integrity.
6. Create an environment that will enable the student to achieve the course objectives.
7. Critique their own work, using student and faculty evaluations to improve the quality of future work.
8. Prepare, correct, and return tests and assignments within a reasonable time.
9. Properly evaluate student achievement according to the criteria communicated to students at the beginning of each course.
10. Be available outside of class to help students learn and to answer their questions (1 hour per 3- hr. class, physically and/or electronically).
11. Maintain respectful relationships with faculty, staff, and students both in and out of the classroom.

Reference Chapter 7: Policies and Procedures Related to Instruction, which apply to part-time faculty ([hyperlink to Chapter 7 in this document](#)).

Resources

All part-time faculty with instructional duties are subject to the following policies in the Faculty Handbook and in the UIW Employee Handbook (<https://my.uiw.edu/hr/employee-handbook.html>).

Employment, Reappointment, Dismissal

Employment Offer

Actual employment (first-time and reappointment) is contingent upon successful completion of a required background check, course availability as determined by the dean in relation to other staffing needs, and adequate class enrollment. The employment offer is not a guarantee of employment.

Issues During Employment

Part-time faculty who believe they are being treated unfairly or that their academic freedom is being violated by department heads or other faculty may appeal to the school/college dean to resolve the matter. The faculty member may appeal the dean's decisions to the provost in writing. The provost will consider the appeal and either make a decision or appoint an ad hoc faculty committee to conduct a hearing and make a recommendation to the provost. The provost then makes a decision and notifies the part-time faculty in writing. The provost's decision is final, and no further appeal at the university is available.

Reappointment

Reappointment of part-time faculty is contingent upon acceptable teaching performance. The dean makes this judgment based on a number of factors, including end-of-term Student Assessment of Teaching data, class observations, when appropriate, other student input, if available, consultation with the department head, and enrollment needs. Previous part-time employment does not create an obligation for the university to offer continued employment.

When possible, written notice of reappointment or non-reappointment will be issued to senior lecturers no later than one month before the end of the existing appointment.

Dismissal Before End of Term

UIW reserves the right to dismiss part-time faculty before the end of the period of appointment based on the dean's determination of unsatisfactory performance that is not in the best interests of the students and/or the program. Prior to making this decision, the dean will consult with the department head and may request a class observation with student feedback. The dean will notify the part-time faculty in writing of the reasons for dismissal, and the date of this notice is used to calculate the salary to be paid, in proportion to the time actually taught.

The faculty may appeal the dean's decision to the provost. Within three working days of the dean's notice of dismissal, the part-time faculty member must initiate the appeal by forwarding a written statement of complaint through the dean to the provost, depending on the source of employment authorization. The provost will consider the appeal and make a decision or will appoint a 3-member subcommittee of the Grievance Committee of the Faculty Senate to conduct a hearing and make a recommendation to the provost within seven working days of the date of the part-time faculty's letter of appeal. Within two days after receipt of the recommendation form from the Grievance Committee, the provost makes a decision and notifies the part-time faculty in writing. The provost's decision is final, and no further appeal at the university is available.

Part-Time Faculty Workload Policy

Purpose

To describe the workload limits and calculation for part-time faculty.

Definitions

- A. **Part-Time Faculty:** Those individuals who teach one or more courses on a term-to-term basis without additional academic duties, with a workload equivalent to less than 30 workload units (clock hours) per week, and who are paid by course or by the hour.
- B. **Workload Unit (WLU):** The number of clock hours worked each week, calculated week by week. Part-time faculty workload includes time in the class, time preparing for class, time attending faculty meetings (if required), and time for office hours. Part-time faculty members are expected to provide one office hour per week for each 3-credit course taught (UIW Faculty Handbook).
- C. **Office Hours:** Time dedicated outside of class for meeting with students. Part-time faculty who teach online may conduct office hours electronically.

Narrative

By federal regulation, part-time faculty workload must be calculated week by week. Part-time faculty may teach up to 29 workload units (WLU) during any given week of any term. This applies to faculty who teach on the Broadway campus, in the School of Professional Studies, at the UIW health professions schools, at St. Anthony Catholic High School, or any combination of these.

The WLUs will be included on each Part-time Faculty Payroll Authorization submitted to the provost at the start of each term. Prior to submitting a Payroll Authorization, Deans should determine if part-time faculty intend to teach in more than one school/college or division at UIW or the high schools before committing to the workload.

If the combined workload for any period will be 30 WLUs or more, the Deans should confer and work with the faculty member to reduce the workload.

Part-Time Faculty Workload Calculation

- A. "Lecture" courses (face-to-face or online)
- B. Part-time faculty workload units are calculated assuming that for each semester credit hour, the faculty member spends time both in class and out of class.
- C. For a 16-week course, 1 credit hour equals 1 hour in class and 1.25 hours outside of class per week, for a total of 2.25 workload units (WLU).
 - Formula: $WLU = \text{semester credit hours} \times 2.25$
- D. For an 8-week course, 1 credit hour equates to 2 hours in class and 1.375 hours outside of class per week for a total of 3.375 WLU.
 - Formula: $WLU = \text{semester credit hours} \times 3.375$

TABLE 16: Example for Faculty Teaching Three 16-Week Courses

Duty	Number of Courses / Time Required	Workload Units
Instruction	3 courses x 3 credits x 2.25 hours	20.25
Office hours	1 hour per course per week	3
Department mtg	1 hour per week (on average thru the term)	1
Total		24.25 WLUs each week
Department meetings may be optional, but if recommended or required must be accounted for in the workload.		

So, for the calculated example, the total WLUs are below the 30 WLU limit, and this workload is allowable for this part-time faculty member.

TABLE 17: Example With Two 8-Week Courses

Duty	Number of Courses / Time Required	Workload Units
Instruction	2 course x 3 credits x 3.375 hours	20.25
Office hours	1 hour per course per week	2
Department mtg	1 hour per week	1
Total		23.25 WLUs each week
NOTE: Faculty can teach two 3-credit courses in this example.		

In this example, the total WLUs are below the 30 WLU limit, and this workload is allowable for this part-time faculty member for *each* mini-semester; an individual faculty member may teach a total of four 8-week courses across an entire (16-week) semester.

Options for Combining 8-Week and 16-Week Courses

If a part-time faculty member teaches one 16-week (3-credit) course, their workload will allow adding one 8-week course per mini-term, but *not* two in a single term. The following table works out the calculation for the first mini term, to compare both of those cases

TABLE 18: Example With One 16-Week Course & One 8-Week Course

Duty	Workload Units
3-credit 16-week course	6.75
3-credit 8-week course	10.125
Office hours per week	2
Department meeting	1
Total	19.875

TABLE 19: Example With One 16-Week Course & Two 8-Week Courses

Duty	Workload Units
3-credit 16-week course	6.75
1 st 3-credit 8-week course	10.125
2 nd 3-credit 8-week course	10.125
Office hours per week	3
Department meeting	1
Total (over the limit)	31

Similarly, if a part-time faculty member teaches two 16-week (3-credit) courses, their workload will allow the addition of one 8-week course during each mini-term.

TABLE 20: Example With Two 16-Week Courses & One 8-Week Course

Duty	Workload Units
1 st 3-credit 16-week course	6.75
2 nd 3-credit 16-week course	6.75
3 rd 3-credit 8-week course	10.125
Office hours per week	3
Department meeting	1
Total	27.625

Individual workload calculations need to be done for each semester's teaching assignments, accounting for the possibility that a faculty member may teach in more than one school/college, or division at UIW or the high schools. Variations of the calculations, unique to several disciplines, are provided below.

Non-Lecture Courses

Studio, Lab, clinical, private music lessons, or practicum courses have different ratios of class and preparation time. For example:

TABLE 21: Private Lesson Example

Course	In Class Workload Per Week	Out of Class Workload Per Week	Total Workload Units (average clock hours per week)
MUAP 1244 (private piano lesson)	1	0.5	1.5 hours per student
No additional office hours required for private lessons			
NOTE: Faculty could teach up to 18 private lessons / week for total of 27 WLU			

TABLE 22: Studio Course Example

Course	In Class Workload Per Week	Out of Class Workload Per Week	Total Workload Units (average clock hours per week)
FADS 1320 (studio)	6	6	12 clock hours per week
Office hours		1 per course	1
NOTE: Faculty could teach two studio classes for total of 26 WLU			

TABLE 23: Lab Course Example

Course	In Class Workload Per Week	Out of Class Workload Per Week	Total Workload Units (average clock hours per week)
BIOL 2122	2.5	1	3.5
Office hours for each section		0.5	0.5
NOTE: Faculty could teach 7 lab sections for total of 29 WLU			

TABLE 24: Clinical Course Example

Course	In Clinical Workload Per Week	Out of Clinical Workload Per Week	Total Workload Units (average clock hours per week)
NURS 3510, combined classroom and clinical with 3 credits to classroom + <u>2 credits to clinical</u> , part-time faculty is only teaching clinical portion of course.	8	4	12
Office hours		1 hour per course per week	1
NOTE: Faculty could teach two clinical sections for 26 WLU			

Oversight Responsibilities for this Policy

1. Oversight of this policy is assigned to the provost.
2. The policy will be published in the UIW Faculty Handbook.
3. The provost will ensure its compliance and report results to the Director of Human Resources.
4. This policy will be reviewed annually.

APPENDICES

APPENDIX 1: Faculty Awards Summary

Refer to the Teaching Awards webpage at www.uiw.edu/provost/faculty-resources/teaching-awards.html.

All nominees and award recipients must be in good standing with the University of the Incarnate Word.

AWARD TITLE	AWARDED BY	ELIGIBILITY CRITERIA	NOMINATION DETAILS	DUE DATE	NOMINATION SENT TO	SELECTION BODY	CELEBRATION	AWARD	ADDITIONAL RESPONSIBILITIES
Robert J. Connelly Leadership Award	Faculty Senate	Full-Time Tenured Faculty with 15 or more years of service at UIW	Call for nominations coordinated by Faculty Senate	Nov. 15	Faculty Senate President	President of the Faculty Senate and at least three faculty members with 15+ years of service at UIW. Whenever possible, the selection committee will be comprised of past awardees.	Connelly & Mission Continues Award Reception Spring Semester	\$1,000 Stipend Recipients are listed on Legacy Wall plaque Door plaque	None
Mission Continues Faculty Awards (up to 5 annually): Innovation, Truth, Education, Service, Faith (est. 2003)	Mission & Ministry	Full-Time Faculty	Call for nominations coordinated by Faculty Senate	Oct. 15	VP Mission Effectiveness	Faculty sub-group of UIW Mission Committee and Faculty Senate President	Connelly & Mission Continues Award Reception Spring Semester	Recipients are listed on Legacy Wall plaque Door plaque	None
Bishop Claude Marie Dubuis Response to the Call Award	Mission & Ministry	Teams from the UIW Community	Call for nominations coordinated by Faculty Senate	Oct. 15	VP Mission Effectiveness	Faculty sub-group of UIW Mission Committee and Faculty Senate President	Connelly & Mission Continues Award Reception Spring Semester	Awarded teams are listed on Legacy Wall plaque Individual door plaques	None
CCVI Spirit Award	Mission Committee	Any member of UIW community	Call for nominations coordinated by Mission Committee	Feb. 28	CCVI Spirt Award Committee Chair	Mission Committee	Incarnate Word Day	\$500 to a CCVI sponsored charity Award sculpture for the year Recipients are listed on Legacy Wall plaque	None
Moody Professor (est. 1971)	Faculty Senate	Senior Full-Time Faculty Associate or Full Professor with a minimum of five years at UIW	Call for nominations coordinated by Faculty Senate One nomination from each college/school	March 1	Faculty Senate President	Faculty Senate	Faculty Appreciation Event	\$3000 Stipend \$2000 faculty development award Recipients are listed on Legacy Wall plaque Door plaque	Two public lectures (at UIW & at OLLU) December commencement speaker Carries the mace at all official functions
Piper Professor Award: University Nomination	Faculty Senate	Full-Time faculty with excellence in teaching and service to the university and the community	Call for nominations coordinated by Faculty Senate One nomination from each college/school	March 1	Faculty Senate President	Faculty Senate	Faculty Appreciation Event	\$1000 Stipend \$5,000 and gold pin if nominee is chosen as a state-wide recipient	Submit application, as the UIW nominee, to the Minnie Stevens Piper Foundation's Texas competition.

AWARD TITLE	AWARDED BY	ELIGIBILITY CRITERIA	NOMINATION DETAILS	DUE DATE	NOMINATION SENT TO	SELECTION BODY	CELEBRATION	AWARD	ADDITIONAL RESPONSIBILITIES
Presidential Teaching Award (est. 2004)	UIW President	Full-Time faculty with a minimum of 5 years at UIW, with a record of teaching excellence	Call for nominations coordinated by UIW Provost's Office Nominations from students and faculty Nominees are notified and submit a current CV and statement by March 15	March 1	Office of the Provost	Finalists selected by Faculty Teaching Award Committee (Provost and past recipients) Final selection by UIW President	Faculty Appreciation Event	\$5,000 Stipend Framed Certificate Door plaque	None
Provost's Legacy in Teaching Award (est. 2010) NOTE: Presidential Teaching Award nominees with five years or less of UIW service are considered.	UIW Provost	Full-Time Faculty within the first 5 years of service at UIW	Nominations are coordinated by the UIW Provost's Office Nominations from students and faculty Nominees are notified and submit a current CV and statement by March 15	March 1	Office of the Provost	Finalists selected by Faculty Teaching Award Committee Final selection by UIW Provost	Faculty Appreciation Event	\$500 Stipend Door plaque	None
Dr. Kathleen Light Award for Outstanding Faculty NOTE: Presidential Teaching Award nominees with more than five years of UIW service are considered.	UIW President	Full-Time Faculty with more than 5 years of service at UIW	Nominations are coordinated by the UIW Provost's Office Nominations from students and faculty Nominees are notified and submit a current CV and statement by March 15	March 1	Office of the Provost	Finalists selected by Faculty Teaching Award Committee Final selection by UIW Provost	Faculty Appreciation Event	\$1,000 Stipend Door plaque	None
Ed Zlotkowski Faculty Service-Learning Award	Service Learning Committee	Full-Time Faculty	Call for nominations coordinated by Faculty Senate	March 1	Ettling Center for Civic Leadership	Service-Learning Committee	Faculty Appreciation Event	\$500 Stipend Recipients are listed on plaque displayed in college/school Door plaque	None

Robert J. Connelly Leadership Award

The *Robert J. Connelly Faculty Leadership Award* is given to commemorate Dr. Robert J. (Bob) Connelly for his many years of wise leadership and dedicated service to the faculty of the University of the Incarnate Word. He inspired the trust and confidence of the UIW faculty for more than four decades. We recognize that he represented the best qualities and virtues of UIW. This award is given to a tenured faculty member with 15 or more years of faculty experience at Incarnate Word. The faculty member will have served as an exemplary leader of faculty, as demonstrated by leadership, service, mentoring, and peer counseling.

Mission Continues Faculty Awards (up to 5 annually): Innovation, Truth, Education, Service, Faith

In 2003, the first *Mission Continues* Faculty Awards were given during Heritage Week at the University of the Incarnate Word. The *Mission Continues* Faculty Awards Program is a series of five annual awards and represents the congregational heritage of living the Mission values through teaching, scholarship, and community service. The awards recognize faculty for their commitment to promoting the Mission and supporting the ministry of the university in an outstanding manner.

- The **Sr. Maria Goretti Zehr Award** for Innovation is awarded to the faculty member who is open to thoughtful innovation, which serves material and spiritual need.
- The **Sr. Eleanor Ann Young Award** for Truth is awarded to the faculty member who searches for and seeks truth in scholarship and in the classroom.
- The **Sr. Margaret Rose Palmer Award** for Education is awarded to the faculty member who engages students in the learning process.
- The **Mother Columkille Colbert Award for Service** is awarded to the faculty member who embraces a global perspective and emphasizes social justice. To connect Sister Columkille Colbert with service is very much like connecting wetness with water. Her life was service.
- The **Sr. St. Pierre Cinquin Award for Faith** is awarded to the faculty member who is committed to educational excellence in the context of faith and fosters the values of the University.

Bishop Claude Marie Dubuis Response to the Call Award

The *Bishop Claude Marie Dubuis Response to the Call Award* is awarded to a group of individuals who have demonstrated the Mission of the University of the Incarnate Word in action.

CCVI Service Award

This award recognizes a member of the faculty, administration, or staff who has demonstrated in service to the University and/or to the broader civic community, the spirit of the founders, the Sisters of Charity of the Incarnate Word.

Moody Professor

The Moody Professorship was established in 1971 at the University of the Incarnate Word and Our Lady of the Lake University through a grant made to the two institutions by the Moody Foundation. A faculty member is named Moody Professor from each institution and in turn delivers two public lectures. The awarding of the Moody Professorship reflects the level of scholarship attained by the recipient. The UIW Moody Professor is traditionally a senior faculty member who is recognized for teaching excellence, scholarship, and community service. The Moody Professor delivers two public lectures, one at UIW, and one at OLLU. The Moody Professor also serves as the December Commencement speaker and carries the University Mace at all official functions.

Piper Professor Award: University Nomination

The Piper Professor awards are given annually by the Minnie Stevens Piper Foundation to professors for superior teaching at the college level in the State of Texas. Each spring, the UIW faculty select a peer to compete as the nominee at the state level the following year.

Presidential Teaching Award

Established by the Faculty Senate in Fall 2004 upon the recommendation and support by the UIW President, this annual award acknowledges and rewards an individual who exemplifies excellence in teaching that leads to student engagement. Selected awardees demonstrate an extraordinary dedication to teaching demonstrated by impact and involvement with students and a teaching approach that encourages student engagement.

Provost's Legacy in Teaching Award

This award is given to faculty who are within their first five years of service at UIW and who have demonstrated the degree of dedication to teaching and learning that joins them to the long legacy of teaching excellence that characterizes UIW.

Dr. Kathleen Light Award for Outstanding Faculty

This award recognizes senior faculty whose teaching exemplifies the role of the teacher as a mentor, providing innovation in the classroom, and exhibiting teaching excellence while showing personal concern for the student. Selected awardees demonstrate an extraordinary dedication to teaching demonstrated by impact and involvement with students and a teaching approach that encourages student engagement.

Ed Zlotkowski Faculty Service-Learning Award

This award recognizes faculty for innovations in engaged scholarship that integrate service into the curriculum and for efforts to institutionalize service-learning in their discipline, school or college, and the University.

APPENDIX 2: Professional Ethics Complaint Procedures

Procedure for an Informal Complaint

- A. Professional ethics complaints alleging faculty behavior inconsistent with institutional fit guidelines should be directed to the faculty member's dean. Initially, the dean may suggest that the complaining party meet with the accused party to express concerns about the alleged behavior. A major purpose of the informal complaint procedure is to resolve problems, heighten awareness, and achieve changes in behavior, if necessary, without resort to formal investigatory or disciplinary proceedings. If the meeting of the parties does not provide a resolution or the complaining party gives reasons for not making such contact, the dean shall begin an informal investigation.
- B. The dean shall consider the degree of seriousness of the accusation and evaluate the validity of the complaint. To resolve the matter, the dean shall meet with the accused party, provide the identity of the complaining party, and disclose the nature of the complaint. The accused party may then present a response. The dean may investigate the matter further, with careful attention given to mitigating or aggravating circumstances.
- C. Upon reaching a decision, the dean has three directions for action:
 - 1. Report to the parties that the incident did not constitute a violation of the fit guidelines, or
 - 2. Report to the parties that a violation of fit guidelines has been found, requiring a warning. The dean shall clarify to the accused party the objectionable behavior, secure cessation of such behavior, and caution that repetition of such conduct could lead to formal investigation and sanctions, or
 - 3. Report to the parties that a violation of fit guidelines has been found that warrants the dean's initiation of a formal complaint. The dean shall inform the accused party of findings that show a sufficient degree of seriousness or pattern of behavior that requires consideration by the provost. The dean will initiate a formal complaint.
- D. To the extent that the complaining party is dissatisfied with the resolution of the informal complaint, a formal complaint may be filed.
- E. The dean shall preserve documentation reflecting the results of processing any informal inquiry.

Procedure for a Formal Complaint

- A. If a professional ethics accusation cannot be resolved through the informal complaint process, the dean or an accusing party may initiate a formal complaint by submitting to the provost a written description of the offensive behavior and the surrounding circumstances. (Complaints against a dean are submitted directly to the provost.) Upon receipt of the complaint, the provost shall provide the accused party with a copy of the statement and identity of the party making the complaint.
- B. *Investigation.* The provost will conduct an investigation or appoint an ad hoc committee composed of three tenured faculty members (or faculty with multi-year renewable-term appointments in schools without tenure) to investigate the allegations and to recommend sanctions, if any, or may recommend that the complaining party take the complaint to the Grievance Committee if appropriate. In the case of an appointed ad hoc committee, the accused party shall have one opportunity to remove, without stated cause, one member of the committee. The provost will replace the removed faculty member with a qualified alternate.

Documentation from any informal complaints will be provided to the committee for review purposes.

Members of the committee will meet to consider the complaint. Unless the committee concludes that the complaint is without merit, the parties to the dispute shall be invited to appear before the committee and to confront any adverse witnesses. Each party to the dispute may invite one UIW faculty member to be present in an advisory capacity. Advising faculty take no part in presenting facts or examining witnesses before the committee. The committee may conduct its own informal inquiry, call witnesses, and gather whatever information it deems necessary to assist it in reaching a determination as to the merits of the allegations. The senior faculty member of the committee shall communicate in writing its decision to both parties, along with a summary of the basis for the determination. The provost shall preserve documentation reflecting the results of any formal investigations.

- C. *Recommended Sanctions.* In determining whether a recommendation of sanctions is appropriate, the committee must consider the seriousness of the offense, the context in which the incident occurred, any mitigating or aggravating circumstances, and any history of past offenses of a related nature. If sanctions are recommended, the committee's written report and the recommendation for sanctions will be sent to the accused party and the provost.

Recommended sanctions may include (but are not limited to) the following: written reprimand, imposition of a fine only as an alternative to suspension without pay, restitution, restrictions on the individual's participation in research or other projects, reassignment of duties, mandatory training, additional supervision, probation, or suspension, with or without partial pay, for a definite period of time.

Within 30 days of receiving a written report from the ad hoc committee, the accused party may request reconsideration through the Grievance Committee ([Hyperlink to Article X - Grievance Committee in this document](#)). The provost decision will conclude the formal complaint process including any reconsideration done by the Grievance Committee. No further appeal at the university is available.

APPENDIX 3: Faculty Development Funds Review Guidelines

Preface

Research in faculty development consistently demonstrates that the development of faculty, the university's most important resource, results in enhanced teaching and learning in the classroom. In addition, thinking of faculty development in terms beyond travel complements the university's decision to follow the Boyer Model of Scholarship and expands the concept of institutional support of faculty development beyond travel funding.

The intent of this policy is to reflect an approach that best supports the maximum number of faculty participating in one UIW-funded faculty development activity per fiscal year. Decisions to approve awards from the Faculty Development Funds Review Committee (FDFRC) will be based on the type of activity, the amount of funds requested, whether the faculty member making the request has participated in a UIW-funded event (university or college/school level) during the fiscal year in which the request is being made, and whether the faculty member has been or will be funded from the main campus department/school for faculty development activity. Exceptions are appropriate for faculty support received from non-UIW funds, such as grants. Faculty who have access to separate faculty development funds through professional schools or SPS are not eligible for Broadway campus development funds.

The Faculty Development Funds Review Committee's purpose, Chair selection guidelines, and membership are outlined in Chapter 3, Article XV of the Faculty Handbook ([hyperlink to Chapter 3, Article XV in this document](#)). To provide continuity of processes, the committee chair shall be a full-time faculty member who has previously served on the FDFRC. The election of the Chair to this Faculty Senate Standing Committee will be facilitated by the Nominations Committee.

Terms

- **Faculty Development Activities:** These activities include, but are not limited to, conference presentations, conference attendance, discipline-specific training or certification programs, pedagogical or instructional development workshops, and other activities that demonstrably support faculty effectiveness and professional growth and are directly linked to the FSI.
- **National Conference:** Domestic location of a state, national, or international conference
- **International Conference:** Non-U.S. location of a national or international conference

Procedures for the Faculty Development Funds Review Committee

1. Eligibility Criteria

To apply for funds, the faculty applicant must meet the following criteria. Each applicant must:

- a. Be in a full-time faculty position based on the Broadway campus.
- b. Demonstrate a direct link between the proposed activity/project and the applicant's Faculty Self Inventory (FSI).
- c. Have completed all required "settlement" procedures, according to university policy, for previously funded travel, in previous years, and the current fiscal year.
- d. Have a recommendation from the respective dean, including a statement of support that affirms the proposed activity as the primary faculty development activity being endorsed for the applicant during the fiscal year. The dean confirms that the proposed activity aligns with the faculty member's required professional development and scholarship with a written statement indicating how the activity aligns or does not align.
- e. Provide confirmation that UIW funding for faculty development is not available from the department or school/college.

- f. Primary applications, defined as the first faculty development funds application submitted by an eligible faculty member during a fiscal year, shall receive priority consideration. If faculty development funds remain available after all primary applications have been reviewed and awarded, the committee may consider secondary applications.
- g. Secondary applications, defined as the second faculty development funds application submitted by an eligible faculty member during a fiscal year, must meet the same eligibility criteria, submission requirements, and funding limits as primary applications, including advance submission prior to participation in the faculty development activity. If faculty development funds remain available after primary applications have been reviewed, secondary applications submitted throughout the fiscal year will be reviewed at the committee's final meeting in May.

2. FDF Application & FDFRC Meeting Dates

At the beginning of the fiscal year, the chairperson will forward a copy of the current FDF application and the FDFRC meeting dates to the Faculty Senate Executive Committee for posting with Faculty Handbook-associated forms in an accessible location (currently the Faculty Senate webpage-UIW website).

3. Application Review Procedures

Once the FDFRC has determined that the eligibility criteria have been met (noted in Procedures for the Faculty Development Funds Review Committee, #1), the committee, at the meeting, will evaluate proposals based on the relevance of the requested activity, the demonstrated connection to the applicant's FSI, and the availability of funds at the time of review. Eligible items include conference presentations, conference attendance, and other approved faculty development activities as defined above in Terms: Faculty Development Activities.

Proposals will be prioritized according to the following criteria:

- a. First Priority Primary Applications-Presentations: Proposals for conference presentations to disseminate scholarship will be reviewed at the established monthly meetings, and award decisions will be made accordingly (the date of the conference does not affect when the proposal is reviewed).
- b. Second Priority Primary Applications-Attendance: Proposals for attendance at professional development will be received throughout the year and will be reviewed in the order received during the fourth quarter of the academic year. Qualified activities must be directly linked to the applicant's FSI. See Procedures for FDF Application Preparation.
- c. Third Priority-Secondary Applications: Funds permitting, during the last FDFRC meeting of the academic year, individuals who self-funded or received funds from sources other than the FDF to participate in a qualified activity during the academic year will be considered. See Procedures for FDF Application Preparation

4. Funding Limits

Fiscal year awards shall be limited as follows in order to ensure equitable distribution of faculty development funds among UIW full-time Broadway campus faculty:

- a. Conference Presentation:
 - National conference presentation: up to \$1,200
 - International conference presentation: up to \$1,800
- b. Conference attendance or other faculty development activities:

Attendance at a conference without presentation, or participation in other approved faculty development activities (including continuing education, certification, or pedagogical training,): up to \$600, regardless of location.

5. FDFRC Minutes

The minutes of the committee meeting will:

- a. Include applications received, reviewed, and decisions (awards granted, funds denied, and reasons)
- b. Indicate awards and amounts previously awarded to a faculty member but not used. The amounts will be posted to the appropriate fiscal year budget.
- c. Provide a running balance of the awarded (encumbered) funds for the fiscal year.
- d. Be forwarded to the Provost and Accounts Payable after each meeting.

6. Award Letters

- a. An award letter will be prepared for the applicant, including a cover letter indicating the amount of the FDF award and directions for accessing the award.
- b. A copy of the award letter will be sent to the department/school/college dean and secretary.

7. Reporting

- a. Prior to the monthly meeting, the FDFRC chair will request a report of the total of funds paid to faculty from Accounts Payable.
- b. Monthly, the FDFRC chair will provide a written, updated report to the Senate of the total funds encumbered and paid to faculty, highlighting the unencumbered balance.

Procedures for FDF Application Preparation

1. Submission Format and Method

All application materials must be prepared as a single document and submitted to FDFRC@uiwtx.edu. The application file must include all required documents and signatures.

2. Required Application Materials

The complete application packet must include:

- a. The completed Faculty Development Funds Application form. All sections of the application must be complete, including the dean's statement of support/non-support.
- b. If the request is for funding to support a presentation, include a copy of the letter of acceptance (LOA) for the presentation. The award can be made contingent upon receipt of the LOA.
- c. A copy of the program or event registration information, including a description of what is covered by registration fees (e.g., meals or materials included). If the event has not yet published this information, the previous year's information can be submitted with the application and updated when the event's information is available.
- d. Airfare, mileage, lodging, and/or other relevant travel cost estimates or quotes, as applicable.

3. Submission Deadlines

Applications must be submitted by the last calendar day of the month preceding the month in which the committee will review applications. The FDFRC meets on the first Friday of each month.

4. Timing Relative to Travel or Event

Applications must be submitted prior to the start of travel or participation in the faculty development activity. Applications submitted after the activity or travel has occurred will not be considered.

5. Notification and Planning Expectations

Applicants will be notified of funding decisions during the second week of the month in which their applications are reviewed. Faculty are responsible for planning travel and registration arrangements accordingly and should not assume funding approval prior to notification.

6. Eligibility Window for Future Activities

Faculty may submit applications for eligible faculty development activities scheduled for any future date within the current fiscal year once the annual call for applications has been announced. For presentation-based requests, awards may be made contingent upon receipt of a presentation acceptance closer to the event date.

7. Policies and Procedures for Using Awarded Faculty Development Funds

- a. Airfare should be arranged through the UIW travel agent, with assistance from your school/department travel facilitator. Even secondary requests for Faculty Development Funds must include UIW travel agent quotes for associated flights acquired before the travel dates (even if travel was purchased with personal funds).
- b. UIW is a non-profit institution and does not pay taxes. Tax-exempt certificates are available in the business office. Two exceptions are meals and the Texas State Hotel Occupancy Tax.
- c. Travel advance and travel settlement forms are obtained from the respective dean's office.
- d. Within ten working days from the end date of the event/travel, all completed forms, with receipts attached, must be submitted *through appropriate channels* to the Provost's Office for processing by Accounts Payable. Questions/concerns regarding travel issues may be directed to your departmental travel facilitator or Accounts Payable Manager.
- e. The Chairperson of the Faculty Development Funds Review Committee is also available for any funding clarifications.
- f. In the event of cancellation of a faculty development event, the awarded faculty member must notify the FDFC Chair in writing as soon as possible so that encumbered funds can be released for use by other faculty.
- g. Because funding is limited, the conservative use of awards is appreciated. Any *unused* funds will be credited to the FDF Budget to be used as awards for other faculty.

APPENDIX 4: Multi-Year, Renewable Term Faculty Appointments

Policy

This policy is intended to define the option to offer qualified faculty multi-year renewable-term appointments.

Definition

Multi-year, renewable-term faculty appointments are non-tenure-track positions in which the faculty member will be provided a contract with a term of two to five years which may be renewed. Multi-year appointments at the rank of assistant professor, associate professor, and full professor are considered General Faculty with full faculty status and the right to participate in faculty governance. Faculty members holding a multi-year appointment will be neither tenured nor eligible to achieve tenure in this position. Evaluations will be annual. Faculty holding a multi-year appointment are evaluated according to standards and procedures outlined in Chapter 5 of the *UIW Faculty Handbook*.

Eligibility

While UIW is an institution that honors and supports the tenure system for the majority of faculty, having the option of a non-tenure track with promotion provides the university with a way to make a commitment to faculty in disciplines or schools that do not normally use a tenure system. Renewable-term faculty are those with terminal degrees or professional degrees hired to work in academic units where tenure is not an option or is optional. Currently those units are the Rosenberg School of Optometry, the School of Osteopathic Medicine and the School of Professional Studies. Once faculty have completed a probationary period of one to five years and upon the academic dean's recommendation and with the approval of the provost, a multi-year appointment may be granted to faculty who meet the standards outlined in Chapter 5 of the *UIW Faculty Handbook* and the following criteria:

- A. Faculty member who qualifies for the rank of assistant professor or above.
- B. Faculty member consistently demonstrates satisfactory performance as assessed by the annual evaluation as outlined in the *UIW Faculty Handbook*.
- C. Position must be a permanently funded line.

Reappointment

Multi-year, renewable-term appointments may be renewed if the faculty member meets the "Eligibility" criteria set out in the preceding paragraph.

The multi-year appointment is contingent upon the continuing viability of the particular academic unit, program or course, and the decision of the university to continue funding this department at current levels.

Promotion

Renewable-term faculty may be eligible for promotion according to the standards and procedures outlined in the *UIW Faculty Handbook* for all full-time faculty.

Salary and Benefits

Salary and benefits will adhere to established university policies. Merit increases in salary will be under the same terms and conditions as apply to all UIW faculty.

Non-Reappointment

Notification of non-reappointment for faculty holding a multi-year appointment will be given in writing by October 1st of the final year of the appointment.

The University reserves the right to take necessary and appropriate employment action in the event of violation of university policies and procedures.

Appeal of Non-Reappointment Decisions

The non-tenure track non-reappointment appeal process is found in Chapter 4 of the *UIW Faculty Handbook*.

APPENDIX 5: Faculty Credentials for Teaching

Policy

All teaching faculty who are instructors of record for credit-bearing courses are expected to meet the credential standard as discussed in SACSCOC's *Interpretation on Standard 6.2.a*; the *Resource Manual for The Principles of Accreditation (included in this appendix): Foundations for Quality Enhancement 6.2a* (<https://sacscoc.org/app/uploads/2024/02/2024-POA-Resource-Manual.pdf>); and *General Instructions for Completing the Faculty Roster Form* (<https://sacscoc.org/app/uploads/2019/08/General-Instructions-for-Completing-the-Faculty-Roster-Form.pdf>). In rare occasions, limited exceptions to the guidelines may be justified.

To ensure that UIW employs only faculty who meet the SACSCOC requirements, the chair of the employing department must formally request the employment of each full-time or part-time member of the teaching faculty. The request must be made for the faculty member's initial hire, and any time teaching assignments are proposed to extend beyond those originally approved.

The request will be submitted on the Certification of Faculty Qualifications form, indicating the course(s) the faculty member will teach along with the faculty member's qualifications to teach the course(s). In cases that require exceptions, a justification must be documented, which may include relevant publications, awards, prizes, employer references on letterhead stationery, professional training, work experience, and evidence of recognition of competence by peers in that field.

The chair's request must be approved by the respective dean, , and finally the provost. The approved request will be maintained in the faculty member's personnel file – in the provost office for full-time faculty, and in the respective dean's office for part-time faculty.

Certification Form

The Certification Form is included in this appendix.



*Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097*

INTERPRETATIONS TO THE PRINCIPLES OF ACCREDITATION

Interpretation on Standard 6.2.a (Faculty qualifications)

Introduction

Standard 6.2.a reads:

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (Faculty qualifications)

Interpretation

As with all SACSCOC standards, member institutions are expected to maintain ongoing compliance with this standard. Institutions seeking reaffirmation of accreditation must report faculty qualifications for all faculty members teaching courses for the two most recent academic terms. For the Compliance Certification as part of the reaffirmation process, a Track A institution (offering only undergraduate degrees) should submit rosters for fall term of the current academic year and spring term of the previous academic year. A Track B institution (offering graduate degrees) should submit rosters for fall and spring term of the previous academic year.

Institutions have the option of presenting faculty qualifications either by using the Faculty Roster Form (or appropriate facsimile), or by using a combination of the Faculty Roster Form along with the Faculty from Prior Review Form. Continuing faculty members whose qualifications have already undergone peer review and were considered to be qualified at that time, and who are teaching courses with the same content and at the same level as taught at the time of the prior comprehensive review (i.e., initial accreditation visit or reaffirmation visit), can be listed by discipline and title, using the Faculty from Prior Review Form. For all other faculty, institutions should use the Faculty Roster Form, or an appropriate facsimile, to justify qualifications. These forms can be found under Institutional Resources on the SACSCOC website, along with the General Instructions for Completing the Faculty Roster. <https://sacscoc.org/accrediting-standards/institution-resources/>

Information requested on the Faculty Roster Form should be provided for all full-time and parttime faculty teaching credit courses that can be part of a degree, certificate, diploma, or other credential (i.e., are shown on the transcript as the institution's own courses). Faculty teaching developmental/remedial courses should also be included. Teaching assistants should be included only if they are the instructor of record. In some cases, instructors should be included even if they are not employees of the institution (e.g., high school dual-credit programs, ROTC faculty, some international faculty, or faculty teaching courses in a statewide online consortium that are transcribed as "home" courses). An institution is responsible for identifying the instructor of record; that is, the person who provides direct instruction for the course. This person should be qualified to teach the course.

Transcripts for faculty should be available during on-site reviews (as requested by reviewers); they may be included, but are not required, as part of the documentation provided as part of the Compliance Certification or a substantive change application/prospectus/documentation report. However, sufficient information must be provided in these other processes for reviewers to determine whether faculty are appropriately qualified. If concerns about qualifications of continuing faculty arise during the reaffirmation review, the On-Site Reaffirmation Committee may review the qualifications of additional and/or all faculty members.

Institutions seeking candidacy or initial accreditation must report on all faculty. Units of a SACSCOC accredited institution seeking separate accreditation from the parent institution may utilize the same procedure as an institution undergoing reaffirmation.

Document History

Approved: SACSCOC Board of Trustees, December 2020

UNIVERSITY OF THE INCARNATE WORD
Certification of Full-Time and Part-Time Faculty Qualifications for Teaching

Complete upon initial hiring of full-time and part-time faculty. Update when proposed teaching assignments extend beyond those originally approved.

☐ **Full Time Faculty**

☐ **Part Time Faculty**

Hire Date:	Academic Term:	Academic Year:
-------------------	-----------------------	-----------------------

Name:	UIW PIDM:
Appointing Department:	School/College:

Degree Awarded	Field of Study	Awarding Institution	Teaching Field(s)	Research Field(s)

Courses Faculty Member is Qualified to Teach: List either the groups of courses for which the faculty member is qualified to teach or list the individual courses the faculty member is qualified to teach (*e.g. all courses, introductory, non-major courses within the discipline; a specific sub-discipline within the major*).

Group or Related Courses	Individual Course(s)	
	<i>Course Number</i>	<i>Course Title</i>

MARK THE FACULTY MEMBER'S QUALIFICATION TO TEACH GROUPED/LISTED COURSES:

- ☐ Terminal degree in the teaching field
- ☐ Master's degree and 18 graduate hours in the teaching field
(18 hours might not be in the awarded master's, and that is allowable)

Narrative Required When Marked Below

- ☐ ****18 graduate hours in the teaching field, no master's degree** *(list course titles, credit hours, include narrative)*
If justification includes "18 graduate hours" or more of coursework, list the course titles and number of credit hours, drawn from the faculty member's transcripts. Include special limitations on teaching assignments as required by the department or dean.
- ☐ ****Exception requested (Include narrative and fully document)**
Briefly explain how the faculty member's credentials qualify the teaching of courses listed. (e.g. industry experience).

****Required Supporting Narrative**

--

Certified by: _____	_____	_____
Department Chair, Signature	Printed Name	Date

Approved by: _____	_____	_____
Dean, Signature	Printed Name	Date

Approved by: _____	_____	_____
Provost Signature	Printed Name	Date

APPENDIX 6: UIW Exceptions to the Terminal Degree

Exceptions must be approved by the department, college/school, Faculty Senate, and the provost; reaffirmation, including minor revisions, must be approved by the college/school and the provost every five years.

1. Exception to the terminal degree in Accounting: The MBA degree, the Master of Professional Accountancy, the Master of Science in Accounting, or the equivalent related degree, together with the Certified Public Accountant certificate and license, are considered terminal qualifications.
(Approved 10/21/04; Reaffirmed 3/1/2013)

2. Exception to the terminal degree in Interior Design: A Master of Fine Arts degree in Interior Design or a Master of Arts in a related field with significant industry experience is sufficient for a full-time, tenure-track position.
(Approved 04/26/2017)

3. Exception to the terminal degree in the College of Humanities, Arts & Social Sciences: A Master's-level degree (or equivalent industry experience) is sufficient for a full-time, tenure-track position in Art, Dance, Music, and Theatre Arts when no standard discipline-specific terminal degree exists or is not readily available.
(Approved 12/3/2014)

4. Exception to the terminal degree in the 3D Animation & Game Design: A Master's level degree (or equivalent industry experience) is sufficient for a full-time, tenure-track position when no standard discipline-specific terminal degree exists or is readily available.
(Approved 04/26/2017)

APPENDIX 7: Portfolio Instructions to Faculty from the Chair of the Rank and Tenure Committee

April day, year

Professor _____

UIW P.O. Box # _____

Dear Professor _____:

The Rank and Tenure Committee is charged with evaluating the faculty who are to be reviewed for promotion and/or tenure. After the Rank and Tenure Committee reviews a candidate's supporting materials, a recommendation is made to the provost, and the president. We expect to forward our recommendations by February 1. The Board of Trustees makes the final decision on promotion/tenure at its March meeting.

The primary source for the committee's evaluation is the promotion/tenure portfolio that you will put together and submit to the committee. The attached checklists should be used in putting together your notebook. Here are some suggestions for preparing the materials:

1. Two orientation sessions will be held to assist candidates going through the promotion/tenure process. These sessions will take place in on the following dates: note here a date for May and a date for August. If you want to attend one of these sessions, please let me know as soon as possible. The attached checklists will be explained at these meetings.
2. Please prepare your materials electronically. If the committee needs additional material from you, you will be notified later.
3. Gather your materials together as soon as possible. You are required to meet with your dean. This meeting should take place in advance of Sept. 15 when your portfolio needs to be available to the school/college Rank and Tenure Advisory Committee. (Check with your school/college bylaws for the specific content of your portfolio that should be made available at this time). In this meeting with your Dean, you will want to discuss with the dean the relative weight you assign to each of the four areas ([hyperlink to Designation of Relative Weight of Faculty Work in Ch. 4 of this document](#)). At this meeting or prior to the deadline for portfolio submission, the dean is required to indicate to you in person the reasons for their expected recommendation to the Rank and Tenure Committee. Additionally, the dean is required to provide you with a copy of the recommendation letter he/she writes to the Rank and Tenure Committee prior to the deadline for submission of the portfolio.
4. It is recommended that you limit the number of solicited letters of recommendation to five. The Rank and Tenure Committee suggests that the majority of your letters of recommendation should be internal to UIW. Further we suggest that you request letters from senior, tenured faculty preferably in your discipline or school/college or with whom you have served on major committees. Letters that address different aspects of your professional performance are most helpful. Letters supporting tenure applications should address the issue of institutional fit ([hyperlink to Ch. 5, Definition of Institutional Fit in this document](#)). All letters should be sent directly to me as chair of the Rank and Tenure Committee and should be received no later than the Monday after Fall Break in October, year. Note: Letters of recommendation from non-supervising administrators or from a dean other than the supervising dean are not to be requested by the faculty member and/or included in the materials presented to the Rank and Tenure Committee except in the case of scholarly collaboration with the non-supervising dean. A faculty member may request a letter from another dean who has conducted a research project or grant activity with the faculty as long as there is a clear distinction that the letter addresses the conduct of the research and/or grant activity, and does not infringe, overlap, or override the authority of the supervising dean.
5. You should submit a *brief* summary of the quantitative data and the qualitative data (i.e., the written evaluations of teaching by students) for each different course for the past two years of teaching in the section of your portfolio on teaching.

6. Please refer to the Faculty Handbook (Chapter 5) for examples of activities and supporting documentation in each area. Please include discipline specific criteria for evaluation of scholarship when appropriate.
7. Remember that the Rank and Tenure Committee looks for evidence of activity and sustained progress in each of the four areas and in fit. The amount and quality of activity in all four areas increases with each successive promotion in rank ([hyperlink to Faculty Handbook, Chapter 5 in this document](#)).
8. Before the committee reaches a final decision of “non-recommendation,” a letter will be sent to the candidate offering the opportunity for a personal interview with the Rank and Tenure Committee to support the application. Prior to the interview, the candidate may request to examine all materials upon which the rank and tenure decision will be made, including letters of recommendation.
9. When the Rank and Tenure Committee has completed its review, I will notify you in writing as to the recommendation.
10. Your materials are to be sent to my office, _____, no later than 5:00pm, on Monday after Fall Break in October, year.
11. If I can answer questions as you prepare your portfolio, please contact me at: telephone number, email address.

Sincerely,

Dr. _____

Chair, Rank and Tenure Committee

APPENDIX 8: Format for Tenure/Promotion Portfolio and Checklists

Tenure & Promotion Portfolio Required Elements

Current Vita

Letters of Recommendation (are sent directly to UIW Chair of Rank and Tenure Committee)

Teaching Philosophy (1-2 page statement)

Instructional Activities CHECKLIST

Include 1-2 pages of brief descriptions ([hyperlink to General Standards for Teaching Effectiveness in Ch. 5 of this document](#))

Instructional Activities Documentation: A summary of student evaluations for the last two years for each different course (both quantitative data and student comments), copies of peer evaluations, course development, etc. These can be a separate tab of content; they can also be described and attached in the body of your CV.

Scholarship CHECKLIST

Include 1-2 pages of brief descriptions ([hyperlink to General Standards for Scholarship in Ch. 5 of this document](#))

Scholarship Documentation: Copies of publications, reviews of creative productions, progress reports on grants, information on presentations, etc. These can be a separate tab of content; they can also be described and attached in the body of your CV.

University and Community Service CHECKLIST

Include 1-2 pages of brief descriptions ([hyperlink to General Standards for Service in Ch. 5 of this document](#))

University and Community Service Documentation: Letters and other accounts attesting to service, etc. These can be a separate tab of content; they can also be described and attached in the body of your CV.

Professional Activities CHECKLIST

Include 1-2 pages of brief descriptions ([hyperlink to General Standards for Professional Activities in Ch. 5 of this document](#))

Professional Activities Documentation: Copies of programs for conferences, workshops, seminars, etc. These can be a separate tab of content; they can also be described and attached in the body of your CV.

Self-Evaluation Form Checklist: Teaching Activities

Please review Ch. 5 on Evaluating Teaching Effectiveness and then check those areas in which you have demonstrated activity. Attach a one-to-two page description of what these specific activities include.

Content Expertise

- A. _____ Working on an advanced degree/post doc
- B. _____ Attendance or leadership at discipline-specific conferences
- C. _____ Mentoring students in research projects; chairing or serving on thesis/dissertation committee

Instructional Design

- D. _____ Course/curriculum revision development
- E. _____ Use of innovative technology
- F. _____ Facilitating best practice discussion with other faculty

Instructional Delivery

- G. _____ Student evaluations of teaching
- H. _____ Peer evaluation of your classroom teaching
- I. _____ Peer evaluation of your teaching materials
- J. _____ Mid-course improvements to address student problems or after attending a teaching workshop

Student Engagement

- K. _____ Collaborative research projects or mentoring activities
- L. _____ Developmental advising
- M. _____ Service-learning or study abroad projects

Self-Evaluation Form Checklist: Scholarship

Please review Chapter 5 on Guidelines and Principles for Determining Minimal Scholarship Expectations for Promotion and Tenure and then circle items on the next page which show scholarship activities in which you have engaged. Attach a narrative that clearly explains why you consider an activity should be evaluated at a certain level and reference supplementary discipline criteria approved by your department and school/college.

Self-Evaluation Form Checklist: University and Community Service

Please check those areas in which you have demonstrated activity. Attach a one-to-two page description of what these specific activities include.

University

- A. _____ Active participation in university committees
- B. _____ Program chair/coordinator/director
- C. _____ Administration of a grant
- D. _____ Mentoring colleagues to the institution
- E. _____ Sponsor of a student organization
- F. _____ Recruitment, or securing scholarships or funds
- G. _____ Assisting in university activities such as orientation, Incarnate Word Day, fairs, etc.
- H. _____ Self-initiated contributions to discipline, school/college growth
- I. _____ Overloads and non-paid independent studies in time of need
- J. _____ Promoting the spirit or Mission of the university
- K. _____ Tutoring students
- L. _____ Conducting peer evaluations, participating in discipline/program group evaluations

Community

- M. _____ Participation in a community organization
- N. _____ Lectures, addresses, publications, or other creative contributions to a general audience on a topic in one's professional area of competency
- O. _____ Organization of workshops/seminars/symposia for a general audience and related to one's professional interests
- P. _____ Civic achievements or recognition for one's professional interests
- _____ Other discipline criteria approved by the school/college

Self-Evaluation Form Checklist: Professional Activities

Please check those areas in which you have demonstrated activity. Attach a one-to-two page description of what these specific activities include.

Participation in a Professional Organization (note whether local, regional, national, international)

- A. _____ Membership in a professional organization
- B. _____ Attendance at meetings
- C. _____ Election to office or other committee responsibility
- D. _____ Panelist, chairperson, or commentator for sessions at annual meeting
- E. _____ Recognition for academic and/or professional achievement

Faculty Development

- F. _____ Participation in workshops, seminars, and symposia in areas of professional competence
- G. _____ Primary author of faculty development plan (e.g., a proposal for a series of workshops for faculty on teaching, testing, etc.)
- H. _____ Certification in clinical/practice area
- I. _____ Continuation of academic studies or postdoctoral work

Other Activities

- J. _____ Book review
- K. _____ Referee for a professional journal
- L. _____ Professional practice
- M. _____ Coordinates/conducts continuing education for community professionals
- N. _____ Consultant to community organization

_____ Other discipline criteria approved by the school/college

APPENDIX 9: Policy Concerning Salaries Funded by Grants

Full-time faculty with nine-month appointments may request compensation for work on a sponsored grant or project during the summer months, contingent on the limits of the sponsoring organization. Faculty with nine-month appointments are permitted to work a maximum of three months of compensated effort during the summer. Compensation for faculty members by a sponsored project is calculated at the rate of 1/9th of the individual's annual academic base salary (ABS) rate up to a maximum of 3/9th of the academic salary for summer work. The summer salary is based on the new ABS salary rate that goes into effect for the fiscal year that begins on June 1st of that summer. Fringe benefits must be included in the summer salary calculations.

Summer salary chargeable to grants and contracts is limited to that effort actually expended to the purposes of the grant or contract. Faculty may charge salary for up to three full summer months however UIW will not provide compensation to faculty while they are on vacation. Therefore, faculty members who take vacation may not be paid for 100% of effort during that month. Additionally, faculty requesting three months summer salary at 100% effort on a sponsored project will not be compensated for non- project activities (teaching, advising, administrative work).

Faculty who will work on non-project activities (teaching, advising, administrative work) or wish to take vacation will normally be compensated for two months (2/9th) sponsored compensation. Additionally, if non-project activities and vacations are limited, faculty can be compensated for up to 2.7/9th (90% effort) sponsored compensation. The non-sponsored activities will be compensated at the normal UIW faculty summer rate.

Summer salaries are paid in two payments, June and July.

Sponsored project funding may not be used during the summer months to pay for work performed during the academic year.

Faculty receiving summer salary above 2/9th must submit a projected time and effort report to the academic dean by March 31st. The report should document how the faculty member will spend his/her time on one or more sponsored projects and give specific start and end dates to include vacation. The request will include the amount requested, percent effort charged to the contract or grant, objectives to be accomplished and other duties and responsibilities that are not to be charged to the grant or contract (teaching, advising, administrative work).

This request will be submitted in writing and must be approved in advance by the dean. All requests must be routed to the Office of Grants Accounting for verification of sponsor approval.

APPENDIX 10: Copyright Policy and Guidelines

Copyright Law and Fair Use Guidelines: What Educators Need to Know

In 1995, the University of the Incarnate Word (UIW) passed an institutional copyright policy. Educating faculty about what they can and cannot copy for use in instruction is an important aspect of implementing such a policy. Since 1995, the use of new technologies has resulted in additional legislation affecting use of copyrighted materials on the Internet and in distance learning. The following information may help you in your teaching.

Copyright Laws

The Federal Copyright Act of 1976 synthesized prior statutes, common law and constitutional provisions that were established to protect the rights of authors and artists have to print, copy, publish and sell their works. In 1976, the law was extended beyond the printed word to all mediums including: sound recordings, film, videotape (now DVDs), photographs, plays, choreographic work and pictorial, graphic, and sculptural works. In 1980, literary work status was extended to computer software. Copyright protects "any original work that is fixed in some tangible medium of expression" (17, U.S.C. Section 102(a)). An author's rights cover his or her lifetime plus 50 years. The Sonny Bono Copyright Term Extension Act of 1998 extended this to 75 years beyond the death of the author or creator for works created after 1978.

Copyright law protects the author from the moment an item is created. There is no need for an author to register a work with the U.S. Copyright Office. A work does not have to be "published" anywhere to be protected by copyright law. In addition, published works that are out of print may still be protected from copying, depending upon who owns the copyright.

A copyright violator can be sued for loss of profits as well as statutory damages up to \$50,000 and payment of attorney fees. In 1982, the law was amended to include a maximum fine of \$250,000 and a jail term of up to 5 years for those who seek to make a financial profit from the violation.

The Clinton Administration made the recommendation that the Copyright Act be changed to cover materials that are electronically distributed over the Internet. This resulted in the Digital Millennium Act of 1998, which prohibited the use of products designed to "crack" codes that protect and secure copyrighted works. This act also protected online service providers from being held responsible for violations committed by users. Libraries were given rights to preserve and store information in digital format under certain circumstances. In addition, the Copyright Office was charged to investigate the issues related to copyright and distance education because until a recent change in the law the fair use guidelines only covered "face-to-face" instruction. In 2002, the TEACH Act was enacted which expanded a faculty members ability to use copyrighted material in a distance learning setting if it directly related to the curriculum and represented "reasonable and limited portions" of the material.

Fair-Use Doctrine

The Copyright Act of 1976 recognized that there may be times when the exclusive rights of a copyright owner should be limited, particularly when the material is being used for educational purposes by non-profit organizations. Therefore, Congress asked the register of Copyright to develop specific guidelines to cover such instances. These are known as the "Fair Use Guidelines." These guidelines were established in an agreement with representatives from the publishing industry (music, print, and media) and a Congressional Committee

called the Ad Hoc Committee of Educational Institutions and Organizations on Copyright Law Revisions. Fair use of copyrighted material depends on the following:

- The character and purpose of the use (whether it is for commercial or not-for-profit);
- The nature of the work (the type of materials i.e. print, video etc.);
- The amount of work copied in relation to the a body of work as a whole, and
- The effect of the use of the copied material on the market (depriving someone of profits from the sale of material).

Print Materials

- A single copy may be made of a chapter, an article, a short story, poem or essay, a chart, graph, diagram, drawing, cartoon, or picture from one book, periodical or newspaper.
- Multiple copies (not exceeding one per student) may be made if the action meets three tests: (1) brevity and spontaneity, (2) cumulative effects and (3) each copy includes a notice of copyright (name of author, date, publication).
- Brevity: a poem or excerpt less than 250 words and no more than two pages; prose less than 2500 words or for excerpts from works of less than 1000 words - no more than 10% of the work. Spontaneity: meaning there is insufficient time to write for permission to use the work.
- Cumulative Effect: meaning that copying may only be done in one course, only one copy (two excerpts) per author; no more than three copies from a collection of work and no more than nine instances of multiple copying for one class during one term. Copies from print material may not be made in an effort to create, replace or substitute for collective works. Multiple copies may not be made of consumable items i.e. tests, workbooks. Copies should not be a substitution for purchasing. This action is not to be repeated

Audio Materials

- Copies of music may be made on a temporary basis if a replacement has been ordered. Excerpts of works may be made, but not to exceed more than 10% of the whole work (one copy per pupil).
- One audio recording of an evaluative or rehearsal performance by students may be done (the institution or the instructor may keep the recording). Also, a copy (1) of a copyrighted sound recording may be made from one owned by the university or the instructor for the purpose of preparing exercises and examinations. However, an audiotape may not be made from a record or a compact disc for permanent use.
- Audio material may not be copied in an effort to create, replace or substitute for collective works.
- An entire sheet of music may not be copied because it deprives the composer of royalties. A teacher may make copies of excerpts (not) to exceed 10% of the work) for each student. The teacher may also make one copy of out-of-print works for his or her own scholarly research. Pieces may be simplified but not so distorted that the character of the piece is changed.
- Recording musical performances requires written permission from the professional musicians as well as the publisher/composer of the music. Most institutions seek licenses for all work that is performed in public.
- Recorded music at social occasions is not allowed nor is playing music through a public address system to multiple rooms without a license.

Video Materials

- Off-air video recordings of commercial broadcast transmissions may be made by a non-profit institution and kept for 45 days after the date of the recording. Permission to use the recording must then be sought or the recording must be erased. A limited number of copies of the off-air recording

may be duplicated for the use of other instructors under the 45-day retention period.

- No pay-for-view programs (HBO, Cinemax etc.) may be recorded and shown in class. Television news broadcasts may be recorded.
- Educational television programs (PBS) may be recorded and kept for seven days unless otherwise specified by the station. These off-air recordings must be at the request of and used by an individual instructor. A program may be recorded only one time for that instructor no matter how many times it is transmitted. The instructor may record a program at home; however, the use and 45-day guidelines still apply. The copyright notice must appear on the tape.
- Within the first 10 teaching days following the broadcast, the recording must be shown once and may be repeated once again for review.
- Video recordings may not be edited or altered in any way. The recording may not be combined with other video material.
- Video material may not be copied in an effort to create, replace or substitute for collective works.
- Archival copies of copyrighted programs may not be made. In addition, commercial products should not be transferred from one format to another without the written permission of the publisher.
- Recording off satellite may only be done with written permission or if a license has been purchased. Because private satellite transmissions are protected under the Federal Communications Act, the Fair Use Guidelines do not apply.
- Use of a rental recording in the classroom is permissible if it is shown only by the teacher in a "face- to-face" class session in a place dedicated to instruction. The course must be for academic credit.
- Finally, video recordings may not be shown over closed circuit systems to multiple classrooms within the same building or at multiple sites.

Computer Software

Back-up copies of software are permitted for archival purposes if provided for in the licensing agreement. In general, the rule is one program on a single machine. Multiple copies of a program may be made and placed on a number of computers if licensed to do so. Each licensing agreement is different; therefore, it is necessary to read the agreement that comes with the package. For example, some agreements allow the user to place the software on a laptop or on a computer at home and some do not.

Electronic Scanning

Electronic scanning of books, text, graphics and photographs may be done only for research purposes but not if the work is to be altered or manipulated in anyway. Otherwise, permission must be sought from the creator. Students may scan items as a learning experience, but the file must be erased.

Dramatic Works

Licenses must be sought to perform dramatic works publicly. However, students may perform works in class. The performance must only be for the teacher and the other students enrolled in the course.

Student Projects

Students may use copyrighted materials in the creation of work for class assignments. The product must remain the property of the student and may not be kept by the teacher or institution. In addition, the product may not be shown outside of the class.

Filmstrips and Slide Sets

Written permission must be sought in order to copy filmstrips or slides. Recording an entire set of slides or a filmstrip onto another medium such as videotape without permission is prohibited.

Fair Use at a Glance

Media	Fair Use Guideline
Chart, cartoon, photograph	1 per book
Poem	1 or 250 words
Article	1 or 2500 words
Book	1 chapter or 10,000 words
Speech	1 speech
Anthology, encyclopedia	1 story
Sheet music	10% of work
Audio recordings	In classroom for instruction only
Commercial off-air broadcast	Show 2 times within 10 days. Keep 45 days
Educational off-air broadcast	7 days or as stipulated by station
Library/Personal/Rental videos	In classroom for instruction only
Software	As stated on licensing agreement

Multimedia Guidelines

In 1994, a federal panel was convened to begin to establish guidelines for using copyrighted material as part of multimedia productions developed for instructional purposes by educators. Members of the publishing, music and software industries worked together with members from a variety of professional organizations to outline some guidelines of fair use for multimedia. These guidelines are not “law” but were approved in a report by the Subcommittee on Courts and Intellectual Property, Committee on the Judiciary, U.S. House of Representatives, on September 27, 1996. The industry and educational organizations that established these guidelines defined multimedia as "stand-alone, interactive programs that use original and copyrighted works in various formats."

The circumstances that apply to this use by faculty include:

- instructing face-to-face,
- assigning students to use the material as self-study,
- real-time use over a secure network,
- portfolio use,
- displaying the product to peers, and
- 2-year limit on use.

Students may use copyrighted material in this fashion for course projects, portfolio purposes, to display to peers and as part of a performance.

Multimedia Use At A Glance

Multimedia	Fair Use
Motion Picture	10% or 3 minutes
Text	10% or 1000 words
Poem	250 words, 3 poems per poet
Music	10% or less than 30 seconds
Photographs, illustrations	5 images per artist or 15 from a collection of works
Data sets	10% or 2500 fields

The Technology, Education and Copyright Harmonization Act (TEACH Act)

The TEACH Act was passed in 2002 with the purpose of clarifying the Copyright laws in relation to distance education. Prior to this law educators were allowed to use copyrighted work in face-to-face classroom instruction under the Fair Use Guidelines, but the guidelines were not extended to distance education courses. The TEACH Act expands what an educator can do in distance education farther than the original law; however, the use is still limited when compared to face-to-face instruction. In addition, there are conditions that the institution must meet under this law.

The TEACH Act impacts how an instructor would use copyrighted materials in Blackboard in the following ways:

An instructor can use non-dramatic literary or musical work, such as poetry readings or short story readings but there are limits on dramatic works.

An instructor can use “reasonable and limited portions” of any other performance, including audiovisual works (film, video) and dramatic music.

An instructor can display work such as still images, cartoons and charts in amounts that are similar to those set by the guidelines for face-to-face instruction.

Educators can make digital copies of analog works (i.e. videotape/audiotapes) if there is no digital copy available and must only use the amount allowed. Conversion from analog to digital is not allowed for the purposes of streaming the video for more than what would be used during a normal class period.

Instructors cannot use material that is specifically designed to be marketed for the distance education market such as textbooks and course packs. This would impact the ability of publishers to make a profit. Check the licensing agreement for conditions of use in course management systems such as Blackboard.

Instructors should avoid posting full-text articles which have been downloaded from library databases or other electronic resources. Instead, they should provide the citation or the link to the material so students can find it on their own. At the end of the electronic document, it usually states that the article cannot be copied, emailed or posted for multiple users without permission from the copyright holder. Individual users can print, download or email it to themselves. Thus, by providing the resource link, the faculty member is following the law.

Conditions

The institution must be accredited and not-for-profit. It must have published copyright policies and make efforts to educate students, faculty and staff on copyright law and the institution's policies.

The institution must implement reasonable technological controls on the dissemination and storage of copyrighted material so that the work is not retained by students beyond the course session and which also prevent the students from further distributing the materials. In addition, the institution cannot "interfere with technological measures" that are designed to specifically to prevent the distribution and retention of copyrighted work.

When a faculty member uses copyrighted materials in teaching, students must be given notification. The transmission of the materials must be technologically available only to the students who are enrolled in the course. The use must be under the supervision of the teacher and directly related to the course content. Materials cannot be used for supplemental study by students on their own, but must be an integral part of the lesson.

Obtaining Copyright Permission

Coursepack Creation

Some faculty members like to put together packs of materials to use in their courses thinking that this is covered by the Fair Use Guidelines. They may ask to have the coursepack distributed by the UIW Bookstore. However, the UIW Bookstore has a policy that states they will not reproduce or sell materials that are copyrighted by others unless permission to duplicate has been obtained from the intellectual property holder. There is a form which the faculty must fill out before the Bookstore will consider the request. Faculty may obtain this form from the Textbook Manager. It is clear from the agreement, that the faculty member must be the one who takes responsibility for seeking permission to use the materials.

The Bookstore's Website refers faculty to two services that can assist faculty in obtaining permission. LAD Custom Publishing (<http://www.ladcustompub.com/>) and XanEdu Publishing (<http://www.xanedu.com/>) are two services that will seek permission from the copyright holder for use of the articles. Once permission is obtained, they will copy and bind the articles or provide access to them

online. Faculty can work with the UIW Bookstore in collaboration with these companies to provide course pack access to your students. Warning: faculty must work 3 - 4 months in advance to ensure that collections are available for students when the semester starts.

Permission for Images and Music

Faculty who wish to research the copyright ownership of a particular piece of work can have the U.S. Copyright Office do a search for \$165 per hour (http://www.copyright.gov/forms/search_estimate.html). Another source is the Copyright Clearance Center (<http://www.copyright.com>). Sources for permission to use cartoons include Universal Uclick <http://universaluclick.com/>, and the New Yorker (<http://cartoonbank.com>). Rights to use music can be sought from the American Society of Composers, Authors and Publishers (<http://www.ascap.com>) or Broadcast Music, Inc. (<http://bmi.com>). Film and video permission can be sought from the Motion Picture Licensing Corporation (<http://www.mplc.com>).

Web Resources

What follows are some online resources where faculty and students can go to find out more about the copyright laws and fair use.

American Library Association (ALA) website on copyright covers topic ranging from specific laws, legislation, and intellectual property and to international copyright issues. (<http://www.ala.org/advocacy/copyright>).

Association of Research Librarians site allows you to download a brochure entitled “Know Your Copyright Rights: Using Copyrighted Works in an Academic Setting” that can answer many of your questions about using materials in both face-to-face and online courses. (<http://www.knowyourcopyrights.org/resourcesfac/kycrbrochure.shtml#ideas>).

Fair Use Evaluator <http://librarycopyright.net/fairuse/> is a tool that was developed by Michael Brewer and the ALA Office of Information Technology. It can assist you in learning about the copyright laws and help you determine if your intended use of a material meets fair use standards.

Columbia University Libraries/Information Services Copyright Advisory Office has an excellent site that provides information on copyright laws and fair use. (<http://copyright.columbia.edu/copyright/>).

Summary

The Copyright law is there to protect the rights of the author. The need to protect one’s intellectual property certainly is something that university faculty should be able to identify with and respect. However, the Fair Use Guidelines have been established to allow faculty to use copyrighted materials under the circumstances outlined in this document. If the work is to be used not in public and/or under circumstances in which one is getting paid, it is a good idea to seek permission for use. Payment to the copyright owner may be required. Although permission is granted, be sure to cite the original source and copyright information.

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APPENDIX 11: Public Writing & Speaking Policies

Declaration of Affiliation Policy

The University of the Incarnate Word recognizes that freedom of speech and academic freedom are an integral part of our country and the university community. The Board of Trustees has the responsibility of protecting the integrity and the reputation of the university. It is the policy of the Board of Trustees to recognize that members of the administration, faculty or staff have the right to free speech. Should any individual desire to use the name of the university or show any affiliation with the university in any print, newspaper column, editorial piece, or electronic medium, he/she is required to submit the proposed comments or article for approval of the use of the university name or affiliation, to the president of the university prior to submission. The individual will be notified within two working days about the decision. This policy does not extend to items placed in professional journals and publications or to being interviewed by the news media as an expert in a discipline.

Public Speakers Policy

This policy on public speakers refers to presentations or performances that are intended for or open to the entire university or to the general public. It does not refer to or diminish the right of faculty to invite guest speakers to a class. As stated in the *Faculty Handbook*, "Instructors may schedule off-campus speakers to appear before classes. However, the instructor in charge of the class is completely responsible for the acceptability of such a speaker and his or her relevance to the course." This policy likewise recognizes the right of student organizations to hear presentations that reflect the interests for which the group was established.

The University of the Incarnate Word is committed to its role as an academic institution in which a variety of ideas can be responsibly presented and critically examined. As the mission of our institution states: "The University of the Incarnate Word is a Catholic institution that welcomes to its community persons of diverse backgrounds, in the belief that their respectful interaction advances the discovery of truth, mutual understanding, self-realization, and the common good." Because the university is a teaching/learning community, it provides a forum for speakers and performances that will be of interest and benefit primarily to our students, the leaders of tomorrow, and faculty, and in some cases, the general public. The goal is to encourage reasoned and respectful discussion about serious issues of the day, without the expectation of total agreement in the end.

The University of the Incarnate Word, as a not-for-profit institution, is obliged to comply with federal and state regulations which prohibit the support of political candidates, political parties or political positions pending before legislative bodies. The university does not sponsor programs designed to raise funds for political candidates, parties, or positions. UIW provides equal access to candidates and political opinions to stimulate the kind of debate that will educate our students about political agendas and issues that are important in the electoral process.

The university values its identity as a Catholic university sponsored by the Sisters of Charity of the Incarnate Word. It seeks to balance diverse theological opinions within the Catholic community but does

not provide a platform for attack or derision directed to the Catholic Church, its governance or doctrine or any other religions, beliefs or practices. It does provide the space and opportunity to address difficult contemporary questions and does this in a way that advances understanding and does not silence contrary opinion.

Procedures:

1. When an invitation to a speaker or performance group is being seriously considered, and before an invitation or contract is initiated, the department, student organization or individuals planning the event, will give their dean or the dean of student life the information about speaker, topic, etc.

2. If the dean in discussion with the director, or faculty advisor sees no connection to or conflict with the UIW Speakers Policy, the event is cleared and the department, student organization or individuals planning the event may proceed.
3. If the dean, after discussion with the director, or faculty advisor has concerns about the speakers or presenters involved or the content or topic being addressed, the next step will be to discuss the matter with the provost, who in turn will seek guidance from knowledgeable experts on campus.
4. In light of the UIW Speakers Policy, and after sufficient dialogue, the provost will make a determination about whether or not an invitation should be extended.
5. In the event of disagreement about the decision of the provost, the president of the university will be consulted.

APPENDIX 12: Student Complaints

Student Complaint Policy

The University of the Incarnate Word (UIW) is committed to fostering a learning environment that promotes academic excellence and personal development. Students are encouraged to voice their complaints and concerns in a manner that is respectful of the dignity of the individual, if any, who is the subject of the complaint. It is the policy of UIW that students with complaints be treated honestly and fairly, and that their complaints be handled in a timely manner with regard to resolution of the issue(s) presented. Any UIW student may express a concern or complaint by following these procedures. Please note that UIW explicitly prohibits any member of the UIW community from harassing or retaliating against students who file complaints.

General Guidelines

Complaints are most effectively and efficiently managed by first expressing them to the individual, if any, who is the subject of the complaint. Students are strongly encouraged to first discuss their complaint directly with any such individual involved.

If the complaint involves a policy, procedure, or area of responsibility of a specific administrative department, it should be directed to the supervisor/manager of that department. In each instance of a departmental complaint, the appropriate individual will investigate the complaint, seek a solution, and report back to the student in writing within 10 school days. The department supervisor/manager will keep a record of the decision.

For more information about how to process a complaint or to appeal a decision, the student should contact the appropriate office below.

Offices to Contact for Different Kinds of Complaints

Coursework Complaints

Students who have complaints about what they believe to be unfair treatment involving their academic work should contact the appropriate college/school dean.

- College of Humanities, Arts, and Social Sciences
- School of Professional Studies
- Dreeben School of Education
- Feik School of Pharmacy
- HEB School of Business and Administration
- Ila Faye Miller School of Nursing and Health Professions
- Rosenberg School of Optometry
- School of Mathematics, Science, and Engineering
- School of Media and Design
- School of Osteopathic Medicine School of Rehabilitation Sciences

Other Academic Complaints

Undergraduate students who have complaints about academic advisement or other issues related to academic policies, procedures, or deadlines should contact the Associate Provost for Academic Support Services. Graduate students should contact the Associate Provost for Research and Graduate Education.

Administrative Department Complaints

Students who have complaints about the policies, procedures, or deadlines of an administrative area of UIW, or the personal treatment they have received from an administrative area of UIW, should contact the supervisor/director of the appropriate major office of UIW.

Admissions	Graduate Studies and Research	Student Success
Business	Library	Technology Services
Financial Aid	Registrar	Center for Veterans Affairs

If the issue is not resolved, the student can file a complaint using the “General Complaint Form” on the reporting website, www.uiw.edu/report.

Violations of the Student Code of Conduct

Any member of the UIW community, including faculty and students, may file a complaint against any student for alleged violations of the UIW Student Code of Conduct by contacting the Director of Student Advocacy and Accountability.

General Concerns or Complaints

Undergraduate students who have a general complaint regarding UIW policies, procedures, or personnel should contact the Director of Student Advocacy and Accountability. Graduate students should contact college/school deans (see previous page) or Associate Provost for Research and Graduate Education.

Harassment Complaints

Students having a complaint should report the harassment, to the Associate Provost for Academic Support Services in person or by telephone as published in the Campus Directory. Complaints regarding faculty and students may also be made to the Provost by telephone as published in the Campus Directory.

Complaints related to the Sexual Misconduct Policy are required to report the allegations of sexual misconduct online via the Maxient system at the following website: www.uiw.edu/titleix by clicking on the “Report an Incident” button or by using the “Report an Incident” link found on the bottom of the UIW homepage.

*The entire policy is published in the UIW Employee Handbook (<https://my.uiw.edu/hr/employee-handbook.html>).

Additional Resources

Mediation Services

Mediation is a process that attempts to establish communication between people having disputes and assists them in finding a mutually acceptable solution. The end result of a successful mediation is that there are neither winners nor losers, but rather, generally satisfied individuals who have arrived at an agreement, which resolves their dispute as they define it. Mediation is a confidential process. The agreements made by the parties involved are non-binding. UIW offers a mediation program designed to assist all members of the UIW community to resolve problems and disputes. Anyone may initiate mediation. To initiate mediation, contact the UIW Behavioral Health.

The Student Government Association

Students may address various concerns and comments to the executive officers of the UIW Student Government Association (SGA). Concerns regarding specific matters related to clubs and organizations, university policies and practices, or ideas and suggestions for UIW administrative offices may be directed to SGA. Concerns are accepted verbally at their twice-monthly general assembly meetings, at SGA- sponsored student forums, or by addressing an SGA officer. Students may also share their concerns in writing by using the forms provided at SGA suggestion boxes that are located in each building on campus. Concerns directed to the SGA may be submitted anonymously. Concerns are subject to publication in the *Logos*, the UIW student newspaper. Students' concerns are addressed by officers at their regular meetings with UIW administrators or in public forums. The concerns received are also compiled each semester by the SGA and priority issues are presented to the Executive Council for discussion and action, as needed. Student government officers may be reached in the Student Government Office.

Student Complaints Related To Faculty Decisions About Student Course Work Procedure Guidelines

(Approved by VPASA, 10/27/2005)

The University of the Incarnate Word (UIW) is committed to maintaining a learning environment which promotes academic excellence and personal development. The following procedure guidelines assure students the opportunity to register their complaints about what they believe to be unfair treatment involving their academic work and to receive prompt resolution of matters related to the complaint.

“Unfair treatment” applies to any act which may be perceived as either prejudiced or arbitrary in the evaluation of a student’s performance, or in the imposition of sanctions without regard for due process.

Students are to complete the following steps:

Informal Meeting with the Instructor to Resolve a Complaint

The student should seek resolution of a complaint by talking to the instructor as soon as an incident of perceived unfair treatment occurs. After this step, the student may decide to initiate a Formal Conference for the record.

Formal Conference with the Instructor to Resolve a Complaint

The student is responsible for initiating a Formal Conference by completing Part I of the Conference Documentation Form obtained from the office of the dean in whose college/school the instructor resides.

- A. The student completes Part 1 of the Documentation Form and then meets with the instructor within 10 school days of the alleged unfair treatment, or in the case of a final grade, before the beginning of the semester following the alleged unfair treatment. The student explains the complaint and attempts to resolve the matter with the instructor.

- B. The instructor will sign the form acknowledging that there was discussion with the student about the complaint and indicate whether she/he is providing comments.
- C. The instructor may provide written comments as an attachment to the complaint form. The comments must be provided to the student within three days of meeting with the student.
- D. After the conference, the student completes Part 2 of the Documentation Form and signs the document.
- E. The student delivers this form, and any written comments provided by the instructor, in a sealed envelope to the dean of the college/school in which the instructor resides.

Appeal to the College/School Dean

If the complaint is not resolved to the satisfaction of the student, the student shall have the right to appeal a decision in writing to the dean or a person designated by the dean. The student completes the form called the Appeal Form for Student Complaints about Faculty Decisions and delivers it in a sealed envelope to the appropriate dean's office within three school days of meeting with the instructor.

1. To begin the appeal process, the student completes the Appeal Form for Student Complaints about Faculty Decisions and attaches to the form a written statement a) of the complaint, b) the student's perception of the results of the conference with the instructor, and c) reasons why the meeting did not resolve the matter of the alleged unfair treatment.
2. The dean shall meet with the instructor, and others as appropriate, to clarify the relevant facts and perceptions in the matter.
3. The dean shall meet with the student* to clarify the relevant facts and perceptions in the matter as described in the student's written statement.
4. The dean then makes a decision on the matter.

As an alternative, the dean has the option of deciding to convene a review committee.

- 2a. The dean creates a committee consisting of at least two faculty, and one of these, if possible, from the same department as the faculty being complained about, and a student (the SGA school senator is one possibility), who is not in the same course as the complainant. The dean shall appoint one of the faculty to chair the meeting.
- 3a. The committee will meet with the student** and the instructor.
- 4a. The committee shall report its findings and recommendations to the dean who makes a decision on the matter.
5. The dean's decision shall be communicated in writing to the student and the instructor within 10 school days of receipt of the student's completed Appeal Form for Student Complaints about Faculty Decisions.
6. The dean's decision is final and there is no further appeal to another administrator or office. If the complaint involves an individual assignment grade or a final grade, the dean may ask the instructor to change the grade only in cases involving a procedural error in the conduct of the course or due to evidence of unfair treatment.
7. Records of the dean's decision shall be kept in a file separate from the faculty permanent file in the dean's office.

*The student may choose to bring an observer to the meeting. The role of observers is to provide support but they may not actively participate in the conversation. If an observer is present, the dean may also choose an observer to be present. If the student's observer is also a lawyer, the dean shall postpone the meeting until university counsel can be present.

** The student may choose to bring an observer to the meeting. The role of observers is to provide support but they may not actively participate in the conversation. If the student's observer is also a lawyer, the faculty chair shall notify the dean and postpone the meeting until university counsel can be present and the dean will then chair the meeting

Formal Conference Documentation Form

(For a Student Complaint about an Instructor's Decision)

Part I: The student completes this part prior to the meeting with the instructor.

Student Name: _____ ID #: _____

UIW email: _____ Phone/cell: (____) _____

Address: _____

Instructor's Name: _____ UIW extension #: _____

Issue (completed by the student prior to the conference):

By signature I acknowledge that I have met with the above named student to discuss this issue. I am/am not (circle one) providing written comments. (Comments must be submitted to your college/school dean within three days of this meeting.)

Signature of Instructor: _____ Date: _____

Part 2: The student, after the meeting, describes whether resolution of the complaint was reached or not.

Signature of Student: _____ Date: _____

Whether there is resolution or not, the student delivers this form in a sealed envelope to the dean of the college/school in which the instructor resides.

If resolution was not reached and the student wishes to appeal the instructor's decision, then the student requests from the dean's office the Appeal Form for Student Complaints about Faculty Decisions, completes it and returns to the dean's office within three days.

cc: Student & Instructor

Appeal Form for Student Complaints About Faculty Decisions

Student Contact Information*

Student's (Complainant's) Name: _____

ID #: _____ UIW Email address: _____

Address: _____

Home Phone Number: _____ Cell: _____ Work: _____

Complaint Information

Date of the incident/complaint: _____

Time of the incident (if applicable): _____

Place the incident occurred (if applicable): _____

Name(s) of the instructor who made a decision that directly affected you and is the subject of your complaint:

Date of last conversation with such person(s) when you tried to resolve your complaint: _____

Please **attach a letter** explaining your complaint and the reasons why a decision or action that affected you should be changed.

What happens next?

1. Your complaint will be investigated by the appropriate college/school dean who will seek a fair solution, and report back to you in writing within 10 school days.
2. The final decision may not be appealed to a higher level.
3. Your file will be kept in the office where the final decision was made.

*PLEASE NOTE: UIW explicitly prohibits any member of the university community from harassing or retaliating against students who file complaints and appeal decisions

Student Signature: _____ Date: _____

OFFICE USE ONLY

Date Appeal Received: _____ Date Response Due: _____

Dean's Name: _____

Date Response Sent to Student: _____

Comments:

Student Receipt of Complaint Procedure Guidelines and Forms

The University of the Incarnate Word (UIW) is committed to maintaining a learning environment which promotes academic excellence and personal development. Procedure guidelines assure students the opportunity to register their complaints about what they believe to be unfair treatment involving their academic work and to receive prompt resolution of matters related to the complaint.

Here is a summary of the Procedure Guidelines that explain the process a student must follow in registering a complaint:

Hold an Informal Meeting with the Instructor to Resolve the Complaint.

If the complaint is not resolved, the student may decide to initiate a Formal Conference for the record.

Hold a Formal Conference with the Instructor after filling out Part I of the Conference Documentation Form.

If the complaint is still not resolved to the satisfaction of the student, the student shall have the right to appeal a decision in writing to the dean of the college/school in which the instructor resides.

Initiate the process of appealing to the college/school dean by completing the form called the Appeal Form for Student Complaints about Faculty Decisions.

I understand the basic 3-step process for resolving a complaint related to faculty decisions about student course work and realize that for further details I must read the Procedure Guidelines and Forms I have received. I also understand that the college/school dean is the appropriate administrator for making a final decision on the appeal and that I am not entitled to appeal to another administrator or office.

Print Student Name: _____

Student Signature: _____ Date: _____

APPENDIX 13: Classroom Recording Policy

TITLE: Classroom Recording Policy
EFFECTIVE DATE: January 2014

Policy Purpose: To provide a method for approving or limiting a recording of a classroom experience.

Rationale:

Recordings can be useful for those unable to attend class, or individuals or groups of students from the class wanting to increase their understanding of presented course material, or to accommodate students with disabilities. Instructors may make recordings for personal study or self-evaluation or sharing with other instructors for educational purposes, or to accommodate students with disabilities. However, the recording of classroom lectures and discussions may involve both privacy and copyright issues and may have an effect on the quality of class participation and the learning experience.

While gaining permission to record is possible and allowable, students are strongly encouraged to make notes of classroom experiences because taking notes requires students to be actively engaged in the classroom environment and results in improved learning. Recording of lectures and discussions interferes with the learning process and may negatively affect students in their learning to quickly grasp ideas and information, summarize them and relate them in a coherent manner.

Definition of Terms:

Recording—any audio or audio/visual reproduction of a classroom experience.

Classroom Experience—all recordable content in a face-to-face or online class including lectures, audio and audio/visual presentations, handouts, student and guest participation.

Narrative:

Advanced Written Permission for Students

Advance written permission of the instructor is required for any enrolled student to make audio and/or video recordings of a classroom experience(s). The instructor may provide open-ended permission for the class as a whole in the course syllabus or outline (see Appendix B below for samples); otherwise, a Recording Permission Form must be used and will be kept by the instructor (see Appendix A below).

Student Disability Services

Students seeking disability accommodation must first contact the Student Disability Services Office. Students are advised of this policy in the *Student Handbook*; instructors are encouraged to include a statement regarding this policy in their syllabus or outline. Instructors are required to grant permission to record to students who have been determined to need such accommodation by the Student Disability Center. All stated policies on sharing and distribution of class recordings still apply.

Limitations on Use

Permission to allow a recording of a class experience is not a transfer of any copyrights related to contents in the recording.

Public distribution or commercial use of recordings by students in any medium is a violation of this policy and may constitute a violation of state or federal law. A violation may subject a student to disciplinary action under “The Student Code of Conduct” and legal action regarding any copyrighted material.

Students must destroy recordings at the end of the term in which they are enrolled in the class.

Instructors recording a class experience with the intention of posting or distributing it for use by students in the class should record only the lecture or audio/visual presentation portions of the class.

Instructors recording a class experience with the intention of presenting selections in a public forum require the written consent of every student in that class if students are identifiable in some way.

Disclosure

At the beginning of the term, the instructor in class clarifies the recording policy and informs the class if permission has been granted for a student(s) to record for the entire semester. Otherwise, for each class day that a student has been given permission to record or the instructor intends to record, the instructor at the beginning of the class must inform the students. The instructor will not identify for the class or otherwise call attention to any student given permission to make a recording.

Procedure

If the course syllabus or outline does not contain instructions regarding the instructor's policy on recording the classroom experience, the interested student must approach the instructor and obtain written permission.

UIW office or vice president responsible to oversee policy compliance and updates:

- Provost

Process to communicate this policy to those affected by it:

- Student Handbook
- Faculty Handbook
- Course Syllabi

Process to monitor compliance and report results:

Every 5 years, Next review Fall 2018

For academic policy proposals: Submit this form to the Provost's Office

For all other policy proposals: Submit this form to your supervising vice-president
(or Human Resources for Employee Handbook only)

Class Recording Permission Form

_____ is permitted to make a class recording.

Check one: ☐ Audio ☐ Audio/Visual

Course Title: _____

Course Number: _____

Instructor: _____

Semester/Term: ☐ Fall ☐ Spring ☐ Summer Year _____

- I understand that recording of class lectures, audio/visual presentations, or discussions is for my personal use or for group study with other students in class.
- I understand the policy prohibits public distribution in any medium or commercial use of recordings and any violations will warrant disciplinary action according to “The Student Code of Conduct” and possibly legal action in the case of copyrighted material.
- I also promise to destroy recordings at the end of this term that I am enrolled in the class

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Copy: Student

Sample Policy Statements for Syllabi or Outlines

Audio or Audio/Video Recordings Prohibited

Students may not record classroom lectures, audio/visual presentations, or discussions.

Students found in violation of this policy may be subject to disciplinary action under the university's Code of Student Conduct.

Audio or Audio/Video Recordings Allowed

1. Students may record classroom lectures, audio/visual presentations, or discussions at any time without the instructor's permission.
2. Students may record classroom lectures, audio/visual presentations, or discussions but only with the instructor's permission.
3. Students registered with the Disability Services Office who wish to record classroom lectures, audio/visual presentations, or discussions must present a signed Letter of Accommodation from the Office of Disability Services.

For each option (1-3), add the following:

Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in this class. They may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Students must destroy recordings at the end of the term in which they are enrolled in the class.

Students found in violation of this policy may be subject to disciplinary action under the university's Code of Student Conduct.

APPENDIX 14: Academic Services

J.E. and L.E. Mabee Library Services for Faculty

The Facility

The UIW facility houses approximately 280,000 physical items, a computer research area with Internet access and Microsoft Office, inviting study spaces and meeting rooms, wireless Internet access and photocopy and scanning equipment. The collection contains more than 120 databases, almost 29,000 electronic books and many of our 44,000 journals are available electronically.

The library is open seven days a week for 103 hours per week during the regular semesters.

Library Mission Statement

The library actively participates in the life of the university. It supports the university's academic programs with materials, instruction, and technology that advance the intellectual development of its students and the scholarship activities of its faculty. The library's collections encourage lifelong learning and reflect differing viewpoints, various cultures, and a global perspective. Materials and services encompass the Catholic social teaching and social justice issues espoused by the Sisters of Charity of the Incarnate Word and the university

Developing the Library Resource Collections

Development of an appropriate collection of library resources to support the curriculum and meet the research and reference needs of the academic community is a vital academic activity. Development of the library resource collections, in all formats, is the joint responsibility of all members of the library faculty and of the teaching faculty at the University of the Incarnate Word. The librarians maintain an overview of the entire collection to achieve balance and completeness while faculty members are expected to take an active role in identifying appropriate titles specific to their areas of expertise. They have the subject content knowledge needed to develop adequate holdings in their curricular areas.

Librarians are assigned as subject liaisons to the college/schools and will work with faculty in collection development, assisting in providing a library research component for a course, embedding in Blackboard courses, preparing program review documents for library resources and services in specific disciplines and hosting information literacy sessions. Reference librarians are on duty for key operational hours of the library and by appointment.

Faculty members are expected to identify and request new book, journal, audiovisual, and electronic resources for purchase as well as to identify out-of-date items for withdrawal from the collection. This can be done by contacting a subject librarian or by submitting a request online (<http://library.uiwtx.edu/facultyservices.html>). The library's new Collection Development Policy allows a more detailed accounting of funds spent toward each discipline. The full policy is available upon request and an abbreviated version can be found on the library Website (<https://my.uiw.edu/library/>). Our new collection focus is "e-preferred" due to the enhancements associated with simultaneous use and remote access. Faculty will receive notification when a requested item(s) is received in the library, cataloged and ready for circulation.

The Undergraduate Council and Graduate Council should automatically consider any implications for library resources when considering any curriculum or program change, especially new majors or courses.

In addition, the library should be contacted when programs are seeking accreditation so that the collection and

services can be analyzed in light of accreditation criteria.

Special Collections within the library include:

Audiovisuals	A separate collection of materials of CDs, DVDs and streaming video is provided in support the curriculum. The collection consists of more than 14,000 items. The Audiovisual Librarian or subject librarians can assist faculty in identifying AV that would be appropriate for classroom instruction.
Children's Collection	Easy, Juvenile, and Young Adult books are collected and maintained for students and faculty in Education and related courses studying Children's Literature.
Special Collections	First editions, autographed editions, rare books, unique books and very valuable books are shelved in the Special Collections Room. These are non-circulating items with access by advance appointment only. There is a small card catalog that identifies the items.
Texana	Most items written by Texas authors or about the state of Texas are housed in the Texana room on the first floor.
Frost Collection	The Frost Play Research Collection currently contains over 1250 unique and specialized materials on play research. The collection was donated by Dr. Joe L. Frost, a world recognized expert in the field of play.

Access to Selected Library Materials

The library's Website is the window to all library resources. It features links to the library's discovery tool – Primo, the online catalog, links to databases and e-journals as well as a complete listing of our print journals. The site also provides specific information on library services, policies, hours of operation and contact information. The Website is accessible through the university's Website, Canvaas and through Cardinal Apps.

All UIW library resources, including books, audiovisuals, journal articles, and government documents, etc. are discoverable through PRIMOSearch. PRIMOSearch will not only search catalog holdings, but will also search our subscribed database content in one step. PRIMOSearch, and other electronic resources are accessible from off-campus through the library's Website.

Remote access requires your UIW network username (email) and password.

Faculty Services

Class and Curriculum Support:

Reference & Research Support – Reference librarians are on duty to assist patrons with their research. Visit the library or contact them at reference@uiwtx.edu or by phone 210-829-3835.

Librarians can be embedded in Blackboard and/or create research guides (LibGuide) tailored to specific classes. If you are interested in having a librarian create a guide for your class, please contact your subject librarian - <http://library.uiwtx.edu/subjectlibs.html>.

Information Literacy & Library Instruction – The library's information literacy program provides students with transferrable life-long critical thinking and evaluation skills and streamlines their information seeking behaviors.

Classes can be scheduled with the Information Literacy Coordinator.

Course Reserves – This service provides controlled access to books, media, articles and other readings for a specific class at the request of faculty. Students can obtain reserve materials at the Circulation Desk.

Arrangements for reserves must be made each semester. In the online reserve module, items are listed by instructor, department or course number. Faculty may dictate the loan periods for their reserve materials –

i.e. two hours, two days or one week. Items being placed on reserve should arrive at the library no less than one week before the time items will be needed by students. Reserve materials are automatically withdrawn at the end of each semester.

The faculty member must obtain written copyright clearance from the author, publisher or producer of a work if the specific item is on reserve beyond one semester. Faculty members are responsible to comply with all copyright laws regarding materials they are placing on reserve. They must sign a Copyright Clearance form at the time of submission. The library reserves the right to refuse processing of Reserve materials not in compliance with the current US Copyright Law and the university Copyright Policy.

The library will allow faculty to place personal copies of resources on reserve, however, the library cannot assume replacement liability, nor can the library assume the responsibility for such materials as teacher/student answer sheets or similar classroom materials. Computer generated reports on usage of reserve materials may be used by faculty for evaluation.

Faculty Borrowing Privileges – Faculty may check out books for a semester. The loan period for AV items is seven days. If a faculty member is unable to come to the library, he or she can designate a proxy borrower to check out materials.

Other Services

Interlibrary Loan – If a faculty member cannot find an item in the library, he or she can borrow books or get copies of articles from other libraries through our ILL service (ILLiad). Log on to the library's website <http://library.uiwtx.edu> and click on the Interlibrary Loan link to complete a user profile.

Faculty members can request books and articles from their desktop, check the status of their request and obtain some items via e-mail.

TexShare - the UIW library participates in a state-wide borrowing program called TexShare, sponsored by the Texas State Library and Archives Commission. Our library can distribute TexShare library cards to UIW faculty and students, which allow them to borrow items from any participating library in Texas. For a list of participating libraries, go to www.TexShare.edu.

Fines and replacement costs for lost materials are set by the lending institution. Charges for overdue, lost or mutilated materials will be the responsibility of the faculty member borrowing these items.

Photocopy

While not for personal use, faculty making copies on library copiers for university research, committee and departmental work may ask the librarian for use of a courtesy photocopy card kept at the Reference Desk. The total number of copies made and which department to charge is recorded when the card is returned.

Rooms

Group Study Rooms – The library’s group study rooms are the perfect location for students to network and share ideas and resources. Study rooms can be checked out through the Circulation Desk for two hours by two or more people. Several of these rooms have flat screens with laptop connections. Faculty can reserve two of these rooms for meetings by calling 210-829-3838.

Electronic Classroom – Room 230 is equipped with 30 computers and one instructor’s computer for hands-on instruction. This classroom, primarily used for information literacy instruction, is available for single, non-repetitive class sessions. Call 210-829-3841 to reserve.

Meeting Rooms – The library has other rooms that are suitable for meetings. The Special Collections Room and the Sterling International Conference Room can be reserved by calling 210-829-3838. There is also a 125 seat auditorium with a lecture capture system, which can be reserved as well.

Other UIW Libraries

George W. Brackenridge Library at the Feik School of Pharmacy

- The library is available to Feik School of Pharmacy students, faculty and staff and to others by appointment. It has limited hours of operation and houses a reference collection of books and other resources of interest to the doctor of pharmacy curriculum.
- Library materials are for in-house use only and cannot be checked out.
- For information contact: Pharmacy Librarian. Phone: 210-883-1121.

Geneva R. Johnson School of Rehabilitation Sciences Library

- This library serves the faculty and students of the UIW School of Rehabilitation Sciences at the Debby and Naty Saidoff Center and to others by appointment.
- It has limited hours of operation and houses a reference collection of books and other resources of interest to the Physical Therapy discipline.
- Reference desk number: 210-283-6926
- For information contact: Rehabilitation Sciences Librarian - Phone: 210-283-6920

UIW School of Osteopathic Medicine Library

- This library serves the faculty and students attending the School of Osteopathic Medicine, including students in the Masters of Biomedical Sciences. The facility is located at Brooks City Base.
- Library access is restricted to students and faculty associated with the UIW School of Osteopathic Medicine.
- Reference Phone: 210-619-7040
- Circulation Phone: 210-619-7038
- For more information contact: Director of Library Services at the UIW School of Osteopathic Medicine - Phone: 210-619-7039.

George W. Brackenridge Library at the Rosenberg School of Optometry

- This library serves the faculty and students of the UIW Rosenberg School of Optometry and guests by appointment.
- It has limited hours of operation and houses a reference collection of books and other resources in Optometric Science, Vision Science and other related topics.
- Circulation desk phone number: 210-930-8686
- For information contact: Director of Optometric and Clinical Library Service – Phone: 210-930- 8688.

Media Center and Instructional Technology

Media Center

The Media Center provides equipment delivery on campus and provides computer access to the UIW community.

Equipment Delivery - Faculty can reserve VCRs, portable speakers, microphones, web cameras, document cameras and data projectors. Student workers will deliver equipment to classrooms (2 to 3 day notice is required). Video Conferencing setup and support is also managed through Media Services.

Computer Access - The Media Center Computer Lab is located on the ground floor of the Mabey Library where there are 50 PC's on the main floor and a small lab with 9 MAC's. There are also 4 Express Print stations in the foyer area to for quick printing and Go-Print stations where students pay for printing services.

Instructional Technology

Instructional Technology is a service for faculty which provides consultation, development and production of materials in electronic, audio, graphic, photographic, video, and other formats. It offers software and training for such products as Blackboard and other Web 2.0 technologies. The offices are located on the ground floor of the library.

Graphic, Photography, Video, and Special Events Services

The Multimedia Specialist handles graphic and photographic services and video and audio taping of special events by request. In addition, the Multimedia Specialist provides video conferencing and satellite teleconferencing support. Telephone the Multimedia Specialist at 829-3946.

Technology Training

The technology training staff provides faculty and staff with the pedagogical tools, training and resources needed to promote student engagement and success and to enhance and improve teaching, research, and administrative operations.

The Multimedia Specialist helps faculty, students and staff learn to use the variety of multimedia software and equipment available in the Media Center. The Director of Instructional Technology can also be consulted about technology training needs.

Networks, Computers and Technical Support

Presently, all classrooms, offices and computer labs have Internet access and 100% of the university campus has wireless internet access. EZProxy is an authentication service that provides members of the UIW community to access library databases from off-campus sites. Users must have a UIW network username (email username) and password for access.

The Office of Infrastructure Support manages the wired and wireless network infrastructure, the network operations center, telecommunications, email systems (Outlook for employees; Live@Edu for students), Blackboard Learning Management System and mobile applications. New faculty members should contact our Help Desk at 829-2721 to obtain their e-mail and Blackboard accounts. Additional Blackboard support is provided by the university Blackboard Manager.

All full-time sophomores, juniors and seniors are required to possess a laptop computer as part of the UIW laptop

program. All full-time faculty members may be eligible to receive a laptop computer as well. The deans distribute laptops to their faculty members through our laptop refresh initiative. Laptops are placed on a 3-year refresh.

Technical Support Services provides helpdesk and desktop support services for all students, faculty, staff, and administrators. They also manage UIW's laptop program and coordinate the purchase and rollout of all desktop and laptop systems in employee offices spaces, classrooms, and lab environments. To reach the Help Desk call 829-2721.

APPENDIX 15: Optional Faculty Retirement Incentive Program

1. Short History
 - Several plans of other universities presented by faculty
 - Presented plan alternative to Executive Council
 - Presented plan alternative to deans, and Faculty Senate
 - Presented plan alternative to legal counsel
 - Presented concept to the Board of Trustees and approved

2. Qualifications
 - Tenured Faculty (or tenured administrators)
 - Reach 20 yrs. full-time service between ages of 63 to 68 by 8/1 of next academic year, or
 - Reach 15 yrs. full-time service between ages of 63 to 67 by 8/1 of next academic year, or
 - Reach 10 yrs. full-time service between ages of 63 to 66 by 8/1 of next academic year, or
 - Faculty members beyond the maximum age are qualified only during the initial year (which is this year, 2008-09) of the plan (and not beyond)
 - Notification of retirement by December 15 of full retirement at year end May 15th of phased retirement

3. Objective
 - Incentive for tenured faculty to retire in their mid-sixties
 - Plan benefits reduced after age 66 and to none after age 68 (except during implementation)
 - Provide flexibility in retirement planning
 - Affordable for the university

4. Optional Teaching – Immediate or Phased Retirement
 - Reduced teaching load at contract pay rates (each course contract salary divided by 8 courses)
 - With 20 years of service, can phase out teaching over 3 or fewer years
 - With 15 years of service, can phase out teaching over 1 or 2 years
 - With 10 years of service, can do 1 year reduced teaching
 - See attached schedule, by age and years, for maximum courses
 - After maximum load is taught, retired faculty may be hired as part-time faculty at regular summer rates

5. Incentives
 - Maximum retirement payment incentive of 75% of faculty base with 20 years, 50% with 15 years and 25% with 10 years
 - See attached schedule, by age and years, for exact percentage of base
 - Incentive payments made in 2 installments: one half June 30th after plan elected and second half the following January 31st

6. Grandfather Provision – Tenured faculty, beyond age 66 by August 1, 2009 (this first year the plan is available) will be offered the plan on the same basis as if they were age 66 by August 1, 2009.

7. Complement Emeriti Health Insurance Plan

- Participant may remain on the university health plan until age 65 or while teaching
- Retirees can enroll in the Emeriti plan at age 65 however may not actively participate in the plan while teaching at the university in any capacity.

8. TIAA-CREF Retirement Plan

- All incentives and compensation qualify for the retirement plan, including university match
- Unless retiree starts to draw annually under the plan (cannot contribute and draw at same time)

9. Termination, Tenure Issues

- Termination will occur upon completing the last class under the agreement
- Until termination occurs plan participant enjoys same rights, privileges and status as tenured faculty
- Upon electing the benefit, tenured right to continuous rolling contract ends
- Schedule of Incentive Payments and Option Teaching by year of service and age:

Service Years	Age 63-66	67	68
10	25%--4 crs's, 1 yr		
11	30%--4 crs's, 1 yr		
12	35%--5 crs's, 1 yr		
13	40%--6 crs's, 1 yr		
14	45%--6 crs's, 1 yr		
15	50%--8 crs's, 2 yrs	25%--4 crs's, 1 yr	
16	55%--8 crs's, 2 yrs	30%--4 crs's, 1 yr	
17	60%--9 crs's, 2 yrs	35%--5 crs's, 1 yr	
18	65%--10 crs's, 2 yrs	40%--6 crs's, 1 yr	
19	70%--11 crs's, 2 yrs	45%--6 crs's, 1 yr	
20	75%--12 crs's, 3 yrs	50%--8 crs's, 2 yrs	25%--4 crs's, 1 yr

Optional Faculty Retirement Incentive Program Examples

On the following page are examples. Salaries of \$80,000 and \$60,000 at retirement are assumed. The salaries determine the amount of the incentive payment and how much will be paid per course under the plan.

Age 63-66/ 20 years \$80,000 (75% is \$60,000)

	Year 1	Year 2	Year 3	All Years
Incentive Payment	60,000	-	-	60,000
Teaching Courses	6	4	2	12
Teaching Salary	60,000	40,000	20,000	120,000
<i>Total Payment</i>	120,000	40,000	20,000	180,000

Age 63-66/ 15 years \$80,000

	Year 1	Year 2	Year 3	All Years
Incentive Payment	40,000	-	-	40,000
Teaching Courses	4	4	-	8
Teaching Salary	40,000	40,000	-	80,000
<i>Total Payment</i>	120,000	40,000	-	120,000

Age 63-66/ 20 years \$60,000 (75% is \$45,000)

	Year 1	Year 2	Year 3	All Years
Incentive Payment	45,000	-	-	45,000
Teaching Courses	6	4	2	12
Teaching Salary	45,000	30,000	15,000	90,000
<i>Total Payment</i>	90,000	30,000	15,000	135,000

Age 63-66/ 15 years \$60,000

	Year 1	Year 2	Year 3	All Years
Incentive Payment	30,000	-	-	30,000
Teaching Courses	4	4	-	8
Teaching Salary	30,000	30,000	-	60,000
<i>Total Payment</i>	60,000	30,000	-	90,000

APPENDIX 16: Research Activities Performed by Outside Organizations

The University of the Incarnate Word will use the following guidelines in considering requests from an outside organization to perform research activities at the university.

1. University faculty research must have priority over all private-sector research with respect to all resources including facilities, equipment, services, and personnel.
2. The services that are to be provided to the outside organization should be for stated periods of time rather than permanent.
3. The research being conducted in the university facilities must be within the research mission of at least one of the university programs.
4. The university will receive reimbursement for all costs associated with each individual project. Such reimbursement shall include incremental costs incurred by the university as a result of the use plus the appropriate indirect costs for sponsored projects.
5. All organizations proposing to use university resources must have a sponsoring program that is willing to certify to at least the following:
 - a. The department has the space available for the outside organization to perform the project.
 - b. The project will not detract from any of the department's functions or activities.
 - c. The department will be responsible for all administrative details relating to the proposed company's use of the facilities, such as obtaining temporary parking permits through campus security, arranging for keys, etc.
 - d. If resources for which the university has an obligation to a third party are to be used, the sponsoring program director or his/her designee will be responsible for the conduct of the outside company relating to those resources.
6. All such arrangements should be subject to a business agreement to be negotiated by the Office of the vice president for business and finance upon the recommendation of the sponsoring program director, appropriate dean, and vice president, with final approval by the provost.

APPENDIX 17: Policy Statement Relating to Misconduct in Science

The University of the Incarnate Word strives to create a research climate that promotes faithful adherence to high ethical standards in the conduct of scientific research without inhibiting the productivity and creativity of the scientist or academician. Misconduct in science is an offense that damages not only the reputation of those involved, but also that of the entire educational community.

Misconduct in science means fabrication, falsification, plagiarism, or other practices that materially deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest errors or honest differences in interpretations or judgments of data.

Misconduct in science is a major breach of the relationship between a faculty or staff member and the institution. In order to maintain the integrity of research projects, every investigator must keep a permanent auditable record of all experimental protocols, data and findings. Co-authors on research reports of any type must have had a bona fide role in the research and must accept responsibility for the quality of the work reported.

Any inquiry or investigation of allegations of misconduct in science must proceed promptly and with due regard for the reputation and rights of all individuals involved.

The university will take all reasonable steps to assure that the persons involved in the evaluation of the allegations and evidence have appropriate expertise and that no person involved in the procedure is either biased against the accused person(s) or has a conflict of interest.

Procedures for Addressing Misconduct in Science

Allegations of misconduct in science should be brought to the attention of the appropriate program director or dean, or if such allegations involve a program director or dean, they should be brought to the attention of the provost. The program director, dean, or, in the case of allegations made against the program director or dean, a person designated by the provost or the provost, will bring such allegations to the attention of the principal investigator of the research program and any researchers affected by the allegations. The program director, dean, or person designated by the provost, with due regard for the reputations of all parties involved, will immediately conduct an inquiry into the allegations. The inquiry must be completed within sixty (60) calendar days unless circumstances clearly warrant a longer period, in which case the inquiry record must include documentation of the reasons for exceeding the 60-day period.

At the conclusion of the inquiry, a written report shall be prepared and delivered to the provost. The report will include a description of the evidence reviewed, a summary of relevant interviews, and a statement of the conclusion(s) reached, together with the rationale for such conclusion(s). The report shall be accompanied by all written statements, data, or other evidence considered during the inquiry. The provost shall provide the person(s) against whom the allegations have been made with a copy of the report and request that any comment in response be made within ten (10) days.

The provost, with such advice or consultation as may be deemed appropriate, shall review the inquiry report, the inquiry record, and the comments (if any) of the person(s) accused of misconduct and recommend to the president either that:

1. The allegations are unfounded and that no further proceedings are warranted, or
2. There is substantive evidence to support the truth of the allegations, and that hearing procedures to discipline or terminate the accused person(s) should commence pursuant to the established due process procedures of the university. Such hearing procedures constitute the “investigation” required by Public Health Service

(PHS) rules in those cases involving funding from that agency. The hearing must begin within thirty (30) days after the conclusion of the inquiry.

If it is determined that the alleged misconduct is not substantiated, diligent efforts will be undertaken by the university to continue to protect the reputation of the accused person(s) and also to protect the position and reputation of the person(s) who, in good faith, made the allegations.

In the event that the allegations are admitted by the accused person(s), or the hearing procedures result in a determination that the allegations of misconduct are true, the university will notify the sponsoring agency of the facts related to the allegations, the conclusions reached, and the penalty imposed by the university. In addition, notice will be given to the editors of all journals to which articles related to the affected research have been submitted.

Additional Procedures for Allegations of Misconduct in Science Related to Public Health Service Projects

In the event that allegations of misconduct in science are made with regard to an existing grant or application for or a grant of funds for research, research training, a research-related activity, or a cooperative agreement under the PHS Act, the following action must be taken:

1. Notify the Office of Extramural Research/Grants Compliance and Oversight of the Office of the Director of the National Institutes of Health (NIH), when it appears at any time during the inquiry or other procedures that:
 - a. An immediate health hazard is involved;
 - b. There is an immediate need to protect Federal funds or property or to protect the interests of the persons(s) making the allegations or of the person(s) against whom allegations have been made and/or their co-investigators;
 - c. It is probable that the alleged misconduct will be made public;
 - d. Reasonable information exists indicating that there has been a criminal violation, in which case the OSI must be notified within 24 hours of obtaining such information.
2. Notify the OSI that a decision has been made to initiate disciplinary or termination procedures (the “investigation” under the PHS rules), including the name of the person(s) against whom the allegations of misconduct have been made, the general nature of the allegations, and the PHS application or grant number(s) involved.
3. Notify the OSI of any decision that an inquiry or other procedure based upon the allegations will not be pursued to completion together with the reasons for such decision.
4. Provide the OSI with a final report of any disciplinary or termination procedure, including a description of such procedures, the sanction imposed, how and from whom relevant information was obtained, the conclusions reached, the basis for such conclusions, and any statement or views of the person(s) found to have engaged in misconduct.
- 5.

APPENDIX 18: Faculty Search Procedure Guidelines

The following is designed to provide guidelines and procedures for the establishment and performance of Search Committees with responsibility to recommend candidates for positions as faculty members at the University of the Incarnate Word. Fundamental criteria, to be observed and honored by Search Committees, are found in the institutional Mission Statement.

Authorization of Positions

Academic discipline coordinators, discipline faculty, and the college/school dean will develop proposals for any new or replacement full-time faculty positions, whether tenure track, visiting, or non-tenure track. Decisions concerning the authorization of positions for the following academic year should be made in the fall of the current year and early enough for the fall budget process to reflect the positions in division budgets. The president, acting on the advice of the provost, must approve all new and replacement positions. The Academic Deans Council considers all proposals for the next academic year and advises the provost concerning priorities and ranking. Following the authorization of a search, the academic dean should consult with the provost in order to obtain a budget for each search and then inform the search committee of the limits on the scope of the search.

Constitution of Search Committees

The use of a search committee is mandatory for all full-time faculty positions. At the discretion of the dean, search committees may be appointed for other faculty positions as well.

Once a faculty position has been established, the dean recommends the membership of the search committee to the provost. The committee membership, usually three to five individuals, should include at least one faculty member from the involved discipline, one from another college/school, and one from a discipline whose students are served by the involved discipline, if such service occurs. Occasionally, a discipline expert from outside the university may be asked to serve on a search committee. The dean will notify faculty in writing of their appointment to the search committee.

In the constitution of a search committee, care should be taken to select members who will together possess and reflect:

1. Substantial knowledge of the expertise necessary for the position being filled, and
2. Sensitivity to the values and needs of the institution as a whole.

The dean may name one committee member to chair the faculty search committee, or ask that the committee elect a chairperson. Most often, this person will be the discipline chair/coordinator or a faculty member in the discipline of the position. After selecting the member to chair the search committee, the dean forwards the recommendation to the provost, who will either approve or modify the selection.

Position Announcement and Advertising

Once the search committee has been established, its first goal should be the drafting of a job description which specifies the criteria candidates must satisfy in order to be considered for the position. Once complete, this should be approved by the dean of the appropriate college/school and then forwarded to the provost for approval. Should the dean consider it appropriate to modify the job description, he or she should consult with the search committee until a consensus on the change is reached. Upon approval of

the provost, the job description will be sent to the director human resources who, in consultation with the search committee, will develop a job specification and then target the appropriate publications for advertising the

position. At the initial meeting of the search committee, the director of human resources will review the various forms and strategies that should be used to document the selection process and ensure compliance with EEOC regulations.

In keeping with the university's need for diversifying its faculty, every effort should be made to solicit qualified minority candidates, either directly or through advertising in appropriate publications. To this end, the director of human resources should apprise the search committee of the university's diversity goals as well as EEOC guidelines.

If any specific recommendations regarding searches are introduced by the president or by other administrators, the recommendations should be presented to the search committee by the administrator in question, and discussed until a consensus is reached and all parties agree that the recommendations are beneficial to the institution as a whole. The Office of Human Resources should be consulted to ensure that any changes to procedures or recommendations are consistent with EEOC guidelines and current updates of EEOC case law and regulations.

Search Procedure

Hiring Managers are responsible for managing their applicant pool. When the applicant pool exceeds 20 qualified candidates a minimum of 5 candidates will be selected for phone. When the applicant pool is equal to or less than 20 a minimum of 3 candidates will be selected for interviews. The initial interview will be made by telephone.

Faculty search committees will adhere to a strict non-discriminatory procedure. All members of the search committee must make every effort to participate as a group in the interview of all candidates selected for interviews (telephone and on-campus). Contributions of committee members, including discussion and ranking of candidates, is limited to specific evidence obtained by the member as a participant in the search process. Chairs are responsible for summarizing the level of participation of all members as regards what is recommended by the search committee to the dean for inviting applicants for on-campus interviews. All candidates selected for interviews (telephone and on campus) will be asked the same general questions; however, differing backgrounds and circumstances may require a variation in specific questions asked of the candidates. See sample questions for faculty below. These questions are illustrative only and may be used as guidelines for developing specific questions for each search committee. See below for a list of Permitted and Prohibited questions in interviews. Prior to inviting candidates to campus for interviews, members of search committees must check the professional and personal references provided by the candidates.

Following the evaluation of faculty candidates, the search committee will recommend at least three individuals to the dean, in rank order, and seek permission to invite two or more to campus for more formal interviews. When the dean is satisfied that the search has honored all requirements, the dean recommends the three candidates to the provost.

After consultation with the dean and the chair of the search committee, the provost will approve the invitation of two or more of the candidates to visit the university for more formal interviews. The finalist(s) will be interviewed by the search committee, by the dean, by the provost, and by the vice

president for mission and ministry. Whenever possible, the faculty candidates should also be invited to present a teaching demonstration in an actual class setting.

At the conclusion of the on-campus interviews, the search committee will prepare a report summarizing the strengths and weaknesses of each candidate and submit the report, without prioritizing candidates, to the dean in the case of a faculty search.

Hiring and Bringing Searches to Closure

The interview process as described above will continue until a satisfactory candidate is selected. Once the interview process is complete and the candidate has satisfied all concerned parties, the provost, in consultation with the president, will authorize an offer. If rank is to change for the candidate, the Rank and Tenure Committee must be convened and submit a recommendation before an offer is tendered. The dean will telephone the candidate with the terms of the offer, and if they are acceptable, will notify the provost to send a letter of offer which contains rank and date of tenure review, if applicable. Once a letter of acceptance from the candidate is received, the provost can authorize processing of the contract.

As soon as the search committee determines not to pursue a candidate, either by virtue of a hire or, given other considerations, previous to a hire, the candidate should be thanked in writing for applying and informed that he or she is no longer being considered for the position.

If on-campus interviews or position offers turn out unsuccessful, the provost will determine what further action will be taken and inform the dean and search committee.

Sample Interview Questions for Faculty

Interviewers should request that answers to suggested questions include reference to personal experience examples.

Mission

1. How does its mission distinguish UIW from other universities you are familiar with?
2. What do you think distinguishes an institution in the Catholic tradition?
3. How might the document, *Ex Corde Ecclesiae*, affect what you do in the classroom?

Teaching

1. Describe your philosophy of teaching.
2. How do you engage students in and out of the classroom? For example, what active/collaborative strategies do you use?
3. Describe significant innovations you brought to a recent course you have taught.
4. What is your experience in using a service-learning methodology in a course?
5. What technology applications have you utilized in the classroom? What is most effective in your estimation?
6. If you have developed a new course in the last 5 years, why did you do it and did the implementation live up to your expectations?
7. How do you feel your teaching style can serve our student population; namely, to accept where students are and help them to be successful?
8. How do you adjust your style to be effective with the less-motivated, under-prepared or academically marginal students?
9. What pedagogical changes do you see on the horizon in your discipline?
10. What do you think are your greatest strengths as an instructor? In which areas do you feel you can use some further development?

Scholarship

1. What are your current research interests and how do you see yourself continuing with these at UIW?
2. What do you see as research possibilities in collaboration with colleagues at UIW?
3. Your work best fits where in the Boyer model of scholarship (teaching, discovery, integration, application)?
4. Describe any grant proposals you are working on or considering.
5. How have you involved your students in your research?

Service

1. How would your background and experiences strengthen this X academic department?
2. How do you see yourself supporting the faculty role in governance through participation on the Senate or other institution-wide committees?
3. What is your top priority for being involved in service to the wider community?

Professional Development

1. What are your priorities for professional development in the next few years?
2. Where would this new position at UIW fit into your career development goals?

Collegiality/Fit

1. Describe your ability to communicate well and work effectively with others.
2. How do you see yourself as responding to teaching what is needed in the discipline, or the Core Curriculum as necessary?
3. Describe what you see as the demands for civility in the academic work environment.

Interview Questions (Permitted and Prohibited)

The following section is from HR materials.

The Equal Employment Opportunity Commission issued its *Pre-Employment Inquiry Guidelines* in 1981 and its *Enforcement Guidance: Pre-Employment Disability-Related Questions and Medical Examinations* in 1995. These address the issue of interview questions which, if used in making a selection decision, have a discriminatory effect by screening out minority applicants, female candidates, and older applicants and individuals with a disability, etc., for the particular job in question.

1. Race – There are no job-related considerations that would justify asking an applicant a question based on race.
2. Religion - There are no job-related considerations that would justify asking about religious convictions, unless your organization is a religious institution, which may give preference to individuals of their own religion.
3. Gender – Generally, there are no appropriate questions based on the applicant's gender during the interview process. Specifically:
 - a. Women are no longer protected under state wage/hour laws re: number of hours worked, lifting restrictions, etc.
 - b. It is unlawful to deny a female applicant employment because she is pregnant, or planning to have

- a child at some future date.
 - c. Questions on marital status, number of children, child care arrangements, etc. are not appropriate.
 - d. Questions as to availability to work should be job-related: What hours can you work? What shift(s) can you work? Can you work on weekends and/or holidays?
4. Sexual Preference - There are no permissible questions regarding an applicant's sexual preferences.
 5. Height and/or weight restrictions – These questions may support gender or national origin discrimination claims unless their relationship to specific job requirements can be demonstrated.
 6. Age –Any question during the interview process that deters employment because of age is unlawful. The Age Discrimination Act of 1967 bars discrimination against persons age 40 or over.
 7. Arrest & Conviction Records – Questions relating to an applicant's arrest record are improper, while questions of an applicant's conviction record may be asked, if job related. The Equal Employment Opportunity Commission and many states prohibit use of arrest records for employment decisions because they are inherently biased against applicants in protected classes. The EEOC has issued a Revised Policy Statement covering the use of conviction records by employers in making employment decisions:
 - a. The employer must establish a business necessity for use of an applicant's conviction record in its employment decision. In establishing business necessity, the employer must consider three factors to justify use of a conviction record:
 - i. Nature and gravity of the offense for which convicted;
 - ii. Amount of time that has elapsed since the applicant's conviction and/or completion of sentence; and
 - iii. The nature of the job in question as it relates to the nature of the offense committed.
 - b. The EEOC's Revised Policy Statement eliminated the existing requirement that employers consider the applicant's prior employment history along with rehabilitation efforts, if any. The Revised Policy Statement requires that the employer consider job-relatedness of the conviction, plus the lapse of time between the conviction and current job selection process.
 8. National Origin – You may not ask an applicant where he/she was born, or where his/her parents were born. You may ask if the applicant is eligible to work in the United States. Our application will have already asked this question.
 9. Financial Status – An interviewer should not ask if the applicant owns or rents a home or car, or if wages have been previously garnished, unless financial considerations for the job in question exist. Any employer who relies on consumer credit reports in its employment process must comply with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act of 1996.
 10. Military Record – You may not ask what type of discharge the applicant received from military service. You may ask whether or not the applicant served in the military, period of service, rank at time of discharge, and type of training and work experience received while in the service.
 11. Disability – You may not ask whether or not the applicant has a particular disability. You may only ask whether or not the applicant can perform the duties of the job in question with or without a reasonable accommodation.

Although federal EEO laws do not specifically prohibit any pre-employment questions, the EEOC does look with "extreme disfavor" on questions about age, color, disability, national origin, race, religion, gender or veteran status. Following is a representative list of unacceptable and acceptable questions. It is NOT all-inclusive.

TOPIC	UNACCEPTABLE	ACCEPTABLE
Reliability, Attendance	• Number of children? • Who is going to baby-sit? • What religion are you? • Do you have pre-school age children at home? • Do you have a car?	• What hours and days can you work? • Are there specific times that you cannot work? • Do you have responsibilities other than work that will interfere with specific job requirements such as traveling?
Citizenship/ National Origin	• What is your national origin? • Where are your parents from? • What is your maiden name?	• Are you legally eligible for Employment in the United States? • Same as above • Have you ever worked under a different name?
For Reference Checking	• What is your father's surname? • What are the names of your relatives?	• None • None
Arrest and Conviction	• Have you ever been arrested?	• Have you ever been convicted of a crime? If so, when, where and what was the disposition of the case?
Disabilities	• Do you have any job disabilities?	• Can you perform the duties of the job you are applying for?
Emergency	• What is the name and address of the relative to be notified in case of an emergency?	• What is the name and address of the person to be notified in case of an emergency? (Request only after the Individual has been employed.)
Credit Record	• Do you own your own home? • Have your wages ever been garnished? • Have you ever declared bankruptcy?	• None • Credit references may be used if in compliance with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act Of 1996. • None
Military Record	• What type of discharge did you receive?	• What type of education, training, work experience did you receive while in the military?
Language	• What is your native language? Inquiry into use of how applicant acquired ability to read, write or speak a foreign language.	• Inquiry into languages applicant speaks and writes fluently. (If the job requires additional languages)
Organizations	• List all clubs, societies and lodges to which you belong	• Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform job.
Race or Color	• Complexion or color of skin. Coloring.	• -None
Worker's Compensation	• Have you ever filed for worker's compensation? • Have you had any prior work injuries?	• -None • -None

TOPIC	UNACCEPTABLE	ACCEPTABLE
Religion or Creed -	Inquiry into applicant's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed.	None
Gender	Do you wish to be addressed as Mr.?, Mrs.?, Miss?, or Ms.?	None
Addresses	- What was your previous address? - How long did you reside there? - How long have you lived at your current address? - Do you own your own home?	None
Education	When did you graduate from high school or College?	- Do you have a high school diploma or equivalent? - Do you have a university or college degree?
Personal	- What color are your eyes, hair? - What is your weight?	Only permissible if there is a bona fide occupational qualification.

Checklist for Implementation of Faculty Search Process Guidelines**Authorization of Position**

Action	Who
Development of position	Initial formulation by discipline faculty in consultation with dean Dean reviews the description to ascertain • program needs • university objectives of ○ Mission ○ Globalization ○ multicultural/diversity
Approval	provost approves description
Advertisement includes • The discipline • The college/school • Tenure-track or not • Area(s) of specialization sought <u>Call for</u> • letter of interest • c.v., • statement of teaching philosophy, and at least 3 references (names, titles, ph. #s, addresses, and e-mail address) Some committees may opt to request reference with application. • Deadline and • addressee (c/o dean) • Residency requirement (INS) or work permit, EEOC, etc.	• Discipline/program chair/coordinator drafts advertisement. • Dean reviews the final draft to ascertain that it meets program and university objectives and contains all the legal requirements.
Submission of Advertisement	Discipline faculty recommend to the dean where the advertisement should be placed (locally, nationally, discipline journals), which should include venues consulted by women and minorities. • Dean submits advertisement to HR. Dean decides if a faculty person is sent to a discipline convention to search for possible candidates.

Search Committee

Action	Who
Composition of Committee (decision)	- Discipline chair/coordinator and the dean, who approves it. - The dean, in some instances, coordinates the formation of the Search Committee with the provost.
Make-Up Committee includes at least one faculty from: - discipline (usually includes program coordinator) - college/school - outside college/school	The dean selects the chair, who is probably from the discipline; the provost selects a dean as a chair for dean search committees.
Instruction to committee includes: - parameters of search - strategies for large pool of applicants - EEOC, INS regulations - Mission of university <i>Ex Corde Ecclesiae</i> issues	Dean ensures that the committee receives the orientation.
Criteria (priority of qualifications, articulation of questions to be asked)	- The chair meets with the Search Committee to articulate the questions related to the discipline to be asked of the candidates. - The dean approves these questions.

Search Procedure

- The chair invites the committee to review the applications online and calls the meeting(s) to discuss the applicants. The committee will select five applicants (if over 20 received) or three (if 20 or less) for further review and eliminate certain candidates.
- The chair coordinates the process of calling the applicants to inform them of their status in the process and to notify them that members of the Search Committee will be contacting the references.
- The chair coordinates the process of members of the committee calling references and additional references as needed.
- The chair calls the meeting for the committee to review references and prepares for telephone interviews so that the same questions are asked of all candidates.
- The chair calls the meeting for the committee to hold telephone interviews.
- The chair coordinates members of the committee checking out references by phone (if these had not been contacted before) and checking out other references as needed.
- The chair assures that the committee recommends three faculty candidates to the dean, in writing, describing the strengths and weaknesses of the candidates.
- The dean and the provost approve the invitation of at least two candidates for an on-campus visit, and

- the dean notifies Human Resources.
- The chair of the committee plans the dates and schedule for the campus visits and checks out budgetary implications (travel, meals, etc.) with the dean.
- The chair of the committee invites the candidates.

The On-Campus Visit

- The visit is usually for one day, including two nights (arrangements for overnight accommodations are made at the ICC or at a hotel).
- The chair makes all the arrangements (pick up at airport, meals, meetings, etc.).
- The chair (or someone who replaces the chair) gives the candidate a tour of the campus and department facilities.
- The chair coordinates the Meetings, which include:
 - (chair distributes and collects evaluation forms at all meetings.)
 - the whole committee
 - all faculty in the discipline or in related disciplines
 - an open meeting with all faculty
 - faculty from related disciplines or from other colleges/schools could accompany the candidate to meals
 - faculty with shared interests
 - an open meeting or gathering with students
 - a class or seminar given/led by the candidate
 - the dean (who discusses qualifications, salary, terms of employment, tenure and promotion expectations and process)
 - the vice president for mission and ministry
 - provost

Post-Interview

- The chair collects all evaluations or other kinds of comments.
- The chair calls a meeting of the Search Committee to develop a recommendation to the dean in writing, with a revised summary of strengths and weaknesses, but no prioritization of the candidates.
- If the search was not completely satisfactory, the recommendation to the dean may include:
 - the appointment of one of the candidates
 - changing the nature of the appointment (e.g., to a one-year visiting)
 - an on-campus visit by other candidates
 - re-opening the search
 - postponement of the search
- The dean makes recommendation to the provost, who decides to whom to make the offer.
- The dean calls the candidate to whom the offer will be made and informs the candidate of
 - the offer
 - the terms of the offer
 - the letter that will be sent (a reply is needed before the contract is sent).

- The dean initiates the formulation of the letter of offer, which is sent by the provost.
- The dean ensures that if the offer includes rank higher than the one presently held by the candidate, the offer needs to be reviewed by the Rank and Tenure Committee or that the candidate be informed that any such change of rank involves review by the Rank and Tenure Committee.
- The dean, when the candidate responds positively to the offer, initiates the contract, which is submitted by the provost to the President's Office.
- The dean reviews the contract before it is sent out by the President's Office.
- The chair of the Search Committee drafts the letter to all the other candidates that an offer has been made and accepted.

Application/Interview Sheet for Faculty Searches

Name _____ Position _____

_____ Letter of Application

_____ Vita

_____ Highest degree

_____ Letters / References

_____ Other information requested in advertisement

MISSION What in the candidate's background suggests that he/she will live the mission of Incarnate Word (the dignity of the human person, the spiritual quest, service to students and the community, and the ideals of Catholic higher education articulated in <i>Ex Corde Ecclesiae</i>)?	SCHOLARSHIP Is there a record of scholarship (of teaching, discovery, integration, application) or, in the case of recently graduated candidates, of dedication to scholarship? Publications/Artistic Productions/Performances Research Projects Grant Projects
INSTITUTIONAL FIT Is there evidence of collegiality that would suggest that this candidate would fit well in the Incarnate Word community?	DEVELOPMENT Is there evidence of commitment to professional development?
TEACHING Is there evidence of: • a clearly articulated philosophy of teaching, • a commitment to the teaching mission of Incarnate Word of accepting students where they are and taking them to the levels required by the discipline, • teaching effectiveness.	SERVICE Is there evidence of service: • To students • To the discipline/department/college/school • To the university community • To the larger community • To the profession

FOR OTHER COMMENTS USE BACK OF PAGE.

APPENDIX 19: Dean Search Procedure Guidelines

The following is designed to provide guidelines and procedures for the establishment and performance of Search Committees with responsibility to recommend candidates for positions academic deans at the University of the Incarnate Word. Fundamental criteria, to be observed and honored by Search Committees, are found in the institutional Mission Statement.

Authorization of Positions

The Academic Deans Council considers all proposals for the next academic year and advises the provost concerning priorities and ranking

Constitution of Search Committees

The use of a search committee is mandatory for all academic dean positions.

Once a dean position has been established, the provost appoints a dean as chair, creates the membership of the search committee and notifies the members in writing of their appointment to the search committee. The committee membership should include at least three faculty members from the involved college/school, and may include other faculty members from related disciplines in other college/schools if appropriate. Occasionally, an expert from outside the university may be asked to serve on a search committee. In some cases, the provost may engage the services of a search firm to work with the search committee

In the constitution of a search committee, care should be taken to select members who will together possess and reflect substantial knowledge of the expertise necessary for the position being filled, and sensitivity to the values and needs of the institution as a whole.

Position Announcement and Advertising

Once the search committee has been established, its first goal should be the drafting of a job description which specifies the criteria candidates must satisfy in order to be considered for the position. Once complete, this should be approved by the dean who chairs the dean search committee and then forwarded to the provost for approval. Should the provost consider it appropriate to modify the job description, he or she should consult with the search committee until a consensus on the change is reached. Upon approval of the provost, the job description will be sent to the director of Human resources who, in consultation with the search committee, will develop a job specification and then target the appropriate publications for advertising the position. At the initial meeting of the search committee, the director of human resources will review the various forms and strategies that should be used to document the selection process and ensure compliance with EEOC regulations.

In keeping with the university's need for diversifying its faculty, every effort should be made to solicit qualified minority candidates, either directly or through advertising in appropriate publications. To this end, the director of human resources should apprise the search committee of the university's diversity goals as well as EEOC guidelines.

If any specific recommendations regarding searches are introduced by the president or by other administrators, the recommendations should be presented to the search committee by the administrator in question, and discussed until a consensus is reached and all parties agree that the recommendations are beneficial to the institution as a whole. The Office of Human Resources should be consulted to ensure that any changes to procedures or recommendations are consistent with EEOC guidelines and current updates of EEOC case law and regulations.

Search Procedure

Hiring managers are responsible for managing their applicant pool. When the applicant pool exceeds 20 qualified candidates a minimum of 5 candidates will be selected for interviews. When the applicant pool is equal to or less than 20 a minimum of 3 candidates will be selected for interviews. The initial interview will be made by telephone. Once interviews are scheduled, the hiring manager should change the status of those applicants selected for interviews to “interview”. This allows the applicants to track the status of their applications.

Dean Search Committees will adhere to a strict non-discriminatory procedure. All members of the search committee must make every effort to participate as a group in the interview of all candidates selected for interviews (telephone and on-campus). Contributions of committee members, including discussion and ranking of candidates, is limited to specific evidence obtained by the member as a participant in the search process. Chairs are responsible for summarizing the level of participation of all members as regards what is recommended by the search committee to the provost for inviting applicants for on- campus interviews. All candidates selected for interviews (telephone and on campus) will be asked the same general questions; however, differing backgrounds and circumstances may require a variation in specific questions asked of the candidates. See below for a list of Permitted and Prohibited questions in interviews. Prior to inviting candidates to campus for interviews, members of search committees must check the professional and personal references provided by the candidates.

Following the evaluation of dean candidates, the search committee will recommend at least three individuals to the provost, in rank order, and seek permission to invite two or more to campus for more formal interviews.

After consultation with the chair of the search committee, the provost will approve the invitation of two or more of the candidates to visit the university for more formal interviews. The finalist(s) will be interviewed by the search committee, by the dean, by the provost, by the vice president for mission and ministry and, should scheduling permit, by the president.

At the conclusion of the on-campus interviews, the search committee will prepare a report summarizing the strengths and weaknesses of each candidate and submit the report, without prioritizing candidates, to the provost in the case of a dean search.

Hiring and Bringing Searches to Closure

The interview process as described above will continue until a satisfactory candidate is selected. Once the interview process is complete and the candidate has satisfied all concerned parties, the provost, in consultation with the president, will authorize an offer. The provost will telephone the candidate with the terms of the offer, and if they are acceptable, will send a letter of offer. Once a letter of acceptance from the candidate is received, the provost can authorize processing of the contract.

As soon as the search committee determines not to pursue a candidate, either by virtue of a hire or, given

other considerations, previous to a hire, the candidate should be thanked in writing for applying and informed that he or she is no longer being considered for the position.

If on-campus interviews or position offers turn out unsuccessful, the provost will determine what further action will be taken and inform the search committee.

Interview Questions (Permitted and Prohibited)

The following section is from HR materials.

The Equal Employment Opportunity Commission issued its *Pre-Employment Inquiry Guidelines* in 1981 and its *Enforcement Guidance: Pre-Employment Disability-Related Questions and Medical Examinations* in 1995. These address the issue of interview questions which, if used in making a selection decision, have a discriminatory effect by screening out minority applicants, female candidates, and older applicants and individuals with a disability, etc., for the particular job in question.

1. Race – There are no job-related considerations that would justify asking an applicant a question based on race.
2. Religion - There are no job-related considerations that would justify asking about religious convictions, unless your organization is a religious institution, which may give preference to individuals of their own religion.
3. Gender – Generally, there are no appropriate questions based on the applicant's gender during the interview process. Specifically:
 - a. Women are no longer protected under state wage/hour laws re: number of hours worked, lifting restrictions, etc.
 - b. It is unlawful to deny a female applicant employment because she is pregnant, or planning to have a child at some future date.
 - c. Questions on marital status, number of children, child care arrangements, etc. are not appropriate.
 - d. Questions as to availability to work should be job-related: What hours can you work? What shift(s) can you work? Can you work on weekends and/or holidays?
4. Sexual Preference - There are no permissible questions regarding an applicant's sexual preferences.
5. Height and/or weight restrictions – These questions may support gender or national origin discrimination claims unless their relationship to specific job requirements can be demonstrated.
6. Age –Any question during the interview process that deters employment because of age is unlawful. The Age Discrimination Act of 1967 bars discrimination against persons age 40 or over.
7. Arrest & Conviction Records – Questions relating to an applicant's arrest record are improper, while questions of an applicant's conviction record may be asked, if job related. The Equal Employment Opportunity Commission and many states prohibit use of arrest records for employment decisions because they are inherently biased against applicants in protected classes. The EEOC has issued a Revised Policy Statement covering the use of conviction records by employers in making employment decisions:
 - a. The employer must establish a business necessity for use of an applicant's conviction record in its employment decision. In establishing business necessity, the employer must consider three factors to justify use of a conviction record:
 - i. Nature and gravity of the offense for which convicted;
 - ii. Amount of time that has elapsed since the applicant's conviction and/or completion of sentence; and
 - iii. The nature of the job in question as it relates to the nature of the offense committed.
 - b. The EEOC's Revised Policy Statement eliminated the existing requirement that employers consider the applicant's prior employment history along with rehabilitation efforts, if any. The Revised Policy Statement requires that the employer consider job-relatedness of the conviction, plus the lapse of time between the conviction and current job selection process.

8. National Origin – You may not ask an applicant where he/she was born, or where his/her parents were born. You may ask if the applicant is eligible to work in the United States. Our application will have already asked this question.
9. Financial Status – An interviewer should not ask if the applicant owns or rents a home or car, or if wages have been previously garnished, unless financial considerations for the job in question exist. Any employer who relies on consumer credit reports in its employment process must comply with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act of 1996.
10. Military Record – You may not ask what type of discharge the applicant received from military service. You may ask whether or not the applicant served in the military, period of service, rank at time of discharge, and type of training and work experience received while in the service.
11. Disability – You may not ask whether or not the applicant has a particular disability. You may only ask whether or not the applicant can perform the duties of the job in question with or without a reasonable accommodation.

Although federal EEO laws do not specifically prohibit any pre-employment questions, the EEOC does look with "extreme disfavor" on questions about age, color, disability, national origin, race, religion, gender or veteran status. Following is a representative list of unacceptable and acceptable questions. It is NOT all-inclusive.

TOPIC	UNACCEPTABLE	ACCEPTABLE
Reliability, Attendance	• Number of children? • Who is going to baby-sit? • What religion are you? • Do you have pre-school age children at home? • Do you have a car?	• What hours and days can you work? • Are there specific times that you cannot work? • Do you have responsibilities other than work that will interfere with specific job requirements such as traveling?
Citizenship/ National Origin	• What is your national origin? • Where are your parents from? • What is your maiden name?	• Are you legally eligible for Employment in the United States? • Same as above • Have you ever worked under a different name?
For Reference Checking	• What is your father's surname? • What are the names of your relatives?	• None • None
Arrest and Conviction	• Have you ever been arrested?	• Have you ever been convicted of a crime? If so, when, where and what was the disposition of the case?
Disabilities	• Do you have any job disabilities?	• Can you perform the duties of the job you are applying for?
Emergency	• What is the name and address of the relative to be notified in case of an emergency?	• What is the name and address of the person to be notified in case of an emergency? (Request only after the Individual has been employed.)

TOPIC	UNACCEPTABLE	ACCEPTABLE
Credit Record	• Do you own your own home? • Have your wages ever been garnished? • Have you ever declared bankruptcy?	• None • Credit references may be used if in compliance with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act Of 1996. • None
Military Record	• What type of discharge did you receive?	• What type of education, training, work experience did you receive while in the military?
Language	• What is your native language? Inquiry into use of how applicant acquired ability to read, write or speak a foreign language.	• Inquiry into languages applicant speaks and writes fluently. (If the job requires additional languages)
Organizations	• List all clubs, societies and lodges to which you belong	Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform job.
Race or Color	• Complexion or color of skin. Coloring.	• -None
Worker's Compensation	• Have you ever filed for worker's compensation? • Have you had any prior work injuries?	• -None • -None
Religion or Creed -	• Inquiry into applicant's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed.	• None
Gender	• Do you wish to be addressed as Mr.?, Mrs.?, Miss?, or Ms.?	• None
Addresses	• What was your previous address? • How long did you reside there? • How long have you lived at your current address? • Do you own your own home?	• None
Education	• When did you graduate from high school or College?	• Do you have a high school diploma or equivalent? • Do you have a university or college degree?
Personal	• What color are your eyes, hair? • What is your weight?	• Only permissible if there is a bona fide occupational qualification.

APPENDIX 20: Awarding of Honorary Degrees

Background and Rationale

The University of the Incarnate Word reserves the right to award honorary doctorates. The university awards the honorary doctorate to recognize exceptional achievement and exemplary service to the institution. The faculty of the university as a collective body holds the credentials to award the doctoral degree and thus may bestow the honorary doctorate.

Criterion

Candidates for the honorary doctorate should meet the following criterion:

Distinguished achievement in his or her field of endeavor, be it education or other forms of service. A person achieves distinction by embodying to an extraordinary degree the ideals of the Mission Statement.

Procedure

Nominations: Anyone in the university community may nominate persons to receive honorary degrees. This includes trustees, faculty, administrators, students, and alumni. All nominations, including rationale, should be submitted in writing to the Honorary Degree Committee through the provost.

Approval Process: Persons nominated will be awarded honorary degrees only after obtaining favorable recommendations from the Honorary Degree Committee, the Faculty Senate, and final approval by the Board of Trustees.

The Honorary Degree Committee shall be a four-person committee consisting of the provost, the president of the Faculty Senate, the chancellor, and the president of the university. This committee shall carefully investigate each nominee.

Nominees recommended by the Honorary Degree Committee shall be submitted to the Faculty Senate for approval at a regularly scheduled meeting 60 days before the awarding of the degree. Nominations approved by the Faculty Senate shall be forwarded to the UIW president who, if he or she approves, shall bring the nomination to the Board of Trustees for final approval.

APPENDIX 21: Awarding of Posthumous Degrees

The University of the Incarnate Word may confer posthumous baccalaureate and graduate degrees upon students who are deceased prior to but nearing formal completion of all degree requirements of the program being pursued.

Guidelines

The student has completed a substantial portion of the UIW work required for the degree. A substantial portion of work is defined as follows:

- A. Undergraduate Students: Within 30 hours of graduation after having completed a minimum of 45 hours at UIW;
- B. Graduate Students: Must be within 6 hours of completion of degree requirements;
- C. Doctoral Students: Must have completed all coursework and made substantial progress on the dissertation;
- D. Pharmacy Students: Must be within 1 course rotation of completion of degree requirements.

Cases that do not meet these specific guidelines may be considered by the provost as circumstances dictate.

Procedures

1. Members of the student's family, faculty members in the student's major or the administration of the university may initiate the request for the conferral of a posthumous degree.
2. The chair of the department where the deceased person was a student, and in the case of doctoral students, the chair of the dissertation committee, will be consulted and will make a recommendation to the provost prior to a decision regarding the awarding of the posthumous degree.
3. The recommendation for awarding a posthumous degree shall be made to the president by the provost at the recommendation of appropriate faculty and deans.

Degree Conferral Process

The decision to award the degree should be made and family members notified at least six weeks before the end of the semester so that the student's name and degree may be included in the commencement program and the diploma prepared for the ceremony.

APPENDIX 22: Discipline-Specific Scholarship Grid Addenda

The traditional academic scholarship grid may be insufficient to adequately characterize scholarly contributions in some fields, notably the creative arts. To address these disciplinary differences, schools may develop discipline specific scholarship grids for senate approval for incorporation into the discipline specific scholarship grid addenda which follows. The discipline specific scholarship grid will reference discipline accrediting body requirements if applicable. These scholarship grids supplement the traditional academic scholarship grid. The discipline specific scholarship grid may not change the point values for items on the traditional academic scholarship grid.

Discipline Specific Scholarship Grid Addenda

Art Department

Referenced accrediting or professional body: NASM

Definitions:

Scholarly Research & Creative Activities: In the visual arts, work is subjected to evaluation based on criteria of local, regional, national, and international acceptance of the faculty member's efforts. The Art Department defines Scholarly Research & Creative Activities with national / international impact as:

1. Activities where the selection committee or curator is from an institution (museum, gallery, or art center) with a national / international reputation.
2. Activities held at an institution with a national / international reputation.
3. Activities where the fellow participants are artists and scholars with a national / international reputation.

The impact of grants based on the prestige of the granting institution is also recognized. For example, a grant from a local arts organization is less prestigious than a grant from a large museum or other organization with national/international presence.

Curatorship/Curator: refers to the preservation, safeguarding the heritage of art. The curator is the selector of new work and is often in charge of displaying or arranging works of art. They are experts in the field of art and art history who play a key role in the acquisition and selection process for many museums, galleries, corporations, and art centers.

Jurying/Peer Review of Art: A peer jury process is often used to assess applications for exhibition proposals made through an open call for submissions and art competitions, as well as artist grant proposals. It is not unlike the peer review process used in academia. The peer jury brings an effective evaluation expertise that an agency or organization sponsoring and exhibition or awarding grants might not have. A peer jury is traditionally composed of artists selected based on their expertise in the relevant art field (painting, drawing, sculpture, etc....).

Artist Commission: In art, a commission is the act of requesting the creation of a piece, often on behalf of another. Artwork may be commissioned by private individuals, by the government, or businesses. Commissions often resemble endorsement or sponsorship .

Category	Level 3 (3 Points) (Peer Reviewed)	Level 2 (2 points) (Peer reviewed)	Level 1 (1 point) (Non-Peer & Peer Reviewed)
Exhibitions/ Presentations, Workshops	-Work in or with museums, galleries, or institutions that may include solo exhibitions, performances, installations, or non- exhibition-based practices, such as artist's talks and panel presentations, with a national or international impact. -Inclusion of work in exhibitions, performances, or installations of a significant national/international nature. -Purchase of work by public collections with a national reputation. -Major commissions.	- Work in or with museums, galleries, or institutions that may include solo exhibitions, performances, installations, or non-exhibition-based practices, such as artist's talks and panel presentations, with a regional impact. Inclusion of work in exhibitions of a regional or statewide nature. -Commissions. -Purchase of work by corporate or private collections. -Workshops, presentations at major universities, museums, conferences with a regional impact	- Work in or with local museums, galleries, or institutions that may include solo exhibitions, performances, installations, or non-exhibition- based practices, such as artist's talks and panel presentations, at locally recognized museums and galleries. -Workshops, presentations at major universities, museums, conferences with a local impact.
Grants/Funding Residencies/Awards	-External federal, foundation, or large grant funding received. - Competitively awarded residencies with public display of scholarship and national/international significance.	-Competitively awarded residencies of regional significance. -Honors and awards received at the state level.	-Internal funding received. -Local honors and awards received.
Curatorial Activities	-Curatorial project in/with major museum or gallery. -Director responsibilities of significant national/international panels, symposiums.	Curatorial responsibilities for statewide, regional exhibitions, panels, symposiums.	Consulting work.
Other Activities	Other professional activities bringing national and/or international exposure.	-Engaged research with collaborators resulting in national/international dissemination of outcomes. -Reviewing, editing material for publication -Other professional activities of a statewide or regional nature.	Other professional activities of a local nature

Music Department

Referenced accrediting or professional body: National Association of Schools of Music (NASM)

Definitions:

Performance

1. Solo (includes performance of original compositions by the composer)
2. Conducting
3. Member of an ensemble like an opera or musical theater cast, instrumental or choral group, or other combination of musicians/artists
4. Performance of an original composition (by performers other than the composer)

Musical Composition

1. Composer or arranger of a new musical work, or multi-media work that involves music

Research/Writing

1. Research on a musical topic
2. Program notes, published or delivered via pre-performance lecture
3. Books or articles on music
4. Manuals/textbooks on musical skills like those related to performing (instrumental/vocal pedagogy, technique, diction, stylistic interpretation, etc.), theory, composition, or conducting

In the performing arts, the point of hire, selection or casting is the juried or peer reviewed evaluation of an artist. For music, this may take the form of auditions, commissions, licensing of compositions, for example.

A live performance that is filmed/ videoed and broadcast over television, streaming services, or on the internet is considered a national or international audience reach if the artist has been vetted by professional collaborators of the performance, film, streaming, network, or production company at the point of hire.

Category	Level 3 (3 Points) (Peer Reviewed)	Level 2 (2 points) (Peer reviewed)	Level 1 (1 point) (Non-Peer & Peer Reviewed)
Performance	-Major performance, reviewed, including broadcast of major creative work to national or greater audience	-Peer-reviewed or invited performance, clinic, or presentation of research at conference, major cultural event, etc. -Major broadcast of performance (not local); peer reviewed performance of an original work	-Local pre-performance and guest lectures - Local performance (not class- or service- related) at UIW or local religious, educational, community, or other institution
Composition	-Article published in peer-reviewed journal or chapter published in edited collection	-Published creative or scholarly work, peer-reviewed, in print or online (includes original compositions)	-Published creative or scholarly work (not peer- reviewed), in print or online (includes original compositions)

Theatre Arts Department

Referenced accrediting or professional body:

NAST (National Association of Schools of Theatre)

SDS (Stage Directors and Choreographers Society)

USA Local 829, United Scenic Artists (Designers and Scenic Artists)

Definitions:

A local venue, museum or production company that has a reputation for professionalism and draws professional collaborators beyond the city of San Antonio may be considered a regional, national, or international venue. (Ex.: The McNay Art Museum, SAMA, The Alley Theatre, Opera San Antonio, Houston Grand Opera, Dallas Theatre Center)

In the performing arts, the point of hire, selection or casting is the juried or peer reviewed evaluation of an artist.

The term “professional” or “professionalism” relates to industry standards already set by professional labor unions, guilds or societies that determine scope of production and fee scales.

The term “artistic management” is intended to be inclusive of all managers who have creative control over the scope (content) and/or the means and methods used to create a live event.

Revivals, remounts, or tours of existing productions are considered separate productions, as they are disseminated to other audiences and require additional work in remounting (for example rehearsing a new cast, redesigning for other venues and performers. Revivals might be considered like revised editions of books.)

A live performance that is filmed/ videoed and broadcast over television, streaming services, or on the internet is considered a national or international audience reach if the artist has been vetted by professional collaborators of the film, streaming, network, or production company at the point of hire

Category	Level 3 (3 Points) (Peer Reviewed)	Level 2 (2 points) (Peer reviewed)	Level 1 (1 point) (Non-Peer & Peer Reviewed)
Production	Production produced with multiple professional contracts, and professional collaborators with regional, national or international reputations:	Production produced with at least two professional or equivalent contracts within the production: Direction, Dramaturgy, Design, Artistic Management, Technical	Production produced without any professional contracts: Direction, Dramaturgy, Design, Artistic Management, Technical Direction
	Direction, Dramaturgy, Design, Artistic Management, Technical Direction, Playwright, Performer in a Major or Secondary Role, Assistant Director, Assistant Designer, Assistant Technical Director	Direction, Playwright, Performer in a Major or Secondary Role	Playwright, Performer in a Major or Secondary Role
Presentation	Regional, National, or International Juried or Peer Reviewed Presentation on Performance Work	Locally Juried or Peer Reviewed Presentation on Performance Work	UIW or Local Poster Presentation on Performance Work
Exhibition	Regional, National, or International Professionally Adjudicated / Juried Exhibition of Art for Performance (ex. Museums)	Local Professionally Adjudicated / Juried Exhibition of Art for Performance (ex. Galleries)	UIW Exhibition of Art for Performance
Publication	Articles or artworks published in highly regarded peer reviewed journals regionally, nationally or internationally reaching a national or international audience	Inclusion of Writing or Artworks in Peer Reviewed Journals locally published with a local or regional audience	Inclusion of Writing or Artworks in a UIW Publication

APPENDIX 23: Peer Evaluation of University Service Form

This form can be downloaded from the Faculty Senate webpage at <https://my.uiw.edu/facultysenate/forms1.html>

UNIVERSITY OF THE INCARNATE WORD

Peer Evaluation of University Service

As one who has served on a committee or task force with the person named below, please rate their participation as you personally experienced it. If you served with this person on more than one committee or task force, please fill out one form for each. Thank you.

Committee/Task Force Member Being Evaluated:
Committee/Task Force:
Chair of Committee/Task Force:
Dates of Service:

1. The committee/task force member attended meetings.
☐ Always/Almost Always ☐ Sometimes ☐ Rarely
2. The committee/task force member prepared for meetings.
☐ Always/Almost Always ☐ Sometimes ☐ Rarely
3. The committee/task force member was willing to accept or volunteer for extra work assignments.
☐ Always/Almost Always ☐ Sometimes ☐ Rarely
4. The committee/task force member's attendance and work helped the committee complete its work in a timely manner.
☐ Always/Almost Always ☐ Sometimes ☐ Rarely
5. I would be happy to serve on another committee or task force with this person.
☐ Always/Almost Always ☐ Sometimes ☐ Rarely

Comments

APPENDIX 24: Dean/Peer Evaluation of Teaching Form

This form can be downloaded from the Faculty Senate webpage at <https://my.uiw.edu/facultysenate/forms1.html>

UNIVERSITY OF THE INCARNATE WORD

Dean/Peer Evaluation of Teaching

Name of Faculty Being Evaluated:	# of Students Present:
Class Observed:	# of Students Enrolled:
Length of Class:	Length of Observation:
Evaluator:	Date:
Type of Class: ☐ Quantitative/Conceptual ☐ Theory/Application ☐ Survey/Advanced ☐ Lecture/Discussion/Performance	

For each criterion, indicate a ranking and provide a comment. The evaluator should also include an overall evaluation summary. The instructor may add a response statement.

1. Objectives for the session were clear and appropriate.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

2. Material was presented clearly.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

3. The instructor encouraged interaction/student contributions.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

4. Time in the class session was managed effectively.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

5. The instructor spoke distinctly and audibly.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

6. **The instructor distinguished between the presentation of factual material and personal opinion.**

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

7. **The instructor provided for the presentation of other opinions or interpretations where appropriate.**

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

8. **The instructor prompted critical thinking and/or creative expression.**

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

9. **Assignments or plans for the next session(s) were made clearly.**

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

10. **The instructor provided closure to the class.**

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

11. **For clinical, studio, or laboratory classes, the faculty member was organized and provided attention and guidance to the students. The faculty member encouraged the application of knowledge and integrated it as appropriate.**

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

SUMMARY: OVERALL EVALUATION

INSTRUCTOR'S RESPONSE

APPENDIX 25: Dean/Peer Review of Teaching Materials Form

This form can be downloaded from the Faculty Senate webpage at <https://my.uiw.edu/facultysenate/forms1.html>

UNIVERSITY OF THE INCARNATE WORD

Dean/Peer Review of Teaching Materials

The review of materials should be completed by the instructor and the evaluator prior to the classroom observation whenever possible.

Name of Course Instructor:	
Course:	
Evaluator:	Date:
Type of Class: ☐ Quantitative/Conceptual ☐ Theory/Application ☐ Survey/Advanced ☐ Lecture/Discussion/Performance	

For each criterion, indicate a ranking and provide a comment. The evaluator should also include an overall evaluation summary. The instructor may add a response statement.

1. Texts selected by the instructor are appropriate to the subject, level of course, and current research in the discipline.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

2. Other materials are appropriate (as above).

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

3. Assigned readings and other activities provide a variety of perspectives on the subject.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

4. Readings include primary sources.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

5. Course activities have been planned and/or sequenced to help students reach the objectives of the course.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

6. Some course activities/assignments develop student research skills.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

7. Students' academic standing/progress is evaluated regularly, and feedback is provided.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

8. The syllabus provides a variety of approaches.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

9. Evaluations are consistent with the goals of the courses.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

10. Items on the tests or other means of evaluation are appropriate.

☐ Good ☐ Satisfactory ☐ Needs Improvement ☐ Not Applicable

Comments:

SUMMARY: OVERALL EVALUATION

INSTRUCTOR'S RESPONSE

APPENDIX 26: Student Evaluation of Teaching

The online form consists of the following questions which are used each semester for each class.

The survey is in two parts: 1) quantitative and 2) qualitative. The first consists of 9 questions and the second of 3.

Quantitative (scale: Not at All, Rarely, About half the time, Frequently, Always)

1. The instructor was enthusiastic about the subject matter.
2. The instructor encouraged active participation in class.
3. The instructor communicated the subject matter clearly.
4. The instructor was well prepared for class.
5. The instructor was available outside of class.
6. The instructor was clear about the assignments in this course.
7. The instructor provided timely feedback.
8. The instructor's evaluation methods were fair.
9. The instructor treated you with respect.

Qualitative

10. Please comment on anything about the instructor's teaching that was particularly helpful to your learning.
11. Please comment on anything about the instructor's teaching that made it hard for you to learn.
12. Additional comments.

APPENDIX 27: FSI Dispute Resolution Form

This form and supporting documents are submitted to the Chair of University Rank and Tenure (URT) by February 15th or 7 days after the date of the informal meeting with the Dean to discuss the FSI Dean's meeting whichever is later.

Date: _____

Faculty Member's Name: _____

Email _____ Phone _____

School or College _____ Dean _____

Date of Informal Meeting with Dean _____

1. Please clearly state the reason for the dispute and the desired resolution and attach to this form and submit to the Chair of URT by February 15th or seven days after the date of the informal meeting, whichever is later. (Chair of URT is responsible for facilitating and recording the following steps)

2. Date of Submission of the Formal Dispute to the School or College Dean _____

Dean's Written Response received by Chair of URT _____ Date sent to Faculty _____

Dispute resolved Yes _____ No _____

3. If no, date of Request for Formal Opinion of the URT Committee: _____

Date Opinion of URT sent to Faculty and the Dean _____

Dispute resolved Yes _____ No _____

If no, date sent to the Provost _____

Date Opinion of the Provost sent to Faculty and Dean _____

SUMMARY OF REVISIONS SINCE OCTOBER 2012

- 10/12/2012: The Board approves the October 2012 edition of the *Faculty Handbook*.
- 10/24/2012: The Provost approves the president and Chairs of the Undergraduate Curriculum Committee and the Graduate Council becoming voting members of the University Planning Commission and the Academic Leadership Team.
- 10/24/2012: The Provost approves the process for appointment to the Graduate Faculty.
- 11/14/2012: The Senate clarifies that “adjunct” is reserved for faculty mentoring students at clinical or practice sites in the community.
- 3/20/2013: The Provost approves a Sabbatical Application Template, and Senate action to add the Faculty Athletic Representative as a non-voting member of the Senate, and add procedures for breaking a tie vote in elections.
- 8/6/2013: The Provost approves changing the name and description of the Assessment Committee to the Institutional Effectiveness Committee; revised to Council, 11/20/13.
- 11/20/2013: The Provost approves changing the name and description of the Core Advisory Committee to a Council; also approved is the Classroom Recording Policy.
- 3/13/2014: The Core Advisory Council approves inclusion of CAC in Ch. 8 to reflect practice.
- 3/19/2014: The Provost approves the amended Faculty Senate Constitution and Bylaws.
- 3/19/2014: The Provost approves a statement on the Faculty Athletics Representative in Chapter 2.
- 3/19/2014: The Provost approves amendments to the description of Unsatisfactory Performance in Chapter 5.
- 4/16/2014: The Provost approves an amendment to the Policies on Academic Freedom.
- 4/16/2014: The Provost approves a change for when FSIs are due, the Friday after grades are in.
- 4/27/2014: The Provost approves the Blended Course Policy.
- 5/2014: The Provost approves the Part-Time Faculty Workload Policy.
- 7/14/2014: The Provost approves the policy on Definition of a Credit Hour.
- 11/5/2014: The Provost approves the addition of clarification in A and J under Article V, and change of name of the Undergraduate Curriculum Committee to the Undergraduate Council.
- 11/5/2014: The Provost approves the policy and form on faculty credentials for teaching as Appendix 23.
- 12/3/2014: The Provost approves the addition of an exception to the terminal degree for CHASS.
- 12/5/2014: The Board endorses a revision to the Mission Statement; and the Congregation approves the revision on 2/5/2015.
- 3/4/2015: The Provost approves the clarification of the duties and of officers and senators.

- 4/29/2015: The Provost approves revisions of the application timelines for the third-year review and promotion to Senior Instructor.
- 9/30/2015: The Provost approves removal of progress toward terminal degree condition from promotion to Senior Instructor.
- 11/4/2015: The Senate clarifies the promotion timeline to connect tenure and promotion review.
- 12/2/2015: The Senate clarifies that for promotion, the Rank & Tenure Committee receives separate recommendation letters from the dean, the college/school meeting of tenured faculty, and other individuals.
- 2/3/2016: The Provost approves updates to Ch. 7, Curriculum Development and Revision (effective May 2016).
- 3/30/2016: The Provost approves a change of minimum faculty office hours, addition of Rank and Tenure Advisory Committee Guidelines, and revisions to the Application Timeline for Tenure/Promotion to Associate Professor and Full Professor (all effective May 2016).
- 5/11/2016: The Provost approves additions to the Scholarship Activity Checklist Guidelines (effective May 2016); the Senate clarifies additions needed for election ballot information (effective May 2016).
- 6/2016: Provost approves policy on multi-year, renewable term appointments
- 9/7/2016: The Provost approves the addition of requiring candidates for elected positions in the Faculty Senate to provide a brief biographical statement to the Nominations and Elections Committee (effective June 2017).
- 10/7/2016: The Provost approves eligibility of faculty with multi-year renewable-term appointments to hold positions in Faculty Governance previously restricted to faculty members with tenure, such as, Faculty Senate President and Vice-President and members of the Grievance Committee and the University Rank and Tenure Committee (effective June 2017).
- 11/2/2016: The Provost approves modification of timeline in Letter from Rank and Tenure to faculty eligible for promotion and/or tenure (effective June 2017).
- 01/2017: The Acting President dissolves the University Planning Commission
- 4/26/2017: The Provost approves updates to the Faculty Development Funds Process and Application Form (effective June 2017).
- 4/26/2017: The Provost approves the modification of the exception to terminal degree in Interior Design (effective June 2017).
- 4/26/2017: The Provost approves the addition of the exception to the terminal degree in 3D Animation and Game Design (effective June 2017).
- 5/31/2017 The Provost approves revisions to the Blended-Online Course policy
- 5/31/2017 The Provost approves revisions to Policy Concerning Salaries Funded by Grants
- 6/31/2017 The Provost Approves adding term limits to FAR.
- 11/1/2017 The Provost approves revised FSI Dispute Resolution Process

11/1/2017	The Provost approves Service Needs Improvement standards
11/29/2017	The Provost approves Definition of Scholarship for FSI
1/26/2018	Faculty approves by-laws amendment regarding Special Meetings
2/7/2018	The Provost approves Institutional Fit Needs Improvement standards
5/2/2018	The Provost approves FSI Overall Ratings for Merit Pay
10/12/2018	By-law amended by vote to revise Article XV Faculty Development Fund Committee
10/12/2018	SEC realigns Graduate Council Chair election year.
12/5/2018	The Provost approves “P” change (Policy change) process
5/1/2019	The Provost approves Affirmation of workload redirection or stipends for service commitments not affecting the ability of faculty to count service
12/4/2019	The Provost approves changes to Sabbatical Policy
4/1/2020	The Provost approves procedure for schools to develop evaluation of teaching form
11/4/2020	Reference to obsolete numbering scheme updated to include title of section to clarify section referred to.
11/4/2020	Simple By-law changes approved by Senate: Clarification of untenured member of SEC (Article IV, section A), Small school representation exception (Article V, section A), Vacancy replacement procedure (Article V, sections F and I)
11/23/2020	By-law amended by vote to clarify voting membership (Article II, section A)
4/7/2021	Simple By-law changes approved by Senate: Change reporting frequency (Article IV, section C), Clarify reporting to SEC (delete Article VIII, section B and renumber), Add immediate past chair to committees (Articles IX, XI, XII, XIII, XIV, XV), Changes to composition of grievance committee (Article X, section B), Clarify the Role of the Grievance Committee (Article X, section A), Remove Inactive Web Link (Article X, section F), Clarify Rank and Tenure Committee Composition (Article XIV, section B), Clarify Rank and Tenure Committee Chair (Article XIV, section D)
4/7/2021	The Provost approves changes to instructor qualifications
4/21/2021	Simple By-law changes approved by Senate: Clean-up of curriculum committee processes (Articles XI, XII)
4/21/2021	The Provost approves major revisions to Instruction and Curriculum processing (Chapters 6 & 7)
4/27/2021	By-law amended by vote to add elected chair to Grievance Committee (Article V) and revise Grievance procedures (Article X)
5/19/2021	Revision of Grievance procedures to align language with 4/27 by-law change
5/19/2021	Revise part-time faculty procedures (chapter 8) to eliminate VP Extended Academic Programs

5/19/2022	Addition of SOM credit hour definition
5/19/2022	Updated references to SPS, removed obsolete names and titles
5/19/2022	Removed Policy on Academic Integrity and placed reference to Provost's website
10/5/2022	Revision of sabbatical leave policy
10/5/2022	Clarified expectation that all faculty submit FSI
11/2/2022	Blended course policy updated and moved from Appendix 22 into body
4/5/2023	Professor of Practice added to non-tenure track faculty types
5/3/2023	Appendix 25 added documenting approved discipline specific scholarship grid addenda
4/10/2024	School of Physical Therapy name changed to School of Rehabilitation Sciences
3/5/2025	Updated Chapter 4: Sabbatical Leave policy and process
3/5/2025	Updated Ch. 6: Curriculum and Academic Policy
5/7/2025	Updated Ch. 3: Faculty Senate Constitution and Bylaws
1/29/2026	Updated Ch. 3: Faculty Senate Constitution and Bylaws (Article IX, Article XVI)
4/1/2026	Appendix 3: Faculty Development Funds Review (FDFR): The committee's application review priorities and procedures were updated. The application form was removed from Handbook and posted on the Faculty Senate forms webpage for access and annual updating.
5/6/2026	Chapter 4 Revisions: Deletion of graduate faculty designation definition/selection process, updated Sabbatical Leave of Absence policy and procedures (added Dean's Statement of Support form), and general revisions for organization and clarity. The application form was removed from Handbook and posted on the Faculty Senate forms webpage for access and annual updating.
5/6/2026	Chapter 5 Revisions: Alignment of General Standards for Faculty Performance: Service and Professional Activities with the FSI (separate sections), clarification of the frequency of, and process for, peer/dean teaching observations, and general revisions for organization and clarity. The teaching observation form and the review of teaching materials form are maintained as appendices and also posted on the Faculty Senate forms webpage for access.
7/7/2026	The Provost's Office updated Ch. 2: The Structure of the Academic Organization to reflect current university terminology and organization.