

# Faculty Handbook

## The Constitution of the Faculty

# Article I: Membership and Organization of the Faculty

Date

7/15

Item

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## Section 1. Definition of Faculty

All members of the instructional staff, the administrative officers holding academic rank, and professional librarians constitute the faculty of the University of Southern Indiana.

## Section 2. Voting Members

All members of the faculty holding academic rank, except those on temporary or part-time assignment, constitute the voting members of the faculty.

## Section 3. Associate Members

All members of the faculty not included in Section 2 above are associate members of the faculty, with all membership privileges except that of voting. One year temporary and special part-time faculty are associate members of the faculty.

## Section 4. Faculty Senate

The representative body of the faculty shall be the Faculty Senate of the University of Southern Indiana.

# Article II: Authority and Functions of the Faculty

Date

7/15

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## Section 1. Meetings

- A. Regular Meeting. The Faculty Senate will call a regular meeting of the faculty each April to give its annual report and to receive nominations for representatives and alternates to the Faculty Senate.
- B. Special Meetings. Special faculty meetings may be called by the president of the University, the Faculty Senate, or the chair of the Faculty Senate on petition of one half of the voting members of the faculty.

## Section 2. Legislative Authority

The faculty, acting through the Faculty Senate, shall have the legislative authority to develop and propose policies governing:

- A. The curriculum and the requirements for academic degrees.
- B. Academic standards.
- C. The library.
- D. Student conduct and discipline, in collaboration with student representatives.
- E. Faculty welfare, conduct, and discipline.
- F. Faculty tenure and promotions. Such proposed policies shall be recommended to the administration and the Board of Trustees for approval and implementation.

## Section 3. Resolution Authority

The faculty may express by formal resolution its opinion on any question relating to the administration of the University of Southern Indiana as prescribed in Article II of the By-laws.

## Section 4. Review and Interpretation Authority

The faculty shall have the authority to review and to interpret policies on the matters enumerated in Article II, Section 2 of this Constitution, as prescribed in Article III of the By-laws.

## Section 5. Veto Authority

The faculty shall have the power to veto any action of the Faculty Senate in accordance with the following procedures:

- A. A special faculty meeting will be called in a manner provided in Article II of this Constitution. The action of the Faculty Senate in question will be discussed at this special meeting. Any member of the faculty or guests will have the right to speak for or against the action.
- B. Within two weeks after the special faculty meeting, the chair of the Faculty Senate will prepare a ballot, which will be distributed to each voting member of the faculty for voting purposes. The ballot will provide a vote "for the exercise of faculty veto" and "against the exercise of faculty veto."
- C. Ballots will be returned to the chair of the Faculty Senate within one week of the date on which they were distributed to the voting members of the faculty.
- D. A faculty veto will take effect if a majority of the voting membership of the faculty votes for the exercise of faculty veto.

# Article III: Organization of the Faculty Senate

Date

8/21

Item

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## Section 1. Membership

Each academic college will be represented by three members, the elected representatives or their alternates. Faculty members not affiliated with an academic college will be represented by one member, the elected representative, or their alternate. Two members and their alternates will be elected from the faculty at large. In the absence of any representatives, the elected alternate will be a voting member. Ex-officio, non-voting members will include the president, provost, and any other persons so designated.

All voting members of the faculty are eligible to serve as elected representatives on Faculty Senate excluding those holding the following positions:

- President or any position that reports directly to the President
- Vice-President or Associate/Assistant Vice-President
- Provost, Associate/Assistant Provost or any position that reports directly to the Provost's Office
- Director of Rice Library or Associate/Assistant Director of Rice Library
- Dean or Associate/Assistant Dean

## Section 2. Terms of Membership

Not less than one-third of the elected members of the Faculty Senate will be chosen by the faculty each year for two-year terms.

No member who has served two consecutive terms of two-year duration, or served for five consecutive years, will be eligible for re-election until one academic year has elapsed.

Terms of elected members will begin the first day of the fall semester.

## Section 3. Formula for Representation

The elected members of the Faculty Senate will be chosen as follows:

A. College Representatives. Before spring break, the deans of the colleges with forthcoming vacancies on the Faculty Senate will conduct an election to fill the vacancies of representatives and their alternates and will report the result of the election to the faculty. Each year, two of the colleges will have two Senators complete their terms and the other two Colleges will have one Senator complete his or her term. In this way, six of the twelve college representatives will be replaced every year.

If a seat filled by a college representative becomes vacant during the regular academic year, the college alternate will fill the seat. The alternate shall serve out the unexpired term of the person being replaced. The alternate shall then be eligible for election to a regular two-year term.

B. At-Large Representatives. Before spring break, the chair of the Faculty Senate will call for nominations to fill the forthcoming vacancies for the faculty-at-large representatives and alternates to the Faculty Senate. The two At-Large representatives will serve alternating two year terms so that one seat is vacated each year. The chair of the Faculty Senate will prepare ballots of those nominated and distribute them to the voting members of the faculty.

Each voting member will be entitled to one vote for each vacancy to be filled.

The ballots will be returned to the chair of Faculty Senate within one week of the date on which they were distributed to the voting members of the faculty. The nominee who receives the highest number of votes will be elected representative. The runner-up will be elected alternate. If two or more candidates are tied, the tie will be broken by the tied candidates drawing lots.

A memorandum will be distributed by the chair of the Faculty Senate to each of the faculty members stating the names of those elected.

If a seat filled by an at-large representative becomes vacant, the seat will be filled by the alternate until the spring election. The alternate will serve the unexpired term if one exists. The alternate will then be eligible for election to a regular two-year term.

### C. Representation of Units not Affiliated with an Academic College

Before spring break, the chair of Faculty Senate will conduct an election to fill the forthcoming vacancies for the representative and alternate for faculty members of academic units not affiliated with an academic college. The representative and alternate shall be chosen from and selected by those faculty members of the academic units not affiliated with an academic college.

Each voting member will be entitled to one vote for each vacancy to be filled.

The ballots will be returned to the chair of Faculty Senate within one week of the date on which they were distributed to the voting members of the faculty. The nominee who receives the highest number of votes will be elected representative. The runner-up will be elected alternate. If two or more candidates are tied, the tie will be broken by the tied candidates drawing lots.

A memorandum will be distributed by the chair of the Faculty Senate to each of these voting members stating the names of those elected.

If a seat filled by a representative becomes vacant, the alternate will serve to the end of the unexpired term. The alternate will serve the unexpired term if one exists. The alternate will then be eligible for election to a regular two-year term.

## Section 4. Officers

The chair of the Senate will be elected as chair-elect the year before taking office by the existing Faculty Senate. The chair will take office on July 1. The secretary and chair-elect of the Faculty Senate will be elected at the first meeting of the Senate in the fall semester and will take office immediately. While the chair is serving as such, the chair-elect will assume the duties of a vice- chair for one year. In the following year the chair-elect will assume the duties of chair. In the event of a vacancy in the office of chair, the current chair-elect will assume the office. In the event that a chair-elect is unable to serve the subsequent academic year, a special election among the faculty senate will be held to fill the vacancy. In the event of an extended vacancy, the office of chair-elect will remain vacant, but the Senate may elect a vice-chair to serve the remainder of the term.

To fulfill the role of Faculty Senate chair, the elected officer should be provided the following resources:

1. For members of the instructional staff: Three hours of release time per Fall and Spring semester while holding the office and the equivalent of 3 hours during the summer term.  
For members of the professional librarians and others not affiliated with an academic college: an equivalent of work release time as determined by the appropriate administrator and the Provost.
2. Administrative support from the Academic Affairs office, including sufficient student worker assistance.

- 3. Funding for one professional development opportunity for each year served.
- 4. Support for attendance at required meetings.

## Article IV: Meetings of the Faculty Senate

Date

11/12

Item

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### Section 1. Regular Meetings

The Faculty Senate shall hold a regularly scheduled meeting at least once each month during the regular academic year.

### Section 2. Special Meetings

The Faculty Senate may be called into a special session by its chair. Such sessions are especially appropriate during the summer months.

### Section 3. Faculty Attendance

Any faculty member may attend any regular or special session of the Faculty Senate and may participate in its deliberations. Only elected members of the Faculty Senate, however, shall be eligible to propose motions or to vote.

## Article V: Authority and Functions of the Faculty Senate

Date

11/12

Item

I

### Section 1. Authority of the Faculty Senate

All matters appropriate for faculty action may be submitted to the Faculty Senate. Proposals for consideration by the Faculty Senate may be presented by any faculty member. Such proposals must be in writing and must be delivered to the secretary or chair of the Senate at least one week before a meeting of the Senate.

## Section 2. Functions of the Faculty Senate

The Faculty Senate shall:

- A. Prepare revisions of the By-laws.
- B. Supervise and be responsible for faculty elections.
- C. Create faculty committees, recognize the elected members, and define the responsibilities and authority of such committees.
- D. Fill, for the unexpired term, vacancies, which occur in any faculty committee.
- E. Serve as a board of appeals for faculty committee actions that are unsatisfactory to those areas affected by the actions.
- F. Serve as a channel of communications in matters of faculty between the academic faculty and the administration.
- G. Serve as the representative agency of the academic faculty in matters of faculty affairs.
- H. Participate in the formulation of basic policies pertaining to faculty welfare.
  - I. Participate in the formulation of basic policies governing the campus buildings and their development.
  - J. Assist in any endeavor to improve the functions of the University and assist in planning for the future development of the University upon the request of the president.

## Article VI: Organization and Responsibility of Faculty Members

Date

7/15

Item

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### Section 1. Establishment of Faculty Committees

Upon the presentation by a Faculty Senate member of a list of functions for a proposed committee, the Faculty Senate will decide whether there is sufficient justification for its creation and, if so, will establish the committee.

### Section 2. Membership of Faculty Committees

The membership of elected faculty committees will be recognized by the Faculty Senate.

### Section 3. Responsibility of Faculty Committees

All faculty committees are responsible to the faculty through the Faculty Senate. Faculty committees will file copies of the minutes of their meetings with the secretary of the Faculty Senate.

All policies proposed by the faculty committees will be submitted to the Faculty Senate for consideration. In receiving recommendations or proposals from committees, the Faculty Senate will either:

- A. Accept the proposal or recommendation without alteration.
- B. Accept the proposal or recommendation with alteration. In such cases, the alterations will be communicated to the submitting committee.
- C. Refer the proposal or recommendation to the submitting committee with a recommendation for further study.
- D. Reject the proposal or recommendation with a statement of reasons.

Proposals accepted by the Faculty Senate will be submitted in accordance with Article II, Section 2 of this Constitution.

## Article VII: Amendments

Date

1/95

Item

I

### Section 1. Initiation of Amendment

An amendment to this Constitution may be proposed at any regular meeting of the Faculty Senate by a two-thirds vote of its elected membership, provided a copy of the proposed amendment has been distributed to each member of the Faculty Senate and provided it has been presented at the meeting immediately preceding the regular meeting where action is being proposed.

### Section 2. Faculty Notification of Amendment

Any amendment proposed by the Faculty Senate shall be submitted to a vote of the faculty. Each faculty member shall be notified at least two weeks in advance of such a vote and at the same advance date be furnished with a copy of the proposed amendment.

### Section 3. Ratification of Amendment

An amendment to this Constitution shall become effective upon approval by a majority of the voting membership of the faculty and by the Board of Trustees of the University of Southern Indiana.

# Article VIII: Ratification of the Faculty Constitution and By-Laws

Date

1/95

Item

I

## Section 1. Initiation of Ratification

This Constitution and By-laws, after approval by a majority of the elected membership of the Faculty Senate, shall be submitted to the faculty at a regular or special election. The Faculty Senate shall provide each member of the faculty with a copy of this Constitution and By-laws at least ten days before the election.

## Section 2. Ratification

This Constitution and By-laws shall be considered ratified upon approval by a majority of the members of the faculty and by the Board of Trustees of the University of Southern Indiana.

## By-Laws of the Faculty Constitution

# Article I: Faculty Meetings

Date

12/19

Item

II

## Section 1. Procedure

In all matters of parliamentary procedure, the Faculty Senate will follow the most recent edition of Robert's Rules of Order unless otherwise noted in these By-laws.

## Section 2. Notice of Meetings

Faculty meetings will be announced at least one week in advance except in cases of emergency when the president of the University may call meetings on shorter notice. In any case, the specific purpose or purposes of the meeting will be expressed in written form to the faculty at the time the meeting is announced.



## Section 3. Quorum

Sixty percent of the voting members of the faculty will constitute a quorum.

# Article II: Making Resolutions

Date

9/09

Item

II

## Section 1. Procedure for Making Resolutions

The procedure for making resolutions will be as follows:

- A. To propose a resolution, a senator must submit a draft to the Senate members at least ten working days prior to the next regular meeting.
- B. A resolution may be passed either by support from a simple majority, or the Senate may determine that the proposed resolution needs to be brought to the general faculty for a vote. Support from at least four senators is sufficient to send a resolution to a vote by the general faculty.
- C. A resolution passed by a simple majority of the Faculty Senate will be included in the minutes of the meeting in which the vote occurs.
- D. A resolution passed by a simple majority of the voting faculty will be included in the minutes of the meeting following its approval.

# Article III: Review and Interpretation of Authority

Date

12/19

Item

II

## Section 1. Exercise of the Powers of Review and Interpretation

The power of review and interpretation will be exercised by the faculty committees and, as a board of appeal, by the Faculty Senate. Each committee will exercise the power of review and interpretation in the area for which it is responsible. In instances wherein information is needed the chair of Faculty Senate should consult with the Provost.

## Section 2. Procedure for Appeal

Any administrative official may bring to the appropriate committee any case involving interpretation and application of committee action.

Any aggrieved student, group of students, faculty member, or group of faculty members may file a written request for a hearing with any standing committee of the Faculty Senate except the Grievance and Hearing Committees. An appeal of the decision of the Grievance Committee on substantive and/or procedural grounds may be made directly to the Faculty Senate. An appeal of the decision of the Hearing Committee on procedural grounds may be made to the Faculty Senate.

The committee will consider the request and may grant a hearing to the party or parties concerned. If the committee grants a hearing, it will file a report of the committee action with the secretary of the Faculty Senate and the aggrieved party or parties concerned will be informed of the recommendation.

## Section 3. Appeal to the Faculty Senate

Within two weeks after the decision of a committee is filed with the chair of the Faculty Senate, the aggrieved party or parties, if dissatisfied with the decision of the committee, may file an appeal in writing to the Faculty Senate. The Faculty Senate will review the committee proceedings and may take action on the appeal.

If action is taken on the appeal, the Faculty Senate will reach a decision by majority vote. A written report of the action will be filed with the president of the University and with the committee from which the appeal was taken. The aggrieved party or parties will be informed of the decision.

## Section 4. Procedure in Academic Freedom and in Tenure Cases

The Faculty Senate will have jurisdiction in grievance cases involving academic freedom or tenure.

On written appeal to the Faculty Senate, the Faculty Senate may fix a date for a hearing, permit all parties involved the right of counsel and the privileges of cross-examination, and, upon the evidence presented, make a written report to the president of the University and to the aggrieved member of the faculty. A copy of the report will also be filed with the secretary of the Faculty Senate.

# Article IV: Membership of Faculty Committees

Date  
11/19

Item  
II

## Section 1. Procedure for Selecting Members of Faculty Committees

The procedure for selecting members of faculty committees will be as follows:

- A. Each academic college will elect its representative to each of the standing committees by April 1.

Representatives from the College of Liberal Arts and the College of Nursing and Health Professions will be elected in odd-numbered years; representatives from the Romain College of Business, and the Pott College of Science, Engineering and Education will be elected in even-numbered years except on Faculty Committees where each college is represented by two members. In these cases, one member will be selected each year. Members should serve two-year terms and may be re-elected to serve one successive two-year term. Faculty Committees with two representatives per college include:

1. The Curriculum Committee as identified in Article V Section 1 of the By-laws.
  2. The Faculty and Academic Affairs Committee as identified in Article V Section 2 of the By-Laws
  3. The Economic Benefits Committee as identified in Article V Section 4 of the By-laws.
  4. The Faculty Awards for Service, Teaching, and Research Committee as identified in Article V Section 8 of the By-laws.
- B. The Faculty Senate will confirm the election of new members to the standing committees during the first four weeks of each academic year. The secretary of the Faculty Senate will inform each committee member in writing of the appointment and the term of the appointment.
  - C. The president of the University may appoint ex-officio, non-voting members to each committee.
  - D. In addition to the standing committees, as provided for in Article V of the By-laws, the Faculty Senate may appoint special or ad hoc committees as the need arises. They will be directly responsible to the Faculty Senate for their actions.
  - E. Faculty committees may form subcommittees as the need arises. Subcommittees will be directly responsible to the committees which form them.
  - F. Each committee will elect its own chair and secretary from among its voting members. The chair will be elected before the end of the spring semester for the ensuing year. The election of the secretary may be postponed until the first meeting of the fall semester.

# Article V: Standing Committees

Date  
11/19

## Section 1. The Curriculum Committee

The committee is composed of two faculty representatives from each of the academic college. Ex-officio members may be appointed by the president of the University. Functions of the committee are:

- A. To study and evaluate the curricular needs of the University.
- B. To suggest and review new programs and revisions of old ones.
- C. To recommend requirements for the bachelor's degrees.
- D. To recommend basic requirements and review changes in the general education program.
- E. To review and approve all courses, majors, minors, and programs to be included in the curriculum.
- F. To resolve conflicts of course offerings in different departments.

## Section 2. The Faculty and Academic Affairs Committee

The committee is composed of two faculty representatives from each academic college. The provost and the director of the Library shall be ex-officio members of the committee. Other ex-officio members maybe appointed by the president. Functions of the committee are:

- A. To provide liaison between the David L. Rice Library and the faculty and to formulate and propose policies regarding the operation of the David L. Rice Library.
- B. To formulate and propose policies and procedures with regard to the appointment, retention, tenure, and promotion of University faculty.
- C. To formulate and propose policies and procedures on faculty conduct and academic freedom.
- D. To formulate and propose policies and procedures with regard to professional growth, teaching loads, and the facilitation of teaching and research.
- E. To formulate and propose policies and procedures on all faculty and academic affairs not within the province of other standing committees of the faculty.
- F. To prepare an annual report on Data Collection and Hiring Practices at USI. The report should compare the rate of expansion and number of administrative positions to the rate of expansion and number of faculty positions at the University of Southern Indiana. Expansion is to be interpreted as increase (change) in aggregate salaries for each group, administrators and faculty, as well as number of positions.

## Section 3. The Student Affairs Committee

The committee is composed of one faculty member from each academic college, one at-large faculty member, and three student members appointed by the Student Government Association. The president may appoint ex-officio members to the committee. Functions of the committee are:

- A. To review and recommend general University policies dealing with
  - 1. Admissions, retention, and academic standards.
  - 2. University scholarships, awards, and honors.
  - 3. Student orientation toward academic life.

4. Student assessment of the total learning environment.
  5. Student academic advisement.
  6. Student appeals related to behavior with respect to curriculum and instruction.
- B. To make final decisions in the appeal cases of students denied admission or readmission through ordinary University channels.
  - C. To select the recipients of University-wide awards, including the President's Medal. Members of Student Affairs Committee are ineligible to nominate or recommend students for the University-wide awards including the President's Medal while serving on the committee.
  - D. To monitor and report statistics in the committee's end-of-year report about student applicants for awards, particularly in terms of the students' colleges.

## Section 4. The Economic Benefits Committee

The committee is composed of two faculty representatives from each academic college. The president may appoint ex-officio members to the committee. Functions of the committee are:

To prepare an annual report on faculty salary and benefits. The report should compare faculty salary and benefit patterns at peer institutions to the faculty salary and benefits at USI. The report should also recommend a range of increments in faculty salary and benefits for the following year in order to make sure that USI faculty salary and benefits keep pace with peer institutions.

## Section 5. The Promotions Committee

The committee is composed of one elected faculty representative from each academic college and three elected at-large faculty members. Members of the committee must be of associate rank or higher.

Functions of the committee are:

- A. To receive applications for academic promotions from the deans of the various colleges.
- B. To acknowledge in writing to the individual under consideration the receipt of the promotion application.
- C. To review pertinent information concerning any applicant's qualifications.
- D. To inform each applicant in writing of the committee's recommendation.
- E. To forward the recommendations in D (above) to the provost.

## Section 6. The Assessment Committee

The Assessment Committee is composed of one faculty representative from each academic college, and one at-large faculty member. The executive director of the Office of Planning, Research, and Assessment shall be an ex-officio member of the committee. Other ex-officio members may be appointed by the president.

- A. The functions of the committee are:
  1. to study and evaluate student learning outcomes and program assessment needs of the University;
  2. to facilitate the review of existing assessment practices and measures, monitor their effectiveness, and offer suggestions for their modification, as appropriate; and

3. to make recommendations for planning, policy development, and review regarding assessment activities within the University.

## Section 7. The Grievance and Hearing Committee

The Grievance and Hearing Committee shall be composed of one faculty representative from each academic college and one at-large faculty member. One alternate from each academic college shall also be elected.

All faculty representatives and alternates shall be chosen from among the tenured faculty. Members deeming themselves disqualified for bias, prejudice, or interest shall be removed from the case on their own initiative. In the event both representatives of a College are disqualified, one member shall be chosen from the remaining list of alternates.

In addition, the initiator and the respondent each may exclude one member from the slate of prospective committee members. The hearing may be conducted by a committee of no less than three members. In the event of a four-member committee, the chair of the committee, selected by the committee from its membership, shall be a non-voting member. The chair shall be responsible for conducting meetings and issuing all communication on behalf of the committee.

The Grievance and Hearing Committee serves the following functions:

- A. To provide a formal hearing for any faculty member whose grievance (as defined in Item III, Faculty and Academic Policies under Procedures for Amelioration and Reconciliation of a Grievance; I. Definitions) has not been resolved informally and who wishes a formal hearing before his/her peers;
- B. To ensure a fair, effective, and expeditious investigation. Recognizing the potential difficulty in conducting a hearing during the summer due to the unavailability of faculty, hearings will be conducted during the academic year; and
- C. To report its findings of the grievance to the Faculty Senate, who will transmit the findings to the initiator, the respondent, the provost and the president.

## Section 8. The Faculty Awards for Service, Teaching and Research Committee

The committee is composed of two faculty representatives from each academic college. The provost and the executive director of Sponsored Projects and Research Administration shall be ex-officio members of the committee. Other ex-officio members may be appointed by the president. Functions of the committee are:

- A. To formulate and propose policies and procedures for the Distinguished Professor Award, the Berger Service Award, the Faculty Research and Creative Work Awards and other awards as designated.
- B. To select the recipient of the Distinguished Professor Award, the Berger Service Award, the Faculty Research and Creative Work Awards and other awards as designated.

Members of the Faculty Awards for Service, Teaching and Research Committee are ineligible to nominate, be nominated, or apply for any award under its purview.

## Section 9. The Core 39 Committee

The committee is composed of nine voting members: (a) two faculty representatives from the College of Liberal Arts, (b) two faculty representatives from the Pott College of Science, Engineering, and Education, (c) one faculty representative from the Romain College of Business, (d) one faculty representative from the College of Nursing and Health Professions, and (e) two at large faculty members. The ninth voting member is the Director of Core 39. The Director of Core 39 can only vote in the event that the Core 39 Committee is deadlocked. The Director of Core 39 will serve as a voting ex officio member and will serve as chair of the Core 39 Committee. Non-voting ex officio members are: (a) Associate Provost for Academic Affairs, (b) Associate Registrar, and (c) an assessment designee from the Office of Planning, Research, and Assessment.

Functions of the committee are:

- A. To evaluate the general education needs of the University.
- B. To review Core 39 course applications and determine the composition of Core 39.
- C. To evaluate and revise, where needed, Core 39 policies.
- D. To oversee and implement Core 39 assessment.
- E. To evaluate Core 39 in its entirety and revise where appropriate.

## Article VI: Amendments

Date

12/18

Item

II

These by-laws can be amended at any regularly scheduled Faculty Senate meeting by a two-thirds majority vote of the total Senate, provided that a written proposal for the amendment has been submitted to the members of the Senate at least one week in advance. (The original by-laws were approved by the Board of Trustees of Indiana State University on May 14, 1969. They were reviewed by the Board of Trustees of the University of Southern Indiana in November 1987).

## Faculty and Academic Policies

## Duties and Responsibilities of Faculty Members

Date

7/15

Item

III

*In this section of the faculty handbook the designation "faculty member" should be interpreted to include members of the teaching faculty, administrators holding academic rank, their staff having teaching responsibilities, and individuals classified as professional librarians. The term "teaching faculty" specifies only faculty members whose primary duties include teaching.*

Each faculty member of the University of Southern Indiana is considered to be an officer of a public educational institution, a member of a learned profession, and a citizen of the community. As an officer in the University, the faculty member is expected to abide by the established policies, rules, and regulations for the operation of the University and the conduct of its instructional programs; to participate in and contribute to the development and improvement of educational services within the scope of the accepted purposes of the University (See Mission Section for Mission Statement of the University); to perform assigned duties to the best of one's ability; and to be concerned about the educational welfare and achievement of the students. As a member of a learned profession, the faculty member should continuously endeavor to improve scholarly attainments; should participate in appropriate organized professional activities; and should contribute, through research, teaching, and service, to the expansion of knowledge and the advancement of learning. As a citizen, the faculty member will accept and uphold the principles and ideals of American democracy and will assume the duties and obligations of all citizens in promoting the general welfare in the community, state, and nation. Personal conduct and relationships with students and colleagues should conform to the accepted ethics of the academic profession and will be judged by the highest standards of personal integrity and moral behavior.

## Conditions of Employment

### Date

8/20

### Item

III

Conditions of employment for faculty members at the University of Southern Indiana are enumerated as follows:

1. Faculty members of the University of Southern Indiana are expected to be available for service at the University on the day specified in the contract unless special arrangements are made before that date with the dean of the college.
2. Eligible faculty members are required to participate in the retirement plan adopted by the University of Southern Indiana Board of Trustees as described in "Benefit Programs" (See Section C). Faculty members are requested to study this material with care.
3. Consideration for continuous appointment, granted by the Board of Trustees upon the recommendation of the president, is contingent upon the completion of no less than six years of full-time service with an accredited educational institution; ordinarily four years of this service must be at the University of Southern Indiana. Consideration for continuous appointment will be limited to individuals at the rank of assistant professor, assistant librarian, or higher.
4. In cases of non-reappointment for assistant professor, assistant librarian, or higher, dates of such notification are as follows:

Employees in their second year                      December 31

Employees in their third year and beyond    One Year

In cases of non-reappointment for clinical assistant, clinical associate, or higher, dates of such notification are as follows:



Employees in their second year                      December 31

Employees in their third year and beyond    One Year

The initial term contract for all clinical faculty, regardless of rank, is 2 years. In cases of non-reappointment for all other contract, full-time teaching faculty, and not on a conditional contract, notification are as follows:

Employees in their first or second year    Any Time

Employees in their third year or beyond    One Year

Contract full-time teaching faculty serving on a conditional reappointment, notice can be given at any time, but the faculty member remains employed for the duration of the existing employment contract.

5. Faculty members at the University of Southern Indiana are expected to conduct themselves in a professional manner.

## Academic Freedom

Date

1/95

Item

III

All faculty members are entitled to academic freedom as defined in the "Statement of Principles of Academic Freedom and Tenure" formulated by the Association of American Colleges and the Association of University Professors in 1940 and which has been widely accepted by American colleges and universities. The pertinent provisions of the statement are as follows:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but should be careful not to introduce controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When an individual speaks or writes as a citizen, he should be free from institutional censorship or discipline, but the special position in the community imposes special obligations. As a person of learning and an educational officer, the university teacher should remember that the public may judge the profession and institution by his/her utterances. Hence, a person at all times should be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that he is not an institutional spokesperson.

## Role in Campus Dissent

Date

**Item**  
III

As free American citizens or residents, faculty members have a right to hold and express opinions on any issues or matters of concern to them. The expression and advocacy of these opinions are properly tempered only by obligations inherent in their other roles:

1. As members of their political communities, faculty members have a legal obligation to comply with the laws of the city, county, state, and nation.
2. As employees of the University of Southern Indiana, faculty members have a contractual obligation to comply with the terms of their employment.
3. As members of an academic community, faculty members have a professional obligation to encourage the maintenance of an environment conducive to scholarship, learning, and academic freedom.

Obligations inherent in two of the three roles mentioned above are specifically codified and generally understood. Legal obligations are codified in local, state, and national laws. Contractual obligations are contained in the written understandings reached at the time of initial employment and are amplified in the University of Southern Indiana *University Handbook*.

Obligations implicit in membership in the academic community are not clearly or specifically codified in any single known instrument. Concerning their appropriate role in campus dissent, all faculty members should subscribe to guidelines contained in the following statements:

1. There is a distinction between peaceful, orderly, and lawful protest on the one hand, and violent, terroristic, unduly disruptive, and/or unlawful protest on the other. Faculty members have a right to participate in the former as their conscience may dictate, but professional integrity precludes participation in the latter.
2. Faculty members will not engage in or support activities which imperil the academic rights of others or the freedom and safety of persons and property.
3. Faculty members will make every feasible effort to discourage violence and unlawful actions by using their personal influence and powers of persuasion to achieve these ends.

Since faculty members are not empowered to exercise nonacademic authority outside their classrooms, the University of Southern Indiana faculty supports the properly constituted administrative officials of the University of Southern Indiana, acting under the authorities legally granted them by the State of Indiana, in taking prompt and decisive action to preclude violations of the general standards implicit in the preceding paragraphs.

When any persons, regardless of the nature of their affiliation with the University of Southern Indiana, engage in overt on-campus actions jeopardizing the free functioning of the University of Southern Indiana or threatening the freedom or security of persons or property, those persons should be ejected from the campus and suspended from duties or classes until appropriate due process action shall have established grounds for permanent sanctions or for re-instatement. It is the duty of the president, or his/her designated representatives, to make the determination concerning the seriousness of the threat and to effect the necessary actions.

This policy statement is not intended, nor will it be used, to restrict the free exercise of constitutional freedoms and civil liberties assured all persons under law. Faculty members suffer no special disabilities nor enjoy any special legal immunities because of their profession. This statement simply reaffirms the dedication of this academic community to certain standards of conduct inherent in their professional responsibilities and encourages the University of Southern Indiana administrative officials to act promptly and decisively, as circumstances warrant, to ensure the security and well being of the University.

# Statement of Professional Ethics

## Date

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## Item

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Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Among their responsibilities are to seek and to state the truth as they see it. To these ends, they devote their energies to developing and improving their scholarly and professional competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, faculty members encourage the free pursuit of learning in students, before whom faculty members hold the best scholarly standards of their disciplines. They demonstrate respect for the students as individuals and adhere to their proper roles as intellectual guides and counselors. They make every reasonable effort to foster the finest academic conduct and to assure that their evaluations reflect the true merits of the students. Faculty members respect the confidential nature of the relationship between themselves and students. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them. Faculty members protect the academic freedom of their students.

As colleagues, faculty members have obligations that arise from common membership in the academic community. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.

As members of their institution, faculty members seek above all to be effective in their professional roles. Although they observe the stated regulations of the institution, provided such regulations do not contravene academic freedom, faculty members maintain the right to criticize and seek revision. They determine the amount and the character of the work they do outside their institution with due regard to their paramount responsibilities within it and in accord with the University policy on outside work. When considering the interruption or termination of their services, faculty members recognize the effects of their decisions upon the programs and the schedules of the institution and give due notice of their intentions.

As members of their community, faculty members have the rights and obligations of other citizens. They measure the urgency of these obligations in the light of their responsibilities to their subjects, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression that they speak or act for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

# Advising and Teaching Responsibilities

Date

12/18

Item

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## I. ADVISING

Academic advising is considered a critical component of the University's educational mission and will be delivered by informed members of the University faculty and staff. Academic advisors should provide accurate and timely information about institutional policies, procedures, resources and programs and assist each student in the formulation of an academic plan designed to serve as a guide to degree completion. The plan should recognize the students' strengths and weaknesses and be consistent with their collegiate and post collegiate goals. Students should be encouraged to take advantage of opportunities for learning, intellectual engagement and service.

Academic advising is one of the regularly assigned duties of all tenured/tenure track/clinical track faculty members. Additionally, non-tenure track faculty members may have advising responsibilities depending on their job descriptions or on departmental expectations. The Undergraduate Admissions Office assigns all entering students to the academic discipline corresponding to the student's declared major; the advising centers and/or academic departments are responsible for appointing each student an academic advisor. The advising centers and/or academic departments are responsible for ensuring that academic advisors are available during recruitment, orientation, and priority registration activities. Students not declaring a major and students conditionally admitted to the University are advised through University Division Advising.

### A. Responsibilities of the advisor

- Faculty and academic staff who serve as advisors are responsible for:
- developing a collaborative relationship with his or her advisees by helping them understand the role of advising;
- assisting students in identifying and pursuing educational goals and objectives and with securing information relating to career opportunities or graduate studies;
- providing accurate and timely information relating to course offerings and graduation requirements;
- being accessible;
- communicating with students through appropriate means;
- monitoring student progress and making appropriate referrals when necessary/possible;
- participating in development and training opportunities related to advising; and
- assisting students in understanding their responsibilities in the advising process:
  - scheduling and keeping advising appointments;
  - preparing for an advising session by having a list of questions and a tentative schedule;
  - reading published information in the Bulletin and on the USI web page concerning policies, procedures, and requirements;
  - following through with appropriate actions after the advising meeting; and
  - accepting responsibility for the academic decisions made.

## II. TEACHING

### A. Teaching Assignment

The teaching assignment will depend on the departmental schedule requirements, the nature of the courses taught, and non-teaching assignments. The normal teaching load will be 12 credit hours of course work per semester (or equivalent) or 24 credit hours per academic year. In emergency situations, an extra class may be assigned to the faculty member in excess of the normal load; compensation will be at the approved University rate per credit hour. A faculty member will be paid for any hours worked over 12 in a semester. A faculty member teaching 13 credit hours one semester may be assigned 11 hours the next.

The teaching assignment shall not exceed 16 credit hours per semester or 6 credit hours in a summer term. A faculty member may be assigned part or all of the teaching load for research or other professional activities as they come forward. It is the responsibility of the dean and the provost to equate such special assignment to the normal teaching load.

### B. Course Outlines and Syllabi

Instructors are required to prepare course outlines or syllabi for their courses. If there are questions about the content of outlines and syllabi, the dean of the college should be consulted. Two or more instructors teaching the same course may use the same outline or syllabus. Outlines of the course should be available to classes at the beginning of the term so students may know what is to be covered during the term. New instructors are given reasonable time to develop and submit course outlines. Course outlines or syllabi for each course must be on file in the respective dean's office.

**Syllabi, books, or other teaching materials are not to be sold to students by faculty members. All such materials will be sold only through the USI Campus Store.**

### C. Textbooks

Textbooks for particular courses are selected by the instructor and approved by the dean. In a course with multiple sections, it is generally desirable that all sections use the same basic text(s). The USI Campus Store will order and will make available for sale textbooks, supplies, and materials required in all the University of Southern Indiana instructional programs. Textbook lists are prepared in the college offices and should be submitted by the dates specified by the USI Campus Store.

### D. Methods of Instruction

Specific or uniform methods of instruction are not prescribed, except where appropriate. Instructors are expected to adapt their methods to the nature and content of the course. Experimentation in instruction is encouraged, and funds for conducting instructional experimentation may be made available. The selection and organization of the content of particular courses and the development of curricula are the responsibilities of instructors within their respective academic disciplines. Teaching methods are the responsibility of the individual instructor.

### E. Examinations

Each instructor is required to plan strategies for complete and comprehensive evaluation of students' performance. Students have a right to an explanation of the procedures to be used for all classes. It is suggested that a detailed explanation of evaluation procedures be given during the early stages of each semester.

The final examination schedule is prepared by the Registrar's Office, in consultation with the provost, for each semester. The two-hour final examination period assigned is part of the total commitment period assigned is part of the total commitment required for completion of a course, and it is scheduled to provide a longer class period for the administration of a comprehensive examination. An instructor may elect not to require a final written examination, but is obligated to hold the class in session during the time indicated.

Exceptions may be made in courses in which individual student-work projects, term papers, demonstrations, or performances are more suitable measures of the student's achievement. No student shall be excused except for illness or conflict with a legitimate university activity, in which case the instructor may require that the excuse for absence must be approved by the dean. Students are required to make up a missed final examination before the course grade is given. Other examinations and quizzes are given at the discretion of the instructor.

All credit classes of the University are to meet according to the time schedule published in the official Schedule of Classes. All final examinations are to be administered according to the schedule published by the Registrar's Office. It is recognized that situations may arise which call for exceptions to these rules. Exceptions to class meeting times may be arranged with the approval of the dean and unanimous concurrence of the students in said classes. Exceptions to the final exam schedule may be arranged with the approval of the dean and the provost, provided that such changes do not conflict with other examinations of the members of said classes, and provided that the students involved are notified at least two weeks in advance. Students who feel that these policies have been violated should register their complaints first with the dean.

#### **F. Grades and Standards**

Grade distributions for all academic disciplines of instruction are available each semester from the Registrar's Office. These reveal grading trends in each academic discipline. Selectivity of the class group and excellence of teaching are, of course, factors to be considered. Instructors, however, must be their own judge of what scholarship standards to require in their classes.

All instructors must be in a position to justify whatever grades are given. Students sometimes report that their final grades were assigned without regard to class work on which they had been given definite grades. Usually, it is advisable to make clear the basis of grade assignments early in the term.

Any change in any assigned grade which has been reported to the Registrar's Office must be made in writing by the instructor in a memorandum to the dean. The memorandum should be accompanied by the appropriate Change of Grade form furnished by the Registrar's Office. Any such change must be approved first by the dean of the college.

Final grades are to be reported to the Registrar's Office in accord with the schedule issued by the Registrar's Office.

#### **G. Student Academic Integrity**

The University of Southern Indiana is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. The campus is dedicated to a culture of civility among students, faculty, and staff. Academic integrity is vital to the campus mission and culture. The academic integrity statement serves as an educational tool, defining academic integrity, violations of academic integrity, outlining sanctions for violations and administration of academic integrity policy.

### Academic Integrity:

- Demonstrates respect for all students' right to a safe, quality learning environment
- Does not interfere with others educational goals
- Promotes professional and ethical behaviors of all majors
- Appropriately cites others ideas, writings, and/or work
- Prohibits unapproved assistance with all academic endeavors which includes but is not limited to tests, writing, research, analysis, interpretation

### Academic Integrity ensures:

- Fairness to students
- All students have the same opportunities
- Everyone receives appropriate credit for their work
- Academic honor
- A culture of civility

### Failure to uphold academic integrity:

- Diminishes degree value
- Threatens the credibility of the institution and students

The benchmarks of any great university are high academic standards and academic integrity. Academic integrity is the hallmark of truth and honesty in an engaged university community. Students have the right and responsibility to pursue their educational goals with academic integrity. All members of the university are accountable for their actions in maintaining high standards of academic integrity. Students are responsible for completing academic requirements without action and/or material that violate academic integrity.

## Violations of Academic Integrity

**Cheating:** Cheating is intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Examples of cheating include, but are not limited to:

- Using external assistance during any examination unless the instructor has specifically authorized such assistance. Examples of external assistance include but are not limited to: books, calculators, notes, formula lists, cues on a computer, photographs, cell phones, symbolic representation, and electronic devices
- Copying from another student's work. Examples include, but are not limited to: a test, paper, project, product, performance, or electronic document of file
- Completing assignments for someone or having someone complete an assignment for them
- Taking a test for someone
- Having someone take a test for them
- Submitting the same academic work more than once without permission from all instructors who may be involved.
- Obtaining a copy of an examination from an unauthorized source

- Submitting another's works as their own, using commercial term-paper companies, and/ or past papers

**Interference:** Interference is behavior that detracts from a safe, quality learning environment of others educational goals. Examples of interference include, but are not limited to:

- Disruptive classroom behavior
- Disrespectful classroom behavior
- Failure to comply with instructor instructions

**Fabrication:** Fabrication is creating something for the purpose of deception. Examples of fabrication include, but are not limited to:

- Creating false citations
- Falsifying research, lab, clinical activities, data, or source material

**Plagiarism:** Plagiarism is using the work and/or ideas of another person as if it is your own. Examples of plagiarism include, but are not limited to:

- Quoting another person's actual work without appropriate citation
- Using another person's ideas, opinion, or theory without appropriate acknowledgement
- Using facts, statistics, or other illustrative material without appropriate citation

**Academic Sabotage:** Academic sabotage is intentional impediment of others academic progress. Examples of academic sabotage include, but are not limited to:

- Destroying another's work
- Impeding another from completing their work
- Removing books, papers, journals and/or electronic devices from a student or the university
- Changing another students data, papers, results, and/or assignments
- Defacing resources

**Facilitating Academic Dishonesty:** Facilitating academic dishonesty is intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty. Examples of facilitating academic dishonesty include, but are not limited to:

- Allowing another to copy assignments, papers, examination answers, lab results
- Providing copies of unauthorized examinations
- Providing copies of papers, examinations, lab results
- Developing methods for exchanging information during an examination



**Violation of research or professional ethics:** Violations in this category include professional ethical codes, university code of conduct, ethical research protocol and/or any professional standard communication by a professor or program. Examples of violations of research or professional ethics and/ or standards include, but are not limited to:

- Violation of professional ethical codes of behavior or professional standards
- Conducting research without completing university procedures
- Violation of HIPAA
- Misuse of funding
- Misuse of positions, such as teaching assistant, graduate assistant, or student worker

**Violations Involving Potentially Criminal Activity:** Violations in this category include actions such as theft, fraud, forgery, and/or distribution of unauthorized materials. Examples of violations include, but are not limited to:

- Stealing material, including electronic files
- Forging any university documents such as grade change forms
- Falsifying transcripts or grades
- Selling stolen materials
- Violating state and federal regulations governing a profession

**Repeated Academic Integrity Violations:** Students found responsible of multiple Academic Integrity related violations may be referred to the appropriate College Dean's Office for further action. Being found responsible of multiple Academic Integrity violations may result in disciplinary probation, removal from the academic program, removal from the college, and/or expulsion from the University.

## Student Rights and Due Process in the Academic Integrity Process

### Violation Policy

A student is considered to have violated the Academic Integrity Policy when the student:

- Admits to his/her responsibility for a violation; or
- Is found responsible for one or more provision of the Academic Policy

### Informal Resolution

The first step of any resolution should be at the lowest unit level between the student and the faculty member involved or the appropriate administrator. The faculty member involved or appropriate administrator should meet with the student to discuss the alleged violation. In the event an informal

resolution is reached, the faculty will notify the appropriate college administrator (typically an associate or assistant dean) of the violation and the outcome and provide documentation. The college administrator will create an academic integrity conduct case file and send an official informal resolution letter to the student recapping the charge and the outcome. The student will have five (5) university business days after receipt of the letter to request a formal resolution if they do not agree with outcome of the informal resolution.

## Formal Resolution

If the student and faculty member or administrator are not able to reach an informal resolution or if the student requests a formal resolution within five (5) University business days of the receipt of the letter, the faculty member or administrator should notify the appropriate college administrator (typically an associate or assistant dean) who will send a formal charge letter to the student.

## Presentation of Information Relevant to the Complaint Resolution Process

Charged students and complainants will be given every reasonable opportunity to present their information, including questions and presentation of additional testimony, during the complaint resolution proceedings. Students have the right against self-incrimination.

## Standard of Proof

The standard of proof will be “more likely than not” University policy has been violated. That proof need only show that the facts are more likely to be so than not so. Evidence, when considered and compared with that opposed to it, has more convincing force and produces in the hearing body’s mind the belief that what is sought is more likely true than not true (Journal of College and University Law).

## University Advisor

The student and the complainant each have the right to an advisor. The student’s advisor must be a member of the University community—student, faculty, administrator, staff, coach, recognized University affiliate, etc. The role of the advisor is to provide support and to assist in preparing for the hearing. Since the complaint resolution process is not a civil or criminal court hearing, the advisor’s role is not that of an attorney representing you. This person may not address the hearing officer or hearing board or ask questions of any witnesses. For assistance in securing an advisor, contact the provost’s office.

## Witnesses

Witnesses, including the student accused of violating policy, are permitted in all complaint resolution proceedings. Witnesses may present information on behalf of the student or the complainant. It is the responsibility of the student or the complainant to secure their witnesses or witness statements. Witnesses may be questioned by the hearing administrator or hearing board members, by the complainant and by the student. Witness(es) will be asked to provide information concerning only the

violation(s) being adjudicated. Since the complaint resolution process does not have the authority to subpoena, witness statements may be submitted in place of having witness(es) present during the hearing.

## Academic Integrity Process Environment

All hearings are closed to the public. Only individuals involved in the situation may be present. Involved individuals may include:

- Hearing officer and/or hearing board members
- Student accused of violating University policy
- Advisor
- Complainant
- Witnesses\*
- \* Witnesses will remain only for the duration of their own testimony.

## Notification

Generally within ten (10) working days of receipt of the complaint, the associate or assistant dean will notify the charged student. This notification will include:

- The nature of the alleged inappropriate behavior.
- The date, time, and place of the alleged inappropriate behavior.
- The source of the complaint.
- A summary of information to be presented.
- The date, time, and place of the hearing.
- A description of the preservation and the release of information from the conduct record; and
- A notice that a decision will be made in the student's absence if the student chooses not to appear at the hearing, and failure to appear will be considered in reaching a decision whether or not the behavior code has been violated.

## Academic Integrity Resolution Procedures

### Academic Integrity Authority

The provost's office is charged with the development and administration of the University of Southern Indiana academic integrity process. Under the supervision of the provost's office, the following individuals will be charged with the execution of academic integrity proceedings:

- Associate Provost for Academic Affairs
- Director of Graduate Studies
- Academic Deans
- Associate and Assistant Academic Deans
- Department Chairs

# University Hearing Board

These individuals are appointed and trained by the dean of students to hear cases involving student conduct or academic integrity. When the University hearing board is convened, the dean of students/ associate provost of academic affairs or his/her designee will comprise the board by members of the University hearing board pool:

- Students residing in University housing
- Students who live off campus
- Undergraduate students
- Graduate students
- Undergraduate faculty members
- Graduate faculty members
- Administrative staff members

## Academic Integrity Process

In cases involving potential dismissal from an academic program or suspension or expulsion from the University, the student may request a hearing before the University Hearing Board. Most complaints are resolved via the administrative hearing process. An administrative hearing involves the student, the hearing officer (typically the department chair), and any other individuals necessary to determine whether the student is responsible for a violation of University policy. Advantages of an administrative hearing include a more timely resolution of the conflict and the involvement of fewer individuals.

An administrative hearing also may become necessary for those times when the full University hearing board is unable to meet. In such instances where the University hearing board would normally be convened, the associate provost for academic affairs or his/her designee will conduct the administrative hearing.

## Administrative Hearing Process

- Students will meet with a department chair. Members of the University hearing board will not conduct administrative hearings.
- Student rights will be reviewed by the hearing officer with the student.
- Charges will be reviewed with the student. At this time, students can indicate whether they believe they are responsible for the policy violation(s) or not responsible for the policy violation(s).
- A student will be given the opportunity to present his/her version of events to the hearing officer and respond to any of the materials associated with the violation.
- The hearing officer may ask questions of the student and any witnesses.
- The hearing officer will deliberate over the information and will make every attempt to reach a decision within five (5) business days from the date of the meeting as to whether or not the student is responsible or not responsible for the violation(s).

- The student will be notified of the outcome in writing. Any sanctions associated with the outcome will be included in the written notification.
- The appeals process will be outlined and included in the notification of outcome.

## University Hearing Board Procedures

- A student will meet with the University hearing board.
- Student rights will be reviewed by the hearing officer with the student.
- Charges will be reviewed with the student. At this time, the student can confirm whether he/she pleads responsible for the policy violation(s) or not responsible for the policy violation(s).
- The University representative bringing charges against the student will present his/her testimony to the University hearing board.
- The student will be given the opportunity to respond to the charges and to present materials associated with the violation.
- The University representative and accused student shall have the opportunity to present witnesses/ witness statements to the University hearing board.
- The University representative and accused student may ask questions of the witnesses through the chair of the University hearing board.
- The University hearing board members may ask questions of the witnesses, the student, and the University representative.
- The University representative and accused student may summarize evidence and testimony through closing statements.
- The University hearing board will deliberate over the information and reach a decision generally within five (5) business days as to whether or not the student is responsible or not responsible for the violation(s). Decisions will be made by a majority vote of the University hearing board.
- Students will be notified of the outcome in writing by the chairperson of the board. Any sanctions associated with the outcome will be included in the written notification. Additionally, the appeals process will be outlined and included in this notification.

## Conflict of Interest

No member of the hearing board or no hearing officer who has a conflicting interest in a particular case may conduct an academic integrity hearing for said situation. Hearing board members and hearing officers with conflicting interests must recuse themselves from the proceedings. Either the student or the complainant may challenge a member of the hearing board or a hearing officer in writing with the provost's office.

## Findings

A hearing officer or the University hearing board will reach one of the following findings at the conclusion of the hearing:

- *Charges Dropped:* If the alleged conflicts prove to be unfounded, no action will be taken against the student. All written materials will be retained for a minimum of seven years and then destroyed.
- *Not Responsible:* The finding of the facts of the case found that it was NOT “more likely than not” that the student was responsible for the violation(s). No action will be taken against the student. All written materials pertaining to that charge will be retained for one year and then destroyed.
- *Responsible:* The finding of the facts of the case found that it was “more likely than not” that the student was responsible for the violation(s). Sanctions, restrictions, and/or stipulations can be imposed. All written materials will be retained for a minimum of seven years and then destroyed, except in the case of suspension or expulsion and/or at the discretion of the dean of students, which becomes a matter of permanent record.

## Level of Violations and Sanctions

A violation of academic integrity is a serious offense subject to sanction. The University of Southern Indiana classifies violations into three levels. Classification of violations depends upon several factors, such as premeditation/ planning, dishonest or malicious intent, first-time violation/ multiple violations, the academic experience, and the assignment. The classification of violations examines offenses in the context of the situation, facts, and evidence. Therefore, academic integrity violations committed by graduate students often are more severely penalized than the same violation committed by an inexperienced undergraduate student. Violation of academic integrity, even a first offense, places the student in jeopardy of the most severe form of sanction – expulsion from the University.

Severity of Offense	Examples	Possible Sanctions
Level I	<ul style="list-style-type: none"> <li>◦ Small portion of work not cited</li> <li>◦ Unauthorized assistance/ collaboration on assignments</li> <li>◦ Disruptive classroom behaviors</li> <li>◦ First violation</li> </ul>	<ul style="list-style-type: none"> <li>◦ Failing the assignment</li> <li>◦ Educational activity</li> <li>◦ Rewriting the assignment for partial credit</li> <li>◦ Removal from the class</li> </ul>
Level II	<ul style="list-style-type: none"> <li>◦ Plagiarism</li> <li>◦ Using unauthorized devices or material on exams</li> <li>◦ Facilitating dishonesty</li> <li>◦ Multiple violations</li> </ul>	<ul style="list-style-type: none"> <li>◦ Failing the assignment</li> <li>◦ Failing the class</li> <li>◦ Dismissal from the program</li> <li>◦ Probation</li> </ul>
Level III	<ul style="list-style-type: none"> <li>◦ Falsifying data</li> <li>◦ Violating research and/or professional ethics or standards</li> <li>◦ Criminal activities</li> <li>◦ Destroying or obstructing another student’s work</li> <li>◦ Multiple violations</li> </ul>	<ul style="list-style-type: none"> <li>◦ Dismissal from the program</li> <li>◦ Academic probation</li> <li>◦ Expulsion from the institution</li> </ul>

## Appeals

Students found responsible for a violation of the Academic Integrity Policy may appeal. An appeal from any decision, either administrative hearing or University hearing board, must be made in writing within

two (2) business days following the date the hearing record notification is assigned and notice is received by the student. The University Disciplinary Appeal Form can be found at <http://www.usi.edu/deanofstudents/code>.

## Format of Appeal

An appeal shall be written and contain the student's name, the date of the decision or action, and the reason(s) for the appeal. The appeal letter must specify in detail one or more of the following bases for appeal:

- Student's rights were violated as a result of failure of due process (specify right believed to have been violated),
- Decision is arbitrary (no basis in University policy for decision) or capricious manner (the finding is against the substantial weight of the evidence),
- Significant new evidence is available that could change the outcome, and/or
- The appropriateness of the sanction is inconsistent with University community standards.

## Appellate

The dean of the College in which the alleged violation occurred will review appeals.

## Appeal Process

The appellate officer will review the written letter of appeal from the student and determine if one of the basis for appeal is present. If it is, a consideration of the appeal will be granted. The appellate officer shall review:

- The response from the hearing officer/body.
- Materials presented at the original hearing, and if available the recorded transcript of the hearing.

Appeals shall be decided upon the record of the original proceedings and upon the written briefs submitted by the parties. Decisions of the hearing bodies will be given great deference by the appellate decision maker. After reviewing these materials, the appellate officer may decide to do one of the following:

- Affirm the finding and the sanction imposed.
- If specified errors occurred, remand to the original decision makers to reverse the error, change the procedures, consider new evidence that could not have been discovered by a properly diligent accused before or during the original hearing, substitute new adjudicators, or otherwise repair the grounds that gave rise to the appeal.
- Affirm the finding and reduce, but not eliminate or increase the sanction if found to be grossly disproportionate to the offense.
- Cases may only be dismissed if the finding is held to be arbitrary and capricious.

A crucial point in the appeals process is the shifting of the burden of proof. At the initial hearing, the burden of proof lies with the complainant. Once there is a finding of responsibility, the burden shifts to the petitioner. The decision on the appeal will generally be made within ten (10) business days of receipt of the appeal, but may take longer during University recesses or in the event of complex cases.

## Provost Review

If the dean upholds the original decision, the Appellant may request that the dean's decision be reviewed by the provost or his/her designee if the outcome is dismissal from an academic program or suspension or expulsion from the University. Persons wishing to pursue this review must submit a request in writing to the provost's Office within ten (10) business days after the date of receiving written notice of the dean's appeal decision. Upon receipt of this written request from the appellant, the provost's office will request the complete file of the complaint and the dean's appeal evaluation. The provost or his/her designee will review all documentation and evidence that was used in support of both the original complaint outcome and the appeal decision. The provost or his/her designee will have the option to uphold the prior decision all or in part, to overturn and reverse the decision all or in part, or to refer all or part back to the department chair with recommendations for further action. Within ten (10) business days after receiving the request for review, the provost or his/her designee will notify the student of the outcome.

## Faculty Absences

Date

9/11

Item

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Any faculty member who cannot meet his/her class or lab period must notify the department chair and the dean concerning the absence before the class is to meet. It is necessary that proper arrangements be made for class work to continue. See Section E.3 for additional information on reporting absences for payroll purposes. Faculty are not permitted to take vacation day(s) during the semester when they have teaching, service, or other professional obligations at the University – except when applied during an approved leave of absence under FMLA or under the University's personal leave of absence policy as described in policy D.7.

## Outside Services Performed by Faculty Members

Date

8/20

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Various agencies and organizations call upon university faculty members for professional services. The offering of such services is an expected function of university faculties, and the filling of requests for such services has become an integral part of the university life. At the University of Southern Indiana, the faculty is encouraged to participate in professional service arrangements with requesting agencies and organizations because such



arrangements make possible the introduction and implementation of new educational ideas and information, provide research opportunities for both students and faculty, and bring recognition and economic benefit to the University.

The University is, however, concerned with such factors as possible conflicts of interest which may run counter to its policies; costs to the institution incurred in the use of laboratory, library, or other University resources; and possible loss of a faculty member's time for discharging assigned duties. For these reasons, this policy statement establishes guidelines for performing outside services, outside services being defined as follows:

## Guidelines

1. The policies stated here apply only to full-time members of the teaching faculty during the period they are on the payroll.
2. A faculty member's compliance with general rules governing engagement in outside services for which there is payment or reimbursement shall be the joint responsibility of the individual faculty member and his/her department chair.
3. Consulting is permitted provided the faculty member's full time obligation to the University is met.
4. The academic activities of students and postdoctoral scholars must be free from the personal commercial and consulting interests of the faculty member.
5. If a faculty member serving as a consultant to an outside agency or company requires the use of University facilities and/or equipment for purposes of the consultantship, such usage shall only be with permission of the department chair or dean.
6. Preferential access to research results, materials or products generated from University teaching or research activities may not be provided to an outside entity for personal financial gain.
7. Confidential information acquired through conduct of University business or research activities may not be used for personal gain, or to grant unauthorized access to others; confidential information includes any information that comes into your possession as a result of your employment by the University that is not broadly available to the general public.
8. Reimbursement for service rendered to organizations not connected with the University will be in the amount agreed upon by the consultant and the organization.
9. University-sponsored or -contracted projects will be in an amount agreed upon by the University and the sponsoring agency. In the case of contract research or instructional programs, however, the following policy will be followed:

Such time as is spent on contract research or sponsored instructional activities is reimbursed to the University out of contract funds, and that in no case will individuals receive while on the University payroll more than the amount of their normal salary as the result of participation in such research or instructional assignment.

Arrangements for such outside payments should be made through the dean, the provost, and the Business Office and Human Resources.

## Outside Work

All regular full-time faculty and administrative staff appointments are assumed to entail full-time service to the University. Commercial activities, private employment, or other outside work for reimbursement not related to

the University assignment shall not be undertaken without documentation and specific authorization by the department chair. In the event that a question arises about the conflict of outside work with effective service to the University, the faculty member is responsible for consulting with their respective department chair and dean. The decision by the dean, subject to review by the provost, shall be final on this point.

## Faculty Enrollment in Courses

Date

9/11

Item

III

A faculty member must have permission from the provost to enroll in a credit course offered by the University of Southern Indiana.

A faculty member may enroll for no more than six semester hours of work during the regular academic year. Enrollment in college courses should not conflict with assigned duties.

## Duties and Responsibilities of Department Chairs

Date

12/18

Item

III

### I. Backgrounds of Candidates for Department Chair

The department chair should hold the Ph.D. or equivalent terminal degree and should be a person of high-ranking qualifications and experience in one of the disciplines represented in the department.

### II. Appointment, Tenure, and Evaluation of Department Chairs

The chair is appointed by and serves at the pleasure of the dean with the advice and consultation of the department faculty on recommendation to the president through the provost.

The chair may be awarded tenure as a faculty member, but not as a chair. To be appointed chair, a candidate must be a tenured member of the faculty or eligible to receive tenure in the department.

An annual evaluation of the chair's performance will be conducted by the dean in accordance with procedures the dean establishes in consultation with the chair and the faculty of the department on recommendation to the provost.

### III. Selection of Department Chairs

In accord with University employment procedures, whenever a vacancy for a department chair occurs or is about to occur, the dean of that college will consult with the faculty of that department prior to making a new appointment. In cases where an off-campus search is necessary, the dean may ask the department to elect a search committee to which the dean will appoint one or more representatives from outside the department. No person will serve on such a committee who wishes to be considered for the position. The members of the committee will devise and execute a search and will recommend no more than three candidates to the dean. The dean must approve any visits for candidates.

If the position of chair becomes vacant at a time when a regular replacement cannot be appointed, appointment of an acting chair is the prerogative of the dean in consultation with the provost and the department faculty. Only under extraordinary circumstances should a chair remain unfilled for more than one year. Continuance of an acting chair or his/her replacement beyond that length of time should be confirmed after consultation with the provost.

### IV. Removal of Chairs

In cases of administrative failure, a chair may be relieved of duties. Such action may be initiated through a written communication to the dean, which must be endorsed by at least two-thirds of the full-time voting faculty of the department. Upon receipt of such communications, the dean will conduct an investigation and will forward the results to the provost. The dean also may initiate steps to have a chair removed, as may the provost. The final determination regarding a chair's removal will rest with the president.

### V. Duties and Responsibilities of Chairs

#### A. General

1. The chair is the administrator of an academic department within a college, responsible to the dean for the total operation of the department.
2. The chair acts in concert with the department faculty and provides leadership in formulating and executing policies of the department to the benefit of students, faculty, and the University at large.
3. It is the chair's responsibility to act as the department's official spokesperson both inside and outside the University, to support the University's mission, and to carry out the decisions of the higher administration and the Board of Trustees.
4. The chair acts in concert with other University officials in order to strengthen the department's overall effectiveness.
5. The chair is responsible for the internal evaluation of the effectiveness of the department's programs, policies, faculty, and staff.

#### B. Specific Duties of the Chair

1. Administration

- a. Chair all general meetings of the department faculty.
  - b. Appoint, in consultation with the faculty, all standing and ad hoc committees of the department.
  - c. Receive and act upon the recommendations of department committees.
  - d. Delegate, where advisable, other responsibilities to department faculty or staff.
  - e. Prepare schedules for the department and assign classes to be taught after consultation with the department faculty.
  - f. Prepare the department for accreditation and evaluation.
  - g. Maintain department files.
  - h. Initiate work order requests.
  - i. Serve on the Dean's Leadership Committee and College Curriculum Committee.
2. Planning and Development
    - a. Plan future directions and goals for department staff and students.
    - b. Encourage faculty development activities within the department.
    - c. Encourage funding for projects organized from within the department; review and approve all grant requests originating within the department.
3. Curriculum
    - a. Monitor curriculum and recommend curricular changes to the department faculty to meet the changing needs of students and the University.
    - b. Coordinate curricular changes initiated within the department before sending them on to the appropriate college and University committees.
4. Faculty
    - a. Encourage faculty involvement and interaction within the department through open discussion.
    - b. Acknowledge the primary responsibility of the faculty in matters pertaining to teaching and scholarship and encourage broad-based governance within the department.
    - c. Select and evaluate contract faculty teaching in the department (including instructors for Academic Skills Development courses whose subject matter comes from within department disciplines).
    - d. Review staffing needs for the department and recommend new positions in consultation with the department faculty.
    - e. Make appropriate recommendations to the dean on appointments, reappointments, promotions, leaves of absence, dismissals, suspensions, salaries, and tenure of personnel.
    - f. Recommend department travel requests to the dean.
5. Students
    - a. Coordinate, with the Registrar's Office, Enrollment Management and Student Development advising, orientation, registration, and pre-registration for the department.
    - b. Where appropriate, coordinate advisement of secondary education students within the department; coordinate evaluation prior to admission to teacher education and review progress prior to recommendation for graduation.
    - c. Coordinate selection of scholarship and award winners from within the department; coordinate special awards ceremonies of the department.
    - d. Coordinate student recruitment activities for the department.
    - e. Approve all drop/add, overload, change of major, and admit to closed class petitions for the department.
    - f. Approve the graduation check out for seniors whose major is in the department.
6. Communication
    - a. Supervise revision of the University Bulletin as it pertains to the department.
    - b. Supervise the creation of any departmental publication.
    - c. Represent the department at appropriate meetings of learned and professional societies.
7. Budget

- a. Review, recommend, and, where appropriate, prepare department budget requests.
- b. Utilize material and financial resources efficiently and effectively.

# Duties and Responsibilities of Deans of Colleges

Date

12/18

Item

III

## I. Backgrounds of Candidates for the Office of Dean

Deans should hold the Ph.D. or equivalent terminal degree, should be persons of high ranking qualifications and experience in one of the disciplines of the college, and should have had previous administrative experience on the level of department chair or above.

## II. Appointment, Tenure, and Evaluation of Deans

The dean is appointed on the recommendation of the provost and vice president for Academic Affairs with the advice and consultation of the department chairs, and through them, the faculty of the college. The appointment is subject to the approval of the president acting under the authority of the Board of Trustees. Deans serve at the pleasure of the provost.

The dean may be awarded tenure as a faculty member, but not as a dean. To be appointed dean, a candidate must be a tenured member of the faculty or eligible to receive tenure in the college.

An annual evaluation of the dean's performance will be conducted by the provost and vice president for Academic Affairs in accordance with procedures the provost establishes in consultation with the dean and the chairs of the college.

## III. Selection of Deans

Whenever a vacancy for a dean occurs or is about to occur, the provost will advise the department chairs of the college who will then elect a nominating committee of at least three but no more than five department chairs and at least three but no more than four full-time faculty members from the college. An additional at-large faculty member will be elected by the voting faculty of the College. The provost will appoint one or more representatives from outside the college to serve on the committee. No person will serve who wishes to be considered for the position. The members of the committee will devise and execute a recruitment plan for the position. The committee will recommend at least three candidates to the provost. The provost will approve visits for candidates.

If the position of dean becomes vacant at a time when a regular replacement cannot be appointed, appointment of an acting dean is the prerogative of the president in consultation with the provost and the

chairs of the college. Only under extraordinary circumstances should a deanship remain unfilled for more than one year. Continuance of an acting dean or an acting dean's replacement beyond that length of time should be confirmed after consultation with the provost and department chairs.

#### IV. Removal of Deans

In cases of administrative failure a dean may be relieved of duties. Such action may be initiated through a written communication to the provost which must be endorsed by at least 50 percent of the full-time voting faculty of the college. Upon receipt of such communication, the provost will conduct an investigation, will communicate the outcome to the college, and will report them to the president for the University. The provost also may initiate steps to have a dean removed, as may the president. In all cases, the final determination regarding a dean's removal will rest with the president.

#### v. Duties and Responsibilities of Deans

##### A. General

1. A Dean is a ranking administrator of an academic college within the University responsible to the provost and vice president for Academic Affairs for the total operation of the college.
2. The Dean provides leadership in formulating and executing policies of the college to the benefit of students, faculty, and the University at large.
3. It is the Dean's responsibility to act as the college's official spokesperson both inside and outside the University, to support the University's mission, and to carry out the decisions of the higher administration and the Board of Trustees.
4. The Dean acts in concert with other University officials in order to strengthen the college's overall effectiveness.
5. The Dean is responsible for the internal evaluation of the effectiveness of the college's programs, policies, administration, faculty, and staff.
6. The Dean, in consultation with the provost and vice president for Academic Affairs, will strive to ensure that appropriate instructional materials and facilities are available.

##### B. Specific Duties of the Dean

1. Administration
  - a. Chair all general meetings of the college faculty.
  - b. Chair the Dean's Leadership Committee.
  - c. Appoint, in consultation with the faculty, all standing and ad hoc committees of the college.
  - d. Receive and act upon the recommendations of college committees.
  - e. Delegate, where appropriate, other responsibilities to department faculty or staff.
  - f. Serve as an ex-officio member on all college committees.
  - g. Appoint, evaluate, and remove department chairs in accordance with Sections II and IV of Department Chair description.
  - h. Lend support, direction, and supervision to department chairs, program coordinators, and directors within the college.
  - i. Assist chairs and departments in accreditation processes, special studies, reports, and grant proposals.
  - j. maintain college files and records.
  - k. Prepare a report of goals and objectives and an annual schedule for their accomplishments.
  - l. Monitor class scheduling and room assignments.
  - m. Serve as a member of:
    - Provost Council.

- Academic Planning Council.
2. Planning
    - a. Plan and assist in the planning of future directions and goals for the college.
    - b. Develop and execute an outreach and engagement plan for the college in conjunction with the Associate Provost for Outreach and Engagement.
  3. Development
    - a. Develop and maintain professional relationships with the educational, cultural, and civic community.
    - b. Initiate programs to provide resources to ensure support for faculty creative activities and research.
    - c. Seek sources of external funding for the college.
    - d. Provide leadership to the research and public service commitments of the college.
    - e. Support and promote economic development of southern Indiana.
  4. Curriculum
    - a. Monitor the curricula and recommend curricular changes initiated by departments within the college.
    - b. Recommend new curricula to meet changing commitments of the college.
  5. Faculty
    - a. Encourage faculty involvement and interaction within the college through open discussion.
    - b. Acknowledge the primary responsibility of the faculty in matters pertaining to teaching and scholarship and encourage broad-based governance within the college.
    - c. Promote excellence in teaching, scholarship, research, and service.
    - d. Encourage and promote faculty development.
    - e. Make appropriate recommendations to the provost on appointments, reappointments, promotions, leaves of absence, dismissals, suspensions, salaries, and tenure of personnel.
    - f. Monitor faculty workloads and recommend to provost special assignments of faculty.
  6. Students
    - a. Coordinate, with the Registrar's Office, Enrollment Management and Student Development, advising, orientation, registration, and pre-registration for the college.
    - b. Support and encourage student retention and recruitment activities for the college.
  7. Communication
    - a. Supervise revision of the University Bulletin for the college.
    - b. Supervise the creation and production of all other college publications.
    - c. Represent the college at appropriate meetings of learned and professional societies.
    - d. Represent the college at appropriate events at the local, regional, state, and national levels.
  8. Budget
    - a. In consultation with chairs, develop and administer the annual budget for the college.
    - b. Utilize financial and material resources effectively and efficiently.

# Duties and Responsibilities of the Director of Library

Date  
7/05

Item  
III

## I. Backgrounds of Candidates for the Office of Director of Library

The director of David L. Rice Library should have at minimum a master's degree in Library Science from a program accredited by the American Library Association. An additional subject master's degree or doctorate is desirable. A minimum of five years of experience in library administration, reflecting increasing levels of responsibility, is also desirable, as are an ability to lead and plan, knowledge of information technology, and an ability to work with others outside the library.

## II. Appointment, Tenure, and Evaluation of Directors of Library

The director is appointed on the recommendation of the provost. The appointment is subject to the approval of the president acting under the authority of the Board of Trustees. The director serves at the pleasure of the provost with the advice and consultation of the library faculty and staff.

The director may be awarded tenure as a librarian, but not as a director. To be appointed director, a candidate must be a tenured member of the library faculty or eligible for tenure.

An annual evaluation of the director's performance will be conducted by the provost in accordance with procedures the provost establishes in consultation with the director and the library faculty.

## III. Selection of Director

Whenever a vacancy for a director occurs or is about to occur, the provost will advise the library faculty who will then elect a nominating committee of at least three but no more than five of their own membership. The provost will appoint one or more representatives from outside the library to serve on the committee. No person will serve on the committee who wishes to be considered for the position. The members of the committee will devise and execute a recruitment plan for the position and will recommend at least three candidates to the provost. The provost will approve visits for candidates who are not on campus.

If the position of director becomes vacant at a time when a regular replacement cannot be appointed, appointment of an acting director is the prerogative of the president in consultation with the provost and the library faculty. Only under extraordinary circumstances should a directorship remain unfilled for more than one year. Continuance of an acting director or his/her replacement beyond that length of time should be confirmed after consultation with the provost and the library faculty.

## IV. Removal of Directors of Library Services

In cases of administrative failure, after serving at least one academic year, a director may be relieved of his/her duties provided at least 50 percent of the library faculty endorse a written communication to the provost giving support for such action. The provost will conduct an investigation and will forward the results to the president for the University. The provost may also initiate steps to have a director removed, as may the president. In all cases, the final determination regarding a director's removal will rest with the president.



## v. Order of Precedence and Decision Making

Unresolved issues among the provost, director, faculty, and staff are referable to the president.

## vi. Duties and Responsibilities of Director of Library

### A. General

1. The director of David L. Rice Library is the ranking administrator, responsible to the provost for the total operation of the David L. Rice Library.
2. The director is responsible to the university community for the provision of adequate and appropriate informational resources to meet their learning, teaching, and research needs.
3. The director provides leadership to the staff and university community regarding the direction in which the David L. Rice Library should proceed in providing optimum services to its clientele.
4. The director is responsible for representing the David L. Rice Library in external situations, both professional and civic in nature.
5. The director participates in professional associations, societies, and activities pertinent to library and media services administration.

### B. Duties and Responsibilities of the Director

#### 1. Administration

- a. Serve as a member of:
  - Provost's Council
  - Academic Planning Council
  - Faculty and Academic Affairs Committees
  - Graduate Council
- b. Directly supervise Special Collections and University Archives.
- c. Approve the relocation of units or functions.

#### 2. Planning and Development

- a. Formulate goals and objectives in conjunction with library and university colleagues, guided by university development and mission.
- b. Formulate and approve policies and procedures to implement objectives.
- c. Interpret goals, objectives, and policies.
- d. Approve program priorities.
- e. Oversee the development and maintenance of a planning process and document.
- f. Approve the allocation of financial, personnel, bibliographic, equipment, and space resources to meet the objectives and program priorities of the David L. Rice Library.

#### 3. Personnel

- a. Assure that the interests of the David L. Rice Library personnel are represented to the University Administration.
- b. Supervise all matters which relate to personnel.
- c. Supervise the compensation system for faculty and support staff, recommending all merit increases.
- d. Recommend the expansion, reduction, transfer, or realignment of staff.
- e. Recommend the appointment of all individuals to faculty positions.
- f. Recommend the reappointment or non-reappointment and tenure or non-tenure decisions on library faculty members.
- g. Confer with subordinates regarding their performance evaluations.
- h. Approve new or revised library personnel policies.

#### 4. Communication

- a. Represent the David L. Rice Library to their clientele.

- b. Seek support, financial and otherwise, from the external community.
  - c. Represent the David L. Rice Library to professional groups.
  - d. Supervise the promotion of the David L. Rice Library and their use to their primary and secondary clientele.
5. Budget
- a. Seek and distribute allocation of new resources into the David L. Rice Library budget line items.
  - b. Determine and approve the allocation of funds to the library's units.
  - c. Recommend transfers of funds between line items or units.
  - d. Allocate travel funds, utilizing the approved policy.
  - e. Approve all policies related to the David L. Rice Library budget.
  - f. Prepare annual and other applicable budget requests and make necessary reports of expenditures.

# Academic Appointment, Promotion, and Tenure

Date  
12/18

Item  
III

## A. TERMS OF APPOINTMENT

1. The University of Southern Indiana is an equal opportunity employer.
2. The appointment of faculty members, library faculty and administrative officers is governed by professional considerations, not by political or other non-professional factors.
3. Academic employees are for the most part employed on an academic year basis of either nine or ten months for teaching in the fall and spring semesters and for teaching on-campus classes (some of which are evening classes and some Saturday classes), and extension (off-campus or online) classes.
4. Some assignments for the academic-year faculty will be made for teaching in the summer session, but summer employment is not guaranteed. It is expected that summer session courses will be taught by those holding the appropriate faculty credentials.
5. The terms of employment of faculty and professional personnel employed on other than academic year contracts are established annually in a written agreement between the employee and the University.
6. The University retains the right, through the appropriate dean or director, to reassign faculty members to other courses, to research, or to other professional activities, should it become necessary to cancel offerings because of insufficient enrollment or other good reasons.
7. Academic assignments are determined by the chair or director of the department, the dean or director, the provost, and the president. Academic assignments may include off-campus as well as on-campus classes, research or writing, consultative services, or administrative duties. Academic assignments will vary from one person to another.
8. Persons assigned full-time or part-time to administrative or staff duties may (if qualified) be appointed to, or may retain, one of the foregoing faculty ranks in addition to any administrative or

staff title. Such persons will be informed in writing at the time of the appointment whether the faculty rank is on a rank-eligible or contract basis. Administrative or staff personnel who are not appointed to a faculty position are not considered faculty.

9. Faculty members may be appointed to perform academic duties in two or more departments. Those duties may include teaching, research, or other services. For administrative purposes, one department shall be designated the faculty member's "home department." A faculty member's home department shall be responsible for promotions, salary, and tenure recommendations. Counseling or disciplinary action shall be the responsibility of the department or academic unit where the occurrence arose and a report will be communicated to the "home department." Evaluations may be conducted in all departments in which a faculty member provides services. The annual evaluation is to be submitted to all departments in which the faculty member has been assigned.
10. For a faculty member, the title Emeritus or Emerita is recommended by the appropriate department faculty through the department chair or program director. The department chair or program director forwards the recommendation to the College dean, and with the dean's concurrence, the recommendation is forwarded to the provost. If the provost concurs, the recommendation is forwarded to the Board of Trustees for approval.

To qualify for the rank of Emeritus or Emerita, a faculty member may be of any rank and must have served the University of Southern Indiana for no less than ten years as of the date of the most as of the most recent recommendation.

For all other individuals, the title Emeritus or Emerita may be conferred upon recommendation by the appropriate administrators with approval by the Board of Trustees. The term "Emeritus" or "Emerita" follows the designation of rank.

## B. TYPES OF APPOINTMENT

Regular (non-temporary) faculty members may be appointed as either rank-eligible or contract faculty. All other faculty assignments are temporary.

### I. Rank-Eligible Full-time Teaching Faculty

A. Regular full-time members of the teaching faculty appointed to serve in regular full-time assignments are:

1. Tenured or eligible for tenure or clinical track upon the completion of all requirements as stated in approved departmental, college, and University policies and all specific requirements as stated in the initial letter of appointment;
2. Eligible for all privileges extended by the University to regular full-time faculty, including employee benefit programs identified in the letter of appointment;
3. Eligible for full participation in the affairs of the University, of its component institutions (e.g., Faculty Senate and its councils and committees), and of its departments and administrative units in accordance with University policy;
4. Eligible for academic promotion in accordance with departmental, college, and University policies; and
5. Given assignments which are recommended by departmental chairs or supervisors and which are in accordance with policies found in the University Handbook.

B. Ranks which may be assigned to Rank-Eligible Teaching Faculty include the following:

**Assistant Professor.** Persons with an earned terminal degree as determined by the discipline but little or no professional experience are usually appointed to the rank of assistant professor.

**Associate Professor.** The associate professor holds an earned terminal degree as determined degree and has had significant professional experience.

**Professor.** The professor holds an earned terminal degree and has had extensive professional experience.

**Clinical Faculty.** Clinical Faculty serve primarily in practice disciplines and will be held to the same standards in teaching, advising, and service as are tenure track/tenured faculty. The scholarship expectations of clinical faculty consist of a focus on application, evaluation, and dissemination of clinical, industrial, or professional practice. Clinical faculty appointments are non-tenure positions with the same rank as tenure track/tenured faculty, but provide for renewable term appointment and are eligible for promotion.

**Clinical Assistant Professor.** Persons with an earned master's degree as determined by the discipline but little or no professional experience are usually appointed to the rank of assistant professor.

**Clinical Associate Professor.** The associate professor holds an earned terminal degree as determined degree and has had significant professional experience.

**Clinical Professor.** The professor holds an earned terminal degree and has had extensive professional experience.

**Regular Full-Time Library Faculty.** Regular Full-Time Library Faculty are appointed in ranks analogous to and modeled on faculty ranks. These are affiliate librarian, assistant professor of library science, associate professor of library science, and senior professor of library science. The status of librarians holding titles under this rank system is similar to that of regular full-time faculty, with a master's degree considered as the usual terminal degree. The rank of initial appointment is determined by such factors as professional activities, experience, and degrees held. Library faculty are both rank-eligible and tenure-eligible.

## II. Contract Full-Time Teaching Faculty

- A. Members of the teaching faculty appointed to serve in specified assignments and are not eligible to progress in rank. These assignments may be for one semester or an academic year and are on a full-time basis during the term of employment. Contract teaching faculty are:
  1. Eligible to receive, but not entitled to expect, renewal of appointments following the expiration of their current appointments;
  2. Given assignments which are recommended by department chairs or supervisors and which are in accordance with policies found in the *University Handbook*;
  3. Eligible, if contract full-time teaching faculty, to participate with voting rights in the departmental or area governance system by invitation of a majority of the regular members of the unit; and
- B. Contract faculty are accorded the following privileges:
  1. Full-time contract faculty, may participate in the staff benefit programs of the University as stated in Section C of the *University Handbook*.
- C. Ranks which may be assigned include the following:
  1. **Instructor.** The instructor normally holds at least the master's degree. Faculty members who hold the rank of instructor shall not be eligible for consideration for continuous appointment (tenure). They shall, however, be eligible for annual term appointments.

2. **Contract Assistant Professor, Contract Associate Professor, or Contract Professor.** Changes from contract appointments to regular faculty status must follow the customary procedures of the University. Persons holding contract appointments are not eligible for tenure.
3. **Affiliate Faculty.** Affiliate Faculty may serve in a primary or secondary appointment. If in a primary appointment, the faculty member is in a non-credit program of the University. If in a secondary appointment, the faculty members are academic professionals whose primary role is outside of the department of affiliation, but are assigned to specific tasks related to departmental program. Affiliate appointments are non-board-appointed, nonvoting, and persons holding affiliate appointments earn no credit toward tenure. Affiliate Faculty will receive no additional compensation for a secondary appointment. Affiliate appointments are recommended by the appropriate academic department/college and approved by the dean and provost.

### III. Temporary Contract Teaching Faculty

- A. Members of the teaching faculty appointed to serve in specified temporary assignments are not eligible to progress in rank and are not eligible for tenure. These appointments may be either on a full-time or a part-time basis.
  1. Temporary contract faculty assigned to teach full-time may be assigned for one semester or for an academic year.
  2. Temporary contract faculty assigned to teach part-time are assigned for a single semester.
  3. For benefits eligibility of temporary faculty, refer to University Handbook B.4 Employee Groups – Faculty, and C. Benefit Programs and Eligibility.
  4. Persons appointed as Temporary Contract Teaching Faculty are not considered members of the voting faculty as defined in Article I of the Faculty Constitution.
- B. Ranks which may be assigned include the following:
  1. **Adjunct Faculty:** The title "Adjunct" is used for persons who by their professional cooperation and on a part-time basis significantly assist the University in its academic programs. The person recommended to be an adjunct instructor must be approved by the academic department and recommended through the usual channels. Adjunct faculty are not eligible for tenure.
  2. **Visiting Faculty:** The title "Visiting" may be used for persons holding rank in another institution who are temporarily employed at this University. The person recommended to be a visiting professor must be approved by the academic department and recommended through the usual channels. Visiting professors are not eligible for tenure.
  3. **Post-Doctoral Fellow:** The title "Post-Doctoral Fellow" may be used for persons with an earned doctorate who are engaged in a temporary period of mentored research and/or scholarly training at the university. The person recommended to be a postdoctoral fellow must be approved by the academic department and recommended through the usual channels. Post-doctoral fellows are not eligible for tenure.
  4. **Dissertation Fellow:** The title "Dissertation Fellow" may be used for persons who have made significant progress towards their doctoral degrees who are engaged in a period of mentored research, teaching, and/or scholarly training at the university. The persons recommended for selection as dissertation fellows may be chosen by a selection committee, approved by the academic department, and recommended through the usual channels. Dissertation Fellows are not eligible for tenure.

## C. APPOINTMENT PROCEDURES

### Selection of Tenure and Renewable Faculty Appointments

The number of faculty members needed in of each college or academic unit is determined on the basis of schedule requirements; anticipated enrollment; program development; anticipated retirements; resignations, and approved leaves of absence. A composite list of positions to be filled is compiled in the Provost's Office. Each dean or director is notified of that college's staff allocations.

A faculty search committee is convened by the dean or director who will typically delegate primary responsibility for the search to the chair of the department to which the faculty position will be assigned.

A search committee of at least three faculty members appointed by the department chair or director or will evaluate applications for all tenure or clinical track positions. In the case of hiring a department chair or director or in unusual circumstance, the search committee will be appointed by the dean or provost. The functions of the search committee are to evaluate applicants, to recommend to the dean or director those applicants to be invited to campus for interviews, to check references of those candidates to be invited to campus, to participate in the interview process, and to forward the committee's narrative evaluations of the applicants to the dean or director.

The provost will make recommendations for appointments to the president of the University.

#### **Selection of Temporary Faculty Appointees**

Candidates for temporary faculty appointment for two years or less should be recruited by the academic department. A decision to hire should be made by the dean in consultation with the department's search committee.

#### **Faculty Credentialing Policy**

##### **Faculty Qualifications and Tested Experience**

###### **A. Undergraduate Faculty policy**

The University of Southern Indiana (USI) recognizes and adheres to the Higher Learning Commission (HLC) guidelines for determining qualified faculty through HLC's Criteria for Accreditation and Assumed Practices (B.2). USI employs competent faculty who are qualified to accomplish the mission and goals of the University. When determining acceptable qualifications of its faculty, including dual credit instructors, the University gives primary consideration to the highest earned degree in the discipline. This policy recognizes that in some instances, there may be a generally accepted standard with regard to some disciplines that allows for a faculty member's qualifications to be other than the required graduate hours in a sub-field. HLC's Assumed Practice B.2 allows an institution to determine that a faculty member is qualified based on tested experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. As a result, the University may consider, as appropriate: competence; effectiveness; related work experience; certification(s); licensure; demonstrated competencies; and honors, awards and achievements that contribute to effective teaching and learning outcomes. The following are general guidelines for using *Tested Experience* to determine faculty qualifications:

1. Faculty holding a current and unrestricted national or state-issued license or certification in the field, and/or 5+ years of relevant work in the field, may teach introductory level courses.

2. Faculty holding a current and unrestricted national or state-issued license or certification in the field, with 10+ years of relevant work in the field, may teach any undergraduate level class.
3. Faculty who teach skill/activity based classes must have 5+ years of performance experience or demonstrated mastery in the skill/activity based teaching area.
4. Faculty who were hired prior to January 1, 2016 and have neither a master's degree in the field nor 18 completed graduate hours in the teaching discipline must have a documented plan for completion that is approved and signed by the relevant chair and dean.
5. Faculty who work in programs that hold national accreditation or have state board mandates must meet either the accreditation or state board expectations for faculty credentials.
6. Faculty who do not meet guidelines 1-5 above must show/demonstrate discipline-based expertise through scholarly activities, including but not limited to: publications, presentations, professional engagement, consulting, honors, awards, continuing education, etc.

For faculty who are deemed qualified to teach for USI by way of tested experience, documentation must be completed to provide a rationale and proper approvals must be obtained by the relevant chair and dean prior to the time an offer of employment is made.

1. In business, although Masters in Accounting, Finance, Management and Marketing degrees exist, for those faculty members with business practice, the MBA is a generally accepted qualification for someone teaching in these and other business fields at the undergraduate level.
2. A teaching license, even with extensive classroom experience, does not fulfill the guidelines for faculty qualifications and tested experience.

#### B. Graduate Faculty policy

The University of Southern Indiana (USI) recognizes and adheres to the Higher Learning Commission (HLC) guidelines for determining qualified faculty through *HLC's Criteria for Accreditation and Assumed Practices* (B.2). USI employs competent faculty who are qualified to accomplish the mission and goals of the university. When determining acceptable qualifications of its graduate faculty, the university gives primary consideration to the highest earned degree, and for graduate programs this is a terminal degree in the discipline. This policy recognizes that in some instances, there may be a generally accepted standard with regard to some disciplines that allows for a faculty member's qualifications to be other than a terminal degree determined by the discipline if there exists a demonstrable record of research, scholarship or achievement appropriate for the graduate program. HLC's Assumed Practice B.2 allows an institution to determine that a faculty member is qualified based on tested experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. As a result, the university may consider as appropriate to the program and degree offered: research and scholarly work; competence; effectiveness; related work experience; certification(s); licensure; demonstrated competencies; and honors, awards, and

achievements that contribute to effective teaching and learning outcomes. In situations where the faculty does not have the terminal degree in an appropriate discipline, the following guidelines may be used to determine tested experience:

1. Graduate faculty holding a master's degree in an appropriate discipline with national or state issued valid and unrestricted license or certification in the field and 2+ years of relevant work experience, may teach master's level courses.
2. Graduate faculty who teach master's level skill/activity based courses must hold a master's degree in an appropriate discipline and have 5+ years of performance experience or demonstrated mastery in the skill/activity based teaching area.
3. Graduate faculty who work in programs that hold national accreditation or have state board mandates must meet either the accreditation or state board expectations for graduate faculty credentials.
4. Graduate faculty who do not meet guidelines 1-3 above must show/demonstrate national or international discipline-based expertise through scholarly activities, including but not limited to: publications, presentations, professional engagement, consulting, honors, awards, continuing education, etc.

For faculty who are deemed qualified to teach graduate programs for USI by way of tested experience, documentation must be completed to provide a rationale and to obtain approvals from the relevant chair and dean prior to the time an offer of employment is made.

## D. PROMOTION, AND TENURE

Members of the regular, full-time faculty may be eligible for promotion and/or tenure. A strong faculty possesses a diversity of skills, academic preparation, and experience. In general, however, when making judgments about initial appointments, promotion recommendations, and tenure, members of the teaching faculty, chairs, and administrators should consider achievements in the following basic areas: 1) teaching/professional performance, 2) scholarship and professional activity, 3) practice (for clinical faculty), and 4) service.

### I. Evaluation Areas

#### A. Teaching/Professional Performance

##### 1. Rank-Eligible Full-Time Teaching and Clinical Faculty

For teaching faculty, teaching occupies a central position among academic duties. Quality teaching, therefore, is the most important element in evaluation of teaching faculty. In order for candidates to be considered for promotion, their teaching performance must be viewed as satisfactory by students, colleagues, and administrators with respect to preparation, relevance to subject matter, and organization of material. Applicants for promotion to associate professor and professor must provide evidence that efforts beyond caretaker administration occur in those courses for which the faculty member has primary responsibility. Moreover, effective teaching assumes intellectual competence and integrity, innovative and effective pedagogical techniques that stimulate and direct



student learning, cooperation with students and colleagues, and scholarly inquiry which results in constant assessment and improvement of courses and curricula consistent with new knowledge.

As evidence of accomplishment in teaching, faculty members should present such items as pedagogical materials including course syllabi and lecture outlines; summaries of anonymous student evaluations of teaching; letters of evaluation from colleagues or supervisors who visited their classes, observed their teaching in other ways, or taught the same students in subsequent courses; and the record of success of former students in graduate and professional colleges/ universities and in subject-related careers.

Teaching also includes effective academic advising. Because the university identifies academic advising as a crucial element in students' educational development, academic success, and post collegiate goals, quality advising is considered a significant component in the evaluation of faculty. Effective academic advisors demonstrate an interest in mentoring students, provide accurate information relating to the university core curriculum and major requirements, and assist students in identifying and pursuing educational goals. Faculty members should provide documentation of advising activities. Such evidence could include communications with students, number of advisees in relation to overall department average, peer evaluations, records of contributions to departmental advising events, and participation in advising related professional development opportunities.

## 2. Library Faculty

For library faculty, professional performance occupies a central position among librarian duties. Indeed, professional responsibilities consume the greatest amount of librarian energies and provide the primary arena to display librarian scholarship. Quality professional performance, therefore, is the most important element in evaluation. To be considered for promotion, a candidate's professional performance must be considered as satisfactory by clientele, colleagues, and administrators with respect to professional and intellectual competence; creativity and initiative in the performance of responsibilities; collections; skill in pursuing user needs and in stimulating faculty and student utilization of services and resources through individual or formal instruction; and a willingness to consider, suggest, and apply new ideas and alternative approaches to services. Applicants for promotion to associate professor and professor must provide evidence that efforts beyond caretaker administration occur in those areas for which they have primary responsibility. Moreover, being an effective librarian assumes a positive professional image and integrity, creative techniques that stimulate and direct student learning, cooperation with students and colleagues, and scholarly inquiry which results in constant review of products and services consistent with new knowledge.

Librarians should present evidence of performance of duties and responsibilities; summaries of anonymous evaluations; letters of citation from colleagues or supervisors who benefited from or observed their work, or worked with their clients in subsequent encounters; and the record of success of the use their clients make of their services.

## B. Scholarship and Professional Activity

### 1. Rank-Eligible Full-Time Teaching Faculty

**Scholarship.** Scholarship is the foundation for teaching and professional activity. Applied and basic research, and creative works, contribute to faculty members' knowledge within their teaching fields, permit them to become productive scholars among peers in learned and professional societies and establish them as citizen-scholars who contribute to local and regional communities. Therefore, the pursuit of a definite, continuous program of studies, investigations, or creative works is essential.

Remembering that quality of scholarly production is considered more important than mere quantity, candidates should demonstrate evidence such as completed post-doctoral programs; research activities leading to participation in and papers presented to professional meetings and the publication of articles and books; creative works of literature, art or invention which result in publications, exhibits, and patents; peer-reviewed documentation of applied research projects and their impact; and the receipt of professional honors, grants, and awards.

**Professional Activity.** Active participation in organizations that stimulate and propagate knowledge in professional disciplines is an essential ingredient to professional growth and development. Therefore, evidence of membership; committee service; offices held in professional organizations; and experience in organizing and assisting in conferences, workshops, and seminars are principal criteria to be considered for faculty promotion. Professional consultation; travel related to teaching and research; and recognition by one's peers through professional honors, grants, and awards should also be given serious consideration. Voluntary and philanthropic activities related to the faculty member's discipline or area of expertise should be considered where appropriate.

Professional activity includes the application of knowledge to address practical, social, political, or economic issues or challenges.

### 2. Clinical Faculty

**Scholarship.** Scholarship is the foundation for teaching and professional activity. Applied and basic research, and creative works, contribute to faculty members' knowledge within their teaching fields, permit them to become productive scholars among peers in learned and professional societies and establish them as citizen-scholars who contribute to local and regional communities. Therefore, the pursuit of a definite, continuous program of studies, investigations, or creative works is essential.

Remembering that quality of scholarly production is considered more important than mere quantity, candidates should demonstrate such evidence as collaborating with researchers or leading clinical research investigations; activities leading to participation in and papers presented to professional meetings and the publication of articles and books with a focus on clinical practice; establishing evidence-based practice protocol; peer-reviewed documentation of applied research projects and their impact; and the receipt of professional honors, grants, and awards.

**Professional Activity.** Active participation in organizations that stimulate and propagate knowledge in professional disciplines is an essential ingredient to professional growth and development. Therefore, evidence of membership; committee service; offices held in professional organizations; and experience in organizing and assisting in conferences, workshops, and seminars are principal criteria to be considered for faculty promotion. Professional consultation; travel related to teaching and research; and recognition by one's peers through professional honors, grants, and awards should also be given serious consideration. Voluntary and philanthropic activities related to the faculty member's discipline or area of expertise should be considered where appropriate. Professional activity includes the application of knowledge to address practical, social, political, or economic issues or challenges.

**Practice (for Clinical Faculty).** Practice is the foundation for teaching and professional activity in a practice, industrial, or professional discipline. Evidence in practice expertise include designing and implementing a clinical milieu for students' learning experiences; demonstrating leadership in practice through consultation and improvement of practice guidelines; and being recognized for practice expertise at the regional and national level.

### 3. Library Faculty

**Scholarship.** Scholarship is integral to the professional growth and development of the librarian and to his/her educational function in the University. Awareness of and contributions to current developments in the profession and appropriate subject files, continuing scholarly growth as exemplified by formal or informal study, independent research, and creative works not only contribute to librarians' knowledge within their fields, but also permit them to become productive scholars among their peers in learned and professional societies. Each librarian, therefore, should pursue a definite, continuous program of studies, investigations, or creative works.

Remembering that quality of scholarly production is considered more important than mere quantity, candidates should demonstrate such evidence as continuing education courses, workshops, seminars, institutes, formal courses, or certificate programs; research activities leading to participation in and papers presented to professional meetings or publications of recognized merit; creative work which results in publications, exhibits, or demonstrable improvement of the profession; or the receipt of professional honors, grants, and awards.

**Professional Activity.** Active participation in organizations that stimulate and propagate knowledge in professional disciplines is an essential ingredient to professional growth and development. Therefore, evidence of membership; committee service; offices held in professional organizations; and experience in organizing and assisting in conferences, workshops, and seminars are principal criteria to be considered for promotion. Professional consultation; direction of a student's practice work; travel related to professional development and research; and recognition by one's peers through professional honors, grants, and awards should also be given serious consideration. Voluntary and philanthropic activities related to the librarian's discipline or area of expertise should be considered where appropriate.

## C. Service

### 1. Rank-Eligible Full-Time Teaching, Clinical and Library Faculty

**University Service.** Faculty members are expected to be available for service to University faculty, students, and administration. They must show willingness to serve and to demonstrate efficient performance in such capacities as faculty governance, department/college and University-level committees, administrative assignments, sponsorship of student organizations, and other University-related activities.

**Community Service.** Service to groups, agencies, and institutions external to the University is a legitimate responsibility of faculty and is consistent with the mission statement of the University. In general, community service should result from carefully developed plans of activity. Persons who desire recognition for their service must document their work's effectiveness stemming from their disciplinary and professional expertise and skills.

## D. Criteria for Promotion and Tenure

Criteria and requirements listed below should guide all concerned with academic promotions and/or tenure decisions. Mere attainment of these conditions does not, in itself, automatically justify promotion.

To be eligible for promotion to a higher rank at the time of application, one must ordinarily meet minimum requirements described below. Except under extraordinary circumstances, the following criteria should be fulfilled before eligibility for promotion is considered. (Eligibility is met when a candidate meets all requirements to be considered for promotion.)

Ordinarily faculty members serving a probationary period may not submit applications for promotion until the final year of probation, but application may be made earlier if eligible according to the quantitative and qualitative criteria.

Tenure can only be granted to those individuals who apply for and meet the criteria for promotion to the rank of associate professor, or who have already attained that rank at the University of Southern Indiana. After satisfactory service during a probationary period and upon meeting the conditions below, a faculty member who holds the rank of assistant professor or higher shall be considered for academic tenure.

Once tenure is granted, an individual shall be terminated from employment only for adequate cause, except under extraordinary circumstances, like, but not limited to, financial exigencies, decrease in enrollments, or discontinuance of instructional programs.

Academic tenure status at the University of Southern Indiana is a privilege earned through service; it is not transferable from another institution.

The privilege of tenure depends on the individual's meeting these conditions:

1. On appointment to the rank of assistant professor or higher rank, and after having completed the probationary period of full-time service in accredited educational institutions, three years of which must have been served at the

University of Southern Indiana, faculty members who meet criteria for promotion to associate professor or higher rank shall become eligible for tenure.

Appointment to tenure will be by action of the University of Southern Indiana Board of Trustees upon the recommendation of the president.

2. Tenure is not given in administrative assignments.
3. Tenure is effective only with the beginning of the academic year (fall semester).
4. Tenure is ordinarily granted at the close of the probationary period, simultaneous with the consideration for promotion to associate professor. Faculty members who are unsuccessful in their application for promotion at the end of their probationary period shall not be granted tenure and their notification of non-reappointment will be dated not later than twelve months before the expiration of the appointment.
5. Probationary faculty members holding the rank of associate professor are not required to apply for promotion and tenure simultaneously. Untenured associate professors shall apply for tenure at the end of their probationary period, the length of which shall be mutually agreed upon at the time of hire.

## Criteria for Rank-Eligible Teaching Faculty

### Instructor to Assistant Professor

- A. Quantitative Criteria
  1. Should attain three years of teaching experience in rank.
  2. Should complete 30 semester hours of graduate work beyond the master's degree, or the equivalent, in an area relevant to the teaching assignment.
  3. Should have at least five years of teaching experience or equivalent professional experience.
  4. Should have taught at the University of Southern Indiana at least three years.
  5. Shall be eligible for promotion the academic year following completion of the doctorate or terminal degree.
- B. Qualitative Criteria
  1. Should meet the criteria for Assistant Professor in teaching, scholarship/professional activity and service.
    - a. Teaching: Teaching performance should be supported by demonstrable evidence of development in pedagogical techniques, cooperation with students and colleagues, and scholarly inquiry. Advising performance should be supported by demonstrable evidence of development in effective advising techniques.
    - b. Scholarship and Professional Activity: Academic preparation should be sufficient for progress in teaching, independent scholarship, and creative work. A foundation of professional activity should be in evidence.
    - c. Service: University service should be in evidence at least at the college level. The candidate should demonstrate activity with the University's

continuing education area or membership and activity in local community and public service agencies, groups, and other organizations.

2. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair, and dean.

#### Assistant Professor to Associate Professor

##### A. Quantitative Criteria

1. Should have attained an earned doctorate or terminal degree.
2. Should have attained four years in rank.
3. Should have attained ten years in rank and completed 60 semester hours of graduate work beyond the master's degree, or equivalent, in areas relevant to the teaching field if the doctorate or terminal degree has not yet been earned.
4. Should have at least five years of teaching experience or equivalent professional experience.
5. Should have taught at the University of Southern Indiana at least three years.
6. Should have received or be eligible to receive tenure. Individuals not currently tenured, who are applying for promotion to associate professor, are required to simultaneously apply for tenure.

##### B. Qualitative Criteria

1. Should meet criteria for Associate Professor in teaching, scholarship/professional activity, and service.
  - a. Teaching: Teaching performance should be supported by demonstrable evidence of continuing development and implementation of effective pedagogical techniques, evidence of student learning, cooperation with students and colleagues, and independent scholarly inquiry as reflected in the revision of course content to improve student learning. Advising performance should be supported by demonstrable evidence of engagement and understanding of departmental and university advising programs, processes, and goals.
  - b. Scholarship and Professional Activity: The production of scholarly or creative works should be of sufficient merit to gain local, state, or regional recognition. Significant involvement in advancing knowledge through participation in professional organizations and other professional activity at the local, state, or regional level should be apparent.
  - c. Service: Effective University service at various levels should be apparent. The candidate should demonstrate effective community service at various levels.
2. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair, and dean.

#### Associate Professor to Professor

- A. Quantitative Criteria
  1. Should have attained an earned doctorate or terminal degree.
  2. Should have attained four years in rank.
  3. Should have at least ten years of teaching experience or equivalent professional experience.
  4. Should have taught at the University of Southern Indiana at least three years.
  5. Should have held the doctorate or other terminal degree at least six years.
  6. Should have received or be eligible to receive tenure. Individuals not currently tenured who are applying for promotion to professor, are required to simultaneously apply for tenure.
- B. Qualitative Criteria
  1. Should meet criteria for Professor in teaching, scholarship/professional activity, and service.
    - a. Teaching: Teaching performance should be supported by demonstrable evidence of continuing development of effective pedagogical techniques and significant cooperation with students and colleagues, evidence of student learning supported by continuing scholarly inquiry through which new knowledge affects course and curricular revision to improve student learning. Advising performance should be supported by demonstrable evidence of engagement and understanding of departmental and university advising programs, processes, and goals. Faculty should be mentors for early career faculty.
    - b. Scholarship and Professional Activity: The production of scholarly or creative works should be of sufficient merit to gain regional, national, or international recognition. Leadership in advancing knowledge through participation in professional organizations and other professional activity at the local, state, regional, or national level should be clear.
    - c. Service: Effective leadership in University service at various levels should be apparent. Leadership within local and regional groups should be apparent.
  2. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair, and dean.

## Criteria for Rank-Eligible Clinical Faculty

### Instructor to Clinical Assistant Professor

- A. Quantitative Criteria
  1. Should hold a master's degree in discipline or related field.
  2. Hold valid and unrestricted state/national certification/licensure in area of expertise.
- B. Qualitative Criteria

1. Should meet criteria for Assistant Professor in teaching, scholarship/ professional activity, practice, and service.
  - a. Teaching: Teaching performance should demonstrate competency in classroom and clinical, industrial, or professional teaching; evidence of depth in area of specialty; and responsible for curriculum implementation and evaluation. Advising performance should be supported by demonstrable evidence of development in effective advising techniques.
  - b. Scholarship and Professional Activity: Academic preparation should be sufficient for progress in teaching, demonstrating expertise in clinical, industrial, or professional practice, and contributing to the development of materials pertinent to practice. A foundation of professional activity should be in evidence.
  - c. Practice: Designs and implements clinical, industrial, or professional environment for students' experiences, facilitates collaborative relationships, and has advanced clinical, industrial, or professional experience.
  - d. Service: University service should be in evidence at least at the college level. The candidate should demonstrate activity with the University's continuing education area or membership and activity in local community and public service agencies, groups, and other organizations.
2. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair/director, and dean.

## Clinical Assistant Professor to Clinical Associate Professor

- A. Quantitative Criteria
  1. Should have attained the terminal degree in discipline as determined by the college and program.
  2. Should have attained six years in Clinical Assistant Professor rank.
  3. Hold valid and unrestricted state/national certification/licensure in area of expertise.
  4. Should have taught at the University of Southern Indiana at least three years.
- B. Qualitative Criteria
  1. Should meet criteria for Associate Professor in teaching, scholarship/ professional activity, practice, and service.
    - a. Teaching: Teaching performance should be supported by demonstrated evidence of effective classroom and/or clinical, industrial, or professional teaching; documentation of innovative student clinical experiences, evidence of student learning, and proof of leadership role in curriculum activities. Advising performance should



- be supported by demonstrable evidence of engagement and understanding of departmental and university advising programs, processes and goals.
- b. Scholarship and Professional Activity: Assumes a leadership role in the development of materials pertinent to practice, presents evidence of clinical, industrial, or professional scholarship and/or applications, and initiates research utilization in practice setting. Has a regional reputation as an expert in clinical, industrial, or professional specialty. Significant involvement in advancing knowledge through participation in professional organizations and other professional activity at the local, state, or regional level should be apparent.
  - c. Practice: Demonstrates expertise through clinical, industrial, or professional practice and/or applications, leadership through clinical, industrial, or professional consultation and improvement of clinical, industrial, or professional guidelines. Also participates in the development of clinical, industrial, or professional programs.
  - d. Service: Effective University service at various levels should be apparent. The candidate should demonstrate effective community service at various levels.
2. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair/director, and dean.

## Clinical Associate Professor to Clinical Professor

- A. Quantitative Criteria
  1. Should have attained an earned doctorate.
  2. Should have attained four years in Clinical Associate Professor rank.
  3. Hold valid and unrestricted state/national certification/licensure in area of expertise.
  4. Should have taught at the University of Southern Indiana at least three years.
- B. Qualitative Criteria
  1. Should meet criteria for Professor in teaching, scholarship/professional activity, practice, and service.
    - a. Teaching: Teaching performance should be supported by demonstrable evidence of continuing development of effective teaching in classroom and/or clinical setting. Assumes leadership role in program development and evaluation, and mentors faculty in advising.
    - b. Scholarship and Professional Activity: The production of scholarly works should be of sufficient merit to gain regional and national recognition. Hold national reputation as an expert in clinical, industrial, or professional specialty and mentors early career faculty with

- scholarly activities. Leadership in advancing knowledge through participation in professional organizations and other professional activity at the local, state, regional or national level should be clear.
- c. Practice: Demonstrates clinical, industrial, or professional expertise and leadership at regional and national levels and serves as a consultant to professional colleagues on practice at the regional or national level.
  - d. Service: Effective University service at various levels should be apparent. Leadership within local and regional groups should be apparent.
2. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair/director, and dean.

## Criteria for Library Faculty

### Affiliate to Assistant Professor

- A. Quantitative Criteria
  1. Should attain three years of librarian experience in rank.
  2. Should have at least one year of librarian experience or equivalent professional experience.
  3. Should have at least three years of librarian or equivalent professional experience at the University of Southern Indiana.
  4. Attainment of master's degree
- B. Qualitative Criteria
  1. Should meet criteria for assistant librarian in professional performance, scholarship/professional activity, and service.
    - a. Professional performance: Professional performance should be supported by demonstrable evidence of development of professional techniques, cooperation with students and colleagues, and scholarly inquiry.
    - b. Scholarship and Professional Activity: Academic preparation should be sufficient for progress in professional performance, independent scholarship, and creative work.
    - c. Service: University service should be apparent at least at the department level and may include committee work.
  2. Should have positive recommendations for promotion from the internal promotions committee and the director.

# Assistant Professor to Associate Professor

## A. Quantitative Criteria

1. Should have attained four years in rank.
2. Should have at least five years of librarian or equivalent professional experience.
3. Should have at least three years of librarian or equivalent professional experience at the University of Southern Indiana.
4. Should have received or be eligible to receive tenure. Individuals not currently tenured, who are applying for promotion to associate professor, are required to simultaneously apply for tenure

## B. Qualitative Criteria

1. Should meet criteria for associate professor in professional experience, scholarship/professional activity, and service.
  - a. **Professional Performance:** Professional performance should be supported by demonstrable evidence of continuing development of professional techniques, cooperation with students and colleagues, and independent scholarly inquiry as reflected in revision of services.
  - b. **Scholarship and Professional Activity:** The production of scholarly or creative works should be of sufficient merit to gain local, state, or regional recognition. These scholarly or creative works may consist of bibliographies; catalogs; indexes; exhibits; book reviews; pamphlets; consulting activities; bibliographical research including the identification and evaluation of literature for collection development; codification of professional practices including interdepartmental and departmental procedures; manuals; charting of operations; preparation of scholarly exhibits; development of subject indexes and classification schemes; in-depth visits and analysis of other library operations for the purpose of gaining insights into technical procedures, services, buildings, or new technology; development of professionally related skills, including computer programs, statistics, subject specialties, editing data bases; and evaluative studies of processes, procedures, or products; journal articles; booklets; book chapters; and other similar activities and works. Significant involvement in advancing knowledge through participation in professional organizations and other professional activity at the local, state, or regional level should be apparent.
  - c. **Service:** Effective University service at various levels should be apparent. The candidate should demonstrate effective community service at various levels.
2. Should have positive recommendations for promotion from the internal promotions committee and the director.

# Associate Professor to Professor

## A. Quantitative Criteria

1. Should have attained four years in rank.
2. Should have a least ten years of librarian or equivalent professional experience.
3. Should have at least three years of librarian or equivalent professional experience at the University of Southern Indiana.
4. Should have held the terminal degree at least six years.
5. Should have received or be eligible to receive tenure. Individuals not currently tenured, who are applying for promotion to associate professor, are required to simultaneously apply for tenure.

## B. Qualitative Criteria

1. Should meet criteria for professor in professional performance, scholarship/professional activity, and service.
  - a. Professional Performance: Professional performance should be supported by demonstrable evidence of continuing development of professional techniques and significant cooperation with students and colleagues supported by continuing scholarly inquiry through which new knowledge affects products and services.
  - b. Scholarship and Professional Activity: The production of scholarly or creative works should be of sufficient merit to gain recognition by publication or by receipt of a grant, fellowship, regional or national award or other special honor. These scholarly or creative works may consist of grants, bibliographic essays, significant catalogs, bibliographies, indexes, pamphlets, book chapters, booklets, exhibits, extensive reviews, subject indexes and classification schemes, analysis of other library operations resulting in major internal changes, development of professional skills contributing to major departmental or university improvement of services, books, journal articles, and other similar activities and works.
  - c. Service: Effective leadership in University service at various levels should be apparent. Leadership within local and regional groups should be apparent.
2. Should have positive recommendations for promotion from the internal promotions committee and the director.

## E. PROCESS FOR PROMOTION AND TENURE FOR RANK- ELIGIBLE TEACHING AND LIBRARY FACULTY

During the probationary period, the appointee is given sequential term appointments of two two-year terms and a final appointment of three years.

1. The notification of reappointment or non-reappointment during the first two-year probationary appointment at the University of Southern Indiana shall be dated not later

than December 15 of the second year of the first two-year appointment. The notification of reappointment or non-reappointment during the third or later year of probation at the University of Southern Indiana shall be dated not later than twelve months before the expiration of the appointment. (The notification shall be by first-class mail at the current address maintained by the Human Resources Office.)

2. If unusual circumstances exist, faculty members may submit a written request to break the sequence of the probationary period to the dean and the provost for approval.
3. Any interruption of the probationary period that reduces the time spent actually working during the academic year to less than a full-time service period will result in a delay of tenure eligibility until the entire probationary period has been completed.
4. During the probationary period, the faculty member shall have the same academic freedom enjoyed by all other members of the faculty.
5. At all levels of evaluation during the probationary period, faculty members will be notified of weaknesses or evidence of unsatisfactory performance or of any condition that might serve as a basis for non-renewal of their appointment.
6. Service under a part-time or adjunct appointment shall not be counted as part of the required probationary period of service.
7. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.
8. A leave of absence without pay granted during the probationary period will delay tenure eligibility.
9. If an appointee is granted one year of credit for service at another regionally accredited institution of higher education, the initial appointment shall be for one year. The appointee will receive notice of reappointment or non-reappointment by March 1 during the first year for a subsequent probationary two-year appointment. Assuming satisfactory performance during the two-year contract, the appointee will be eligible for a final probationary three-year appointment.
10. If an appointee is granted two years of credit for service at another regionally accredited institution of higher education, the initial appointment shall be for two years. The appointee will receive notice of reappointment or non-reappointment to the final probationary three-year appointment by December 15 of the second year of the initial two-year appointment.
11. If an appointee is granted three years of credit for service at another regionally accredited institution of higher education, the initial appointment shall be for one year. Before the end of the first year, the appointee will receive notice of reappointment or non-reappointment by March 1 for a final probationary three-year appointment.

## F. PROCESS FOR REAPPOINTMENT AND PROMOTION FOR CLINICAL FACULTY

The appointee is given appointments for multi-year periods based on rank that are subject to satisfactory outcome of comprehensive reviews and needs by the program and college.

1. Faculty at the rank of Clinical Assistant Professor rank will hold two-year appointments that are renewable for two-year periods with yearly annual review. Faculty at the Clinical Associate Professor rank will hold three-year appointments that are renewable for three-year periods with yearly annual review. Faculty at the rank Clinical Professor will hold five-year appointments that are renewable for five year periods with yearly annual review.

2. Faculty must have held the rank of Clinical Assistant Professor for six years to be eligible for promotion to Clinical Associate Professor. Faculty at the rank of Clinical Assistant Professor are eligible to apply for promotion to Associate Clinical Professor during the fall of their seventh year of service. Faculty must hold the rank of Clinical Associate Professor for four years to be eligible for promotion to Clinical Professor. Faculty at the rank of Clinical Associate Professor are eligible to apply for promotion to Clinical Professor during the fall of their fifth year of service.
3. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Assistant Professor at the University of Southern Indiana shall be dated not later than December 15 of the second year of the two-year appointment. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Associate Professor at the University of Southern Indiana shall be dated not later than December 15 of the third year of the three-year appointment. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Professor at the University of Southern Indiana shall be dated not later than December 15 of the fifth year of the five-year appointment. (The notification shall be by first-class mail at the current address maintained by the Human Resources Office.)
4. If unusual circumstances exist, faculty members may submit a written request to break the sequence of the appointment period to the dean and the provost for approval.
5. Any interruption of the appointment period that reduces the time spent actually working during the academic year to less than a full-time service period will result in a delay of promotion eligibility until the entire appointment period has been completed.
6. Clinical faculty members shall have the same academic freedom enjoyed by all other members of the faculty.
7. At all levels of evaluation during the appointment period, faculty members will be notified of weaknesses or evidence of unsatisfactory performance or of any condition that might serve as a basis for non-renewal of their appointment.
8. Service under a part-time or adjunct appointment shall not be counted as part of the required appointment period of service.
9. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.
10. A leave of absence without pay granted during the appointment period will delay promotion eligibility.

## Procedures for Promotion

Date

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### I. Rank-Eligible Teaching, Clinical and Library Faculty

Procedures may vary among the colleges and academic units with respect to promotion evaluations. However, all colleges are to utilize at least one evaluation of each applicant by a committee of faculty peers at the department or college level plus an evaluation by the dean. Evaluations at both the departmental and college levels may be appropriate and necessary in some areas. Evaluation procedures

shall be written and distributed to all faculty within the college or academic unit. The procedures and deadline dates listed in this section of the University Handbook apply to all colleges regardless of additional evaluations that may be performed.

Applications for promotion are available in the Provost's Office and can be initiated as follows:

1. An individual member of the teaching faculty who meets the minimum criteria and requirements for promotion may submit an application to the department chair or dean as appropriate for evaluation and action.
2. Faculty members who are not under the direct jurisdiction of a dean may submit promotion applications to their immediate supervisor or director, who should follow the procedures outlined for deans.
3. A faculty member's completed application for promotion must be transmitted to the appropriate dean or director by the first Monday in November.

## Opportunity to Withdraw an Application

Date

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Once submitted to the dean, an application for promotion is automatically routed through the various faculty committees and administrative offices of the university regardless of the nature of the recommendations that may be made regarding the application for promotion unless the individual faculty member requests in writing that the application be withdrawn. This process constitutes an automatic review procedure for recommendations formulated within the University. The process of automatic review does not extend beyond the President's Office.

## Dismissal from Employment

Date

12/18

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Termination of a faculty member who has tenure or whose term appointment has not expired shall be upon the recommendation of the dean or director and the provost to the president for the University.

## Responsibilities of Personnel Involved in the Promotions Process

Date

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To avoid the even the appearance of a potential conflict of interest, any individual who is a candidate for promotion and/or tenure may not participate in the formal review process at any level during the year of their candidacy.

### A. Applicant

An applicant for promotion must assume the following responsibilities:

1. To prepare a completed promotion application which provides well-organized evidence to document his/her achievements in the area of evaluation specified in the *University Handbook*.
2. To transmit the completed application to the dean or director by the first Monday in November or to transmit it to the department chair at an earlier prescribed date if a departmental evaluation is to be used.
3. An applicant may withdraw the promotion application by written request to the Provost at any time prior to its being transmitted to the Board of Trustees.

### B. Chair of Academic Unit (may not be applicable to all academic units)

The Chair will assume these responsibilities:

1. To receive the applicant's promotion application.
2. To evaluate pertinent information concerning an applicant's qualifications for promotion and/or tenure in the areas of evaluation specified in the *University Handbook*.
3. To provide the dean or director with a written evaluation of the applicant's strengths and weaknesses.
4. To forward the applicant's promotion application and any other pertinent information to the dean or director.

### C. College or Academic Unit Promotions Committee

This Committee will assume these responsibilities:

1. To receive the applicant's promotion application from the dean or director.
2. To evaluate pertinent information concerning an applicant's qualifications for promotion in the areas of evaluation specified in the *University Handbook*.
3. To grant or request an interview with the applicant prior to making the committee's recommendation.
4. To inform the dean or director in writing of the committee's recommendation by the first Monday in December.
5. To provide the dean or director with a written evaluation of the applicant's strengths and weaknesses.

### D. Dean or Director

The dean or director will assume these responsibilities:



1. To evaluate and observe those faculty members who are eligible for promotion.
2. To suggest that any faculty members in the college or academic unit deemed worthy of consideration submit an application for promotion; such suggestions must be made by an announced cut-off date each year.
3. To create annually a College or Academic Unit Promotions Committee(s) whose membership(s) is (are) established in agreement with the college faculty.
4. To complete a recommendation form for each faculty member applying for promotion.
5. To inform the applicant of the dean's or director's recommendation.
6. To forward the applicant's promotion form and any other pertinent information to the provost by the first Monday of classes of the spring semester.
7. Upon request, to confer with an applicant regarding his/her strengths and weaknesses for promotion in the areas of evaluation specified in the University Handbook.

#### **E. University Promotions Committee**

The Promotions Committee is defined in Faculty Handbook Section II Article: Standing Committees.

The University Promotions Committee will assume the following responsibilities:

1. To acknowledge in writing to the individual under consideration the receipt of the promotion application.
2. To review pertinent information concerning an applicant's qualifications for promotion in the areas of evaluation specified in the University Handbook.
3. To inform each applicant in writing, by way of the committee chair, of the committee's recommendation.
4. To make recommendations to the provost concerning those for whom promotion should be recommended and those for whom promotion should not be recommended.

#### **F. Provost**

The provost will assume these responsibilities:

1. To make applications for promotion available to any faculty member upon request.
2. To suggest to any faculty member whom the provost deems worthy of consideration that they submit an application for promotion to the dean or director.
3. To receive recommendation for promotion transmitted by the chair of the University Promotions Committee. DATE: 1/17
4. To analyze such recommendations and to seek additional data deemed necessary.
5. To make a written recommendation on each applicant.
6. To confer, upon request, with any faculty member whose application for promotion did not receive final favorable action.
7. To provide, upon the applicant's request, a written evaluation of the applicant's strengths and weaknesses in the areas of evaluation specified in the University Handbook.

#### **G. President for the University**

The president for the University will assume these responsibilities:

1. To suggest to any faculty member whom the president deems worthy of consideration submit an application for promotion to the college dean or appropriate administrator.
2. To receive from the provost all completed promotion applications, all promotion recommendations, and all evaluations.
3. To submit to the Board of Trustees in time for consideration at its May meeting the names of those faculty members the president recommends for promotion.
4. To confer, upon request, regarding strengths and weaknesses in the areas of evaluation specified in the University Handbook with applicants who received conflicting recommendations from the provost and the University Promotions Committee.

#### H. University Board of Trustees

The University Board of Trustees will assume these responsibilities:

1. To receive from the president all recommendations for promotion and/or tenure.
2. To approve or deny said recommendations for promotion and tenure.

## Leaves of Absence

Date

1/17

Item

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#### A. Introduction

The University of Southern Indiana grants two kinds of leaves: leaves without pay and sabbatical leaves.

#### B. Leaves Without Pay for Professional Development

Leaves without pay may be granted to members of the teaching faculty, librarians, and the administration for advanced study, research, academic outreach or engagement projects, professional writing, and other activities that will enable the applicant to serve the University more effectively, or to accept other professional assignments for limited periods of time. Requests for leave should be filed with the dean or director and the provost at least six months in advance of the time the leave is to begin. Administrative officers will file their applications for leave with the head of the administrative division and the president. Normally, such leaves will be granted to tenured faculty members for periods not to exceed one academic year. Under special circumstances, the leave may be granted to non-tenured faculty or extended for a longer period. A leave of absence without pay granted during the probationary period will delay tenure eligibility.

#### C. Sabbatical Leaves

**Purposes of Sabbatical Leave.** The purposes for which special leave may be granted include advanced study, research, academic outreach or engagement projects, professional writing, or other activities that will enable the applicant to serve the University more effectively.

**Eligibility.** Any member of the faculty or administration with six or more years of regular full-time service (12 semesters) at the University of Southern Indiana is eligible to apply. Sabbatical leaves will be granted for a period not to exceed one year. Eligibility to apply for subsequent leaves is established when the individual attains at least six years of regular full-time service (12 semesters) following the last leave granted.

**Extent, Duration, Payment, and Final Report.** The conditions for the granting of sabbatical leaves are:

1. The number of sabbatical leaves granted will be conditioned by budget. Ordinarily courses and University-related responsibilities regularly assigned to the faculty member on sabbatical leave will be assigned to colleagues in the individual's department or other appropriate administrative unit. Under special circumstances and on the recommendation of the dean and the provost and with the approval of the president, a person may be appointed to fill the vacated position for the term of the leave.
2. Sabbatical leave may be granted for one semester at full pay or for two semesters at half pay.
3. Any pay received for work undertaken during the period of leave and taxable in that year is subject to approval of the administration of the University of Southern Indiana.
4. Sabbatical leaves are not automatically earned through time in service. Rather, they are an investment by the University in the expectation that the leave will significantly enhance the recipient's capacity to contribute to the objectives of the University of Southern Indiana. Furthermore, it is expected that faculty members will adhere to the approved plan as submitted in the formal application.
5. Recipients of sabbatical leaves are required to complete a written evaluative report which includes pertinent activities and accomplishments. This report will include an assessment of how these activities are most likely to strengthen the individual's expertise and knowledge and contribute to the enhancement of the University.
6. The written evaluative reports described above will be used to (a) review the policy and program of sabbatical leaves and (b) evaluate future applications for sabbatical leaves from persons who have had one or more such leaves.

**Procedure.** One wishing to apply for sabbatical leave shall submit formal application to the provost by December 14 prior to the academic year in which leave is desired. The form for such purposes may be obtained from the Office of the Provost. The form includes these items:

1. Purposes of the leave (nature of activity to be pursued, where and how) and its contribution to the applicant and the University.
2. Signed pledge that applicant will return to the University of Southern Indiana for at least one academic year.
3. Statement of approval supplied by the dean or director.
4. Approval of the provost.
5. Approval of the president for the University.

**Criteria for Granting Sabbatical Leave.** In approving applications, the administration will consider these factors:

1. The value of proposed activity to the applicant and the University.
2. The comparative length of the applicant's service at the University of Southern Indiana.
3. In the case of leave for study or other scholarly activity, the initiative which the applicant has already shown in pursuing his/her goal. Leave for work on a doctoral degree should be to permit completion of academic work for the degree.
4. The recency of any leave granted the applicant.
5. Rank, in that all other things being equal, those holding higher rank shall be given preference.
6. Needs of the University:
  - a. Sabbatical leaves may be granted to librarians and administrative officers for the same purposes and under the same conditions as for the teaching faculty.
  - b. To facilitate the smooth functions of academic programs, the University may grant sabbatical leaves at more frequent intervals than 12 semesters.

# Procedures for Amelioration and Reconciliation of a Grievance

Date

8/19

Item

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The University of Southern Indiana seeks to establish a tradition of excellence in all of its academic endeavors. The University community realizes that to attain this standard, its academic personnel must work together in a respectful and collegial manner. To accomplish this, it is essential to maintain an organizational climate which values employees and fosters prompt and fair resolution of their concerns and grievances.

Academic personnel are encouraged to resolve their disagreements through informal, frank, and open discussion. Often conflicts can be lessened, if not resolved, by clearing up misperceptions and misunderstandings. Academic personnel at the University are strongly encouraged to try to take care of their employment related concerns in this manner. However, the University also recognizes that occasionally more formal processes are needed. All such activities, whether informal or formal, must be carried out by all participants within a framework of good faith collegiality. None of these activities shall be judicial in nature, nor may legal counsel participate. University faculty, staff, or graduate students who happen to be attorneys may take part in the following proceedings in their role as University employees, but not as lawyers.

## I. DEFINITIONS

**Faculty:** All members of the instructional staff, the administrative officers holding academic rank, and professional librarians constitute the faculty of the University of Southern Indiana. (Article I, Section 1, of the Constitution of the Faculty)

**Grievance:** A complaint asserting that an action was taken or decision was made in a manner that a University policy, procedure, or standard was misinterpreted or violated. Complaints involving tenure or promotion, non-reappointment, termination of tenured faculty for cause or termination of non-tenured faculty for cause prior to the expiration of their term of appointment normally cannot be the subject of a

grievance. However, if a grievance regarding tenure, promotion, non-reappointment, or termination for cause is based on a charge of illegal discrimination or violation of academic freedom, (see Faculty Handbook), the grievance may be considered. In cases where sexual misconduct is alleged, the University's Sexual Misconduct & Relationship Violence Policy, Equal Opportunity & Non-Discrimination Policy, and related procedures for complaint reporting shall take precedence over the procedures outlined in this policy.

**Initiator:** A person who seeks to resolve a complaint through the University grievance process.

**Respondent:** The University employee(s) who made the decision or took the action on behalf of the University that precipitated the complaint.

**Advisor:** An academic colleague invited to accompany an initiator or respondent to a hearing to provide advice and support or to observe the proceedings.

**Witness:** A person with knowledge of the alleged action or decision being grieved who attests to or furnishes evidence about what did or did not occur.

**Participants:** Individuals formally stipulated in the policy as initiator, respondent, Grievance and Hearing Committee members, provost and vice president for Academic Affairs or designee, and Faculty Senate Chair.

**Days:** All days stated are noted as calendar or working days.

## II. COMMITTEE MEMBERSHIP

The membership of the Grievance and Hearing Committee is defined in Article V, Section 7 of the By-Laws of the Faculty Constitution in the Faculty Handbook.

Members should anticipate that a formal hearing could extend into summer session.

## III. INFORMAL AND FORMAL PROCEEDINGS

It is the goal of the Faculty Grievance and Hearing Policy to provide an expeditious process to allow for the resolution of grievances. It is in the best interest of the University and the faculty member involved to resolve a complaint as soon as possible at the level closest to the faculty member and his/her supervisor.

Formal departmental or college procedures, where they exist, must be followed before the University grievance procedure can be initiated; where they exist, the requirement to follow the informal proceeding procedures outlined in this policy may be waived. All written communications in the course of informal or formal grievance proceedings must be in hard copy and not by electronic mail and all parties should send formal notification indicating they have received these communications.

### **Stage One: Informal Proceedings**

The procedures for resolving a grievance informally must include the following:

1. The initiator must begin informal resolution within 30 calendar days of the time he/she first became aware or reasonably should have become aware of the alleged violation or within 30 calendar days of his/her knowledge of the most recent incident in a series of related actions or decisions comprising the complaint.
2. To begin the informal process, the initiator must state his/her concerns in writing to his/her department chair and dean of the college. The letter must include a description of the alleged impropriety, including the date it occurred and/or the date the initiator became aware of the

occurrence; the University policy, procedure or standard misinterpreted or violated; the name(s) of the person(s), if known, responsible for the alleged impropriety; and the remedy sought. To ensure a timely response to the initiator's concerns, the letter must be delivered in person to the department chair or sent by certified mail.

3. The department chair must resolve the alleged impropriety to the satisfaction of the initiator within 10 working days after receiving the complaint or reject the merits of the complaint. If the grievance is not disposed of at the initial conference with the department chair, the faculty member may request a conference with the dean of his/her college by filing a written request for such conference within 10 working days after the initial conference has been held with the department chair. The dean shall meet with the initiator within 10 working days after receipt of such notice. Upon request of the dean, the department chair shall file with the dean a written report of the chair's meeting with the initiator, including any written communication concerning the grievance and the reason for any action or lack of action taken. The dean shall retain all written documents of the grievance. Any audio recordings of conferences with the initiator during the informal process should be made only with the agreement of all parties. Copies of the recordings should be included with the written documents of the informal process.
4. In the event the grievance is not settled at the conference with the dean, the faculty member may request the provost to review the grievance by filing a written request within 10 working days after the action taken by the dean. The provost shall meet with the initiator within 10 working days after the receipt of such a request. Upon notification by the provost, the dean shall file with the provost a report of his/her conference with the initiator including any written and recorded communications concerning the grievance and the action taken by the dean. The provost will communicate in writing to the initiator a formal report of his/her decision in this case.
5. If the initiator remains dissatisfied following the conference with the provost, the faculty member may request a formal hearing of the grievance before his/her peers within 30 calendar days of the action taken by the vice president.
6. Any extension of the time periods for action must be mutually agreed upon by the parties involved. In the absence of a timely response by either party, the Grievance and Hearing Committee will consider whether to dismiss or deliberate further the grievance.

## **Stage Two: Formal Proceedings**

Before requesting a formal hearing, an initiator must try to resolve the complaint through the informal process outlined in Stage One.

1. To begin formal proceedings, the initiator must notify in writing the provost and the Faculty Senate Chair of his/her intentions no later than 10 working days from the date of notification of the outcome of the informal proceedings. The written notification must be delivered in person or via certified mail.
2. The initiator's notification must be in writing (note the prohibition against using electronic mail above) and include a statement of the alleged impropriety that was not resolved informally; no new concerns or complaints may be added. The statement also must include a description of the facts giving rise to the complaint and the relief sought. These materials must be accompanied by copies of all correspondence concerning the complaint that the initiator sent or received during the informal proceedings.
3. If the provost is a party to the original complaint, the initiator should send notice requesting a formal hearing to the President for the University who shall designate another University employee to perform the role assigned to the provost.
4. The provost/designee shall forward a copy of all materials received from the initiator, to the respondent(s) whose alleged actions or decisions are the basis for the complaint. The respondent(s)

must furnish a written response within 10 working days. Upon receipt of the respondent(s) statement(s), the provost/designee shall forward the materials received from the initiator, and the respondent(s) to the Chair of the Faculty Senate.

5. The Chair of the Faculty Senate shall convene the Grievance and Hearing Committee to hear the grievance within 10 working days after the provost has received the initiators' notification of a formal grievance. At the first meeting, the Chair of the Faculty Senate will review with the Committee the relevant procedures and policies for consideration of a grievance. At any time before the hearing, the initiator may withdraw the grievance by written notice to the Chair of the Faculty Senate and the provost. Once the hearing begins, however, the grievance may be withdrawn only under the following conditions: (a) the initiator decides that the grievance process is no longer necessary in this instance, or (b) the respondent agrees to provide relief acceptable to the initiator, or (c) both parties request the grievance be withdrawn. The Grievance and Hearing Committee may decide not to conduct a hearing on charges that it deems are outside of its authority or that lack merit.
6. A formal hearing shall begin no later than 10 working days after the Grievance and Hearing Committee is constituted. The order in which the various elements of the hearing described below occur shall be determined by the committee. The Grievance and Hearing Committee also may set reasonable time limits in which these elements must be completed. Information concerning the order of hearing and the time limits, if the committee chooses to set them, should be sent to both the initiator and the respondent at least 10 days prior to the hearing.
  - a. The hearing shall be open only to the participants.
  - b. The initiator and the respondent(s) each may invite up to two faculty or staff to serve in an advisory capacity. Advisors can be present throughout the hearing to provide support and advice to their advisee and/or to observe the proceedings. Advisors may not provide testimony, make statements, or otherwise participate in the hearing. An advisor may not also be a witness, nor may a witness be an advisor.
  - c. Both the initiator and the respondent(s) may present oral and written statements, question each other, introduce witnesses, and question all witnesses.
  - d. Each witness may be present at the hearing only when he/she is making a statement or being questioned.
  - e. The committee may question all participants speaking at the hearing as well as ask for additional information. The committee also may call and question witnesses. In addition, the committee may stop the presentation of information it deems irrelevant to the allegations.
  - f. No new allegations may be introduced into the hearing.
  - g. All committee members, participants, and advisors must respect the confidentiality of the information and records introduced into the hearing.
  - h. A single audio recording shall be made of the hearing and kept in the Office of the Provost for use by the committee, the initiator and the respondent, should any of these parties want to review the proceedings. A written transcript will not be provided.
  - i. The panel's decision must be based solely on information that has been made available to both the initiator and the respondent(s). If additional information is received by the committee outside the hearing, it must be shared with all parties to the grievance, and each must be given an opportunity to respond. If the response is verbal, it must be made in the presence of the committee panel and all parties (any parties, however, may waive the opportunity to be present) or the committee panel must prepare a written summary of the information gained and share it with all parties for review and comment.
  - j. The committee shall conduct the hearing as expeditiously as possible. After the proceedings have concluded, the panel shall meet in executive session and determine by majority vote whether or not the preponderance of the evidence presented supports the allegations made by the initiator.
  - k. The findings of the Grievance and Hearing Committee concerning the outcome of the grievance and recommended actions shall be transmitted by the Chair of the Grievance and Hearing

Committee in writing to the President, with informational copies to the Faculty Senate Chair, the initiator, the respondent(s), the provost/designee and the college dean within 14 working days of the Grievance and Hearing Committee's determination of findings. The President may accept the recommendation of the Grievance and Hearing Committee or dismiss the complaint for lack of merit.

#### IV. OTHER PROVISIONS

The procedures outlined above shall pertain to grievances initiated on or after July 1, 2008.

- A. Academic personnel employed by other than a college who have grievances that qualify for formal consideration shall have their concerns heard by their immediate supervisor, or if the supervisor is a respondent in the grievance, by the provost.
- B. No one shall threaten, attempt to retaliate or retaliate against a person filing a grievance or participating in the investigation of the grievance. All persons involved in the grievance are warned against retaliation. Such behavior will not be tolerated and will subject to discipline the individual retaliating against a person or persons.

# Academic Planning at University of Southern Indiana

Date

11/19

Item

III

The Academic Planning Council and the New Program Development Committee are structured to provide efficient, timely, and rigorous pathways for the proposal, development and implementations of new degree programs at the University of Southern Indiana. The purpose of a continuing long-range plan (Academic Planning Council) is to record the academic development of the University in narrative, graphic, and tabular display. It is a schedule projecting the expansion and growth of the University's curricula and detailing the commitment of University resources--academic, financial, and physical--to both current and future growth.

This plan includes the projection of recommended new programs and the introduction of revised major or minor curricula. In support of new curricular programs, majors, or minors or certificates the New Program Development Committee will provide guidance in the development and preparation of the plan that aligns to the Indiana Commission for Higher Education's checklist of criteria to be used in taking action on new degree programs or certificates. The plan will provide for changes in authorization or implementation necessitated by modified University academic and fiscal conditions, as well as altered justification of degree programs tentatively approved.



## A. Structure for Academic Planning

The academic plan will be prepared by the Academic Planning Council (hereinafter called "APC"), composed of the provost, the vice president for Finance and Administration, the vice president for Student Affairs, the vice president for Marketing and Communications, the vice president for Enrollment Management, the associate provost for Academic Affairs, the academic Deans, the director of Library, the director of Graduate Studies, the registrar, the chair of the Faculty Senate, the chair of the University Curriculum Committee, and the chair of the New Program Development committee. The provost or his/her appointee will serve as chair. The executive director of Planning, Research and Assessment is an ex-officio member. In addition, the APC may invite participation in academic planning from other University staff members, consultants, and resource persons.

## B. Function of Academic Planning Council

The APC will require each academic unit to submit such information as the APC may request. The APC is authorized to review and recommend new majors, minors, certificate, or program requests.

The major function of the APC is to recommend to the president for the University the feasibility of initiating new majors, minors, certificate, or programs. The APC also reviews changes to curricular programs which include: merging existing degree programs, splitting a degree program into multiple degree programs, eliminating degree programs, changing a programs name, moving a degree program online, or adding a new location for a degree program. The APC does not become involved in particular courses which compose program studies related to a major, minor, certificate or program. This function lies with the Curriculum Committee for undergraduate programs or the Graduate Council for graduate programs and should be submitted to them only after proper authorization has been given by the president for the University.

At least annually the APC will review preceding Academic Planning Calendars and programs to prepare new plans as appropriate.

The APC will comment and make appropriate recommendations to the president. Dates for meetings are to be set by the chair.

## C. Structure for the New Program Development Committee

The proposed constituency of the New Program Development Committee (hereinafter called "NPDC") is as follows:

- a. one appointed faculty representative from each academic college (voting),
- b. one appointed representative from Faculty Senate (voting),
- c. one representative from the Office of the Provost (ex officio),
- d. one representative from Finance and Administration (ex officio)
- e. the chair of the University Curriculum Committee (ex officio)
- f. one representative from the Registrar's Office (ex officio) and
- g. the director of Graduate Studies (ex officio).

The faculty representatives from the academic colleges will serve a three-year term. The committee chair will be selected from the faculty representatives and will serve a two-year term. Other constituencies will be invited to participate in NPDC deliberations as needed. These constituencies include, but are not limited to: college deans, academic department representatives, and Office of Planning, Research, and Assessment representatives.

#### D. Implementation of Academic Planning

Any University academic discipline or college may 1) be invited by the APC to explore data in support of a proposed new degree program, new certificate or new curriculum, or 2) petition the APC for permission to prepare data. Invitations will be forwarded from the APC via the provost through the appropriate dean to the academic discipline committee.

The dean and a majority of the faculty members on the petitioning discipline unit will sign the request which will be reviewed and analyzed by the APC.

The academic college curriculum committee or planning committee will develop detailed data for support of a new program only after the NPDC has given initial approval to proceed.

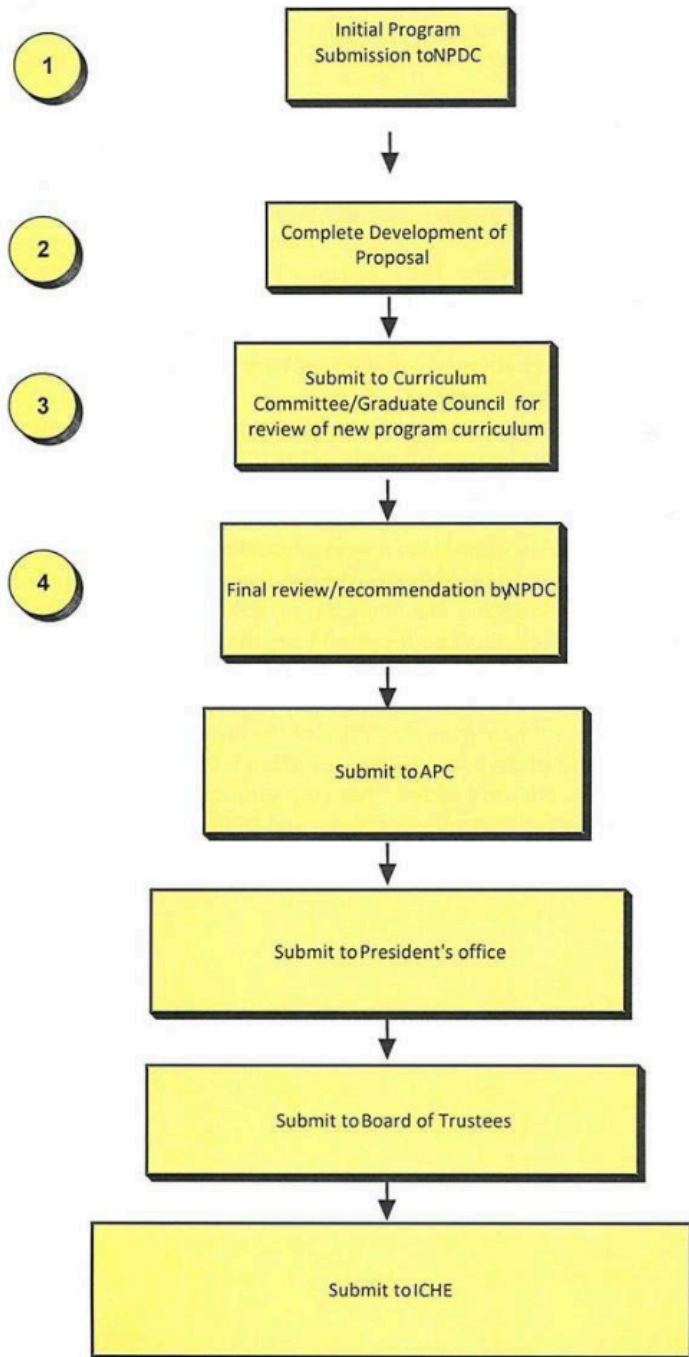
#### E. Additional Procedures

1. Initial program submission to NPDC should contain brief summations to items 1-6 in the Checklist of Criteria To Be Used by the Commission in Taking Action on New Degree Programs from the Indiana Commission for Higher Education. The initial submission should be no longer than two pages. Initial submission should also include a timeline for final submission to the Indiana Commission for Higher Education. Consideration of the new program proposal will be made by the NPDC in consultation with academic deans.
2. Once initial approval is granted by the NPDC, a complete and detailed development of the new program proposal can begin. The aforementioned checklist should serve as the template for proposal submission. All pertinent information must be included in the final program proposal.
3. After the final program proposal has been completed, it is submitted to the University Curriculum Committee (UCC) or University Graduate Council (UGC) as appropriate to the proposed program for review. The proposal will be submitted through the USI Curriculog™ website for viewing by all concerned parties. The UCC/ Council of Graduate Program Directors and Chairs deliberates on the entire program, not on individual courses that comprise the curriculum. Items for consideration by the UCC or UGC include, but are not limited to:
  - a. total credit hours,
  - b. core requirements,
  - c. upper-level course requirements,
  - d. multidisciplinary issues,
  - e. other.
4. Following approval of the proposal granted by the UCC or UGC, the proposal will be returned to the NPDC for final review. If no substantive changes are made to the proposal by the NPDC, a recommendation will be submitted to the APC. If revisions of importance are made to the proposal, it will be returned to the UCC or UGC for reconsideration.
5. Steps 1 through 5 of this proposed program submission process should not exceed 12 months in duration. Once a program is initially submitted to the NPDC, the proposed program will have one year from submission date to receive final approval from the APC. If the proposed program fails to meet this deadline, the process must be repeated from Step 1.
6. Following the review of the proposal, the APC will recommend action to the president for the University.
7. Action by the president for the University will be:
  - a. Notification to the academic unit(s) of APC non-approval, with explanations, or
  - b. transmission of the APC action, with recommendations to the Board of Trustees.
8. Approval of APC recommendations by the president for the University, Board of Trustees, and the Indiana Commission on Higher Education will constitute administrative authorization for preparation

of the curriculum and permit the president to notify the academic unit to proceed with development of curriculum details--sequence of courses, petitions for new courses, etc.-- in accordance with the University of Southern Indiana faculty constitutional guidelines established for the approval of University curricula.

9. Itemized courses, including catalog descriptions, which constitute the program of studies will be submitted to the proper faculty committees for study. These committees will make recommendations to Faculty Senate for undergraduate programs or the Graduate Council for graduate programs.
10. Affirmative Faculty Senate (through the University Curriculum Committee) or Graduate Council action on the curriculum and concurrence by the president will constitute permission to the academic unit to begin implementing the new program.
11. Approved major, minor and certificate programs consistent with the recommendations of the APC and approved by the Board of Trustees and the Indiana Commission for Higher Education will be implemented.
12. A schematic of the Program Submission Process is illustrated below:

## Program Submission Process



# Procedures for Changes in Undergraduate Curricula

Date

12/19

Item

III

Procedures for the review of the undergraduate curriculum, including the curricular content of new programs or certificates, approval of new courses, and the modification of existing courses and program curricula are described below. Petitions for changes in curricula are available in Curriculog.

## A. General Guidelines

1. The term curricular program is defined as the specific course requirements for any major, minor, or certificate program to be applied toward some degree or certificate granting program offered by the University. The following changes to an existing program are considered to be a modification of a curricular program: 1) changes in the total number of credit hours required to complete a degree program or in the number of credit hours required to complete a particular major, minor or certificate. 2) changes in the title of the degree or certificate, 3) additions and deletions of any specific courses. 4) adding the offering of a program or certificate in an online format, 5) merging two programs or certificates into one program or certificate, and 6) splitting a program or certificate into multiple programs or certificates, and 7) adding new locations for programs or certificates. The following changes are not considered to be petition-requiring modifications: 1) changes in course numbers or titles following course modifications, 2) removal of a deleted course from a list of electives, and 3) changing the timing of specified courses (i.e. from fall semester to spring semester or from sophomore year to junior year).
2. A petition is required to introduce any new undergraduate course or to modify or delete any existing undergraduate course. Changes in the number of credit hours, in course titles, in the distribution of contact hours between lecture and laboratory, in the course content or description, in prerequisites or in delivery format (i.e. online) will be interpreted as modifications of a course.
3. All petitions for academic programs and certificates must be submitted to the UCC by the 3rd Monday in September or the 3rd Monday in January to ensure time for review by NPDC, APC, and the Board of Trustees
4. All petitions for academic programs must be submitted to the provost according to the following schedule:  
Third Friday of October for courses to be offered during the following fall term, Friday before Spring Break for courses to be offered the following spring and summer terms.
5. Petitions are to be prepared in accordance with petition formats available in Curriculog. All petitions must meet the following criteria:
  - a. Approval by a majority of the eligible voting faculty members in a department. A department is defined for this purpose as an academic discipline.
  - b. Approval by the college curriculum committee.
  - c. In the case of interdisciplinary course changes, approval by a majority of faculty members in all relevant departments and their college curriculum committees. Interdisciplinary is defined as

any program involving two or more academic disciplines, each of which contributes one third or more of the hours required for a major or minor. In the event of directed electives in any discipline, the same rules apply.

- d. Approval by the dean, or in the case of interdisciplinary courses, by the deans of all affected colleges.
  - e. If pertinent, the approval of the Dean of the Pott College of Science, Engineering, and Education. Applicable courses or programs are those which are on, or will be placed on, the state approved list of majors, minors, or electives for certification in elementary or secondary education.
6. The chair of the University Curriculum Committee will establish the committee's agenda, meeting time, and meeting place at least one week prior to meeting.
  7. All program and certificate curriculum changes at the University are effective at the start of the fall semester each year.
  8. All proposed curricular changes may be reviewed by all faculty throughout the approval process in Curriculog.

#### **B. Procedures for Introducing a New Curricular Program/Certificate**

1. The proposal is initiated or prepared at the department or college level as appropriate. A department is defined for this purpose as an academic discipline. Authorization to develop new programs is the responsibility of the Academic Planning Council. The University of Southern Indiana Board of Trustees reviews and approves such programs in light of the Indiana Commission for Higher Education guidelines. New program requests are then submitted to the appropriate state agencies and national agencies. If the new program is not related to a present department or college, the program may be initiated and prepared through the Provost's Office and shall be prepared by the academic unit requesting the change.

The **ORIGINAL** of the petition must be submitted in Curriculog®.

2. Once the petition is launched, the petition must be approved by a majority of the department's faculty, the department chair, the college curriculum committee, the college dean before the petition is reviewed by the University Curriculum Committee.
  - a. If the petition does involve a program in elementary or secondary education which is on, or will be placed on, the state approved list of majors, minors or electives, the petition must also be approved by the dean of the Pott College of Science, Engineering, and Education. The dean may also require information that shows how the new program relates to those already existing. In this event, the course or program must be submitted to the dean in the format requested by the state for evaluation.
3. In evaluating petitions, the University Curriculum Committee will extend invitations to the originator and concerned faculty members to attend committee meetings and may request additional information that it considers necessary. Petitions are available for review by all faculty and affected parties through Curriculog. Upon approval by the University Curriculum Committee, such petitions will be submitted to the Faculty Senate at the end of each academic year.

The petition is then reviewed by NPDC, APC, president for the university, Board of Trustees, Indiana Commission for Higher Education and any additional state or national agencies as required. Approvals at each level of review are maintained in Curriculog.

4. Curricular changes will appear in the next published academic bulletin.
5. When final state approval to implement a new curricular program is received, all new courses for the program must be approved following the new course procedure.

### C. Procedures for Initiating New Courses

1. Approval for initiating new courses is secured through the use of a petition in Curriculog. Each new course proposed must be listed on a separate petition. The proposal is to be prepared as a petition by members of the department, and must be approved by a majority of the department as well as by the college curriculum committee of the discipline concerned. A department is defined for this purpose as an academic discipline. In the case of a cross-listed course the approval must include a majority of eligible voting faculty from each department involved in the course.
2. The **ORIGINAL** of the petition must be submitted in Curriculog® . Once the petition is launched, the petition must be approved by a majority of the department's faculty, the department chair, the college curriculum committee, the college dean before the petition is reviewed by the University Curriculum Committee.

If the petition does involve a program in elementary or secondary education which is on, or will be placed on, the state approved list of majors, minors or electives, the petition must also be approved by the dean of the Pott College of Science, Engineering, and Education. The dean may also require information that shows how the new program relates to those already existing. In this event, the course or program must be submitted to the dean in the format requested by the state for evaluation.

- a. If the course is proposed for core credit, a petition for Core 39 must also be launched in Curriculog® for review by the Core 39 Council. Please refer to section G for more information.
3. In evaluating petitions, the University Curriculum Committee will extend invitations to the originator and concerned faculty members to attend committee meetings and may request additional information which it considers necessary. Petitions are available for review by all faculty and affected parties through Curriculog®. Upon approval by the University Curriculum Committee, a summary report of all petitions will be submitted to Faculty Senate at the end of each academic year. The petition will be reviewed for final approval by the provost.
4. Approvals at each level of review are maintained in Curriculog® and curricular changes will appear in the next published academic bulletin.

### D. Procedures for Modifying and/or Deleting Courses or Programs

1. Approval for modifications and deletions of existing courses and programs is secured through the use of a petition or memorandum (See Memorandum-required Changes). Each course or program to be modified or deleted must be listed on a separate petition.
2. The proposal is to be prepared as a petition in Curriculog® by members of the department. A department is defined for this purpose as an academic discipline. Once the petition is launched, the petition must be approved by a majority of the department's eligible voting faculty, the department chair, the college curriculum committee, the college dean before the petition is reviewed by the University Curriculum Committee. In the event of an interdisciplinary course or program, the approval must include a majority of eligible voting faculty from each department involved in the course of the program. If the petition does involve a program or courses in elementary or secondary education which is on the state approved list of majors, minors or electives, the petition must also be approved by the dean of the Pott College of Science, Engineering, and Education.
  - a. Memorandum-required modifications for existing courses are described in section b (below). Memorandum-required modifications include changes in grading method (letter grades or

Satisfactory/Unsatisfactory), course title, course number in which the course level remains the same, changes in prefix if the proposed prefix has been officially approved for use, or course description, and changes in prerequisite where the change is necessary because of a change in the title or number of the prerequisite course.

Changes in course numbers in which the initial digit is changed, or changes prerequisites courses cannot, under any circumstances, be treated as memorandum-required modifications. Similarly, changes in courses offered for core curriculum credit or as part of a teacher education program cannot be treated as memorandum-required modifications.

- b. Request for approval of memorandum-required modifications is submitted through the memorandum form in Curriculog®. A memorandum requesting approval of these modifications may include up to two modifications. For each approval requested the memorandum should state the type of modification proposed, the reason for the modification, and both the existing and proposed course description. After the memorandum is launched by the department chair, the memorandum must be approved by the college dean, the chair of the University Curriculum Committee, and the provost. Approvals at each level of review are maintained in Curriculog® and curricular changes will appear in the next published academic bulletin.
3. The **ORIGINAL** of the petition must be submitted in Curriculog®. Once the petition is launched, the petition must be approved by a majority of the department's faculty, the department chair, the college curriculum committee, the college dean before the petition is reviewed by the University Curriculum Committee.
  - a. If the petition does not involve a program in elementary or secondary education which is on, or will be placed on, the state approved list of majors, minors or electives, the petition must also be approved by the dean of the Pott College of Science, Engineering, and Education. The dean may also require information that shows how the new program relates to those already existing. In this event, the course or program must be submitted to the dean in the format requested by the state for evaluation.
  - b. If the course is proposed for core credit, a petition for Core 39 must also be launched in Curriculog® for review by the Core 39 Council. Please refer to section G for more information.
4. In evaluating petitions, the University Curriculum Committee will extend invitations to the originator and concerned faculty members to attend committee meetings and may request additional information which it considers necessary. Petitions are available for review by all faculty and affected parties through Curriculog®. Upon approval by the University Curriculum Committee, such petitions will be submitted to the Faculty Senate at the end of each academic year.
5. The petition will be reviewed for final approval by the provost. Approvals at each level of review are maintained in Curriculog® and curricular changes will appear in the next published academic bulletin.

## E. Experimental Courses

In maintaining an up-to-date curriculum, it is sometimes necessary to introduce non-traditional and special credit courses on an experimental basis. These include courses of a topical or contemporary nature, the content of which may have widespread but only short-term appeal (for example, courses developed for the Bicentennial). Also included are courses which may require initial experimentation and development before inclusion as a regular part of the curriculum.

- a. The Provost's Office serves as the administrative vehicle for experimental courses. An experimental course must be approved by the college dean, the chair of the University Curriculum Committee, and the provost. Approvals at each level of review are maintained in Curriculog®. For courses which



logically do not fall under any of the established colleges, the Associate Provost for Outreach and Engagement will serve as college dean. Procedural steps to be followed in approving an experimental or special course include the following:

1. The proposal for an experimental course is launched as a petition through Curriculog®. . The petition format is the same as for introducing new courses as a regular part of the curriculum and should include:
    - a. Name of department and college.
    - b. Suggested course number, title, and credit hours.
    - c. Course description.
    - d. Semester and year when course will first be offered.
    - e. Instructional resources required to implement course.
      1. Faculty and staff.
      2. General texts.
      3. Periodicals.
      4. References.
      5. Technology, software and equipment.
    - f. Analysis of existing instructional resources and needs.
    - g. Syllabus.
    - h. Purpose of the course and justification for inclusion in the curriculum.
    - i. Description of how the course will be evaluated and criteria to be used in determining if the course achieved the objectives set for it.
  2. If the dean approves of the course, the department chair in consultation with the dean and the registrar's office will assign a new or unused course number. The course number is to be followed by the letter "X" to signify an experimental course. If the dean approves of the course, the department chair in consultation with the dean and the registrar's office will assign a new or unused course number. The course number is to be followed by the letter "X" to signify an experimental course.
  3. Approval for continuation of experimental courses may be granted for one consecutive academic semester only.
  4. After completion of the course and the review of the evaluation results, the department may recommend inclusion of the course in the formal curriculum. If this recommendation is made, the department will complete a new course petition following the procedures outlined "Procedures for Initiating New Courses".
  5. A department may initiate a new course petition before completion of the course and evaluation. Formal application must be made no later than the curriculum deadlines of the semester when the course is offered an "X" for the second semester.
  6. Except under unusual circumstances, experimental courses will not be used to satisfy Core 39 requirements. If an exception to this policy is requested, the director of Core 39 must serve on the committee to approve the course.
- F. An undergraduate certificate is a programmatic or topically-linked series of courses, either from a single field or across disciplinary boundaries. The certificate provides a focused, structure, and interrelated set of courses that enhances the undergraduate experience. Creating relevant and academically rigorous undergraduate certificates presents an opportunity to respond to the evolving environmental conditions in higher education and concurrent shifts in student needs. Interested students should contact the academic department for more information.

#### Guidelines

1. Any student admitted to the University is eligible to pursue an undergraduate certificate. However, some certificate programs may have specific admission and/or prerequisite requirements. .
2. All interested students must declare a certificate as a part of their curricular record by contacting the appropriate academic department.
  - a. Students may declare a certificate before completing degree requirements.
  - b. Certificates may be declared as stand-alone programs.
3. The total number of credit hours required for an undergraduate certificate may vary by academic discipline but must require a minimum of nine (9) credit hours. At least six (6) must be upper division units (300/400—level) of USI course work.
4. All University policies apply, including academic, grading admission, retention, contact hours, and faculty eligibility to teach.
5. Credit hours earned for a certificate may be applied toward another degree program. However, a student cannot earn a certificate that is fully embedded (or subsumed) with the requirements of his/her majors or minor, but must include at least three (3) unique credit hours.
6. Academic departments may determine whether coursework taken to complete the certificate may also be applied to a degree program. However, a minimum of six (6) credit hours used to satisfy certificate requirements must be taken in residence at USI.
7. Coursework taken more than four (4) years before the certificate is awarded may not be applied.
8. Certificates may be structured as either discipline-specific or cross-disciplinary. Academic departments applying for certificates must consult with and/or obtain support for related programs and departments who insure the availability of courses required for the certificate.
9. Separate concentration may not be offered under an approved certificate.
10. Certificates may be stand-alone or linked to an existing degree program.
11. Courses applied to a certificate must be legitimate academic courses approved by the University Curriculum Committee.
12. All certificates (including post-baccalaureate) must be approved through the University's curricular review process as a new program.
13. Certificates should enhance existing programs. Sufficient resources must exist to support the certificate without penalizing existing academic programs, including minors and concentrations.
14. Officially approved certificates will be posted to University of Southern Indiana transcripts and will be issued by the Registrar's Office. A formal Application for Graduations must be completed for certificate programs.

For information about proposing a new undergraduate certificate-application procedures and approval process- as well as procedures for managing approved certificates can be found in the University Handbook under Procedures for Changes in Undergraduate Curricula.

#### **G. Undergraduate Concentration Definition and Guidelines**

An undergraduate concentration is a coordinated grouping of courses that represent a sub-specialization within a major field of study. The number of credit hours for a concentration varies but must be contained within the credit hours for the major. Generally students will complete the required courses for a core area of study (the major) and a designated set of directed electives to complete the concentration. Declared concentrations are designated on university transcripts when the degrees are awarded.

Terms such as track, emphasis, and specialization will not appear on transcripts but refer to course listings used for academic advising and marketing purposes.

#### **Guidelines**

1. All concentrations that will appear on transcripts must be approved through the University's curricular review process as additions (modifications) to existing programs.
2. If a degree program includes different concentrations, students must declare a specific concentration to be part of their curricular record by contacting the appropriate academic department and submitting the Change of Academic Program form to the Registrar's Office for processing.
3. The total number of credit hours required for an undergraduate concentration may vary by academic discipline but must require a minimum of 12 credit hours. At least six (6) credit hours of the concentration must be coursework taken at the 300/400-level.
4. Credit hours earned for a concentration may be applied toward another concentration. However, each concentration must include six (6) unique credit hours.

## Procedures for Modifying the University Core Curriculum

### 1. General Policies

- a. The University Core Curriculum director has the responsibility for coordinating issues related to the University Core Curriculum. The director must convene a council consisting of an elected representative from each College, plus one additional elected representative each from the College of Liberal Arts and the Pott College of Science, Engineering, and Education.

A student member will be selected each spring to serve a renewable one-year term beginning the following fall. (He must be enrolled full-time and must have earned at least 60 semester hours by the time his/her term of office begins. The Student Government Association will nominate three candidates to the provost, who will make the final selection. Preference will be given to students in good academic standing who have completed a substantial number of University Core hours at USI.) This council will review all proposals regarding the University Core prior to their being submitted to other University bodies.

- b. The College offering a course holds the authority to recommend whether a course will or will not carry University Core Curriculum credit.
- c. Colleges may stipulate requirements in general education in addition to, but not in lieu of, the University Core Curriculum requirements.

### 2. Procedures for Adding Courses

- a. Departments wishing to recommend courses for the University Core Curriculum (UCC) must prepare a petition designed for this purpose and available from the director. In the case of new or revised courses, this petition will be in addition to the new or modified course petition required as part of the regular approval process.

- b. If the course is a new or modified offering, the University Core Council will receive the petition package from the dean of the college offering the course. It will then make its recommendations on the course's appropriateness for the UCC, and forward these recommendations to the University Curriculum Committee as part of the regular course approval process.
- c. If the course is already part of the University's curriculum, the University Core Council will receive the petition from the department offering the course, announce such receipt, and allow the faculty ten instructional days to submit comments to the coordinator. After such period has elapsed, the council will formulate its recommendations on the course's UCC status and forward these to the provost, who will announce courses approved for the program.
- d. If a petition is denied by the University Core Council, it may be revised and resubmitted to the same council one time. If it is rejected a second time, the decision may be appealed to the University Curriculum Committee. If the course's position in the University Core Curriculum is denied by the University Curriculum Committee, the decision may be appealed to the Faculty Senate.

### 3. Procedures for Deleting Courses

Removal of courses from the University Core Curriculum may occur in any of the following ways:

- a. At the request of the department offering the course. The department will submit a petition to be prepared for this purpose that will include the following information:
  - 1. Course number, title, and catalog description;
  - 2. UCC categories from which removal is requested;
  - 3. Rationale for removal.

The petition will be submitted to the UCC director, who will advertise its receipt and invite faculty response for at least ten working days. The UCC Council will then endorse the petition after negotiating an appropriate time for actual removal of the course. The council's recommendation, which may be appealed by any member of the faculty to the Curriculum Committee and, if necessary, the Faculty Senate, will be forwarded to the provost.

- b. Because the course has not been offered in a reasonable period of time. If a UCC course has not been offered during three consecutive calendar years, the director will inform the department involved that removal of the course from the UCC is pending. The department will have one year in which to offer the course or provide the council with an acceptable justification for its remaining on the UCC list despite not being offered. If the matter is not resolved in one of these two ways during the stipulated one year, the course will be removed from the UCC.
- c. As a result of the UCC assessment process. If, as a result of the regularly scheduled UCC assessment process, the council cannot determine that a UCC course is meeting its intended objectives, the following steps will be taken. These policies will be communicated to the faculty and will be made explicit at the beginning of every new assessment process. They will be applied judiciously and diplomatically, with actual removal a rare and final resort.

- The director will inform the department involved, which will have six months to respond. During this period, the council will work with the department to develop an acceptable plan to remedy the situation. Responsibility for developing the plan will rest with the department.
- If at the end of six months the council has not accepted a plan of remedy, the course will be removed from the UCC effective the following semester.

Council decisions to remove courses as a result of assessment may be appealed by any member of the faculty to the University Curriculum Committee and, if necessary, the Faculty Senate.

#### 4. Procedures for Modifying the Program

- a. Petitions to modify the policies or guidelines of the University Core Curriculum should be submitted to the University Core Council.
- b. The University Core Council will submit its recommendations to the University Curriculum Committee.
- c. The University Curriculum Committee will submit its recommendations to the Faculty Senate.
- d. The Faculty Senate will submit its recommendations to the provost for final action.

NOTE: In February 1998 the Faculty Senate reconfirmed the principle that “all changes in policy for the UCC will be recommended by the University Core Council to the Curriculum Committee and then forwarded to the Faculty Senate.”

#### H. Course Removal/Irregularly Offered Course Policy

Courses that appear in the Bulletin but are not offered within four calendar years will either be removed or designated irregularly offered in subsequent issues of the Bulletin by action of the provost in consultation with deans. Once removed, courses must be introduced via the curricular procedures for the addition of new courses. The first four year period commences fall, 1988.

#### I. Course Numbering System

The following information should be kept in mind when assigning course numbers. Course numbers between 001 and 099 are available for credit but do not apply to the 120 hours required for graduation. Such courses are typically of a developmental nature. Generally, the following numbers are used for courses at the 100 level and above:

Course Number Level	
100 - 199	Freshman
200 - 299	Sophomore
300 - 399	Junior
400 - 499	Senior
500 - 599	Graduate

600 - 699	Graduate Only
700 - 800	Doctoral Only

Assignment of these numbers should not be construed as an indication that the course is restricted to members of the particular year noted. Additional notation is required to restrict a course if that is deemed advisable and appropriate. Courses bearing the catalog number 500 or above carry graduate credit. Courses numbered in the 500 series usually have 400 counterparts which are open to undergraduate students. Five specific courses numbered 501 in the College of Business do not have 400 counterparts and do not count toward the M.B.A. degree. Courses numbered in the 600 series and above are open only to graduate students. Courses numbered in the 700 series and above are open only to doctoral students.

Course numbers ending in either a 0 or 99 indicate that the class can be repeated for credit up to the maximum hours specified.

# Procedures for Changes in Graduate Curricula

## Date

12/18

## Item

III

Procedures for the review of the graduate curriculum, including the curricular content of new programs, approval of new courses, and the modification of existing courses and program curricula are described below. Petitions for changes in curricula are available through Curriculog™, the online curriculum management system.

### A. General Guidelines

1. The term curricular program is defined as the specific course requirements for any master's, doctoral or certificate program to be applied toward some degree or certificate granting program offered by the University. Any change in these requirements is interpreted as a modification of a curricular program. Changes in the total number of credit hours required to complete a degree program or in the number of credit hours required to complete a particular degree, changes in the title of the degree or certificate, and additions and deletions of any required courses will be interpreted as modifications of a curricular program. Changing the timing of specified courses (say from fall semester to spring semester or from first year to second year) is not considered a modification requiring approval.
2. A petition is required to introduce any new graduate course or to modify or delete any existing graduate course. Changes in the number of credit hours, in course titles, in the distribution of contact hours between lecture and laboratory, in the course content or description, or in prerequisites will be interpreted as modifications of a course.

3. All petitions for new academic programs must be submitted to the UCC or UGC by the 3rd Monday in September or the 3rd Monday in January to ensure adequate time for review by NPDC, APC and the Board of Trustees.
4. To be published in the semester schedule, all petitions for new courses and/or curricular programs should be submitted to the chair of the Graduate Council according to the following schedule:

November 15 of the prior year for courses to be offered during the fall term, March 1 for courses to be offered the following spring and summer terms.

5. Petitions are to be prepared in accordance with petition formats available in the Graduate Studies Office. All petitions must meet the following criteria:
  - a. Approval by the departmental chairperson and graduate program director. A department is defined for this purpose as an academic discipline.
  - b. Approval by the college level Graduate Council
  - c. Approval by the dean, or in the case of interdisciplinary courses, by the deans of all affected colleges.
  - d. Approval by the director of Graduate Studies
6. The college level Graduate Council will review all petitions for curriculum changes and, when necessary, make recommendations to the provost.
7. The director of Graduate Studies will publish the Graduate Council's meeting time and place at least one week prior to meeting.
8. All curriculum changes at the University are effective on August 15 each year.

#### **B. Procedures for Introducing a New Curricular Graduate Program**

The proposal is initiated or prepared at the department or college level as appropriate. A department is defined for this purpose as an academic discipline. Authorization to develop new programs is the responsibility of the Academic Planning Council. The University of Southern Indiana Board of Trustees reviews and approves such programs in light of the Indiana Commission of Higher Education guidelines. New program requests are then submitted to the appropriate state agencies. If the new program is not related to a present department or college, the program may be initiated and prepared through Graduate Studies or the Provost's Office. It shall be prepared by the college requesting the change.

1. The original of the petition must be submitted in Curriculog® to the director of Graduate Studies for review by the Council of Graduate Program Directors and Chairs.
2. In evaluating petitions, the Council of Graduate Program Directors and Chairs may extend invitations to concerned faculty members to attend council sessions and may request additional information which it considers necessary. After initial evaluation by the Council of Graduate Program Directors and Chairs, a description and the rationale for the program will be published. The faculty will be given ten instructional days from the time of publication in which to present to the Council of Graduate Program Directors and Chairs written support or objection to the proposal. If objections have been received and cannot be resolved through discussion by the concerned parties, the Council of Graduate Program Directors and Chairs will consider the petition again.
3. Following its evaluation, the Council of Graduate Program Directors and Chairs will submit the recommendation to the Academic Planning Council. Upon approval by the Academic Planning Council, the recommendation will be submitted to the president.
4. Notice of final administrative approval will be published by the provost .
5. When final state approval to implement a new curricular program is received, all new courses for the program must be approved following the procedures for initiating new graduate courses.

### C. Procedures for Initiating New Graduate Courses

1. Approval for initiating new courses is secured through the use of a Petition for a New and Modified Graduate Course available in Curriculum@ curriculum management system. Each new course proposed must be listed on a separate petition. The proposal is to be prepared as a petition with the members of the program and approved by the department chair, the graduate program director, the college level graduate council, the dean of the college that will have the primary evaluation responsibility for the course or program, and the director of Graduate Studies. A department is defined for this purpose as an academic discipline.

For the course to be counted toward a second degree program, the petition must also be recommended by the graduate program director and the dean of the college of that program.

2. Upon completion of the approval process as noted above, the petitions will be reviewed by the provost.
3. Notice of the final administrative decision will be published by the provost.

### D. Procedures for Modifying and/or Deleting Graduate Courses or Programs

1. Approval for modifications and deletions of existing courses and programs is secured through the use of a Petition for New and Modified Graduate Course. Each course or program to be modified or deleted must be listed on a separate petition. The proposal is to be prepared as a petition with the members of the program and must be approved by the department chair, the graduate program director, the college level Graduate Council, the dean of the college that will have the primary evaluation responsibility for the course or program, the director of Graduate Studies, and the provost. A department is defined for this purpose as an academic discipline.

To be counted toward a second degree program, the petition must also be recommended by the graduate program director and the dean of the college of that program.

- a. Minor modifications of existing courses are not required to be submitted on petitions. The procedure for minor modifications is described in section b. below. Minor modifications include such things as changes in course title, course number in which the course level remains the same, prefix if the proposed prefix has been officially approved for use, course description, and prerequisite where the change is necessary because of a change in the title or number of the prerequisite course.
- b. Requests for approval of minor modifications are submitted to the director of Graduate Studies by the dean of the college requesting the modification. The request may be made in the form of a memorandum from the dean. A memorandum requesting approval of minor modifications may include modifications to two or more courses. For each approval requested, the memorandum should state the type of modification proposed, the reason for the modification, and both the existing and proposed course description. Upon receipt of such a request the director of Graduate Studies will consult with the provost. Their agreement will constitute approval of the modification(s) and the provost will publish a notice of this approval.



## E. Experimental and Special Graduate Courses

In maintaining an up-to-date curriculum, it is sometimes necessary to introduce non-traditional and special credit courses on an experimental basis. These include courses of a topical or contemporary nature, the content of which may have widespread but only short-term appeal. Also included are courses which may require initial experimentation and development before inclusion as a regular part of the curriculum.

The Provost's Office serves as the administrative vehicle for experimental and special courses. Approval of experimental and special graduate courses is by a committee including the provost, the dean of the college involved, and the director of Graduate Studies. For courses which logically do not fall under any of the established colleges, the director of Graduate Studies will serve as college dean. Procedural steps to be followed in approving an experimental or special graduate course include the following:

1. The proposal for an experimental or special graduate course is presented as a petition to the dean or the department chair with responsibility for the discipline or disciplines involved in the course. The petition format is the same as for introducing new courses as a regular part of the curriculum.
2. If the dean approves of the course, the dean will assign a new or unused course number. The course number is to be followed by the letter "X" to signify a special or experimental course. If the course is offered a second time, the course number is to be followed by an "XX".
3. The dean will present the petition to the director of Graduate Studies and the provost for approval. Approved courses will be announced.
4. Approval for continuation of experimental or special courses may be granted for one consecutive academic semester only.
5. After completion of the course and review of the evaluation results, the dean, provost and director of Graduate Studies may recommend inclusion of the course in the formal curriculum, in which case the dean will collect the petition, all documents related to the course, and results of the evaluation for review. The dean will submit the material to the college level graduate council for formal approval according to the normal procedure.

## F. Course Removal/Irregularly Offered Course Policy

Courses that appear in the *Bulletin* but are not offered within four calendar years will either be removed or designated irregularly offered in subsequent issues of the Bulletin by action of the provost and vice president for Academic Affairs in consultation with deans. Once removed, courses must be introduced via the curricular procedures for the addition of new courses. The first four-year period commences fall, 1988.

## G. Course Numbering System

The following information should be kept in mind when assigning course numbers. Course numbers between 001 and 099 are available for credit but do not apply to the 120 hours required for graduation. Such courses are typically of a developmental nature. Generally, the following numbers are used for courses at the 100 level and above:

Course Number Level	
100 - 199	Freshman
200 - 299	Sophomore
300 - 399	Junior

400 - 499	Senior
500 - 599	Graduate
600 - 699	Graduate Only
700 - 800	Doctoral Only

Assignment of these numbers should not be construed as an indication that the course is restricted to members of the particular year noted. Additional notation is required to restrict a course if that is deemed advisable and appropriate. Courses bearing the catalog number 500 or above carry graduate credit. Courses numbered in the 500 series usually have 400 counterparts, which are open to undergraduate students. Five specific courses numbered 501 in the College of Business do not have 400 counterparts and do not count toward the M.B.A. degree. Courses numbered in the 600 series and above are open only to graduate students. Courses numbered in the 700 series and above are only open to doctoral students.

Course numbers ending in either a 0 or 99 indicate that the class can be repeated for credit up to the maximum hours specified.

## Procedures for Initiating Online Learning Courses

Item  
III

Faculty interested in developing a course for distance learning should obtain approval from the department chair, dean, and the Executive Director for Online Learning. The development of a new course for distance delivery (one not previously offered) must be approved by the University Curriculum Committee.

## Faculty Compensation for Online Learning

Item  
III

Faculty members developing online courses may receive a stipend (\$1000/credit hour not to exceed \$4000). The stipend is for the performance of duties for course development that are outside the scope of the academic period of their contracted agreement and, for administrative staff, for the performance of duties that are outside the usual position function and schedule. The stipend for all faculty must fall within the guidelines for extra compensation. The development of the course with stipend is a Work Made for Hire per USI's Intellectual Property Policy.

# Duties and Responsibilities of the Graduate Faculty and Graduate Council

Date

7/05

Item

III

## I. The Graduate Faculty

The teaching of graduate courses and the direction of graduate theses and dissertations shall be carried out by members of the Graduate Faculty. Members of the Graduate Faculty shall also have the responsibility for recommendation for admission of graduate students to graduate programs and the recommendation of those to be awarded graduate degrees. There shall be two categories of graduate faculty membership.

### A. Categories of Graduate Faculty Status

#### Regular Graduate Faculty

1. Regular membership is reserved for faculty members who hold the terminal degree in his/her field, have a renewable appointment in excess of one year and is tenured or on the tenure or clinical track. The graduate faculty member shall have successful teaching experience and an active record of research and publication. Regular Graduate Faculty members shall teach graduate courses; direct graduate theses, final or capstone projects, and dissertations; and participate in department or program graduate committees. Graduate faculty status will be reviewed every six years for tenured graduate faculty. The tenure and promotion process will serve as the first six year review for graduate faculty membership for tenure track faculty. Graduate faculty status will be reviewed at the beginning of the appointment cycle for multi-year renewable contract faculty and clinical track faculty holding the terminal degree in their discipline.

Regular Graduate Faculty members will receive three credit hours of release time during any semester in which they teach one or more stand-alone graduate-level course(s).

#### Affiliate Graduate Faculty Status

2. Affiliate graduate faculty status is assigned to graduate faculty members who hold one year contracts and/or adjunct or part-time faculty. Affiliate graduate faculty members possess significant experience specifically suited to a particular graduate course. The necessary qualification is demonstrable evidence that the candidate possesses the knowledge, experience, and capability in the area of intended participation in the graduate program of the University. Affiliate faculty members shall teach sections of the courses for which they are approved and may participate in department or program graduate committees. Affiliate graduate faculty status is approved yearly. Affiliate graduate faculty members may be approved for years subsequent to their first appointment. In that event, evidence of teaching effectiveness must be presented. Affiliate graduate faculty are not eligible for the three credit hours of release time.

**B. Criteria for Election or Reappointment to the Graduate Faculty--necessary for regular graduate faculty membership status**

**1. Evidence of Scholarship and Professional Activity**

Faculty involved in the direction of graduate study must be active in the research, application, and/or practice of scholarship in their fields or subject of an interdisciplinary nature reflecting the content of the program in which they are teaching. Scholarship can be evidenced in a variety of ways depending on the academic discipline. Some pertinent criteria are the following:

- a. Publications, both professional and directed toward an informed general audience
- b. Presentations at professional meetings
- c. Manuscripts in preparation
- d. Performance or professional practice activity
- e. Art or music activity
- f. Involvement with professional organizations
- g. Service activities requiring professional expertise
- h. Relevant experience
- i. Appropriate terminal degree

**2. Evidence of Teaching Effectiveness**

Faculty involved in the direction of graduate study must be successful teachers at the graduate level. Evidence of successful teaching at the graduate level may be demonstrated by a variety of methods. Some relevant methods are the following:

- a. Course evaluation
- b. Departmental review
- c. Evidence of curricular development, assessment, and advising
- d. Student exit interviews
- e. Directing graduate projects

**C. Procedures for Election to the Graduate Faculty**

The process consists of:

1. Faculty completion of application for graduate faculty membership in the Curriculumlog™ curriculum management system.
2. Review of graduate faculty application by the college level Graduate Council.
3. Recommendation of approval/disapproval of graduate faculty status to the dean of the college by the chair of the college level Graduate Council.
4. Recommendation of approval/disapproval of graduate faculty status to the Director of Graduate Studies by the dean of the College.
5. Recommendation of approval/disapproval of graduate faculty status to the Provost by the Director of Graduate Studies.

6. Decision of approval/disapproval by the Provost.
7. The Director of Graduate Studies informs the faculty member of the decision.

## II. The Council of Graduate Program Directors and Chairs

The Council of Graduate Program Directors and Chairs is the academic, executive, and planning committee of the graduate faculty. Its membership consists of the director or chair of each graduate program. In addition, the Registrar, Director of Library and the provost are ex officio members. The Director of Graduate Studies serves as the chairperson.

### A. The Council of Graduate Program Directors and Chairs

1. Develops the policies and standards for graduate education;
2. Reviews and approves recommendations regarding new academic courses and programs;
3. Serves as the legislative and administrative body for graduate programs at the university;
4. Serves as the long-range planning committee for graduate studies at the University.

### B. Meetings

The Council of Graduate Program Directors and Chairs will meet at least twice each semester, with meeting times dictated by the current workload.

### C. The College Level Graduate Council

1. The college level graduate council is comprised of the following individuals:
2. An assistant/associate dean of the college who serves as a non-voting, ex officio member and chair of the council. The assistant/associate dean also serving as program director is eligible to vote.
3. Every graduate program director in that particular college serve as voting members.
4. At least two elected faculty representatives from the college serve as voting members.
5. The director of Graduate Studies serves as a non-voting ex officio member.
6. The Registrar or designee and the Collections Development Librarian serve as non-voting ex officio members.

#### Role of College Level Graduate Council

The college level graduate council serves as the college's graduate curriculum committee and as the college's graduate faculty vetting committee. The college level graduate council will determine the standards for teaching and scholarship for graduate faculty with their college when evaluating applications for graduate faculty membership.

# Student Academic Grievance Procedure

## Item

III

It is the goal of the Student Academic Grievance Policy and Procedure to provide a simple and expeditious process, allowing both informal and formal resolution of conflicts. Resolutions may include student reinstatement or other corrective action for the benefit of the student, but may not award monetary compensation or take disciplinary action against any employee of the University.

Departmental or college procedures, where they exist, must be followed before the University grievance procedure can be initiated; where such procedures exist, the informal procedures as outlined below may be precluded.

### A. General Conditions

#### 1. Violation of Policy

This Policy addresses academic grievances only. Academic grievances are complaints brought by students regarding the University's provision of education and academic services affecting their role as students. Academic grievances must be based on a claimed violation of a University rule, policy or established practice. This policy does not limit the University's right to change rules, policies or practices.

#### 2. Not Applicable

This Policy does not apply to conflicts connected with student employment or actions taken under the Board of Trustees policy on student conduct. Complaints concerning judgments of academic performance are not grievances under this policy. Any complaint alleging discrimination in the University/student relationship, including sexual misconduct, may be filed with the Affirmative Action Officer.

#### 3. Qualified Students

Students must have been enrolled at the time of the alleged incident or action that resulted in the grievance in order to file an academic grievance under this policy. Grievances must be filed in a timely manner, as outlined in Section E.

### B. Informal Resolution

#### 1. The First Step

The first step of any resolution should be at the lowest unit level between the student and the faculty member involved or the appropriate administrator. If no informal resolution results at this level, informal resolution may be sought at the departmental level. If the issue cannot be resolved informally, then the complaint may move to the formal level.

#### 2. Judgments on Academic Performance

Grievances involving an instructor's judgment in assigning a grade based on academic performance must be resolved through the informal resolution procedure.

### C. Formal Resolution

#### 1. Student Academic Grievance Committee

The Student Academic Grievance Committee, a composite pool of ten members (five faculty and five students), will be elected in the spring to two-year terms, with graduate faculty and all

undergraduate faculty and student members being elected for staggered terms and graduate students elected to one-year terms. The five faculty members will include at least two members of the graduate faculty and three members of the undergraduate faculty. The student members will include three undergraduate students and two graduate students.

a. Committee Selections

The Student Government Association will elect two undergraduate student members and one undergraduate faculty member. The Faculty Senate will elect one undergraduate student and two undergraduate faculty members. The Council of Graduate Program Directors and Chairs will elect two graduate faculty members. The Graduate Student Advisory Committee will select two graduate students.

Members of the undergraduate faculty and undergraduate students will be elected in odd numbered years to two-year terms; members of the graduate faculty will be elected in even numbered years to two-year terms; graduate student members will be selected for one-year terms.

In the event of a resignation, the replacement will be selected by the same representative body as the person resigning.

b. Length of Term

Terms will be for two years, beginning in the fall and ending at the conclusion of the summer III term following the second year of service. Graduate student terms will begin in the fall and end at the conclusion of the summer III term.

c. Eligibility to Serve in the Composite Pool

Faculty must be tenured to be eligible to serve. Undergraduate student members shall have earned at least 45 semester hours at the University, have a cumulative GPA of 2.0 and be in good standing.

Graduate students must be admitted to a graduate program, be enrolled in graduate program classes during the spring term of the pool selection, have earned at least 6 graduate hours, have a cumulative 3.0 GPA at the graduate level and be in good standing.

Faculty members must have been at the University full time for at least three years.

d. Meeting Time

The pool shall be convened at the beginning of each fall semester by the provost or designated representative. At that meeting, members of the pool shall choose the chair and vice-chair and participate in orientation and training.

Only faculty members are eligible to serve as chair and vice-chair. Once chosen, the chair serves in that position for twelve months. The chair serves in a non-voting position, except in case of a tie, with full discussion rights. For each grievance, the chair has the responsibility for selecting hearing panel members and administering the work of the hearing panel.

2. Filing a Complaint

A complaint must be submitted in writing to the dean of the college in which the alleged incident occurred. The complaint should identify the student grievant; the respondent faculty member or administrator; any other person involved; the incident, the rule, policy or established practice claimed to have been violated, and a brief statement of the remedy sought.

3. Preliminary Resolution Procedure

The dean of the college in which the alleged incident occurred will meet with the student and the faculty or administrator involved to determine whether satisfactory resolution can be reached. If this cannot be achieved, the dean shall obtain a written answer from the responding faculty member or administrator and refer the matter to a hearing before a panel of the Student Academic Grievance Committee.

4. Hearing Panel

Hearing panels will be chaired by a faculty member and will be composed as follows: three faculty members (one of whom is the chair) and two student members. If the grievance concerns an undergraduate student, the hearing panel will include at least one undergraduate student. The faculty will include at least two undergraduate faculty.

If the grievance concerns a graduate student, the hearing panel will include at least one graduate student and two graduate faculty.

If the chair of the grievance committee is unable to select a hearing panel member from members of the pool, an alternate member will be appointed to serve on that hearing panel by the chair of the appropriate selection body (Faculty Senate, Graduate Student Advisory Committee or the Student Government Association).

5. Hearing Panel Responsibilities

The hearing panel will review the evidence and hold hearings as necessary. The hearing will be an informal non-adversarial fact-finding meeting concerning the allegations. Both the student and the faculty or administrator may be present throughout the fact-finding meeting and may present any relevant evidence. The meeting will not be open to the public.

Deference shall be given to the determination of the lower body; the hearing panel will base its recommendation solely on whether a rule, policy or established practice was violated. The panel will prepare a written report recommending a resolution to the matter and will send the report to the parties and to the provost for review and action. If the provost does not accept the recommendation, the provost will provide a written explanation of any non-concurrence to the parties involved.

**D. Deliberations**

The hearing panel shall deliberate privately at the close of the fact-finding meeting. If a majority of the panel finds the allegations are supported by a preponderance of the evidence, the panel shall take any action which it feels would bring about substantial justice. The committee is not authorized to award a letter grade or to reprimand or otherwise take disciplinary action against any faculty member.

The provost shall be responsible for implementing the final decision.

**E. Timeliness**

All complaints must be filed within forty-five class days after the incident being grieved occurred. "Class days" are defined as days when the university is open for classes or examinations. A response to the complaint must be filed within fifteen class days thereafter. These time lines may be adjusted if there are compelling reasons for delay offered by any of the parties. However, the grievance must still be initiated within the stated time frame of 45 class days after the alleged incident in order for the grievance to warrant review.

**F. Complaints Filed with ICHE**



The Indiana Commission for Higher Education, as the federally designated agency under the State Post-secondary Review Program, records formed complaints registered against institutions. The Commission for the purposes of this program, only records such complaints when they have been reviewed fully under existing institutional complaint procedures without a satisfactory conclusion. The student should contact:

Indiana Commission for Higher Education  
101 West Ohio Street - Suite 550  
Indianapolis, IN 46204  
Tel: (317) 464-4400  
FAX: (317) 464-4410

## Removal of a Student from Class

### Date

9/06

### Item

III

Students are expected to conduct themselves in compliance with the Student Code of Conduct. If a faculty member finds it necessary to remove a student from a class or program, the following procedures will be followed:

#### A. For Class Period

1. A faculty member may dismiss a student from class without prior notification. A review of the circumstance for such action with the student should follow.
2. A student may appeal through the academic grievance procedure.

#### B. For Current Semester

1. A faculty member may recommend to the dean, in writing, that a student be removed from a class for the remainder of the current semester.
2. If the dean agrees, the chair will notify in writing within three class days the provost, the Counseling Center, the Student Financial Assistance Office, the Registrar's Office, the student, and the student's advisor. The dean may attempt to mediate the condition between the student and the faculty member during that three class day period. The dean should file a report with the provost noting his/her involvement up to this point, continuing questions, and recommendations, if any. Notification to the student shall include the class removed from, the reason for removal, the effective date, and an opportunity to appeal through the academic grievance procedure.
3. The student may appeal through the academic grievance procedure within five class days of notification.

#### C. Change of Status within the College

1. The faculty member may make a recommendation to the dean in writing that a student be removed from an academic program.
2. If the dean agrees, the dean will notify in writing the provost, the Counseling Center, the Student Financial Assistance Office, the Registrar's Office, the student, and the student's advisor. The dean may attempt to mediate conditions between the student and the faculty.
3. The student may appeal through the academic grievance procedure within five class days of notification.

#### D. Change of Status University-wide

1. The faculty member may make a recommendation to the dean, in writing, that university-wide sanctions be imposed on a student.
2. If the dean agrees, the dean will notify, in writing, the provost.
3. The dean will press charges following the procedures in the Student Code of Conduct.

## Faculty/Student Expectations

### Date

10/07

### Item

III

Students are expected to attend all classes. Each instructor will inform his/her students of the consequences of absences from class. It is the responsibility of the student to keep instructors informed regarding his/her absences from classes.

Students who expect to be absent from classes should confer with their instructors prior to the absence. Students who miss classes are not excused from their obligations to instructors.

The instructor is expected to give students an opportunity to meet class obligations based upon an evaluation of the student's reason for absences.

The faculty member is expected to assume the following responsibilities:

1. Announce attendance requirements to each class.
2. Report excessive absences of students to the dean and registrar.
3. Keep students on class rolls unless officially dropped.
4. When turning in semester grades to the Registrar's Office, report the last day of attendance as well as the final grade for any student whose final grade is the result of non-attendance.

## Distinguished Professor Award

### Date

10/07

### Item

III

The University has provided for the recognition of excellence in the form of the Distinguished Professor Award. A monetary award together with an appropriate tangible symbol will be presented to the recipient at Commencement.

#### A. Rationale for the Award

This annual award is given to a member of the faculty to recognize the quality of his/her contributions. While the normal expectation is significant achievement in a number of categories (i.e., teaching, scholarship, professional activity, university service, and community service), the selection committee may consider a broad spectrum of accomplishment ranging from balanced achievement in several areas to exceptional accomplishment in a single area.

## B. Eligibility and Selection

Nomination forms will be available during the fall semester. Nominators and nominees must be full-time, voting members of the USI faculty with more than six years of experience at USI. Past recipients of the award are ineligible to be nominated again. No self-nominations may be made. Ex-officio members of this committee who otherwise qualify to nominate or be nominated for the award will be continuously eligible, but if they do nominate or are nominated will be excused from the committee's deliberations and selection.

Distribution and receipt of forms, establishment of deadlines, the conducting of further investigations, evaluation and selection of recipients will be made by the Faculty Awards for Service, Teaching and Research Committee.

# Outstanding Teaching Award for New Faculty

Date

10/07

Item

III

## A. Rationale for the Award

This award is given to a newer member of the faculty to recognize outstanding teaching. Because effective teaching is the most important contribution of faculty to the University's educational mission, development of a high level of effectiveness early in a faculty member's service is worthy of recognition by the University.

## B. Eligibility and Selection

Nominees must be full-time, voting members of the faculty with six years or less full-time teaching experience at USI. Past recipients of the award are ineligible to receive the award more than once. No self-nominations may be made. Members of the Faculty Awards for Service, Teaching and Research Committee may not nominate or be nominated during the period of their service on the Faculty Awards for Service, Teaching and Research Committee.

Distribution of nomination information, establishment of deadlines, evaluation and selection of recipients will be made by the Faculty Awards for Service, Teaching, and Research Committee.

# Outstanding Teaching Award for Adjunct Faculty

Date

10/07

Item

III

#### A. Rationale for the Award

This award is given to an adjunct faculty member to recognize outstanding teaching. Because effective teaching is the most important contribution of faculty to the University's educational mission, development of a high level of effectiveness is worthy of recognition by the University.

#### B. Eligibility and Selection

Nominees must be currently teaching adjunct faculty members who have taught part-time a minimum of three consecutive semesters or for one semester of three consecutive years. Past recipients of the award are ineligible to receive the award more than once. No self-nominations may be made. Members of the Faculty Awards for Service, Teaching and Research Committee may not nominate or be nominated during the period of their service on the Faculty Awards for Service, Teaching and Research Committee.

Distribution of nomination information, establishment of deadlines, evaluation and selection of recipients will be made by the Faculty Awards for Service, Teaching, and Research Committee.

## Outstanding Advisor Award

#### Date

10/07

#### Item

III

The University has provided for the recognition of excellence in the form of the Outstanding Advisor Award. Each year, the Faculty Awards for Service, Teaching, and Research Committee will be charged with selecting winners. Up to five awards may be granted each year. The awards may be taken by the winners as a stipend or as professional development funds.

#### A. Rationale for the Award

This annual award has been established to recognize distinguished service in those faculty and staff who advise students.

#### B. Eligibility and Selection

All full-time faculty and professional advising staff are eligible. There is no length of service requirement. Award winners are ineligible for an additional award for at least five years.

Nominations may come from students or colleagues (to include department chairs, program directors, and deans). The nomination form will consist of a nomination letter that includes rationale and should be electronic in nature. Nominator should provide a first-person account of why the nominee is deserving of the award and should discuss the following criteria established by the National Academic Advising Association (NACADA) for outstanding academic advisors: strong, interpersonal skills; availability to advisees, faculty, or staff; frequency of contact with advisees; appropriate referral activity; use and dissemination of appropriate information sources; caring, helpful attitude toward advisees, faculty, or staff; monitoring of student progress toward academic and career goals; mastery of institutional regulations, policies, and procedures.

After the nomination form is received by Academic Affairs, nominees will be asked to compile and submit a packet of materials that exemplifies excellence in advising. The nominee will be responsible for submitting an original and six copies that include the following information:

- Curriculum vitae, to include materials that pertain directly to academic advising only, plus number of years in academic advising and the percentage of time spent advising. Two-page maximum.
- Letter of support from dean, department chair, program director, or other appropriate person. One-page maximum.
- Personal statement on advising by the nominee. One-page maximum.

## Faculty Community Service Award

### Date

10/07

### Item

III

Provision has been made for the recognition of excellence in community service in the form of the Sydney L. & Sadelle Berger Faculty Community Service Award. A monetary award together with an appropriate tangible symbol will be presented to the recipient during Honors Day at the recipient's College program in the spring semester.

#### A. Rationale for the Award

This annual award is given to a member of the faculty to recognize his/her distinguished community service. The faculty itself will be solely responsible for identifying candidates, and the procedures for identifying them should be kept as simple and flexible as possible. No quantitative criteria -- such as rank, years in rank, years at USI, etc. - designed to limit nominations need apply. Only those qualitative criteria which denote distinguished community service need be considered.

The Faculty Awards for Service, Teaching and Research Committee will consider a broad spectrum of community service ranging from balanced activity in several areas to exceptional service in a single area. Volunteer services to groups, agencies, and institutions external to the University will be considered. Services involving monetary compensation, such as consultation fees, are not acceptable for this award. The Faculty Awards for Service, Teaching and Research Committee will be assisted by a representative from the community in selecting the award recipient from among the nominees.

#### B. Eligibility and Selection

Nominators and nominees must be full-time, voting members of the USI faculty. Past recipients of the award are ineligible to be nominated again. No self-nominations may be made. Ex-officio members of this committee who otherwise qualify to nominate or be nominated for the award will be continuously eligible but if they do nominate or are nominated will be excused from the committee's deliberations and selection.

Distribution and receipt of forms, establishment of deadlines, the conducting of further investigations, evaluation and selection of recipients will be made by the Faculty Awards for Service, Teaching and Research Committee and a representative from the community. The committee is not obligated to select a recipient each year.

# Faculty Research and Creative Work Grants

Date

10/07

Item

III

Funds have been made available by the USI Foundation to support faculty research and creative work at USI.

## A. Rationale for the Awards

The University encourages and supports faculty development with these awards for creative work, applied research, and basic research. Proposals to initiate new research or creative work, continue research or work in progress, or complete a project are eligible for funding. A record of successful research or creative work will be considered but is unnecessary to receive an award. Merit of the project will be the essential factor in the award decision.

## B. Eligibility and Selection

Full-time USI faculty may apply for an award either individually or in a group. The deadline is on or before the first Monday following the University's Spring Break. Late proposals are not accepted.

The Faculty Awards for Service, Teaching, and Research Committee will evaluate all proposals meeting the guidelines and addressing all components of the Proposal Outline and assign them an order of priority. The Committee will carefully evaluate compensation for supplies and expenses, travel to research sites, support services, minor equipment, and consulting and professional services.

Awards may fully or partially fund a proposal. Committee decision and applicant notification will be made by letter one month after the application deadline by the Office of the Provost. Awards will be made by the Provost according to the Committee's priority.

If a recipient received financial benefit as a direct result of the award, then the recipient may be required to reimburse the Faculty Research and Creative Work Fund the amount of the award. In addition, recipients must comply with University policy regarding intellectual-property management.

Copies of the policy guidelines and proposal outline are available from the Provost's Office and the Office of Sponsored Projects and Research Administration.

The Office of Sponsored Projects and Research Administration staff will assist faculty with the preparation of a proposal.

# Textbook and Educational Materials Royalties

Date

1/15

## Item

### III

Authoring and developing academically sound instructional materials (e.g., textbooks, laboratory manuals, supplemental materials, software, instruments and other equipment) is a desirable scholarly activity, which may lead to recognition of a faculty member's contribution to teaching in the discipline. However, when a faculty member requires students in his/her own classes to purchase instructional materials for which the faculty member receives royalties or other payments, the practice can create a conflict of interest because he is perceived to be profiting personally from a captive audience of students.

When USI faculty receive royalties on instructional materials they require in courses they teach as part of the regular USI curriculum, they are required to report to their academic dean on an annual basis, their best estimate of royalties from those courses. The faculty member will deposit the royalty funds in a USI Foundation account for the exclusive use of the faculty member's department in ways that will directly benefit student learning and success (e.g., student scholarships, student travel, support to student organizations, purchasing instructional materials by department).

Departmental use of the royalties donated will be in accordance with the expressed desire of the author. In the absence of any such specific request, the donated funds will be allocated to the department.

Contribution of payment or royalties does not apply to payment and royalties generated through sales of educational materials unrelated to the course in which the author requires them, such as sales to students in other universities; nor does it apply to educational materials required in short courses, seminars, or other educational presentations not part of the regular University curriculum.

Faculty producing materials for sale to students for a profit may not use University resources for purposes of photocopying, printing, or other forms of document reproduction.