



Lynn University

POLICY MANUAL

VOLUME IV

Faculty Personnel Policies

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Volume IV Faculty Personnel Policies

4.0 Introduction

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

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

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

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

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

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

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

4.1 Faculty Status and Rank

4.1.1 Faculty Status

The faculty of Lynn University consists of all instructional personnel and academic administrative personnel with faculty rank as delineated below. Each faculty member must meet the minimum criteria for initial appointment (see paragraph 4.1.2.1) as specified for each rank.

4.1.1.1 Full-Time Faculty

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

4.1.1.2 Part-Time Faculty

A part-time faculty member is an employee of the University pursuant to a contract, who is appointed as an instructor, and teaches less than a full-time load as determined by the appropriate College Dean and the Vice President for Academic Affairs. Part-time faculty members have part-time contractual rights and receive selected fringe benefits. They are not eligible for sabbatical leave.

4.1.1.3 Special Appointment Faculty

For appointments other than to regular faculty ranks, provision is made for Artist/Writer/Scholar-in-Residence, Practitioner/Professional/Clinical, Emeritus and Visiting status. An individual appointed to Special Appointment status' role in governance is determined by the terms of their appointment contract.

4.1.1.3.1 Artist/Writer/Scholar-in-Residence

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

4.1.1.3.2 Practitioner/Professional/Clinical Faculty

The University may appoint distinguished practitioners, professionals, and clinicians to the special faculty status of Practitioner/Professional/Clinical. Such appointments are awarded for a

specific period of time and may be full-time or part-time depending upon the needs of the University. Upon approval from the President, the Vice President for Academic Affairs appoints Practitioners/Professionals/Clinical faculty after consultation with the appropriate College Dean. Their rights and duties are dependent upon whether they are appointed on a full-time or part-time basis.

4.1.1.3.3 Emeriti Faculty

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

4.1.1.3.4 Visiting Appointments

The University may, at its discretion, utilize the services of a visiting faculty member for one or more terms. Visiting appointments are reserved for faculty members of other institutions, professor emeriti, and persons distinguished in their fields. Such faculty members must meet all of the standards for appointment as full-time faculty at Lynn University. Their responsibilities may include teaching, advising, service, and/or counseling. Visiting faculty members are appointed by the Vice President for Academic Affairs upon approval from the President and after consultation with the appropriate College Dean. Visiting faculty will carry the rank they hold from their most recent employer or will be assigned a rank based on the criteria listed in Subsection 4.1.2. Successive visiting appointments may be held for no more than the equivalent of three academic years.

4.1.2 Faculty Rank

The appropriate college dean makes recommendations for all faculty appointments to the Vice President for Academic Affairs and the President of the University. Members of the faculty appointed on a full-time basis may be assigned to one of four ranks on the strength of their graduate education, their years of experience, and evidence of, or testimony to their professorial competence. These ranks in ascending order are: Instructor, Assistant Professor, Associate Professor, and Professor.

4.1.2.1 Minimum Criteria for Initial Assignment of Rank

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

4.1.2.1.1 Instructor

Master's Degree in the discipline or a master's degree in a related field or a minimum of 18 graduate hours in the teaching discipline.

4.1.2.1.2 Assistant Professor

Terminal Degree appropriate to the discipline or a minimum of 18 graduate hours in the teaching discipline.

4.1.2.1.3 Associate Professor

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

4.1.2.1.4 Full Professor

1. Terminal degree appropriate to the discipline or a terminal degree in a related field.
2. Seven years of full-time teaching at the Associate Professor level.
3. A record of effective teaching.
4. A record of service to education.
5. A record of scholarly activity.

4.1.2.2 Program Criteria for Assignment of Rank

4.1.2.2.1 Undergraduate Programs

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

4.1.2.2.2 Graduate Programs

In addition to the minimum standards described above, faculty teaching in the University's Graduate Degree Programs must hold the terminal degree, usually, the doctorate, in the teaching discipline or in a closely related discipline. Faculty members teaching courses at the doctoral degree level must hold the earned doctorate. All policies and regulations affecting graduate

curricula and faculty certification, as well as requirements leading to graduate credit, certification and degrees, should be directed and formulated by the College Dean as appropriate, the Curriculum Committee and the Vice President for Academic Affairs.

4.1.2.3 Exceptions Based on Unique and Professional Experience

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

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

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

The evaluation results of a faculty member's experience must establish that accomplishments and contributions to the profession or to the teaching field, as well as experience and competency are unique, unusual, exceptional, outstanding and substantial. Such a characterization should apply to exceptions for both undergraduate and graduate faculty. The highest and most stringent standards will apply to graduate faculty. Therefore, it is anticipated that exceptions for graduate faculty will be extremely rare.

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

4.2 Faculty Contracts

4.2.1 *Terms and Conditions of Employment*

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

4.2.2 Types of Contractual Appointments

All faculty members at Lynn University are appointed pursuant to term contracts. Term contracts are issued for a clearly defined, limited period of time to part-time and full-time faculty members. Faculty members on term contracts will be notified whether they will be issued new contracts as provided in Subsection 4.6.3 (Reappointment/Non-Reappointment of Faculty) or in the individual contract. Term contracts carry no right or expectation of reappointment with them.

4.2.2.1 Full-Time Faculty Contracts

Normally, a full-time faculty member's teaching contract will be for a nine-month term. Full-time contracts carry no right or expectation of reappointment. In the event that a contract for employment beyond the current period of appointment is to be offered, to the extent possible, it will be issued on or before August 1 of the fiscal year specified in the contract.

4.2.2.2 Part-Time Faculty Contracts

A part-time faculty member's contract will be for a specified period of time as set forth in the individual contract. Part-time contracts carry no right or expectation of reappointment.

4.2.2.3 Variance of Terms

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

4.2.3 Joint Appointments

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

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

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

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

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

4.2.4 Location of Appointment

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

4.2.5 Acceptance of Contract

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

4.3 Search and Hiring of Faculty

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

4.3.1 Faculty Recruitment

In the fall of each academic year, projected faculty needs are to be established and communicated by the College Deans to the Vice President for Academic Affairs and the President. Active recruitment of qualified faculty typically occurs after January 15th, with the use of appropriate advertising mediums, including the use of the University web site and other professional publications.

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

4.3.2 Full-Time Faculty Recruitment Procedures

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

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

1. The President reserves the right to authorize the utilization of outside search firms or consultants.
2. Hiring decisions should reflect student needs, College and academic program development, and fiscal responsibility.
3. The process should be completed in an expeditious manner.
4. Confidentiality is essential at all phases of the search process and after the search is completed.

4.3.2.1 Identifying and Interviewing Candidates

1. The applicable College Dean, in consultation with the Vice President for Academic Affairs, will evaluate applicants and determine those who will be invited for an interview.
2. References and background checks will be completed for all candidates selected for a formal interview.
3. As appropriate, candidates for faculty appointments will be asked to teach, demonstrate clinical procedures, etc.

4.3.2.2 Final Decision Making and Hiring

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

4.3.3 Hiring of Part-Time and Special Appointment Faculty

A less thorough search may be conducted for part-time and Special Appointment Faculty. The applicable College Dean and the Vice President for Academic Affairs should interview part-time and Special Appointment Faculty candidates.

4.4 Faculty Evaluation

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

4.4.1 Means of Evaluation

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

4.4.1.1 Student Evaluations

Student evaluations will occur after completion of two thirds of each undergraduate day term. At the undergraduate evening and graduate level, student evaluation will occur every other term. It is the responsibility of the faculty member to ensure strict adherence to this guideline in order to insure effective evaluation of their teaching.

4.4.1.2 Online Courses

Online courses are evaluated using Black Board every Term during the seventh week of class. Faculty members will be individually evaluated annually as a minimum for performance by the criteria specified. Results of individual faculty member evaluations will be used for the improvement of the faculty and the University's educational program. The dossier developed for advancement in rank by the faculty member should include evidence of contributions in the areas identified in the FPER.

4.4.1.3 Faculty Performance Effectiveness Review (FPER)

To assist in annual faculty evaluation, each faculty member will be asked to complete the FPER Review documents summarizing professional and educational activities for the year. This in essence is a faculty self-evaluation performance review.

The appropriate College Dean will assist in developing and reviewing FPERs. Strengths in all areas will be noted. Areas requiring improvement will be identified and strategies to improve will be initiated.

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

The FPER has the following objectives:

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

4.4.1.3.1 Criteria for Professional Self Evaluation

The FPER review is divided into four categories, each contributing to the overall Lynn University definition of what constitutes an effective faculty member and teacher.

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

4.4.1.3.2 The Four Categories or Elements of FPER

Four elements serve as the context for the FPER with the assumption that: (a) faculty development is an ongoing process; and, (b) each section or element is a component of teaching effectiveness, defined as the degree to which energies and activities are dedicated to fulfilling the purposes and goals of the University.

The FPER self-evaluation forms are to be completed by every full-time faculty member on or before May 15 each year.

4.4.1.3.2.1 Teaching Effectiveness Profile

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

4.4.1.3.2.2 Advising

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

4.4.1.3.2.3 Scholarly Activity and Research

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

4.4.1.3.2.4 Service to Lynn University

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

4.4.2 Performance Evaluation Criteria

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

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

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

4.4.2.1 Definition of Teaching

1. Teaching is facilitating the engagement of the learner in a process to acquire competencies in the form of knowledge, skills, attitudes and values. At Lynn University, teaching requires using a variety of instructional methods, varying venues of delivery, direct and indirect assessments of learning in courses and of programs, and innovative, international, and individualized approaches. Please refer to Appendix 4.4.2.1 for additional information regarding Lynn University's Philosophy on Instruction.

Lynn University recognizes the following as essential to teaching:

- a. Academic quality, standards, best practices, and excellence.
- b. Flexibility and adaptability.
- c. Innovation, creativity, and discovery.

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

- c. Perform in public concerts, present master classes, Publish (or present) papers that have been peer reviewed by discipline experts, and thus represent currency and innovation or creativity in the discipline.
 - d. Provide peer review comments from discipline experts and colleagues.
 - e. Serve as a reviewer of papers or conferences, or books, or as an adjudicator at competitions – assumption of currency in the field.
 - f. Document post graduate course work (via passing grades).
 - g. Receive peer review letters (department, college, or University).
 - h. Consult in program development related to discipline.
 - i. Develop (designs) and /or present professional development programs in the discipline.
 - j. Reads professional journals and integrates new information in course and curriculum – professor constantly rewrites course material making it very consistent with recent advances in the discipline.
 - k. Course may show connections between other fields – thus putting a course into a larger context than the specific discipline.
 - l. Course evaluation tools include general assessment, and questions about “currency” such as the degree to which the faculty:
 - i. Helped students discover new information about the course topic;
 - ii. Spirited students to find out more;
 - iii. Used or discussed current information from the field.
 - m. Implements student-centered assessment, emphasizing the outcomes or results of the educational process (that is, what students are able to do as a result of what teachers have provided).
 - n. Uses a variety of assessment tools, including direct and indirect measures of learning at the course and program level.
 - o. Provides curriculum revision (or transformation) at the program level.
 - p. Syllabi reflect constant development – revisions,– and contain current learning resources.
 - q. The teacher recognizes self to be a learner of the practiced discipline.
4. Teaching Portfolios. In order to demonstrate teaching excellence and effectiveness, Lynn University faculty are required to submit documentation of the professoriate role in a teaching portfolio, which is developed, submitted, and reviewed on an annual basis. Teaching portfolios reflect the manner in which the professor engages learners in a process to acquire competencies in the form of knowledge, skills, attitudes and values and shows implementation of the best practices in pedagogy and learning.

Teaching portfolios serve the purposes of enhancing personal and professional development and documenting competency for annual reviews and/or and advancement in rank, and thus are both formative and summative. Portfolios include but are not limited to:

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

4.4.2.2 Definition of Scholarship

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

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

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

1. These contributions should rise to the standards recognized and accepted by our respective peers. Peer review is the process of subjecting an author's scholarly work to the scrutiny of others with noted expertise in the same field. The consensus of a community of experts is considered essential to ensuring that scholarship conforms to the standards of academic rigor or artistic quality. Peer review seeks to limit the dissemination of irrelevant findings, unwarranted claims, unacceptable interpretations, substandard methods, and personal views.
2. Criteria in each college/unit should conform to the industry standard in each discipline.

3. Faculty members are expected to publish peer-reviewed work or its artistic equivalent in order to be promoted to the next rank. Steps toward achieving that goal should begin in the first year of hire with the development of a scholarly agenda, and subsequent yearly contracts should include designated steps toward achieving that goal. Each year the dean will review progress toward the goal, creating a system of accountability and mentorship.

4.4.2.3 Definition of Service

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

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

1. Examples of service to the University:

- a. Serving on university committees;
- b. Chairing university committees;
- c. Serving as secretary to university committees;
- d. Serving as faculty advisor to student clubs and organizations;
- e. Writing accreditation reports;
- f. Grant writing for the university (not research);
- g. Recruitment, fundraising, marketing;
- h. Mentoring colleagues in research, service and/or teaching;
- i. Organizing university events such as student symposia, drama productions, concerts, showcases, competitions, conferences, guest speakers, etc.

2. Examples of service to the college and department:

- a. Serving on college committees;
- b. Chairing college committees;
- c. Serving as secretary to college committees;
- d. Organizing college events such as student symposia, drama productions, concerts, showcases, competitions, conferences, etc.;
- e. Participating in college events such as judging student work, presenting at symposia, poetry readings, playing concerts, directing plays, etc.;
- f. Mentoring colleagues in research, service and/or teaching;
- g. Providing experiential learning opportunities for students out of the classroom, including community service that fostering the university mission with the community.

3. Examples of service to the profession:
 - a. Chairing panels at conferences;
 - b. Serving on professional associations' committees;
 - c. Serving as planner for conferences;
 - d. Reviewing conference submissions;
 - e. Editing professional newsletters;
 - f. Providing students with opportunities to engage the profession (attending/presenting at conferences, supporting student research, off campus performances and creative endeavors, engaging in chosen profession, etc.);
 - g. Promoting students in their pursuit of fellowships, scholarships, graduate study, festival participation, competitions and service learning or volunteer opportunities.

**Administrative positions such as chairing programs or departments are considered administrative duties and therefore do not constitute university service.

4.5 Advancement in Rank

4.5.1 Advancement in Rank Procedures

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

A faculty member who is eligible for advancement in rank should develop a dossier consisting of a current curriculum vita; letters of recommendation; and a list of accomplishments and activities identified in the Faculty Performance Effectiveness Review (FPER). This dossier, together with a letter of application should be submitted to the Office of Academic Affairs no later than January 15th. The appropriate College Dean, the Committee on Rank and Advancement, and the Vice President for Academic Affairs will make a recommendation to the President regarding each applicant for advancement in rank. The decision regarding advancement rests solely with the President and the Board of Trustees.

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

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

4.5.2 Criteria for Advancement in Rank

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

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

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

- e. Demonstrate a record of scholarly activity.

4.5.3 *Timeline for Advancement in Rank*

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

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

On or before February 15 – deadline for first meeting of the committee on advancement in rank.

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

4.5.4 *Committee on Rank and Advancement Procedures*

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

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

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

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

4.6 Separation

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

4.6.1 *Resignation*

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

4.6.2 Retirement

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

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

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

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

4.6.3 Reappointment/Non-Reappointment of Faculty Members

The Vice President for Academic Affairs, on behalf of the President, issues contracts annually to full-time faculty members whose relationship with the University is being renewed. The Vice President for Academic Affairs will typically notify faculty members of the terms and conditions of their renewals on or before August 1st. Contracts must be signed and returned to the Vice President for Academic Affairs' Office within thirty days after the faculty member receives notification of his/her appointment for the coming year. Contracts not returned by the specified deadline will not be considered binding on the University.

Written notice that an appointment is not to be renewed will be given to the faculty member by the Vice President for Academic Affairs in advance of the expiration of his or her contract, as follows:

1. Not later than May 1 of the first academic year of service if the contract expires at the end of that year;
2. After the first year of service, not later than December 15 of the academic year of service in which the current contract expires.

Please note that the notification dates do not apply to administrative contracts and contracts of Special Appointment faculty.

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

4.6.4 Corrective Discipline and Dismissal for Cause

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

4.6.4.1 Grounds for Corrective Discipline or Dismissal for Cause

Grounds for corrective discipline or dismissal for cause include non-compliance with University policies or procedures or any activity that compromises the faculty member's effectiveness or the University's reputation.

4.6.4.2 Conduct Review Procedures

Step 1 – Meeting with College Dean

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

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

Step 2 – Meeting with Vice President for Academic Affairs

If the matter is not mutually resolved during the conference with the College Dean, the matter shall be forwarded to the Vice President for Academic Affairs. Upon receipt of the referral, the Vice President for Academic Affairs shall present the faculty member with a written statement of the specific charges.

After being presented with the charges, the faculty member shall meet with the Vice President for Academic Affairs to discuss the charges and attempt to reach a mutual resolution. Legal counsel shall not be permitted to attend the meeting. If a mutual resolution is reached, the Vice President for Academic Affairs shall inform Employee Services, General Counsel, and the President of the proposed resolution. In such cases, there will be no right of appeal. Any monetary resolution or severance will be subject to the approval of the President and Board of Trustees.

If a mutual resolution cannot be reached, the Vice President for Academic Affairs will determine whether the faculty member's conduct is severe enough to warrant suspension or dismissal. If the conduct is severe enough to warrant suspension or dismissal, the Vice President for Academic Affairs will inform Employee Services, General Counsel, and the President of the determination and refer the matter for a formal hearing review by an ad hoc committee

comprised of the faculty member's College Dean, the Academic Dean, two at-large members of the full-time faculty, and the Vice President for Academic Affairs or designee.

If, however, the faculty member's conduct does not warrant suspension or dismissal, the Vice President for Academic Affairs, in consultation with the faculty member's College Dean, Employee Services, and General Counsel, will issue an appropriate progressive discipline sanction. Such sanctions may be appealed to the President in accordance with the appeals procedures outlined in paragraph 5 of Step 3 below.

Step 3 – Formal Review Hearing

Formal review hearings shall be conducted in accordance with the following guidelines:

1. All sessions of the ad hoc committee will be closed to the public.
2. A representative from Employee Services and the University's General Counsel shall attend the hearing, but have no voting privileges.
3. During the proceedings, the faculty member will be permitted to have an advisor of the faculty member's choice. Such counsel may be an attorney-at-law but shall not act in a legal capacity nor address the committee unless specifically addressed by the committee chair.
4. Public statements either by the committee or the administration about any aspect of the proceedings shall be avoided.
5. The faculty member will be notified in writing of the committee's decision. If the faculty member disagrees with the committee's decision, the faculty member may request review by the President. The President's review will be based on the record of the committee's decision and sanction and limited to one or more of the following purposes:
 - a. Evidence is now available that could not have been obtained at the time of the proceedings; or
 - b. The sanction is excessive or inconsistent with the nature of the offense.

The committee's decision will either be sustained or be returned to the committee with specific objections, if any, in which case the committee will then reconsider, taking into account any stated objections and any new evidence. The President's decision is final.

4.7 Faculty Rights and Responsibilities

4.7.1 Faculty Rights

4.7.1.1 Academic Freedom

Members of the faculty are entitled to academic freedom within the classroom and are free from institutional censorship or discipline. Nonetheless, they should at all times be accurate, exercise appropriate restraint, and show respect for the opinions of others.

With respect to teaching and research, faculty are subject to the adequate performance of their other academic duties as specified in their contract, faculty handbook or by their immediate supervisor.

The University has confidence in the educational preparation and expertise of its faculty and allows them freedom in developing course content and teaching and testing methodology within their field of study, so long as course objectives are met.

4.7.2 Faculty Responsibilities

4.7.2.1 Role of Faculty

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

4.7.2.2 Professional Responsibility

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

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

4.7.2.3 Educational Responsibilities

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

1. Sustaining a close relationship with students to provide the necessary academic counsel;
2. Providing a model of professional development to encourage students' personal intellectual development;
3. Assuming an active involved role in the life of the University community as well as the community at-large;
4. Assuming personal responsibility for creating an appropriate academic environment by enforcing academic policies and standards; and

5. Supporting the University's commitment to teaching and learning.

Teaching Faculty's Responsibilities also include:

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

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

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

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

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

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

4.7.2.4 Academic Unit Monthly Meetings

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

4.7.2.5 Academic Council Meetings

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

4.7.2.6 Attendance at University Functions

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

4.7.2.7 Committee Service

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

4.8 Faculty Development

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

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

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

4.8.1 Faculty Professional Days

Faculty Professional Days typically occur the week before undergraduate day classes begin in the fall term and in the third week of May. Normally, FPD spans three (3) days, the first two (2)

of which feature presentations by administration, faculty, and when appropriate, outside professionals regarding topical areas of significance for the future academic year. The third day is set aside for faculty meetings within each academic unit.

4.8.2 Professional Development Workshops

Three or more professional development workshops, comprised of at least four to six hours of scholarly activity each occur on an annual basis. The focus of these workshops varies depending upon the institutional needs and academic development and initiatives. The faculty are required to attend all professional development workshops.

4.8.3 Online Teaching

Faculty, who wish to participate in online learning for the first time, must contact the Institute for Distance Learning to schedule training for online course delivery. Workshops designed to familiarize individuals with Blackboard software and online course development are offered periodically throughout the academic year. Online faculty are required to be appropriately trained and familiar with Lynn University online policies, which are reprinted in Appendix 4.8.3. Training for online course delivery is available in an online tutorial.

4.8.4 Faculty Travel Policy Guidelines

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

1. The University encourages full-time faculty to attend meetings of professional organizations and learned societies, conferences, and symposia. Faculty are encouraged to present papers. For reimbursement of expenses, prior approval must be obtained from the appropriate Dean and the Vice President for Academic Affairs.
2. The University will reimburse travel expenses to approved meetings in accordance with the University's Travel Expenses Policy (see Volume III, paragraph 3.12.3.4).

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

4.8.5 Organizational Memberships

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

4.8.6 Sabbatical Leave

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

4.8.6.1 Minimum Qualifications

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

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

Faculty members considering requesting a sabbatical must submit an application, in writing, to the Professional Standards and Development Committee (PSDC) at least three (3) months prior to the requested time for the sabbatical for processing. Upon recommendation of the Committee the application is submitted to the Vice President for Academic Affairs who then makes a recommendation on the application to the President.

Each Application must include the following information:

1. How the request is in keeping with the mission of Lynn University;
2. Description of lecturing responsibilities/professional development purpose and outcome expected;
3. Accompanying letters of documentation;
4. Dates and costs of travel and source of payment.

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

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

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

4.8.6.2 Obligations

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

4.8.7 Educational Assistance Program

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

1. At least one year of service has been completed as a full-time member of the University faculty;
2. Such course work is considered relevant to the faculty member's professional responsibilities at the University;

3. Prior approval for each course has been obtained in writing from the appropriate Dean and the Vice President for Academic Affairs.
4. The faculty member submits an official transcript and tuition payment receipt after completion of the course(s); and
5. The faculty member remains in good standing at the institution attended.

In addition to the above, full-time faculty are eligible to participate in the Educational Benefit Programs outlined in Volume III, paragraph 3.6.8.1 of the *Lynn University Policy Manual*.

4.8.7.1 Obligations

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

4.9 Faculty Workload and Working Conditions Policies

4.9.1 Faculty Workload Policies

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

4.9.1.1 Teaching Load

The teaching load for fulltime faculty shall be 24 credits per year (27 hours for faculty members who are not selected to serve as advisors). In courses that have more contact hours than credit hours (for example, lab courses, practica, and internships), faculty compensation shall be .75 load hours for each contact hour. The normal teaching load may be reduced if additional duties and responsibilities are assigned by the Vice President for Academic Affairs upon consultation with the President. The calculation of instructional loads takes into account such factors as the number of preparations, the number of students, the nature of the subject, and the availability of help.

4.9.1.2 Teaching Overload

Full-time faculty may be offered an overload course or section as deemed appropriate by the Dean of the College. Compensation for an overload course or section will be paid at the appropriate stipend. No full-time faculty member may teach more than two overload courses during the academic year without prior approval from the Office of Academic Affairs.

4.9.1.3 Office Hours

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

4.9.1.4 Summer Teaching

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

4.9.1.5 Part-Time Load

Part-time faculty members are employed to teach specific courses in a given term and their contracts are valid for that academic term only. Employment of a part-time faculty member in any given term does not guarantee employment in any subsequent term. In certain instances, however, a part time instructor may be employed for the entire academic year. The approved full stipend will only be authorized for courses in which a minimum of eight students is enrolled.

The University recognizes that while part-time faculty are employed to teach one or more courses in a given semester, a concomitant responsibility exists that goes beyond the classroom. Each instructor must agree to provide a means for being contacted by students if questions should arise. This can be done by providing students with a telephone number and/or allocation of some pre-class or post-class time for addressing these questions.

4.9.1.6 Advising Students

The faculty member is also responsible for advising assigned students (see Appendix 4.9.1.6 for additional information). Faculty members who are not selected to serve as advisors are required to have a teaching load of 27 hours per year.

4.9.1.7 Stipends

4.9.1.7.1 Full-Time and Overload Stipends

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

4.9.1.7.2 Part-Time and Overload Stipends

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

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

4.9.2 Faculty Working Conditions

4.9.2.1 Outside Employment

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

A conflict of interest may take many forms but arises when a faculty member might be able to use his or her Lynn University position to influence the University's business decisions in ways to give improper financial advantage to oneself, a family member, or associate. Faculty members must disclose all conflicts of interest in accordance with the University's Conflict of Interest policy (see Volume III, Subsection 3.3.7).

An appointment as a full-time member of the faculty carries primary professional responsibility to Lynn University and, therefore, faculty members must avoid a conflict of commitment. A conflict of commitment occurs when a faculty member's commitment to external activities impedes his/her capacity to meet University responsibilities. In recognition that outside service, business and professional responsibilities can and do benefit Lynn, members of the faculty with full-time appointments may devote a limited amount of time to such outside activities. Members of the faculty must disclose outside service, business and professional affiliations including employment, consulting engagements, and memberships on boards of directors of non-profit and for-profit organizations to the Vice President for Academic Affairs. In addition, faculty members cannot provide direct paid professional services to members of the Lynn University community without prior approval from the Vice President for Academic Affairs.

The value and importance of outside faculty activities is explicitly recognized that full-time faculty members may devote to such activities and effort equivalent to not more than one day per week during the term of the contract, unless an exception has been granted. Faculty members who have external commitments which may result in more than one day a week absence from campus must submit a schedule to the Vice President of Academic Affairs for approval prior to the commencement of the academic year.

4.9.2.1.1 Disclosure Process

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

Additionally, faculty members will execute a Conflict of Interest/Conflict of Commitment form on an annual basis. It is the responsibility of each Faculty member to ensure he/she executes this Form and submits it to the Office of Academic Affairs. The form will be distributed annually during Faculty Orientation and is also available in the Office of the Vice President for Academic

Affairs. Faculty members are also obligated to disclose Conflicts of Interest/Conflicts of Commitment as they arise. In the event the faculty member has any question relative to the existence of a Conflict of Interest/Conflict of Commitment, the faculty member is obligated to disclose same. Failure to disclose potential Conflicts of Interest/Conflicts of Commitment will result in sanctions, including but not limited to, termination.

4.9.2.2 Political Involvement

Faculty members, as citizens, are free to engage in political activities. Any member of the faculty who wishes to engage in direct political activity which will involve a substantial amount of time away from the performance of the University responsibilities (e.g., holding or running for political office, managing a campaign, directing group action on behalf of a political candidate or issue) is expected to work out a mutual agreement for leave of absence as set forth in Volume III, paragraph 3.5.3.6 before undertaking such activity. The terms of such leave of absence will be set forth in writing. In addition, faculty members are reminded that as employees of a non-profit institution, they must adhere to the University's Political Activity Policy (see Volume II, Subsection 2.1.12).

4.9.2.3 Academic Dishonesty and Plagiarism

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

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

Scholars must make clear the respective contributions of colleagues on a collaborative project, and professors who have the guidance of students as their responsibility must exercise the greatest care not to appropriate a student's ideas, research, or presentation to the professor's benefit; to do so is to abuse power and trust. Any faculty member who engages in plagiarism or academic dishonesty is subject to corrective discipline and/or dismissal for cause.

4.10 Faculty Leaves and Benefits

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

Appendix 4.4.2.1: Philosophy of Instruction

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

Effective Teaching

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

An effective teacher:

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

Undergraduate Curriculum

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

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

Perspectives

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

Academic Skills

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

Graduate Curriculum

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

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

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

Appendix 4.5.2.2: Examples of Discipline Based Scholarship

Discipline Based Scholarship for Business and Hospitality

LEVEL 1

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

LEVEL 2

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

LEVEL 3

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

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

LEVEL 1

Publications
Ranked journal peer Reviewed Article
Book
Workbook/study guide (major publishing house)
Quantity of peer reviewed pubs
Recentness of peer reviewed pubs
At least one first authorship editor of journal
Citation factor
Competitive
National funded research
Invited plenary/keynote Speaker

LEVEL 2

Publications
Unranked journal Peer Reviewed Article
Book Chapter
Edited Book
Government or consultant report
Trade magazines (e.g. Psychology today)
Grant reviewer
Editorial board
State or local funded research
Presentation at national, peer review conference

LEVEL 3

Publications
Monograph, white Paper or position
Paper released by a National organization or scholarly forum
Industry newsletter
Tests/instruments/clinical models
Journal article reviewer
Presentation or panel at State/local conference

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

LEVEL 1

Publications

Ranked journal peer reviewed article

Book

Workbook/study guide (major publishing house)

Quantity of peer reviewed pubs

Recentness of peer reviewed pubs

At least one first authorship

Editor of journal

Citation factor

Competitive national funded research

Invited plenary/keynote speaker

Presentation at an international conference

Long term professional development in school district

LEVEL 2

Publications

Unranked journal peer reviewed article

Book chapter

Edited book

Government or consultant report

Grant reviewer

Editorial board

State or local funded research

Presentation at national, peer review conference

Moderator at a conference

In service presentation in a school

LEVEL 3

Publications

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

Industry newsletter

Tests/instruments/clinical models

Journal article reviewer

Presentation or panel at state/local conference

Book reviewer

Poster session at a conference

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

LEVEL 1

Ranked journal peer reviewed article
Book published by an academic press
Journal editor
Published screenplay
Exhibition at nationally recognized gallery (photography, Graphic arts)
Film screened at national film festival (film, TV production, and animation)
Receiving a national award from academies in the field (film, drama, graphic arts, photography, animation)
Winning a national or regional advertising or public relations competition
Performing a major role in national recognized play, film or TV production
Producing a major role in a nationally recognized play, film or TV production
Producing a nationally recognized play

LEVEL 2

Unranked journal peer reviewed article
Book published by popular press
Edited book
Journal section editor (i.e. Book review editor for peer reviewed journal)
Presentation at national or international conference/convention
Participation in national advertising or public relations symposia
Performing a supporting role in a nationally recognized play, film, or TV production
Producing a regionally recognized play
Exhibition at a regionally recognized gallery (photography, graphic arts)
Film screened at regional film festival (film, TV production, and animation)
Receiving a regional award from academies in the field (film, drama, graphic arts, photography, animation)
Participating in a nationally or regional advertising or public relations competition

LEVEL 3

Published conference proceeding
Chapter in edited book
Book review in a peer reviewed journal
Presentation at regional or local conference/convention
Performing in a locally recognized play, film or TV production
Producing a locally recognized play
Exhibition at a local public venue (photography, graphic arts)
Film screened at a local film festival (film, TV production, and animation)
Being nominated for a national or regional award from academies
In the field (film, drama, graphic arts, photography, animation)
Participating in a local advertising or public relations competition

Participation in regional advertising or public relations symposia

Discipline Based Scholarship for the Conservatory of Music

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

Discipline Based Scholarship for Classical Music Performance

LEVEL 1

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

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

Recording (CD/DVD) on a recognized label.

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

(Quantity, quality, and recentness of activities a factor). please delete this sentence

LEVEL 2

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

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

(Recording (CD/DVD) on a recognized label.) please delete this sentence

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

(Quantity, quality, and recentness of activities a factor). please delete this sentence

LEVEL 3

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

Reviews from local media outlets of the above performance activity.

(Quantity, quality, and recentness of activities a factor.) please delete this sentence

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

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

Disciplined based scholarship for music composition

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

Examples of service to the profession:

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

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

Appendix 4.8: Request for Funds for Faculty Development

Lynn University will provide on-going support to faculty members to support their professional development as teachers and scholars.

All faculty development activities should contribute to both the professional growth of individual faculty members and the teaching and learning environment of the university.

For faculty members seeking financial assistance for educational travel and professional meetings or other related activities, should consult the guidelines and procedures detailed in the Section 4.8 of Volume IV and complete the application below. The Application should be completed and submitted to the Dean of the College by one of the following deadlines; October 15, December 15, or April 15, at least one month in advance of travel.

_____	_____
Name	Date
_____ \$ _____	_____
Department Amount	Requested Destination

Please provide the following information on separate attached sheets:

1. Purpose of Travel: Please provide a brief description of the proposed activity.
2. Desired Outcomes: Please describe how proposed activity will benefit/contribute to your professional development and to the College.
3. Detailed budget of projected costs.

Academic Dean Approval Date

College Dean Date

Vice Pres., Academic Affairs Approval Date

Appendix 4.8.3 On-Line Learning Policies

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

Faculty Online Teaching Participation Criteria

Faculty, who wish to participate in online learning for the first time, must contact the Institute for Distance Learning to establish contact and familiarity with the support staff and to validate their knowledge of online instruction and/or schedule training for online course delivery. Workshops designed to familiarize individuals with Blackboard software and online course development are offered periodically throughout the academic year. Online faculty are required to be appropriately trained and familiar with Lynn University online policies. Training for online course delivery is available throughout the year or in a private session with an Instructional Designer.

Prior to teaching an online course faculty members are required to be appropriately trained and familiar with Lynn University online policies. Faculty, who wish to participate in online learning for the first time, must complete the Level II Certification track for Online Teaching and Learning. This track consists of training courses designed to familiarize individuals with the Blackboard course management system, online learning methodology, copyright and fair use in the online environment, and basic software training. These courses are offered periodically throughout the academic year.

Faculty Online Course Assignments

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

Collaborative Learning Model

Lynn University and the Institute for Distance Learning subscribe to a collaborative learning model in all online courses. In order to facilitate this model the Discussion Board or other collaborative tool is a required component of all online courses. Online instructors are also expected to participate actively in the threaded discussions at least three times per week, and it is suggested that one optional live chat session per week be made available in each online course.

Instructor Availability and Response Time

Online instructors are expected to login to their online course at least once each day in order to check for any student questions or issues. It is suggested that online instructors respond to student issues within 24 hours after the student has posted a question in the online course or submitted a question via email. It is also important to grade and return assignments in a timely manner. The Institute for Distance Learning encourages instructors to grade assignments within 72 hours of the due date and post the grade in the Blackboard grade book.

Online Course Review Process

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

Term-based Ongoing Course Preparation

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

Online Course Monitoring and Observation

Online courses will be observed to ensure quality of course content, instructor effectiveness, and proper use of course delivery system. The outcome of these observations will be housed in the Institute for Distance Learning and the results distributed to the course instructor and Dean of the College upon request.

Student Evaluation of Online Courses

Students are surveyed concerning online course quality and faculty performance at the end of each course. Survey data is compiled by the Distance Learning Support member and is then reviewed by Instructional Designer, Executive Director of The Institute for Distance Learning, the College Dean, the Academic Dean, and the relevant faculty member.

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

Appendix 4.9.1.6: Guidelines for Advising Students

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

Role of Advisors

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

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

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

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

1. Helping the student define his or her academic, intellectual, personal and career goals.
2. Identifying courses and experiential learning opportunities that will help the student to achieve personal and professional goals.
3. Being available and accessible to advisees and working with faculty to monitor students' academic status.
4. Referring students to appropriate campus resources, including personal counseling when appropriate.
5. Encouraging awareness of and involvement in cultural and social opportunities on campus for students.

6. Learning the policies and requirements for graduation and clearly communicating them to advisees so that they will not be deficient in any university, college or departmental requirements.

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