



## **FACULTY HANDBOOK**

**Approved by Walsh University Board of Directors  
August 2019**



# TABLE OF CONTENTS

	<b>Page</b>
<b>SECTION 1. PHILOSOPHY, OBJECTIVES, AND ORGANIZATIONAL STRUCTURE</b>	
1.1 INTRODUCTION.....	1
1.2 MISSION STATEMENT .....	2
1.3 HISTORY.....	2
1.4 THE DIOCESE OF YOUNGSTOWN.....	2
<b>SECTION 2. FACULTY STATUS, RANK, AND CLASSIFICATION</b>	
2.1 DEFINITIONS.....	3
2.2 FACULTY STATUS.....	3
2.3 TEACHING FACULTY RANK.....	4
2.4 TEACHING FACULTY CLASSIFICATION.....	4
2.5 ADJUNCT (PART-TIME) TEACHING FACULTY.....	4
2.6 VISITING FACULTY.....	4
2.7 CLINICAL/PROFESSIONAL FACULTY.....	5
2.8 TENURE-TRACK FACULTY.....	6
2.9 EMERITUS FACULTY.....	7
2.10 FACULTY APPOINTMENTS.....	7
2.11 CHANGING FACULTY STATUS.....	7
<b>SECTION 3. WALSH UNIVERSITY GENERAL ORGANIZATION AND GOVERNANCE PLAN / STRUCTURE</b>	
3.1 INTRODUCTION.....	8
3.2 ACADEMIC AFFAIRS ORGANIZATIONAL CHART.....	9
3.3 ACADEMIC STRUCTURE ORGANIZATIONAL CHART.....	10
3.4 THE UNIVERSITY SENATE.....	11
3.4.1 EQUITY BOARD.....	11
3.4.2 GRIEVANCE BOARD.....	11
3.4.3 HONORARY DEGREE AND COMMENCEMENT SPEAKERS COMMITTEE.....	11
3.4.4 INSTITUTIONAL REVIEW BOARD.....	12
3.4.5 PLANNING AND ASSESSMENT REVIEW COMMITTEE (PARC).....	12
3.4.6 STUDENT AFFAIRS COMMITTEE.....	12
3.5 FACULTY SENATE.....	12
3.5.1 FACULTY AFFAIRS COMMITTEE.....	13
3.5.2 FACULTY FORUMS COMMITTEE.....	13
3.5.3 FACULTY RETENTION, TENURE, AND PROMOTION COMMITTEE.....	13
3.5.4 GRADULATE COUNCIL.....	13
3.5.5 INSTRUCTION AND ACADEMIC POLICY COMMITTEE.....	13
3.5.6 LIBRARY COMMITTEE.....	14
3.5.7 SELECTION COMMITTEE.....	14
3.5.8 TECHNOLOGY COMMITTEE.....	14
3.6 EXPEDITIOUS PROCESS FOR EXTRAORDINARY APPROVAL.....	14
3.7 PROFESSIONAL STAFF COMMITTEE.....	14
3.8 SUPPORT STAFF COMMITTEE.....	15
3.9 STUDENT GOVERNMENT.....	15

**SECTION 4. GENERAL POLICIES RELATING TO ALL FACULTY MEMBERS**

4.1	ABUSE – PHYSICAL OR MENTAL ABUSE, SEXUAL ABUSE, SEXUAL MISCONDUCT, AND SEXUAL MOLESTATION MANDATORY REPORTING POLICY .....	15
4.2	ACADEMIC FREEDOM .....	18
4.3	ACADEMIC INTEGRITY POLICY .....	18
4.4	ACCEPTABLE INFORMATION SYSTEMS USE POLICY .....	20
4.5	CAMPUS SPEAKERS .....	22
4.6	CONTRACT TERMINATION OF NON-TENURED FACULTY (EXCEPT ADJUNCTS) .....	23
4.7	EQUAL OPPORTUNITY EMPLOYMENT .....	23
4.8	EXIT INTERVIEW .....	23
4.9	FACULTY DEVELOPMENT FUND .....	24
4.10	FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) .....	25
4.11	FRINGE BENEFITS .....	26
4.12	GIFTS AND GRANTS .....	26
4.13	INFORMATION SYSTEMS/COMPUTING SERVICES .....	26
4.14	INTELLECTUAL PROPERTY POLICY .....	27
4.15	MEDICAL LEAVE POLICY FOR STUDENTS .....	29
4.16	NEPOTISM POLICY .....	31
4.17	OTHER EMPLOYMENT POLICY .....	32
4.18	RESEARCH MISCONDUCT POLICY .....	32
4.19	RETIREMENT PROGRAM .....	36
4.20	SEARCH PROCEDURES FOR NEW FACULTY .....	37
4.21	FREEDOM FROM SEXUAL, RACIAL, RELIGIOUS, AND OTHER FORMS OF HARASSMENT .....	37
4.22	SOCIAL MEDIA GUIDELINES .....	39
4.23	TERMINAL DEGREE LIST .....	41
4.24	VERIFICATION OF STUDENT IDENTITY .....	41
4.25	WEAPONS POLICY .....	43
4.26	TRAVEL AND CONFERENCES – TRANSPORTATION, MEALS, LODGING, CONFERENCE, AND REGISTRATION FEES .....	43

**SECTION 5. POLICIES RELATING TO RANKED OR TEACHING FACULTY**

5.1	RESPONSIBILITIES OF THE FACULTY .....	44
5.2	PROFESSIONAL DUTIES OF FACULTY .....	44
5.3	THE PURPOSE OF GRADUATE PROGRAMS IN THE UNIVERSITY .....	47
5.4	GRADUATE FACULTY AND SCHOLARSHIP .....	48
5.4.1	RATIONALE FOR EXPECTATIONS REGARDING GRADUATE FACULTY SCHOLARSHIP .....	48
5.4.2	GRADUATE FACULTY QUALIFICATIONS .....	49
5.4.3	THE MEANING OF SCHOLARSHIP AS APPLIED TO GRADUATE EDUCATION AT WALSH UNIVERSITY .....	49
5.4.4	DEVELOPMENT OF A SCHOLARSHIP PLAN .....	49
5.5	BOOK SELECTION AND PURCHASE .....	50
5.6	COURSE EVALUATIONS .....	50
5.7	FACULTY ABSENCES .....	50
5.8	FACULTY GRIEVANCE PROCEDURES .....	50
5.9	GRADING .....	52
5.10	GUIDELINES FOR OVERLOADS .....	54
5.11	LIBRARY .....	55
5.12	OFFICE HOURS .....	56
5.13	STUDENT ABSENCES .....	56

5.14	STUDENT ADVISING.....	56
5.15	SYLLABI.....	57
5.16	TEACHING LOAD.....	57

**SECTION 6. POLICIES RELATING TO TENURE, TENURE TRACK, CLINICAL AND PROFESSIONAL FACULTY**

6.1	ANNUAL FACULTY APPRAISAL.....	57
6.2	CONTRACT TERMINATION OF TENURED FACULTY.....	59
6.3	DIVISION CHAIR OR PROGRAM DIRECTOR.....	59
6.4	FACULTY AWARDS.....	59
6.5	FACULTY EVALUATION FOR TENURE AND PROMOTION.....	61
6.6	FACULTY PORTFOLIO DESCRIPTION.....	61
6.7	FACULTY SCHOLAR PROGRAMS.....	62
6.8	MENTORING OF NEW FACULTY.....	64
6.9	POST-TENURE REVIEW.....	64
6.10	PROGRAM REVIEW.....	65
6.11	SABBATICAL POLICY AND GUIDELINES.....	65

**SECTION 7. RELATED LINKS.....** 67

## **SECTION 1. PHILOSOPHY, OBJECTIVES, AND ORGANIZATIONAL STRUCTURE**

### **1.1 INTRODUCTION**

This handbook communicates matters concerning your relationship as a faculty member to the University and its students, as well as pertinent University benefits and employment-related policies and information. It does not include all matters of employment policy and practice; it would be impossible to cover all work-related issues and situations. The University reserves the right, at any time, to make changes in the wording of this handbook and any other employment policies or procedures. The policies and procedures contained within remain in effect until such time as they may be amended through regular University procedures, which may include review and approval by the Walsh University's Board of Directors. The most up-to-date version of this handbook is found on [www.walsh.edu](http://www.walsh.edu). As other employment matters arise, which the University administration believes are deserving of written comment, applicable statements will be issued.

While this handbook is a partial presentation of University employment-related information, a thorough familiarity with the contents of this handbook can be very helpful in matters related to your employment, both now and in the future. If, after reading this handbook, you still have questions about it, please contact the offices of academic affairs or human resources, for assistance in obtaining the information you desire. We welcome comments and suggestions about this handbook and about faculty employment practices and University policies in general. Such communications from our employees will be given serious attention and consideration.

We hope this handbook helps make our association pleasant and mutually beneficial.

Sincerely,

A handwritten signature in cursive script, reading "Douglas B. Palmer". The signature is written in black ink and is positioned above the typed name and title.

Douglas B. Palmer, Ph.D.  
Provost and Vice President for Academic Affairs

## 1.2 MISSION STATEMENT

Walsh University is an independent, coeducational Catholic, liberal arts and sciences institution founded by the Brothers of Christian Instruction. Walsh University is dedicated to educating its students to become leaders in service to others through a values-based education enhanced with an international perspective in the Judeo-Christian tradition.

Walsh University believes in the desirability of a small university that promotes academic excellence, a diverse community, and close student-teacher interaction.

The University provides its students a higher education that fosters critical thinking, effective communication, spiritual growth, and personal, professional, and cultural development. Walsh University encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.

## 1.3 HISTORY

In 1957, when the Brothers of Christian Instruction first arrived in Ohio to look at potential sites for a new college, they were drawn to 50 acres of land surrounded by rolling hills of farmland in North Canton. Not only was this a good location, recalls Brother Robert Francoeur, F.I.C., who traveled with a fellow Brother to consider four other sites as well, but the land was affordable—50 acres at \$2,000 an acre, for a total of only \$100,000. Financing for the purchase and construction of the initial two buildings (College Hall which is now Farrell Hall and the Brothers' residence, La Mennais Hall) was provided by a \$500,000 loan from the Brothers of Christian Instruction and a \$300,000 gift from the Roman Catholic Diocese of Youngstown.

The doors of Walsh College opened on November 17, 1960. The first class was made up of 67 students, all male, and most of them graduates of Central Catholic High School. The College's staff consisted of seven Brothers, a janitor, and a part-time secretary. All the Brothers, regardless of title, taught at least one class.

Those were the simple beginnings—tuition was \$300 a semester and the College's entire operating budget, including the Brothers' living expenses, totaled \$33,000.

On the opening day, Brother Thomas S. Farrell, F.I.C., President, stood on the mezzanine landing of the stairway in the lobby of College Hall and told the new students,

The greatness of an institution is not gauged by the splendor of its buildings, the success of its athletic teams, and the size of its stadium; nor by the academic degrees held by its faculty; not even by the number of degrees it may award. An institution of higher education becomes great [when judged] by the quality of the men it sends forth from its doors.

Those words still ring true today, even as the name on the gate is now Walsh University and both male and female graduates from many backgrounds and nations are sent forth.

While enrollment has grown and tuition has climbed with the times, new buildings have sprung up around campus and new programs are constantly being introduced. Throughout these changes, the Walsh University mission remains essentially the same, to maintain high standards of academic excellence and close student-teacher interaction. This commitment is reflected each time another assembly of graduates is sent forth.

## 1.4 THE DIOCESE OF YOUNGSTOWN

Walsh University is named after Bishop Emmet M. Walsh, who invited the Brothers of Christian Instruction to establish a college in the Diocese of Youngstown. A gift from the diocese was used to erect La Mennais Hall as a residence for the Brothers of Christian Instruction, for student brothers, and candidates enrolled at Walsh University.

In May of 1995, the University Board of Directors entered into a sponsorship agreement with the Brothers of Christian Instruction that continues to this day.

As an academic institution, Walsh University is autonomous. The Bishop of the Roman Catholic Diocese of Youngstown authenticates the Catholic identity of the University. Walsh University personnel appreciate the understanding, cooperation, and support which diocesan authorities have given to the University since its foundation and count on the help of the diocesan clergy and laity in enrollment and fund-raising efforts. University administrators collaborate with diocesan officials in the preparation of teachers for schools, parishes, host lectures, workshops, and seminars.

A person originally employed as a diocesan priest, either as chaplain or teacher, cannot expect continued employment at the University if he changes his clerical status. He may be rehired if neither the President of Walsh University nor the Bishop of the Roman Catholic Diocese of Youngstown has objections.

## **SECTION 2. FACULTY STATUS, RANK, AND CLASSIFICATION**

### **2.1 DEFINITIONS**

**Faculty** of the University consists of those individuals, full- or part-time, with faculty status, either with or without rank, who collectively develop, maintain, deliver, assess, and support the University curricula in all its phases.

**Faculty Status** is given to full or part-time employees who are related directly and indirectly to the maintenance and delivery of University curricula and to student success. The four types of faculty status are: Specialty Faculty Status, Undergraduate Faculty Status, Associate Graduate Faculty Status and Full Graduate Faculty Status. Faculty status presupposes a master's degree or its equivalent.

**Teaching Faculty** of the University consists of those individuals who are contracted, full or part time, with faculty status (undergraduate or graduate, full or associate) and rank, to oversee curricula, to teach students in laboratory, classroom, and other settings and to perform research and service.

**Faculty Rank** is assigned to full- or part-time employees who teach and research. Faculty rank and status presupposes a master's degree or its equivalent.

### **2.2 FACULTY STATUS**

**Undergraduate Faculty Status** is awarded to individuals who oversee undergraduate curricula and whose tasks are teaching, research, and service. Those receiving undergraduate status are reviewed under the "Scholarly Engagement" standards for faculty retention, tenure, and promotion.

**Associate Graduate Faculty Status** is awarded to individuals who routinely teach a graduate course but are primarily responsible for undergraduate curricula. Those receiving associate graduate faculty status are evaluated according to undergraduate faculty retention, tenure, and promotion standards, unless specialized accreditation requires graduate standards be applied.

**Full Graduate Status** is awarded to individuals who oversee graduate curricula and whose tasks are teaching, research, and service. Those receiving full graduate status are reviewed under the graduate "Functioning Scholar" standards for faculty retention, tenure, and promotion. They will also receive assigned research load hours.

**Specialty Faculty Status** is awarded to individuals with tasks not directly associated with teaching and research. Specialty faculty members support the curriculum, assist both students and content area faculty in reaching learning outcomes, and are essential to maintaining an engaged learning community. They are appointed by the Chief Academic Officer and issued contracts by the President. Specialty faculty



members function in units that have titles and ranks appropriate to their specialties. The requirements for evaluation are focused on function, service, and alignment to mission rather than teaching and scholarship. Specialty faculty members are entitled to faculty privileges and benefits, including professional development and representation on faculty committees and senate.

### 2.3 TEACHING FACULTY RANK

Faculty rank is assigned to full- or part-time employees who teach and research. Faculty rank and status presupposes a master's degree or its equivalent.

The faculty ranks are:

- Lecturer, Instructor, Assistant, Associate Professor, and Full Professor
- Clinical Lecturer, Clinical Instructor, Clinical Assistant, Clinical Associate, and Clinical Full Professor
- Professional Lecturer, Professional Instructor, Professional Assistant, Professional Associate Professor, and Professional Full Professor

### 2.4 TEACHING FACULTY CLASSIFICATION

Teaching faculty members are classified as adjunct, visiting, professional, clinical, tenure track, or emeritus.

Professional, clinical, and tenure-track faculty are evaluated according to the appropriate faculty retention tenure and promotion guidelines. Emeritus faculty members are awarded this status at retirement and are not subject to further evaluation.

### 2.5 ADJUNCT (PART-TIME) TEACHING FACULTY

Adjunct faculty members are individuals who receive part-time contracts to teach a limited number of specific courses for one academic semester.

Courses are assigned according to the needs of the academic program as determined by the appropriate program director, chair, or dean and according to Section 5.10 – Guidelines for Overloads. Stipends for adjunct faculty can vary depending upon the lecturer's credentials, experience, prior teaching at the University, the program in which the class is being offered, and class enrollment. Information about current reimbursement rates for adjunct faculty is available from the Office of Academic Affairs. Adjunct faculty members are evaluated through supervisor and student evaluations.

A person with a master's degree or equivalent qualifications appointed to fill a part-time (adjunct) position is ranked as a lecturer. The Chief Academic Officer may appoint senior personnel at a rank higher than lecturer.

### 2.6 VISITING FACULTY

Visiting faculty members are individuals hired full- or part-time to fulfill teaching faculty positions for one academic year. The Chief Academic Officer assigns status and rank appropriate to education and experience. Visiting faculty members advise students and serve on committees at the discretion of the faculty member's supervisor.

Visiting faculty members have the option to be evaluated either through supervisor and student evaluations or by the appropriate faculty retention, promotion, and tenure guidelines.

Visiting faculty positions may be renewed, upon the recommendation of the appropriate chair or dean, at the discretion of the Chief Academic Officer and President.

## 2.7 CLINICAL/PROFESSIONAL FACULTY

Clinical/professional faculty members are individuals who have extensive experience but are hired to a part time position, lack a terminal degree, or they have primary responsibility to oversee a laboratory, clinical process, or applied professional activities. Faculty members with clinical/professional faculty status do not stand for tenure, but they are eligible for promotion and all other privileges granted to tenure-track faculty. The faculty member must hold an earned master's degree.

Faculty members holding clinical/professional status are expected to engage in professional development and scholarly activities appropriate to their rank and discipline and consistent with the criteria of the University as described in Section 3.1 - Scholarship at Walsh University: Boyer's Four Categories of Scholarship. They are expected to maintain clinical/professional expertise and demonstrate a record of excellence in teaching and service. Faculty with clinical/professional status will hold faculty rank.

Newly hired clinical/professional faculty will prepare a first-year faculty portfolio in accordance with this handbook (see Section 6.19 -New Faculty Evaluation). After their first year as a full-time faculty member, the annual evaluation process and promotion procedures for clinical/professional faculty are consistent with those for tenure-track faculty. Also, as for tenure-track faculty, clinical/professional faculty will submit an updated faculty portfolio for review and evaluation by the Faculty Retention, Tenure, and Promotion Committee (FRTP) in their third and sixth years of employment, or when applying for promotion, or both.

Individuals hired to fulfill a part-time position, either half-time or more, are ranked as part-time clinical or professional faculty, regardless if they hold a terminal degree. These individuals are ranked and submit the relevant materials through the normal faculty retention, promotion, and tenure review process.

Clinical/Professional faculty members are hired with the following ranks:

### **Clinical/Professional Instructor**

A person with the master's degree or equivalent qualifications appointed to a full-time position in the clinical/professional track is ranked as an instructor.

Advancement towards promotion in the clinical/professional track normally begins with a clinical/professional faculty member's appointment at the rank of instructor.

At the discretion of the Chief Academic Officer, a faculty member hired as a clinical/professional instructor may receive advanced standing towards promotion to clinical/professional assistant professor of from one to two years. Advanced standing is negotiated between the faculty member and the Chief Academic Officer at the time of initial appointment and is written into the faculty member's contract.

### **Clinical/Professional Assistant Professor**

After three years of successful University service, a clinical/professional instructor is eligible to become a clinical/professional assistant professor. At the discretion of the Chief Academic Officer, a faculty member hired as a clinical/professional assistant professor may receive advanced standing towards promotion of from one to three years. Advanced standing is negotiated between the faculty member and the Chief Academic Officer at the time of appointment or promotion and is written into the faculty member's contract.

### **Clinical/Professional Associate Professor**

After six years of service as a clinical/professional assistant professor that include excellent ratings as a teacher, evidence of scholarship appropriate to the position held, and service to Walsh University and the community, a clinical/professional assistant professor is eligible to become a clinical/professional associate professor. The Chief Academic Officer and faculty member may negotiate up to three years of

advanced standing at the time of appointment. Advanced standing is negotiated between the faculty member and the Chief Academic Officer and is written into the faculty member's contract.

### **Clinical/Professional Professor**

After four years of service as an associate professor, a clinical/professional associate professor may be considered for promotion to the rank of professor. This rank is not granted as a reward for seniority, but as recognition for outstanding teaching, scholarship appropriate to the position held, and service. A clinical/professional professor must hold a terminal degree. The rank of professor is granted if the candidate has established a record of consistent excellent teaching, scholarship that meets the University's criteria for clinical/professional faculty, active participation in one's professional field at regional, state, or national conference levels, and service to Walsh University and the community.

Occasionally, because of previous teaching experience or other qualifications, a faculty member may be hired as a clinical/professional associate professor with advanced standing of one to three years towards promotion to the rank of professor. In such cases, the period of service at Walsh University before becoming eligible for full professor is reduced by the prescribed number of years. Advanced standing towards promotion is negotiated between the faculty member and the Chief Academic Officer and is written into the faculty member's contract. Where qualifications warrant, a faculty member may be hired with the rank of clinical/professional professor.

## 2.8 TENURE-TRACK FACULTY

Walsh University offers the opportunity of earning tenure to qualified full-time ranked teaching faculty who possess a terminal degree. After an appropriate probation period, and upon awarding by the board of directors, tenure grants the teaching faculty member the contingent right to retain his or her appointment without term until retirement. Tenure may be terminated, other than by retirement, because of grave misconduct, moral turpitude, gross neglect of academic duty, a disability which substantially impedes discharge of academic duties, and financial exigency. To be eligible for consideration of tenure, a teaching faculty member must satisfy three criteria: an appropriate terminal degree, full-time appointment, and length of service.

For teaching faculty hired without previous service in a tenure-track position, or its equivalent at another college or university, the length of probationary service prior to being granted tenure is six years.

New teaching faculty with prior probationary experience may be appointed as associate professors or professors and are eligible for one and up to three years advanced standing towards tenure. Clearly delineated eligibility dates for tenure and promotion at the outset of hire is to be on record for every full-time tenure-track faculty member. The expectation is that the tenure-track hire will stand for tenure at the designated time, but no longer than six years from the date of notification of eligibility. A tenure-track hire standing for tenure prior to the normal sixth year requirement will still complete the sixth-year evaluation as described in this handbook.

Tenure-eligible faculty are hired in the following ranks:

### **Assistant Professor**

Tenure-track faculty hired with a terminal degree will be appointed at least as an assistant professor. Advancement towards tenure normally begins with a faculty member's appointment as an assistant professor. At the discretion of the Chief Academic Officer, a faculty member hired as an assistant professor, or an instructor promoted to assistant professor, may receive advanced standing towards tenure and promotion from one to three years. Advanced standing is negotiated between the faculty member and the Chief Academic Officer at the time of appointment or promotion and is written into the faculty member's contract.

### **Associate Professor**

After six years of service as an assistant professor that include excellent ratings as a teacher, evidence of scholarship appropriate to the position held, and service to Walsh University and the community, a tenure-track faculty member is eligible to apply for promotion to associate professor and tenure. The person must have a terminal degree. In cases where an assistant professor has received, at the time of appointment or promotion, advanced standing towards becoming eligible for promotion to associate professor or being awarded tenure or both, the period of service is reduced by the prescribed number of years. Advanced standing is negotiated between the faculty member and the Chief Academic Officer and is written into the faculty member's contract.

### **Professor**

After four years of service as an associate professor, a tenure-track faculty member may be considered for promotion to the rank of professor. This rank is not granted as a reward for seniority, but as recognition for outstanding teaching, scholarship appropriate to the position held, and service. A professor must hold a terminal degree. The rank of professor is granted if the candidate has established a record of consistent excellent teaching, research and publication, active participation in one's professional field at regional, state, or national conference levels, and service to Walsh University and the community. Occasionally, because of previous teaching experience or other qualifications, a faculty member may be hired as an associate professor with advanced standing of one to three years towards promotion to the rank of professor. In such cases, the period of service at Walsh University before becoming eligible for tenure and promotion to the rank of professor is reduced by the prescribed number of years. Advanced standing towards promotion is negotiated between the faculty member and the Chief Academic Officer and is written into the faculty member's contract. Where qualifications warrant, a faculty member may be hired with the rank of professor. In such cases, the timeline for advancement towards tenure is negotiated between the faculty member and the Chief Academic Officer at the time of initial appointment and is written into the faculty member's contract.

## 2.9 EMERITUS FACULTY

After retirement, a professor with twenty or more years of distinguished service at Walsh University may be proposed for the rank of professor emeritus. Such a proposal is initiated by the appropriate division chair or dean in which the retired professor served and is presented through the President to the board of directors. An emeritus professor is no longer subject to any further faculty retention, promotion or tenure oversight.

## 2.10 FACULTY APPOINTMENTS

Faculty appointments are made by the President, who has the right to accept or deny any employment recommendation, on the recommendation of the Chief Academic Officer and the appropriate dean or division chair.

Annual contracts setting forth the terms and conditions of service for full- and part-time faculty are ordinarily issued by the President on May 1 and returned to the President's office by June 1. Contracts for adjunct faculty are issued every semester.

## 2.11 CHANGING FACULTY STATUS

Procedure by which a faculty member filling a tenure-track position may later apply for clinical/professional faculty status is: the faculty member initiates a request for clinical/professional faculty status to the division chair or dean; if the chair or dean determines that the faculty member's duties fit the parameters for clinical/professional faculty status, then the chair or dean petitions the Chief Academic Officer to change the status of the faculty member to clinical/professional faculty.

The procedure by which a faculty member holding clinical/professional faculty status may later apply for rank in a tenure-track position is: the faculty member initiates a request for tenure-track status to the

division chair or dean; if the chair or dean determines that the faculty member's duties fit the parameters for tenure-track faculty status, then the chair or dean petitions the Chief Academic Officer to change the status of the faculty member to tenure-track faculty. In this event, the number of years accrued as a clinical/professional faculty member that may be counted towards eligibility for tenure is determined solely by the Chief Academic Officer.

Final decisions on changing the status of a faculty member are the prerogative of the Chief Academic Officer and the President of the University.

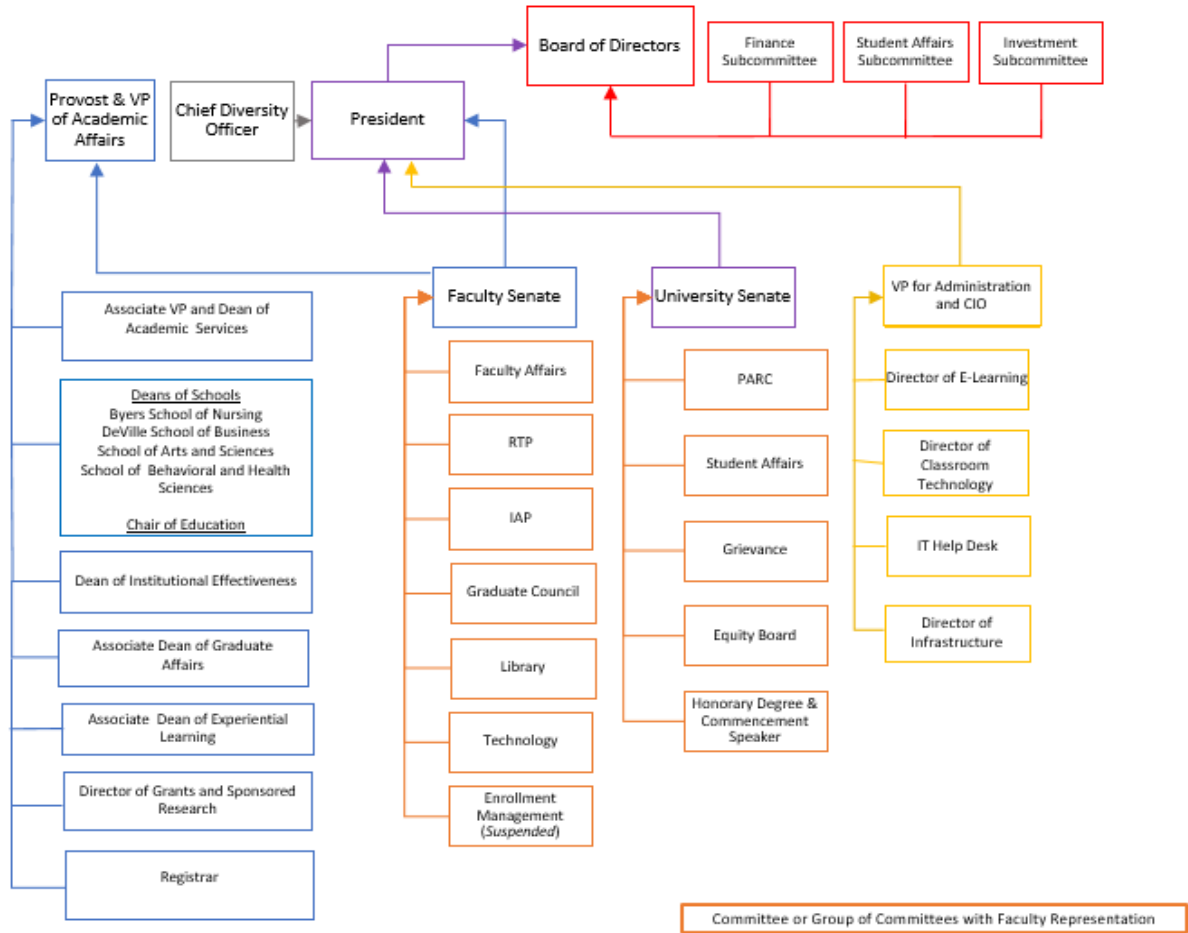
### **SECTION 3. WALSH UNIVERSITY GENERAL ORGANIZATION AND GOVERNANCE PLAN / STRUCTURE**

#### **3.1 INTRODUCTION**

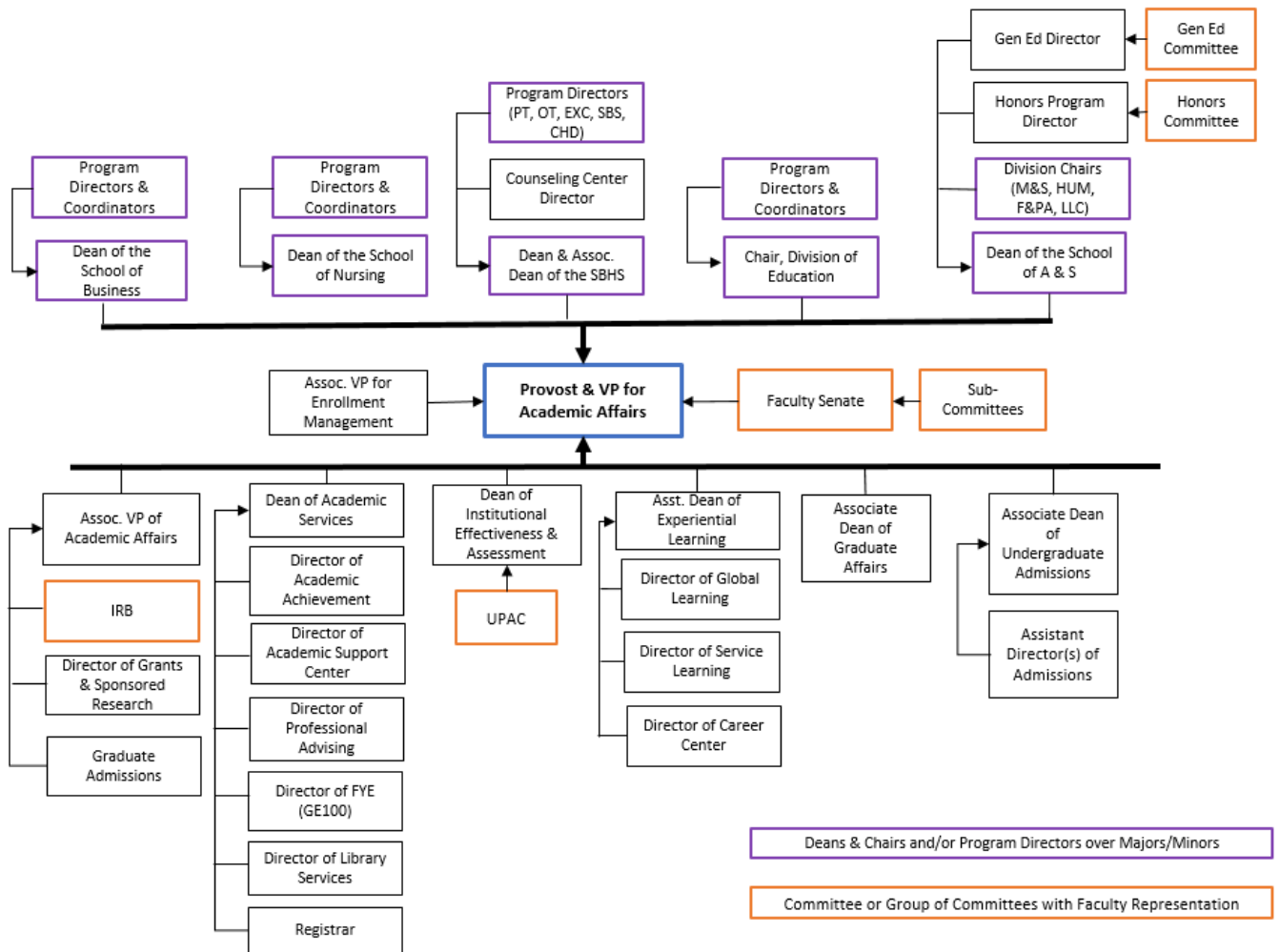
The Walsh University Governance Plan results from the work of the 1994/95 interim University Senate whose members coordinated the review of all aspects of the existing governance plan, including written suggestions requested from and submitted by all committees and constituencies.

The governance plan is a working document requiring periodic modification and refinement. Proposed changes to the plan may be submitted to the chair of the University Senate who will appoint an ad hoc committee with representatives drawn from each constituency. This ad hoc committee of senators will review the issues and make recommendations to the University Senate. After appropriate deliberation, the University Senate will make its recommendations and forward them to the President for action by the board of directors.

### 3.2 ACADEMIC AFFAIRS ORGANIZATIONAL CHART



### 3.3 ACADEMIC STRUCTURE ORGANIZATIONAL CHART



### 3.4 THE UNIVERSITY SENATE

The University Senate is the major governance organization of all internal constituencies which report to the President. It oversees committees reporting to it and recommends internal approval of non-academic program additions or revisions and new or revised non-academic policies.

The University Senate includes minimally: two undergraduate faculty, one faculty who teaches in a graduate program, two professional staff, two support staff, two undergraduate students (one undergrad to be an athlete), one graduate student, the chairs of four standing committees (Equity, Grievance, PARC, and Student Affairs), and two non-voting executive staff.

The senate reviews and acts on the recommendation of its standing and ad hoc committees. It recommends non-academic programs and policies to the President for approval, veto, or submission to the board of directors.

The six committees within the University Senate are: the Equity Board, which implements Walsh University's discrimination policy and addresses issues of harassment; the Honorary Degree and Commencement Speakers Committee, which works with the President and Faculty Senate to nominate and approve nominations for honorary degrees and distinguished service or founders' medals; the Grievance Board, which works to promote and promulgate standards of conduct approved by Walsh University constituencies; the Planning and Assessment Review Committee, which reviews the University's operating plans of the previous year, reviews and monitors the current year's operating plan, and provides feedback to the President and President's staff for strategic and long range planning; the Institutional Review Board (IRB), whose purpose is to protect the welfare of human subjects used in research according to federal and state mandates; and the Student Affairs Committee, which reviews concerns and policies addressing the needs of all students.

At senate meetings, each committee chair presents a brief oral report on his or her committee's activities. Committees reporting to the University Senate may also submit recommended changes of bylaws to the senate for approval. Approved revisions are submitted to the President for approval, veto, or submission to the board of directors.

The following are committees within the University Senate:

#### 3.4.1 Equity Board

The Equity Board provides an avenue for employees and students to bring to the attention of the University acts of discrimination and to develop proactive strategies to educate the Walsh University community about discrimination, harassment, and the University's policy against discrimination.

#### 3.4.2 Grievance Board

The Grievance Board promulgates and promotes the standards of conduct approved by Walsh University constituencies. The members of the board are tasked with involving community members in further defining appropriate standards of conduct and promoting methods of resolution protective of due process rights. The board acts as an appellate body to members of the community who feel that University policies or procedures were unfairly or inappropriately applied. It receives, investigates, and resolves issues and complaints from all members of the Walsh University community and makes recommendations to the President.

#### 3.4.3 Honorary Degree and Commencement Speakers Committee

The Honorary Degree and Commencement Speakers Committee works with the President and Faculty Senate to both nominate and approve nominations for honorary degrees, the Distinguished Service Medal, and the Founders' Award.



#### 3.4.4 Institutional Review Board

The primary purpose of the Institutional Review Board (IRB) is to protect the welfare of human subjects used in research. Federal and state regulations mandate that research involving human participants must be reviewed and approved by an IRB and will be subject to continuing review by the IRB. As an institution, Walsh University is committed to fostering the growth of human subjects' research by faculty and students for the greater good of humanity and for the pursuance of knowledge. The President, through the Chief Academic Officer and institutional official (IO), grants authority to the IRB to approve of research involving human subjects. However, the institutional official, Chief Academic Officer or President or both may disapprove a protocol or research activity that has been approved by the IRB if the protocol is contradictory to the mission of the University <https://www.walsh.edu/IRB>.

#### 3.4.5 Planning and Assessment Review Committee (PARC)

The Planning and Assessment Review Committee assists Walsh University's President and the President's staff in the planning process by reviewing the assessment of the University's prior year operating plans, reviewing and monitoring the implementation of the current year operating plan, and providing feedback for strategic and long-range planning.

#### 3.4.6 Student Affairs Committee

The Student Affairs Committee addresses student and other constituency concerns related to student life on campus as well as other issues affecting the general welfare of community members. The committee is also tasked with bringing ideas for improvement of student life to the attention of the appropriate staff and serves in an advisory capacity on such issues as appropriate.

### 3.5 FACULTY SENATE

In fulfilling its responsibility to Walsh University, the Senate functions as a representative and deliberative governance body of the faculty and serves as the liaison on matters of faculty interest between the faculty and the Chief Academic Officer, the President of the University, the board of directors, and other University administrative officers. In accordance with authorizing motion 11-07 and the University's commitment to governance as a shared process, the Senate may consider issues impacting the welfare of the faculty and the University, especially those decisions affecting academic standards and freedom, curriculum, program development, and assessment, among others.

The Senate includes a number of faculty members (persons issued full-time faculty contracts, with or without rank) with representation from each of the following constituencies: School of Arts & Sciences, School of Behavioral & Health Sciences, School of Business, School of Nursing, Division of Education, and those who hold specialty faculty status. The number of Senators in any given year can vary based on the total number of full-time faculty at the University and the number of full-time faculty within each constituency as of September 1 of each academic year. Additionally, four at-large faculty are elected. In an effort to ensure open discussion, increase opportunities for leadership, and broaden faculty engagement in governance, those who have evaluative authority over other faculty are not eligible to serve. Those who are ineligible to serve on Faculty Senate include, but are not limited to, program directors who have evaluative responsibilities over other members of the faculty, such as vice chair, division chair, associate or assistant dean, dean, vice president, provost, and President. It is the responsibility of the individual and constituency to ensure their Faculty Senate nominees are eligible to serve. Three non-voting officers, Chair, Vice-Chair, and Corresponding Secretary are elected by the faculty as a whole. These officers may come from either ranked or unranked faculty.

The following are committees within the Faculty Senate:

### 3.5.1 Faculty Affairs Committee

As elected representatives of the ranked faculty, the Faculty Affairs Committee oversees University policies related to teaching faculty, representation of the teaching faculty in the University governance system, and conditions of work and employment for teaching faculty at the University. The committee is a standing committee of the Faculty Senate.

### 3.5.2 Faculty Forums Committee

The Faculty Forums Committee represents the interests of the faculty in the planning of forums and other events as needed. The committee consists of three faculty members who work in consultation with the chair and vice chair of the Faculty Senate.

### 3.5.3 Faculty Retention, Tenure, and Promotion Committee

The Faculty Retention, Tenure, and Promotion Committee (FRTP) is a standing committee of Faculty Senate. The committee is composed of academic deans appointed by the Chief Academic Officer as co-chairs and non-voting members. There are also six tenured teaching faculty members that are elected by the tenured teaching faculty, one of whom must be graduate teaching faculty. The committee reviews and evaluates the full-time faculty portfolios with rank both as they advance towards and apply for tenure or promotion or both according to the policies and procedures approved by the board of directors and set forth in the Faculty Handbook. Recommendations concerning adequate or inadequate progress toward tenure or promotion are forwarded in writing to the Chief Academic Officer. Recommendations concerning granting tenure or promotion are also forwarded in writing to the Chief Academic Officer who then makes a formal recommendation to the President. Final promotion decisions are the prerogative of the President. For faculty seeking tenure, final decisions are made by the board of directors.

### 3.5.4 Graduate Council

The Graduate Council is a standing committee of the Faculty Senate. Its purpose is to approve or endorse recommendations from the member graduate programs regarding graduate policies, curricular changes to existing programs, and the development of new graduate offerings. Proposals are then presented to the Faculty Senate for approval. The committee, in conjunction with the Office of Academic Affairs, also identifies and reviews financial implications for the University of the proposals under consideration. The committee consults, as necessary, with other members of the University regarding proposals impacting graduate education at Walsh University by inviting these members to present and discuss these proposals at committee meetings.

### 3.5.5 Instruction and Academic Policy Committee

The Instruction and Academic Policy Committee develops recommendations on the character, content, and overall balance of the curriculum and presents them to the Faculty Senate. In conjunction with the Office of Academic Affairs, the committee also identifies and reviews financial implications for the University of the proposals under consideration. The committee consults with other members of the University regarding their proposals and invites these members to present and discuss these proposals at committee meetings.

Members of the committee include the dean of undergraduate studies, the Registrar, one representative each from the admissions office and the library, six-elected undergraduate faculty from different areas of study, and two undergraduate students appointed by student government. All members of the committee have voting rights.

### 3.5.6 Library Committee

The Library Committee is responsible to: address faculty, student, staff, and alumni interests regarding the library; provide evaluation and bring ideas for service improvement to the attention of the library; assist in policy formation and interpretation; serve in advisory capacity for decision-making; and, after a patron has first consulted a librarian, serve as appeal board for penalties, fines, and objections to policy.

The committee consists of the Library Director, four faculty members, one faculty librarian, one library staff member, and two students (one graduate and one undergraduate).

### 3.5.7 Selection Committee

As elected representatives of the ranked and unranked faculty, the Selection Committee oversees the selection and election process of University committees, officers, and at-large members of the Faculty Senate. The committee issues a call for nominations by February 15, issues a ballot by March 15, and completes elections by April 1, of any given year. The Selection Committee is a subcommittee of the Faculty Affairs Committee.

### 3.5.8 Technology Committee

The Technology Committee advocates for providing the University's faculty with access to information technology so as to enhance the faculty's teaching, research, and service, as well as students' learning experience. The committee accomplishes this by working to: enhance teaching, research, service, and learning processes through the use of technology; ensure all faculty are provided with appropriate technology; promote the effective use of information technology in the instructional, research, and faculty-related administrative activities of Walsh University; identify and recommend new and emerging technologies to assist faculty with their teaching, research, and service objectives; and serve as liaison to each academic division concerning technology matters.

To accomplish these purposes, the committee functions to: provide advice and recommendations to the Chief Academic Officer and Director of Technology concerning information technology strategic directions and operating policies affecting faculty needs; maintain relationships with other Walsh University committees that deal with information technology related issues; and, ensure that all faculty technology needs are addressed.

The Technology Committee membership consists of seven elected voting members from the ranked faculty with no more than two from the same division. The Director of Technology is a non-voting member of the technology committee.

## 3.6 EXPEDITIOUS PROCESS FOR EXTRAORDINARY APPROVAL

When, in the judgment of the President and Chief Academic Officer, a program needs to move through an expeditious approval process, representatives from several constituencies will be convened to review the program for its final soundness and planning consequences for the University. Committee members will include, but are not limited to, the following: the President, the Chief Academic Officer, a member of Graduate Council, the Director of Library Services, the Vice President for Finance or his or her representative, the chair of the Instruction and Academic Policy Committee, and the chairs of Faculty Senate and University Senate. Recommendations will come through the Chief Academic Officer to the President to be taken to the appropriate committee of the board of directors.

## 3.7 PROFESSIONAL STAFF COMMITTEE

The Professional Staff Committee acts as the governing body of all Walsh University employees classified as professional staff.

As a committee, this group: serves as the vehicle through which professional staff are kept informed of University matters; provides a forum through which professional staff can voice concerns, offer input, and, where appropriate, give or withhold endorsement on University matters, actions, and policies; assists in building and maintaining morale and professional development for all professional staff; advocates, where appropriate, on behalf of the professional staff group; and selects members for appointment to University Senate, University Senate standing committees, and other governance committees.

All University employees classified as professional staff are eligible and automatically members of the professional staff. Elections for committee members will be held at the last meeting prior to the beginning of the academic year. Interest forms will be sent to each member one month before the meeting. A ballot made up of names taken from the interest forms will be sent to each member prior to the meeting. If an elected member is unable to fulfill his or her obligation, the Professional Staff Committee will determine the need for another election.

### 3.8 SUPPORT STAFF COMMITTEE

Support Staff Committee is the governing body of Walsh University non-contract employees which reports to the University Senate and to the President; serves as the means through which the members are informed of University matters; provides a forum through which members can voice concerns, offer input, and, where appropriate, give or withhold endorsement on University matters, actions, or policies; assists in building and maintaining morale among its members; and advocates, where appropriate, on behalf of itself or its members.

All non-contract employees of the University are automatically members of the support staff. Elections for committee members will be held at the last meeting prior to the beginning of the academic year. Interest forms will be sent to each member one month before the meeting. A ballot made up of names taken from the interest forms will be sent to each member prior to the meeting. If an elected member is unable to fulfill his or her obligation, the support staff will determine the need for another election.

### 3.9 STUDENT GOVERNMENT

The election process for representatives to Student Government was voted on and unanimously approved at the February 16, 1995, meeting of the Walsh University Student Government (WUSG). The University Senate asks for three students. Since student government does not include graduate students, this process applies only to undergraduate students. This process proceeds as follows:

- The Vice President for Student Affairs or the Dean of Students or both will make a list available of committees needing student representation.
- The president of WUSG reads the list of committees at the next senate meeting and asks for nominations.
- After all nominations are made, the senate votes to either approve or disapprove nominations.
- All remaining committee vacancies are then appointed by the student government president.
- According to the WUSG constitution, representatives of University Senate will be the president and vice president of WUSG.

## **SECTION 4. GENERAL POLICIES RELATING TO ALL FACULTY MEMBERS**

### 4.1 ABUSE - PHYSICAL OR MENTAL ABUSE, SEXUAL ABUSE, SEXUAL MISCONDUCT, AND SEXUAL MOLESTATION MANDATORY REPORTING POLICY

Walsh University does not permit actual or threatened acts of physical or mental abuse, sexual abuse, sexual molestation, or sexual misconduct (“prohibited conduct”) to occur in the workplace or at any

activity sponsored by or related to it. In order to make this “zero-tolerance” policy clear to all employees, volunteers, and staff members, we have adopted mandatory procedures that employees, volunteers, family members, board members, individuals, and victims must follow when they reasonably suspect, learn of, or witness prohibited conduct.

Three federal laws establish responsibilities for employees of colleges to report crimes and incidents, especially sexual misconduct: the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments Act of 1972. Each of these federal laws are intended to protect members of the campus community, visitors, and guests from criminal and discriminatory behavior. The responsibilities established by these laws give rise to the term “mandatory reporter.” Additionally, state law imposes mandates with respect to the reporting of child abuse and sexual abuse for anyone under the age of 18 (Ohio Revised Code 2151.421).

Abuse or molestation means each, every, and all actual, threatened, or alleged acts of physical or mental abuse, sexual abuse, sexual molestation, or sexual misconduct performed by one person or by two or more persons acting together. As required by law, definitions of sexual offenses, non-forcible sex offenses, domestic violence, dating violence, and stalking are provided in the annual Safety & Security Report distributed to all community members annually and available on the Walsh University Website at <https://www.walsh.edu/campus-police>.

#### Reporting Procedure

**Victims.** Any individual who believes they have been subject to prohibited conduct should immediately report it to one of the following:

- Walsh University Chief of Campus Police – David Center, Room 103, 330-490-7373
- Campus Police Officer on duty – Menard, Betzler Tower Main Level office, 330-490-7474 or mobile 330-316-1088
- Director of Human Resources – Farrell Hall, Room 102, 330-490-7226
- Title IX Coordinator – David Center, Room 103, 330-490-7321

The law, specifically under The Clery Act, provides adult victims an option for confidential reporting at Walsh University with the following: Walsh University Counseling Services College Counselors; Walsh University Student Health Center Physician, Physician Assistants, and Nurses; and Priests. These providers are non-mandatory reporters only while in performance of their job where confidentiality is protected by law. These personnel may encourage and facilitate victims in connecting with University resources and the formal reporting agents listed above.

Unless employed in one of these three University offices, and regardless of an employee’s personal educational background, external employment, licensure, etc., the employee is considered a mandatory reporter at Walsh University. Employees may not promise confidentiality to anyone related to the information the employee receives, suspects, or witnesses regarding the prohibited conduct previously described.

If a child (any individual under the age of 18) has been the subject to any prohibited conduct, all are required to contact the Chief of Campus Police immediately. Appropriate family members of the victim must be notified immediately of suspected child abuse or neglect. If a child is the victim of abuse or neglect, the parent or guardian must report it to the local or state police and the appropriate child abuse agency. If an individual of any age with physical or mental impairments has been subject to any prohibited conduct, all are required to contact the Chief of Campus Police immediately.

**All employees** who learn of or have a verifiable suspicion of prohibited conduct must immediately report it to one of the following:

- Walsh University Chief of Campus Police – David Center, Room 103, 330-490-7373
- Campus Police Officer on duty – Menard, Betzler Tower Main Level office, 330-490-7474 or mobile 330-316-1088
- Director of Human Resources – Farrell Hall, Room 102, 330-490-7226
- Title IX Coordinator – David Center, Room 103, 330-490-7321

### Investigation and Follow Up

Walsh University takes all allegations of prohibited conduct seriously. Once the allegation is reported, Walsh University will reasonably and impartially initiate an investigation to determine whether there is a verifiable basis to believe that the prohibited conduct has occurred and that it was committed by the target(s) of the investigation. The investigation may be undertaken by University personnel or the University may hire an independent third party. Walsh University will cooperate fully with any investigation conducted by law enforcement or regulatory agencies and may refer the complaint and the result of the University’s investigation to those agencies.

Walsh University reserves the right to place the subject(s) of the investigation on an involuntary leave of absence or reassign that subject(s) to responsibilities that do not involve personal contact with individuals or students. Additional intermediate measures, as provided for under Title VII and Title IX, may also be made during the investigatory process and may include no-contact orders, or other actions, to ensure a safe environment that does not interfere with a student’s right to pursue an education or the employee’s right to an environment free from harassment and abuse.

Consistent with our legal obligation to report suspected prohibited conduct to appropriate authorities, we will endeavor to keep the identity(ies) of the subject(s) and the alleged victim(s) confidential when appropriate. If the investigation substantiates the allegation, our policy provides for disciplinary penalties, including but not limited to termination of the subject’s relationship with the University.

### University Proceedings and the Criminal Process

Victims also have the right to make reports to external police agencies and pursue action in the criminal courts in addition to any investigations occurring on campus. While the activities covered by the laws of the larger community and those covered by the University’s policies may overlap, it is important to note that the community’s laws and the University’s policies operate independently and that they do not substitute for each other. Walsh University may pursue enforcement of its own policies whether or not legal proceedings are underway or imminent, and may use information from third party sources, such as law enforcement agencies and the courts, to determine whether University policies have been violated.

In a criminal case, “beyond a reasonable doubt” is the standard of proof used by the courts. In a University proceeding, whether an individual has violated a policy or not is established by a “preponderance of evidence.” Therefore, if a prosecutor decides not to file a case in criminal court, it is still very possible that an individual might be found responsible at a University proceeding where the standard of proof is less stringent.

### Retaliation Prohibited

We prohibit retaliation against anyone, including an employee, volunteer, board member, student, or individual, who in good faith reports prohibited conduct. Retaliation against a participant in the investigation is also prohibited. Anyone who retaliates against someone who has made a good faith allegation of prohibited conduct, or intentionally provides false information to that effect, will be subject to discipline, up to and including termination of the subject’s relationship with the University.

## Reporting Charges and Convictions

In order to ensure the safety of the Walsh University community, all persons to whom this policy applies are required to report if they are charged with or convicted of any felony, or a misdemeanor offense involving violence or sexual misconduct, or if they are subject to a restraining or custody-removal order involving child abuse or exploitation, to the Director of Human Resources (or designee) within 72 hours after the arrest, conviction, or issuance of the restraining or removal order.

Upon review of the arrest or conviction information or both, the University will conduct an investigation to determine whether adverse employment or other appropriate action is recommended.

Noncompliance with the above-stated requirements, or misrepresentation of the circumstances relating to the events, may result in discipline, up to and including termination, loss of tenure (if applicable), revocation of a job offer, or loss of access to and privileges in the University.

## 4.2 ACADEMIC FREEDOM

Walsh University endorses the following statement on academic freedom:

Academic freedom is essential to teaching and to the pursuit of scholarly activities within an academic community. Such freedom requires free inquiry, free expression, intellectual honesty, respect for the academic rights of others, and openness to change. The rights and responsibilities exercised within the academic community must be compatible with these requirements. All members of the faculty, in common with all other members of the academic community, share the responsibility for maintaining a professional atmosphere.

The mission of the University is to provide a Catholic, liberal arts education that encompasses an international or global perspective and promotes critical thinking. While this places no obligation on faculty members with regard to their personal beliefs or religious practices, it does require faculty members to respect Catholic beliefs and practices and to understand *Gaudium et Spes* as a foundation for the University's general education program. Although faculty members are entitled to freedom in the classroom in discussing their subject and exposing students to diverse points of view, they are expected to refrain from promoting doctrines opposed to the essentials of the Catholic faith or those inimical to the aims and purposes of the University as a Catholic institution committed to upholding Christian faith and morality. The very nature of religious belief requires free, un-coerced consent, just as the nature of the University requires respect for evidence, for investigation, for reason, and for enlightened assent.

Faculty members are expected to refrain from imposing their personal religious beliefs and practices. However, faculty members, in accordance with the University's mission statement, have the opportunity, where appropriate, to enhance their personal, professional, and cultural development, exploring not only ideas and values based on the Catholic tradition but also ideas and values based on other global or international traditions.

Faculty members are entitled to full freedom in research and in publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the University.

Faculty members are entitled to freedom in the classroom in discussing their subject. They can incorporate Catholic, general, international, and liberal arts perspectives.

## 4.3 ACADEMIC INTEGRITY POLICY

### Policy Statement

Academic integrity lies at the heart of student-teacher relationships involving learning, free inquiry, and the search for knowledge and truth. Inspired by the spirit of the Judeo-Christian tradition expressed in the University's mission statement, Walsh University requires all faculty and students to act honestly,

morally, and ethically in the maintenance of professional standards for learning, research, writing, and assessment. To maintain the academic integrity of the University, students are responsible for their own academic work. Academic dishonesty is not acceptable.

### Penalties and Sanctions

Violations of academic integrity and appropriate penalties vary in severity and range from failure of a specific test or assignment, reduced course grade, failure of the course, probation, suspension, to expulsion from the University. The faculty member has the primary responsibility in determining the severity of the impact on a student's grades in a course. In cases where the faculty member believes the severity of the offense warrants academic probation, suspension, or dismissal, such a recommendation should proceed through the division chair or school dean to the Dean for Academic Services for review. It is the responsibility of the faculty member to provide all documentation and supporting materials related to violation of academic integrity.

### Procedures for Handling Alleged Violations

If a faculty member discovers or has reason to believe that the student has committed an academic integrity violation, the faculty member checks the academic integrity repository for prior offences and communicates to the student the nature of the charge, the information collected, and the penalty warranted. The faculty member determines the violation, the student's grade, and the penalty imposed.

If the student concurs with the decision, the faculty member notifies the division chair/ dean, in writing, of the decision and the penalty and includes any supporting materials and documentation related to the decision. The chair will send a copy of the report to the Dean for Academic Services, Office of Academic Affairs for inclusion in the academic integrity repository file. If the student maintains that the allegation is in error, or that the decision was unfair, he or she may submit a written appeal of the findings or the penalty or both to the division chair/ dean within ten working days.

### Academic Integrity Appeal Process

Within five workdays of receiving the written appeal, the division chair/dean arranges a hearing with the faculty member and the student(s) involved. At the hearing, the faculty member presents the documentation and supporting information related to the charge against the student. The student has the opportunity to challenge the charges and present any evidence refuting the charge. After the hearing, the division chair/dean either dismisses the charge or confirms the faculty member's decision.

If the issue is not resolved at this step, either the student or the faculty member may petition, within ten working days of the division chair's/dean's decision, that the Dean of Academic Services, Office of Academic Affairs, reviews the case. After receiving such notification, the division chair/dean will forward his or her decision to the Dean of Academic Services, Office of Academic Affairs, along with all documentation and supporting information, as well as the minutes of the student's hearing.

Upon receiving and reviewing all forwarded materials, the Dean of Academic Services (with consideration of any prior violations) may interview the involved parties and then either dismiss the charge, support the decision, or seek a recommendation from an ad hoc faculty review committee.

Within five working days after the Dean of Academic Services requests the ad hoc committee members to hear the case, the chair of the committee sets a hearing date and informs the principals involved. Each side has the right to testify before the committee and to have witnesses. The committee chair will arrange to have all documentation available to the committee members in advance of the hearing. After the committee members interview the principals and witnesses, they will put their recommendation in writing to the Dean of Academic Services.

After receiving the committee's recommendation, the Dean of Academic Services will sustain or deny the appeal. The Dean of Academic Services also has the authority to impose a new sanction, and the Dean of



Academic Services' decision is final. Within five working days of receiving the recommendation from the committee, the Dean of Academic Services provides a written notice of his or her decision to the student and places a copy of the decision, along with all documentation and supporting information, into the academic integrity repository.

#### Definitions

**Academic Dishonesty** is the fabrication or misrepresentation of work, either intentional or unintentional, which includes, but is not limited to, plagiarism, cheating, forgery, sabotage, bribery, and the multi-submission of work.

**Plagiarism** is the representation of the works, ideas, data, or arguments of others as one's own. Whether quoting, paraphrasing, or reiterating others' ideas, students are responsible for documenting any materials taken from other sources. This means that students identify the source through footnotes, quotation marks, and other forms of documentation. Sources include books, magazines, newspapers, electronic media, private letters, interviews, or another individuals' work. Additionally, a classroom paper must not be merely a series of phrases, sentences, or paragraphs copied from a source or sources.

**Cheating** is using, or attempting to use, unacknowledged or unauthorized materials, information, data, or ideas. In addition to plagiarism, looking at another student's materials or using unauthorized external aids of any sort during an exam or completion of assignments is also cheating.

**Forgery** is the fabricating, altering or counterfeiting of images, documents, or signatures on any information, data, or documents.

**Sabotage** means deliberately impairing, destroying, damaging, or stealing another's work or working materials such as lab experiments, library resources, computer programs, term papers, exams, or projects.

**Bribery** means offering any service or article with the purpose or effect of receiving a grade or other academic benefit not earned on the merits of the academic work.

**Multi-Submission of Work:** A classroom paper of any type must be the work of the student submitting it. Students should normally submit credit work for only one course, unless the instructor(s) grants prior written consent for submission to meet requirements for any other course.

**Academic Integrity Repository:** A confidential file of violations of student academic integrity will be kept in the Office of Academic Affairs. Faculty may request confirmation of prior student offenses.

#### 4.4 ACCEPTABLE INFORMATION SYSTEMS USE POLICY

Walsh University makes various computing resources available to employees, students, and certain contractors (hereafter referred to as "users"). These elements of information technology (hereafter referred to as "Walsh IT") are at the user's disposal and are meant to be beneficial tools in pursuit of University-related administration and academic activities. They include all University owned, operated, leased or contracted computing, networking, telephony, and information resources, whether they are individually controlled, shared, standalone, or networked.

Examples of Walsh IT resources include:

- Personal Computers (e.g., desktop or laptop units)
- Server Computers (e.g., e-mail, Banner, Walsh website, etc.)
- Printers (locally attached or networked)
- Operating System Software (e.g., Windows NT, Windows 2000, etc.)
- Application Software (e.g., Outlook e-mail, Word, Excel, etc.)
- University-wide data network (providing electronic connectivity within the Walsh community)
- Access to the public internet (providing electronic connectivity with non-Walsh entities)

These computing resources are owned or managed by Walsh University. Their use, along with all information maintained in any form within the University's computer resources, is subject to various laws, regulations, contracts, licenses, policies and procedures, some of which are detailed in this statement. Infractions of this Acceptable Use Policy Statement may result in loss of access to Walsh IT resources, as well as other penalties, disciplinary measures, or prosecution. Walsh University does not accept any liability for illegal activities on the part of users that circumstantially involve Walsh IT.

## User Rights & Privileges

### **Intellectual Freedom**

The University is a forum for learning, understanding, questioning, and expressing new ideas. Recognizing that Walsh University is a private, Catholic institution, and taking into account its mission, values and critical success factors, Walsh University constituents are encouraged to use Walsh University information technology as a conduit for this forum.

### **Intellectual Property Rights**

Certain Walsh University sanctioned activities on the part of faculty or students may result in the creation of electronic material that is explicitly or implicitly recognized as the personal property of the respective faculty or student. Although created via and perhaps stored on Walsh University managed computing resources, this does not imply Walsh University co-ownership or liability for such material.

### **Freedom from Disruption**

Walsh University will strive to provide for all its constituents a computing infrastructure that is stable, accessible, and responsive during normal working hours. Potentially disruptive maintenance to the infrastructure will be planned in advance and implemented during off-hours whenever possible. Disruptive activities on the part of other users will be addressed immediately by Walsh IT staff.

### **Privacy & Security**

It should be recognized that nothing is perfectly secure in the electronic world, but Walsh University will provide industry-standard mechanisms to protect the privacy and confidentiality of software, data, and correspondence created by Walsh University users. The user must assess the risk/rewards of electronically creating and storing such material using Walsh IT resources.

### **User Responsibility and Accountability**

The user of Walsh IT is responsible for knowing and abiding by all applicable laws, regulations, contracts, licenses, policies, and procedures. Walsh University will utilize appropriate means to communicate to users on a timely basis any changes to this Acceptable Use Policy Statement. All users will be required to acknowledge that they have read, understand, and agree to abide by same.

Any recognition of infractions by others of this Acceptable Use Policy Statement should be brought to the immediate attention of Walsh University Security.

The user is the steward of all information technology resources at his or her disposal. Common sense in the use/handling of all computing hardware and network components is expected. Any recognized damage or potential damage should be brought to the attention of Walsh IT staff.

The implementation of any unauthorized hardware, software or network components within the Walsh IT infrastructure is prohibited. Requests for authorization should be forwarded to Walsh IT administration. User-id and password are the principal components of privacy and security within the Walsh IT infrastructure. Users may not share their personal id with any other individual. Password secrecy is of paramount importance, and users are encouraged to change their password on a regular basis. Software rules are in place to limit the use of passwords that might easily be guessed. Users should not leave their workstation unattended while still logged into the network or onto an application. It should be standard practice to log out or lock the workstation to assure that the user's account will not be tampered with.

The user is expected to take reasonable precautions against importing and spreading of computer viruses. Walsh University will provide up-to-date software for virus detection and recovery, but the user must remain vigilant for potentially damaging e-mail or data files that may not be caught by software.

Users share a very complex computing infrastructure at Walsh University, therefore, accessibility and performance problems are inevitable. Users should report such events to the Walsh IT Help Desk (4357) immediately so that corrective action can be initiated.

The primary purpose of the Walsh IT infrastructure is to enable academic pursuits and administrative processes. Use of Walsh IT for personal, frivolous, or entertainment purposes that impacts accessibility or creates performance problems should be immediately curtailed.

All users are expected to practice common courtesy in their use of Walsh IT so as to be minimally disruptive to others (e.g., audio levels).

### General Policies and Guidelines

Excepting the intellectual property rights of faculty and students, all software, data, and correspondence stored within the Walsh IT infrastructure is owned or managed by Walsh University. Regardless of ownership, all software, data, and correspondence are subject to this policy along with all laws, regulations, contracts and licenses that bind Walsh University. Walsh University reserves the right to randomly audit the contents of its computing resources for infractions and to take appropriate action. Walsh University will cooperate with all legitimate law enforcement agencies in regard to their investigations and relevant search and seizure laws. Any use of Walsh University computing resources for illegal activities is prohibited. The user must not take any deliberate actions to cause interference to the Walsh University computing infrastructure or to the work of others. Deliberate attempts to circumvent privacy and security safeguards or procedures are prohibited. Such activities will be viewed as criminal in nature under applicable state and federal laws and will be reported to the appropriate authorities. Unauthorized possession, copying, use, disabling, or destruction of Walsh University owned computer hardware, network components, software, user accounts, or data is prohibited. The user may not utilize Walsh IT resources for personal gain that has not been pre-authorized by the University. Any authorization may be further restricted by the regulations of Walsh University maintaining an “.edu” internet domain. The user may not utilize Walsh IT resources for commercial gain, nor for solicitation, advertisement, or promotion of commercial services or products.

Except for University authorized research, the user may not initiate or perpetuate any form of electronic communications or data storage with pornographic or otherwise offensive or harassing content as defined in the Walsh University policy on “Sexual, Racial and Religious Harassment.” Sending or responding to “chain letters” is prohibited. The user will not attempt to hide or misrepresent his or her identity as part of using any Walsh IT resources. This will constitute a violation of applicable federal and state fraud or forgery laws and regulations.

The user will not duplicate copyrighted electronic material without the expressed prior permission of the owner, except as permitted by “fair use” guidelines.

Users are required to uphold the terms of all contract and licensing agreements entered into by Walsh University for computer hardware and software.

### 4.5 CAMPUS SPEAKERS

The mission of the University is to provide a Catholic, liberal arts education that encompasses an international or global perspective and promotes critical thinking. Walsh University believes that a free and open forum for the exchange of ideas and opinions is essential in our pluralistic society and that every member of an educational enterprise bear responsibility for this freedom. Speakers and programs are attuned with the goals of the University when they provide an open forum for the exchange of ideas. If an

approved speaker comes to present non-Catholic opinions, those ideas should be presented in a debate or in a forum where the Catholic perspective will also be stated. Sponsoring individuals/organizations and the approved speaker are required to respect Catholic beliefs and practices; they are expected to refrain from promoting doctrines opposed to essentials of the Catholic faith or contrary to the upholding of Christian faith and morality.

Speaker invitations come from a member of the faculty, a member of the administration, or recognized groups on campus. Members of the University community who have special competence are especially encouraged to contribute to such discussions. Arrangements for the presence of speakers on campus by faculty and by any non-academic staff are approved and made through the Office of Academic Affairs (approval for speakers sponsored by student organizations routes through the Office of Student Affairs) to ensure open and balanced examination of issues. The President, representing the board of directors, has final authority over such arrangements and approvals.

#### 4.6 CONTRACT TERMINATION OF NON-TENURED FACULTY (EXCEPT ADJUNCTS)

Notice of non-reappointment, or the intention not to recommend reappointment, is given to faculty in writing in accordance with the following standards:

- No later than March 1 of the first academic year of service
- No later than December 15 of the second academic year of service
- At least 12 months before the expiration of an appointment after two or more years in academic service
- No later than May 1 for those with visiting faculty status, unless otherwise specified on the faculty member's contract
- Normally, the person who stands for but does not receive tenure and who has been at the University at least two years is issued a one-year terminal contract

#### 4.7 EQUAL OPPORTUNITY EMPLOYMENT

Walsh University has an established policy of equal employment opportunity. This policy is applied to all qualified employees and applicants for employment, without regard to race, color, sex, age, national origin, veteran status, or mental or physical handicap as defined by law. With respect to religion or creed, Walsh University reserves the right to exercise discretion in employment decisions in a manner consistent with its status as a Catholic University committed to Catholic principles and values.

Furthermore, we expect all management and supervisory personnel to set an example for other employees of the University currently and continually intensifying their efforts to hire and advance qualified minorities, females, disabled individuals, and veterans, throughout all employment levels and qualifications. We expect each department manager to assure that equal employment opportunity is being implemented effectively and that no employee or applicant for employment shall suffer any form of unlawful discrimination because of race, color, religion, sex, age, national origin, disability, or status as a disabled or veteran, subject to legally permitted considerations of our religious and philosophical policies and objectives as a Catholic University.

#### 4.8 EXIT INTERVIEW

When appropriate and possible, an exit interview will be scheduled for Walsh University faculty leaving employment. This is for the purpose of obtaining information that can assist in making the Walsh University community a better place in which to work. Faculty are required to surrender keys, equipment, credit cards, university identification, laptops, computer files and passwords, and all other items considered University property created during the duration of the employment. The Director of Human Resources shall provide the employee information concerning health insurance benefit continuation rights under the COBRA statute.

#### 4.9 FACULTY DEVELOPMENT FUND

Walsh University faculty are urged to become active members of learned and professional societies. Membership fees are the responsibility of the individual faculty member.

Teaching faculty attendance and presentation of scholarly papers at regional and national meetings of academic or professional associations is also encouraged. Requests to attend such meetings are made to the facilitator for the faculty development fund prior to attendance if funding from the University is requested.

The Faculty Affairs Committee administers the faculty development fund under the auspices of the Chief Academic Officer for all full-time teaching faculty that are entitled to reimbursement of expenses within established limits for:

- Attendance or participation at conventions, meetings, or workshops pertinent to their professional academic development
- Expenses incurred during scholarly research on specific projects related to the preparation of material for publication or presentation at academic conferences and for curricular development

The faculty development fund does not reimburse for tuition expenses.

The Faculty Affairs Committee selects a teaching faculty member to facilitate the faculty development fund. The facilitator has authority and responsibility to determine the legitimacy of all applications submitted under these guidelines. In the event of disagreement concerning the facilitator's decision, the teaching faculty member involved may appeal the judgment to the Faculty Affairs Committee for a majority vote. The decision of the Faculty Affairs Committee is final.

The facilitator forwards approved requests for reimbursements and advance payments to the Chief Academic Officer. The facilitator, through the academic affairs administrator, shall retain copies of all requests and transactions for records.

Faculty members apply for faculty development funds as follows:

- For attendance at academic conferences, the teaching faculty member shall submit to the facilitator a statement of the nature, purpose, and dates of the meeting and an estimate of expenses to include airfare or round-trip mileage, lodging, meals and incidentals, and registration fees. The teaching faculty member is entitled to receive in advance of the trip the registration fee and travel expenses within the limits set below. The business office will mail the conference fee directly or reimburse the faculty member upon proof of payment. Further reimbursement shall be made after the teaching faculty member returns from the conference and submits the form "Travel Expense Report" for other expenses within the limits.
- For research expenses, the teaching faculty member shall submit to the facilitator a detailed prospectus of the nature and purpose of the research, the dates when and locations where the research will be conducted, and an estimate of expenses to include airfare or round trip mileage, lodging, meals and incidentals, copying, and postage. The teaching faculty member is entitled to receive an advance if the research involves travel mileage reimbursement within the limits. Further reimbursement shall be made after the teaching faculty member returns from the trip, prepares a detailed summary of the research conducted, and submits receipts for other expenses within the limits set below.
- The facilitator shall have the authority to fund one or more application requests per faculty member up to the established cap per fiscal year including professional conferences, sabbatical, and faculty-scholar-related expenses. The facilitator shall submit subsequent applications to the full Faculty Affairs Committee for approval if the faculty member's second request exceeds the cap established annually by the committee. The full committee, in collaboration with the Chief Academic Officer, will establish the annual cap available per faculty member each academic year, based on monies allocated to the fund and determine equitable guidelines or distribution.

- The facilitator will make every attempt to distribute the fund equitably. Faculty must have an application processed prior to incurring professional expenses in order to ensure reimbursement under this policy.

The faculty will be reimbursed from the faculty development fund for professional travel within a five-day limit according to the schedule of reimbursable expenses.

#### 4.10 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Walsh University is covered by, and subscribes to, the Family Educational Rights and Privacy Act (FERPA), informally known as the Buckley Amendment, which was passed by the U.S. Congress, Public Law 93-380, as amended, and became effective November 19, 1974. The law permits students to seek access to their educational records as maintained by the appropriate offices and agencies of the University and to protect their privacy. The law intends to define and apply broadly students' rights. In other words, Walsh University considers students as "owners" of their education records, and the institution as the "custodian" of those records. The University may release directory information to anyone without the student's consent unless the student requests otherwise in writing to the Office of the Registrar before the first day of the academic term in which the request to withhold is to become effective.

FERPA rights begin when a college education record begins—i.e., when a student becomes 18 or enrolls at any age in a higher education institution. Basic FERPA rights of students are:

- Receipt of the notification of their FERPA rights at least annually.
- The right to inspect and review their records in any office. The request is initiated in the Office of the Registrar and a response must be given to the student within 45 days.
- Students may amend an incorrect record.
- Students may consent to disclosure (with exceptions).

Education Records include any institutional record related to the student (in whatever format or medium) with some narrowly defined exceptions:

- Records in the "sole possession of the maker" (e.g., private advising notes)
- Law enforcement records created by a law enforcement agency for that purpose
- Employment records (unless the employment is based on student status). The employment records of student employees (e.g., work-study, wages, and graduate teaching associates) are part of their education records
- Medical/psychological treatment records (e.g., from a health or counseling center)
- Alumni records (i.e., those created after the student was enrolled)

Students have the right to inspect and review everything in their "education record," except information about other students, financial records of parents, and confidential letters of recommendation if they waived their right of access (which cannot be required). There is no records retention policy under FERPA. It does not state what records faculty members must make or how long they must keep them. Those are institutional decisions. The University cannot destroy records once they are requested.

The student's right to consent to disclosure is not required for school officials with a "legitimate educational interest" or "need to know." In such cases, employees and legal agents have access to education records in order to perform their official, educationally related duties. Disclosure is permitted to organizations conducting studies to improve instruction or to accrediting organizations. Disclosure is permitted to parents of dependent students only (IRS definition). Disclosure is also permitted to comply with a judicial order, a lawfully issued subpoena, or to address a health/safety emergency. Any disclosure of directory information is permitted.

Directory information includes those data items that may be publicly released, so long as the student does not have a "No Release" on his or her record. Each institution establishes what it considers to be directory information. Common examples include name, address (local, home and e-mail), telephone (local and

home), academic program of study, dates of attendance, most recent educational institution attended, and degrees and awards received. Directory information cannot include race, gender, SSN, grades, GPA, country of citizenship, or religion. Every student must be given the opportunity to have even directory information suppressed from public release. Everyone within the institution must respect a student's "No Release" request on his or her record.

Further FERPA issues specific to faculty and instructional staff include:

- Since grades can never be directory information, it is generally inappropriate to post grades in a public setting. However, if the instructor posts grades so that only the instructor and the individual student know the posted grade (e.g., with a personal ID--but not an SSN or institutional student ID number), that is acceptable. Such a posted list should not be in the same order as the class roster or in alphabetical order.
- Many courses are supported by class websites and discussion groups. Only directory information can be available to the general public, so it is recommended that such websites have a security layer such that only class members and instructors can access appropriate information.

#### 4.11 FRINGE BENEFITS

The University offers a comprehensive fringe benefit plan which includes health insurance, dental insurance, life insurance, disability insurance, retirement health insurance, and tuition remission. The University participates in, and contributes to, the TIAA-CREF retirement plan. Contributions are also made on behalf of employees to the social security system, unemployment compensation system, and worker's compensation. The human resources office will provide current detailed information regarding faculty fringe benefits that are available and eligibility requirements.

#### 4.12 GIFTS AND GRANTS

Academic Research Grants: Faculty members interested in research grants must contact the Director of Grants and Sponsored Research in the Office of the Associate Vice President for Academic Affairs, who will assist them as they prepare and submit grant proposals and manage their grant awards.

Foundation Funds and Gifts: No foundation funds or gifts are to be solicited without the knowledge and approval of the Vice President of Advancement.

All gift and grant funds obtained are processed through the Office of Advancement.

The University encourages the faculty to pursue grant dollars in accordance with the University grants policy approved by the board of directors.

#### 4.13 INFORMATION SYSTEMS/COMPUTING SERVICES

The Department of Information Systems is responsible for all computing at Walsh University and operates a campus LAN which is connected to the Internet, three main computer labs, a number of smaller labs, and individual computers throughout the main and remote campuses.

Connections to the Walsh University network, email accounts, and repair services can be scheduled by contacting the Information Systems Customer Service Center at 330-244-4500 or extension 4357 (HELP) on the main campus. Anyone having trouble accessing Walsh University supported systems (Banner, Cavalier Center, Electronic Course Management, etc.) may also call the Systems Customer Service Center.

Permanent classrooms with a computer and projection equipment are located on all campuses. Any special requests for computers or audiovisual equipment outside the classroom can be made by contacting the help desk to reserve their use and to schedule a training session prior to reserving their use.

A wide variety of software is supported on campus. Requests for upgrades, different software, or for consultation on the purchase of new equipment or software should be made to the Director of Information Systems at 330-490-7241. Training classes are scheduled periodically throughout the year with times and places electronically announced.

A University web page is maintained for general information. The web address is <http://www.walsh.edu>.

E-mail account requests should be made to the Information Systems Customer Service Center at 330-244-4500 or extension 4357 (HELP) on the main campus. To access e-mail from home, go to <http://mail.walsh.edu>.

#### 4.14 INTELLECTUAL PROPERTY POLICY

##### Preamble

The intellectual property policy exists to encourage research and innovation, clarify ownership of intellectual property rights, create opportunities for public use of innovations developed at this college, and provide for the equitable distribution of monetary and other benefits derived from intellectual property.

##### Application

This policy applies to all faculty, administration, staff, students, and any other persons employed by the college or receiving funding from the college.

This policy applies to intellectual property disclosed to the college after the effective date of the policy.

##### Definitions

**Creator** means the individual or group of individuals who invented, authored, or were otherwise responsible for the actual creation of the intellectual property as defined in this policy.

**Intellectual property** means any invention, discovery, improvement, copyrightable work, integrated circuit mask work, trademark, trade secret, and licensable know-how and related rights. Intellectual property includes, but is not limited to, individual or multimedia works of art or music, records of confidential information generated or maintained by the college, data, texts, instructional materials, tests, bibliographies, research findings, organisms, cells, viruses, DNA sequences, other biological materials, probes, crystallographic coordinates, plant lines, chemical compounds, and theses. Intellectual property may exist in a written or electronic form, may be raw or derived, and may be in the form of text, multimedia, computer programs, spreadsheets, formatted fields in records or forms within files, databases, graphics, digital images, video and audio recordings, live video or audio broadcasts, performances, two or three-dimensional works of art, musical compositions, executions of processes, film, film strips, slides, charts, transparencies, and other visual/aural aids or CD-ROMs.

**Net income** means the gross monetary payments the college receives as a result of transferring rights in the intellectual property less the college's expenses (including legal fees) directly attributable to protecting, developing, marketing, or transferring that intellectual property.

**Regular academic work product** means any copyrightable work product which is an artistic creation, or which constitutes, or is intended to disseminate the results of, academic research or scholarly study. Regular academic work product includes, but is not limited to, books, class notes, theses and dissertations, course materials designed for the web, distance education and other technology-oriented educational materials, articles, poems, musical works, dramatic works, pantomimes and choreographic works, pictorial, graphic and sculptural works, or other works of artistic imagination. Software specifically needed to support a regular academic work product, or which is designed to disseminate the results of academic research and scholarly study, is also considered a regular academic work product.



**Employee** means a person employed or otherwise compensated by the college, including faculty members, administrators, staff members, and students.

**Specially commissioned work** means a work specially ordered or commissioned and which the college and the creator expressly agree in a written instrument signed by them shall be considered as such.

### College Ownership

Subject to the exceptions identified in subdivisions B and C of this section, the college shall be the sole owner of all intellectual property created through the use of college resources or facilities, supported directly or indirectly by funds administered by the college, developed within the scope of employment by employees, agreed in writing to be a specially commissioned work, or assigned in writing to the college.

### Exceptions to College Ownership

The college shall have no ownership rights in the following intellectual property, which shall be owned by its creator:

- A. Regular academic work products, provided that the regular academic work product was not assigned in writing to the college or specifically ordered or commissioned and designated in writing by the creator and college as a specially commissioned work, and that the work was done by the creator on his or her own time and involved no more than incidental use of college facilities.
- B. Intellectual property created by a student solely for the purpose of satisfying course requirements, unless the student assigns ownership rights in the intellectual property to the college in writing or assignment of such ownership rights to the college is made a condition for participation in a course.
- C. If the intellectual property referred to in (A) or (B), however, is a derivative of or otherwise uses pre-existing college-owned intellectual property, this provision shall not prevent the college from asserting its pre-existing rights.

For intellectual property created in the course of or pursuant to sponsored research, external sales, business affiliation programs, or other contractual arrangements with external (non-college) parties, ownership will be determined in accordance with the terms of the college's agreement with the external party and applicable law.

For intellectual property created in the course of or pursuant to activities that fall within and comply with the college's policy on outside consulting, service activities, and other work, ownership will be determined in accordance with the terms of any agreement governing intellectual property developed pursuant to such activities.

### Special Privilege

When requested, special privilege may be granted to the creator of course materials for the online program to use those course materials when personally teaching for another institution.

### Rights to Publish

Nothing in this policy shall be construed as affecting the rights of a creator to publish, except that the creator must agree to observe a brief period of delay in publication or external dissemination if the college so requests and such a delay is necessary to permit the college to secure protections for intellectual property disclosed to it by the creator.

### Use of Teaching Materials

In order to facilitate joint work on teaching materials and support collaborative teaching, and notwithstanding the ownership rights otherwise granted by this policy, individuals who contribute

teaching materials used in jointly developed and taught college courses thereby grant a nonexclusive, non-transferable license to the college to permit other contributors to the course to continue using those jointly produced teaching materials in college courses.

#### Distribution of Income

Intellectual Property Derived from Academic Research or Scholarly Study unless otherwise agreed in writing by the college and creator, in the event that the college receives income from intellectual property that is derived from academic research or scholarly study, that is disclosed to and licensed or otherwise transferred by the college, and that is not agreed in writing to be a specially commissioned work, any net income will be divided equally between the creator and the college.

#### Other Intellectual Property

If the college receives income from intellectual property disclosed to and licensed or otherwise transferred by the college and not covered by (A) above, it may be appropriate to share some portion of the net income with the creator in the form of a bonus or other temporary salary supplement. Any such distribution will be made at the discretion of the President in consultation with the creator's supervisor.

#### College Responsibilities

The college shall have the responsibility to:

- Provide oversight of intellectual property management and technology transfer
- Establish effective procedures for licensing and patenting intellectual property
- Promote effective distribution and marketing of intellectual property
- Protect the college's intellectual property
- Inform individuals covered by the intellectual property policy about its provisions

#### Responsibilities of Employees and Other Covered Individuals

Employees, all persons receiving funding administered by the college or receiving other compensation from the college, and all graduate students and post-doctoral fellows regardless of funding or employment status, have a responsibility to:

- Adhere to the principles embodied in this policy
- Sign, when so requested by the college, the college's intellectual property policy acknowledgment
- Create, retain, and use intellectual property according to the applicable local, state, federal, and international laws and college policies
- Disclose promptly in writing intellectual property owned by the college pursuant to this policy or created pursuant to sponsored research or other contractual arrangements with external parties that are governed by "Exceptions to College Ownership" point (B), and assign title to such intellectual property to the college or its designee to enable the college to satisfy the terms of any applicable funding or contractual arrangement and cooperate with the college in securing and protecting the college's intellectual property, including cooperation in obtaining patent, copyright, or other suitable protection for such intellectual property and in legal actions taken in response to infringement

#### Compliance

Failure to comply with the provisions of this policy is a violation and may result in discipline of an employee in accordance with applicable college policies and procedures.

#### 4.15 MEDICAL LEAVE POLICY FOR STUDENTS

Students experiencing personal, emotional, or medical difficulties and who are unable to complete their academic or social responsibilities to Walsh University may request a medical leave of absence. The Vice President for Student Affairs or the Dean of Students grants a medical leave of absence (usually based upon the recommendation from the Director of Counseling Services). Obtaining a medical leave can

impact several areas of student life including but not limited to housing, financial aid, scholarships, medical insurance, and athletic eligibility. While on medical leave, a student is not permitted to attend classes or participate in extracurricular or co-curricular events or activities. It is the student's responsibility to research how a medical leave of absence may affect him/her in order to make an educated decision on whether to pursue a medical leave of absence.

The following procedures apply:

#### Procedures for Granting a Medical Leave of Absence

- Students are referred to the Office of Counseling Services for evaluation by a qualified staff member.
  - Students are to provide documentation from an outside medical or mental health provider verifying academic withdrawal is recommended.
  - Students must also provide a personal letter stating why academic withdrawal is desired at this time.
  - Both of these documents are kept confidential in the Director of Counseling Service's office.
- The Director of Counseling Services may convene an ad hoc assessment team that may formulate appropriate action and conditions of return.
  - Programmatic concerns shall be handled by the department in which they originate and referred to the Director of Counseling Services with recommendations.
  - University concerns shall be handled by the medical leave policy.
- The Office of Counseling Services recommends to the Dean of Students the conditions under which a medical leave of absence may be extended to a student.
- The Vice-President for Student Affairs or the Dean of Students authorizes a medical leave of absence. A student will be granted a medical leave of absence from the University to receive assistance as specified by Office of Counseling Services.
- After a leave has been granted, the Director of Counseling Services will meet with the student to begin the official withdrawal process.

#### Procedures for Meeting Academic Obligations

- It will be the responsibility of the student to complete the drop/add form for the Registrar. Then the student will be administratively withdrawn from classes due to medical reasons.
- In the event a faculty member recommends an incomplete in their course, the student is not permitted to begin completing the work until returning from the medical leave of absence.
- Reimbursable fees will be determined by the University's add/drop policy. All financial refunds are at the discretion of the business office. It is the responsibility of the student to initiate financial refunds by submitting a letter of appeal to the finance office's Fees and Charges Committee.
- The Office of the Registrar will notify the student's academic advisor and all professors that the student has been medically withdrawn from their class.

#### Procedures for Returning from a Medical Leave

- Before returning to the University, the student may be required to be evaluated by a psychiatrist or other approved professional. A report of this evaluation is to be forwarded to the Director of Counseling Services. The report should contain a statement indicating whether or not, in the judgment of the psychiatrist or other approved professional, the student is ready to return to the University.
- When the report or request is received by the Director of Counseling Services, a professional staff member will evaluate the student's readiness to return from medical leave.
- The Director of Counseling Services may convene an ad hoc assessment team that evaluates the student's request and professional staff member's recommendations. In cases where it is deemed

that the student is not ready to return from medical leave of absence, the student will be informed as to the date when he or she may reapply for return from medical leave.

- After receiving the recommendation from the Director of Counseling Services, the Vice-President for Student Affairs or the Dean of Students will inform the student of their status at the University.

#### Procedures for Returning to Academic Obligation

- When a student has been granted an incomplete in a course and is permitted to return, he or she should notify the appropriate faculty member that they are ready to begin work. If, in the determination of the faculty member, too much time has elapsed to satisfactorily complete the work, he or she may recommend to the academic administration that the student be permitted to withdraw from or retake the course.
- The student's academic advisor may also be contacted by the academic administration to facilitate the student's reentry.

#### 4.16 NEPOTISM POLICY

The nepotism policy enables the University to make administrative decisions representing its best interest where considerations of kinship or household membership may exist. It is the policy of Walsh University to decline employment to those individuals who are of the immediate or additional family or members of the same household.

##### Definitions

**Immediate family** includes spouse, children, parents, brothers, sisters, stepparents, stepchildren, stepbrothers, and stepsisters.

**Additional family** includes grandparents, parents-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunts, uncles, first cousins, nieces, nephews, grandchildren, and great grandparents.

**Members of the same household** includes individuals who are members of the same household as employees of the University, with the exception of religious orders.

##### Hiring of New Employees

It is the intent of the University that employees not be involved in decisions affecting employment of individual members of their immediate and additional families or household. Therefore, a person will not be considered for employment at Walsh University from immediate or additional family members or members of the same household. In rare exceptional cases where the relative or member of the same household is clearly demonstrated to have unique and unusual skills and experience necessary for the position and where these skills and experience are not readily available in the labor market, a waiver may be sought. When such conditions exist, a written request for waiver must be submitted to the Director of Human Resources, or his or her designate, for approval prior to making an employment offer.

In cases where a waiver has been approved, an individual may not be in a position to effect personnel actions (such as retention, promotion, salary and leaves of absence) affecting members of the employee's immediate and additional family or household. Prior authorization for these personnel actions must come from the employee's department head or the next higher level of supervision, whichever is higher.

##### Promotion and Transfer of Current Employees

A current University employee shall not be promoted or transferred if it would:

- Create a reporting relationship between the employee and members of his or her immediate family, additional family, or household
- Have the potential for creating an adverse impact on work performance or create a conflict of interest

Employees of the University who marry may continue employment as long as it does not result in a conflict with items as listed above. If one of these events should occur, attempts will be made to find a suitable position within the University to which one of the employees will transfer. If accommodations of this nature are not feasible, the employees will be permitted to determine which one of them will resign.

#### Implementation

The Office of Human Resources will communicate this policy to all current employees.

The Office of Human Resources will screen all applications and resumes for compliance with this policy and shall determine which applicants will be considered for employment.

Applicants will be advised of this policy and are expected to disclose any potential conflict of interest involving immediate family, additional family, or members of the same household during the employment application process and before accepting an offer of employment. Failure to do so will be grounds for dismissal.

In the event that a relative or member of the same household of a University employee applies for a position with the University, the University employee must disclose this to the Director of Human Resources or his or her designate.

University employees are expected to disclose any potential conflict of interest involving relatives or members of the same household that may occur as a result of transfers, organizational changes, changes in marital status, or changes in an employee's household.

#### Responsibility

The administration of this policy is assigned to the Office of Human Resources. The President makes the final decision on all matters concerning the employment of individuals who are of the immediate or additional family or members of the same household of current Walsh University employees.

#### 4.17 OTHER EMPLOYMENT POLICY

If a full-time employee of the University takes a full- or part-time job elsewhere, it shall be understood that his or her primary responsibility is to Walsh University. Professional staff shall notify their supervisor of any external employment arrangement. Failure to notify one's supervisor may be cause for the professional staff employee's termination. If the employee's performance at Walsh University suffers due to other employment, the employee may be asked to resign the other job. Refusal to do so may result in termination.

#### 4.18 RESEARCH MISCONDUCT POLICY

Walsh University requires the highest ethical standards of its faculty and staff participating in research. In order to comply with federal policies, the University must establish both appropriate safeguards to discourage research misconduct and procedures for when research misconduct is suspected.

#### Policy

While 42 CFR Part 93 applies to all individuals engaged or planning to be engaged in Public Health Service (PHS) (Department of Health and Human Services) research, Walsh University applies this policy to all individuals engaged in research at the University regardless of funding source.

#### Definition of Research Misconduct

Research misconduct means fabrication, falsification, or plagiarism in proposing, performing, or in reporting research results.

**Fabrication** is making up data or results and recording or reporting them.

**Falsification** is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

**Plagiarism** is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Research misconduct does not include honest error or differences of opinion. (§ 93.103, 42 CFR Part 93).

Walsh University's research misconduct policy is extended to also include failure to comply with the requirements for protection of human subjects.

A lead researcher may be liable for the research misconduct of individuals or peers who serve as collaborators or subcontractors on a research project. Liability applies if the researcher had actual knowledge of other individual's improper conduct or if the researcher showed reckless disregard in not discovering improper conduct. This includes that she or he foresaw improper conduct that could result in research misconduct and has chosen to allow the individual to proceed or she or he was in a position to foresee, recognize or have knowledge of individual's improper conduct but did not due to inadequate supervision.

#### Requirements for Making a Finding of Research Misconduct

In order to make a finding of research misconduct, three elements are required: there must be a significant departure from accepted practices of the relevant research community; the misconduct must be committed intentionally, knowingly, or recklessly; and the allegation must be proven by a preponderance of the evidence (§ 93.104, 42 CFR Part 93).

**Time Limitation:** The regulation imposes a 6-year time limitation for occurrences of research misconduct to be brought to the attention of the University or the Department of Health and Human Services (DHHS), (§ 93.105, 42 CFR Part 93).

#### Responsibilities and Rights in Reporting Research Misconduct

##### Reporting in Good-Faith

Individuals who have a good-faith basis for believing that research misconduct has occurred, or is occurring, shall immediately notify the institutional official.

Individuals are strongly encouraged to meet confidentially with the dean or division chair of their school if they are unsure certain actions warrant an allegation of misconduct. The dean or division chair may, in his or her discretion, forward an anonymous allegation to the institutional official. If an individual or dean believes there is a conflict of interest with either the dean or the institutional official, that individual or dean shall notify the Chief Academic Officer of the possibility of research misconduct.

No sanctions will be imposed against a complainant who makes an allegation in good faith, regardless of the sustained outcome of the allegation.

##### Reporting Reckless Allegations (Bad Faith)

Allegations of research misconduct have potentially serious consequences. Walsh University promotes that the Walsh University community will exercise good and honest judgment when coming forward with allegations of misconduct and takes false or reckless allegations seriously.

A complainant who knowingly makes a malicious or false allegation of research misconduct may be subject to sanctions available and pursuant to regulations to laws and regulations and Walsh University policies. These sanctions could include permanent removal from the University community.

#### Responsibility to Cooperate

All personnel of the Walsh University community within the scope of this policy, including complainants, witnesses, and respondents, have the responsibility to cooperate with the institutional official, investigation or inquiry committee, the Chief Academic Officer, any other official performing their duties under this policy, and with any relevant authority of an external agency who exercises legitimate oversight of misconduct of research policy.

#### Right to Confidentiality

To the extent required and possible by law, Walsh University will use its best efforts, to keep confidential all proceedings under this policy, and to keep confidential the identities of all individuals involved in any proceedings that may take place.

Unless legally required to do so, Walsh University will not disclose any identifying information to anyone other than those individuals who are on a need-to-know basis for enforcing this policy.

In order to ensure this right of confidentiality, the institutional official may redact research records, written statements of allegations, inquiry/investigative reports, final dispositions, and any evidentiary material as necessary prior to dissemination.

Furthermore, to the extent that proceedings under this policy might affect the confidentiality and privacy rights of human research participants, the institutional official shall consult with the Institutional Review Board to ensure that those rights are sufficiently protected. When credible information shows that there may be violations of other Walsh University policies, the appropriate individuals will be notified. Additionally, if at any time there is reasonable indication there is a violation of civil or criminal laws, the Office of the General Counsel will be notified immediately.

#### Right to Competent and Unbiased Proceedings

Aligned with our Mission and our commitment to ethical standards for scholarly endeavors, Walsh University will undertake reasonable and practical efforts to ensure competent, unbiased, and impartial proceedings.

The institutional official will screen investigative committee members for potentially unresolved conflicts of interest, and to the extent practicable, will disqualify any person with such conflict. If needed, the institutional official may appoint a new member with pertinent expertise for the purpose of the applicable proceedings.

#### Right for Protection and Restoration of Reputation

Walsh University will take reasonable and practical steps to appropriately restore and protect the reputation of the person against whom the allegation was made and no findings of misconduct were sustained and the complainant, witness, or other person executing his or her responsibility under this policy.

#### Research Misconduct Process

##### **Step 1: Reporting an Allegation**

All employees of the University are responsible to report observed or suspected research misconduct. Misconduct allegations should be reported to the institutional official. The allegation should be as detailed as possible explaining what was observed or suspected.

## **Step 2: Inquiry**

The institutional official will appoint one to two people to conduct the initial institutional inquiry. At the beginning of the inquiry the respondent will be notified of the inquiry and information/materials will be sequestered as necessary to protect the integrity of the investigation. The inquiry must be completed within 60 calendar days unless circumstances clearly warrant a longer period, the record must document why the longer period is needed.

The purpose of the inquiry is to determine if the allegation warrants an investigation. An investigation is warranted if: the allegations of misconduct involves federally supported biomedical or behavioral research, training or activities related to research or research training, and the preliminary fact-finding shows the allegation may have substance.

A report will be prepared that describes the evidence that was reviewed, details any interviews that were conducted, and includes the final results of the inquiry. The institution must provide the respondent with a copy of the inquiry report and allow her/him the opportunity to review and comment. The complainant may (it is not required) be notified of the results of the inquiry and have an opportunity to comment.

If an investigation is warranted, the University will follow the appropriate sponsor guidelines for reporting the potential misconduct.

At any time within the research misconduct inquiry and investigation proceedings, the University shall take appropriate actions to protect public health and the integrity of the research process. Actions may include, but are not limited to: supervision of research, delay in publication of research results, auditing of records, notification to other institutions that may be impacted by the allegation of research misconduct, or adoption of additional approvals relating to research actions.

## **Step 3: Institutional Investigation**

The investigation must begin within 30 days of determining that the investigation is warranted. To the extent that it has not already been done at the inquiry stage, all reasonable and practical steps must be taken to obtain custody of all research records and evidence needed to conduct the research misconduct investigation. The respondent must be notified in writing of the decision to investigate prior to the start of the investigation.

The institutional official will appoint an investigation committee. The investigation committee is required to complete its investigation and report findings within 120 days. If an extension is necessary, the investigation committee must seek permission based upon the sponsoring agency's guidelines.

The investigation must be thorough, sufficiently documented, and include the examination of all research records and evidence that is relevant to the case. The committee will diligently pursue all significant issues and leads in the investigation which could include other instances of research misconduct. Reasonable steps must be taken to ensure that the investigation committee is impartial and unbiased to the maximum extent possible. Interviews shall be conducted with each complainant, respondent, and any other individuals that have information relevant to the investigation including witnesses identified by the respondent. Interviews must be recorded or transcribed and kept of record with the investigation.

Once complete, the University must provide the respondent with a copy of the draft investigation report along with access to any evidence collected. The respondent has up to 30 days to make any comments on the report. The complainant may (it is not required) be provided with a draft copy of the investigation and be allowed up to 30 days to comment on the report.

The final investigation report must be in writing and include:

- A description of the allegations of research misconduct
- Describe and document the sponsor including any grant numbers, grant applications, contracts, and publications limiting the sponsor



- Describe the specific allegations of research misconduct for consideration in the investigation
- Include the University's policies and procedures under which the investigation was conducted
- Identify and summarize any research records and evidence reviewed, and identify any evidence taken that was not reviewed

For each separate allegation of research misconduct identified during the investigation, provide a finding as to whether research misconduct did or did not occur. If research misconduct is found:

- Identify if the research misconduct was falsification, fabrication or plagiarism and if it was intentional, knowingly or in reckless disregard
- Summarize the facts and analysis that were utilized to arrive at the decision and consider any explanation provided by the respondent
- Identify the sponsor of the research
- Identify if any publications need corrected or retracted
- Identify the person(s) responsible for the research misconduct
- List any current or known applications or proposals for support that the respondent(s) has pending with sponsors
- Include and consider any comments made by the respondent or complainant on the draft investigation report

#### Research Misconduct Actions

The University will comply with all sponsor guidelines to carry out any administrative actions that are imposed as a result of a final finding of research misconduct.

If a respondent is found to have committed research misconduct, the administrative actions taken may include, but are not limited to:

- Limitations on further research activities
- Removal from service on advisory committees, peer review committees, or as a consultant
- Imposition of supervision on the respondent by the University
- Submission of a correction of published articles by the respondent
- Submission of a retraction of published articles by the respondent
- Modification of terms of an award, such as imposing special conditions, or withdrawing approval of the PI or other key personnel
- Suspension or termination of an award
- Recovery of funds
- Resolution to suspend awards
- Written reprimand
- Loss of employment

#### Records Retention

Walsh University will retain and secure all research records and all other evidence for a period of seven years after complete and final disposition of allegation.

#### 4.19 RETIREMENT PROGRAM

Walsh University sponsors a Retirement Program through Teachers Insurance and Annuity Associates (TIAA). Employees are eligible to participate in the program if they meet any one of the following criteria:

- Own an existing retirement account with TIAA on the date of hire
- Complete twelve (12) months of service with Walsh University
- Complete twelve (12) months of employment with another educational organization preceding employment with Walsh University

The base plan has Walsh University contributing an amount equal to four (4%) percent of the employee's wages once they enroll in the plan. The employee is not required to make any contributions to participate in the base plan. In addition to the base plan, the University will match any employee contribution up to three (3%) percent. This means the following options are available:

UNIVERSITY CONTRIBUTION	EMPLOYEE CONTRIBUTION
7%	3% Optional
6%	2% Optional
5%	1% Optional
4%	0%

These options will be available to all that qualify for our retirement plan. In addition to our basic retirement plan, full-time employees can set aside additional funds for retirement through supplemental retirement annuities. Please contact the Human Resources Department for details.

A summary plan description of the Retirement Program and Supplemental Retirement Program is issued to each eligible employee.

Employees who retire early should understand that this could potentially reduce their retirement benefits under Social Security. Early retirement may also impact retirement income from TIAA.

#### 4.20 SEARCH PROCEDURES FOR NEW FACULTY

Once a faculty position has been identified, a search committee will be established by the Chief Academic Officer and the appropriate dean or division chair. The search committee consists of the Chief Academic Officer or designee, the dean or division chair (who serves as chair of the search committee), school or division members, and at least one faculty member from another school. The search committee meets and writes the position description to be published either in the Chronicle of Higher Education or discipline specific national publications. Only qualified candidates with appropriate and earned terminal degrees may be hired as tenure-track faculty. In rare cases, a non-terminal degree candidate may be hired on non-tenure-track status with explicitly stated expectations as the terminal work is being finished; upon completion of the terminal degree, the tenure clock starts.

The search committee reviews applications and selects the top candidates who will be brought to campus. Members of the search committee check references prior to issuing an invitation to a candidate. All candidates for teaching positions may be expected to teach a class during the interview day. During the interview process, school or division members will have the opportunity to meet with each candidate and to attend the teaching demonstration. After interviews are completed, the search committee develops a recommendation that goes to the Chief Academic Officer. The Chief Academic Officer's written recommendation is sent to the President. The Chief Academic Officer, in consultation with the dean/division/program chair, works out details of salary, rank, etc. The Chief Academic Officer makes the official job offer.

#### 4.21 FREEDOM FROM SEXUAL, RACIAL, RELIGIOUS, AND OTHER FORMS OF HARASSMENT

All members of the Walsh University community, students, staff, administrators, faculty, and visitors have a right to a professional, academic, and working environment free of unlawful harassment and discrimination. Such harassment undermines the integrity of community relationships and is unacceptable behavior at Walsh University.

Members of the Walsh University community who hold positions of authority have a particular responsibility to be aware of the power inherent in their relationships with students and subordinates and to avoid behavior that may be perceived as sexual harassment. All members of the Walsh University community, with academic or supervisory responsibility for another, must keep their relationships, especially those with students, on a professional level.

Walsh University does not tolerate sexual harassment. This policy not only applies to the workplace during normal business hours, but also to all work-related social and business functions, whether on or off the University campus, and also while employees and students are on business, academic or athletic related travel.

The University will take effective means to end any sexual harassment, up to and including termination or dismissal of the offending individual.

### Sexual Harassment

The Equal Employment Opportunity Commission has published guidelines emphasizing that sexual harassment is a form of sex discrimination, in violation of Title VII of the Civil Rights Act of 1964. These guidelines define sexual harassment, in part, as follows:

- Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, constitute sexual harassment when:
  - Submission to such conduct is made either explicitly or implicitly a term for condition of an individual's employment
  - Submission to or rejection of such conduct by an individual issued as the basis for employment decisions affecting such individual
  - Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Walsh University will neither condone nor tolerate any form of sexual harassment. Any employee found to have engaged in sexual harassment of another employee or student of the University will receive prompt and appropriate disciplinary action, up to and including termination.

If a member of the Walsh University community believes that he or she has been subjected to sexual harassment or inappropriate sexual conduct, a first step, if the person feels comfortable in doing so, is to inform the person engaging in the conduct that it is unwelcome and ask the person to stop. Retaliation against anyone who exercises his or her right to confront the individual whose conduct is offensive, or who brings a complaint of sexual harassment or cooperates in an investigation is unlawful and will not be tolerated by Walsh University.

Walsh University is committed to investigating all complaints promptly and fairly. To the extent practicable, the University will protect the confidentiality of the individuals involved and initially consider informal resolution. The University is committed as necessary to eliminate sexual harassment and will take appropriate action which may include counseling, written warnings, or other discipline up to immediate termination.

Employees who feel they have a sexual harassment complaint are urged to contact their department head, the Director of Human Resources at ext. 7226, or a member of the Equity Board.

### Racial, Religious, and Other Harassment

Racial, religious, and other harassment is generally defined as an act or communication causing emotional stress specifically towards individuals or groups for the purpose of harassing, intimidating, or humiliating an individual or group because of race, gender, disability, age, marital status, ethnicity, religious preference, sexual orientation, or national origin. Members of the Walsh University community stand against assaults upon the dignity and value of any individual.

Walsh University is committed to freedom of expression; however, the value of free expression is undermined by acts of harassment, intimidation, or humiliation of members of the community or the creation of a hostile or offensive campus environment. Protected free expression ends when prohibited discriminatory harassment begins.

It is imperative that members of the Walsh University community know that racial, religious, and other harassment will be addressed and will not be tolerated. Employees who feel they have a racial, religious, or other harassment complaint are urged to contact their department head, the Director of Human Resources at ext. 7226, or a member of the Equity Board.

#### 4.22 SOCIAL MEDIA GUIDELINES

These guidelines outline the publication policy for Walsh University's social media pages, including, but not limited to, Facebook, Twitter, Myspace, Flickr, and YouTube. We expect all who participate in social media on behalf of Walsh University to understand and follow these guidelines.

Social media platforms offer unique opportunities to connect and communicate with people across the globe. They create a place for people to come together online to post information, news, and events. Walsh University's social media presence is intended to provide the Walsh University community with a venue to share thoughts, ideas, and experiences through discussions, postings, photos, and videos. Publication guidelines are similar to any other media.

Walsh University social media pages should provide students and other community members with up-to-date University information and the opportunity to communicate with page administrators and other users. This policy is intended to outline proper use guidelines and ensure the most effective use of pages.

Contributors to Walsh University pages will follow the generally established employee and student guidelines. Oversight of all Walsh University-affiliated pages is the responsibility of the Office of University Relations, who will periodically review pages to ensure University policies are followed and that the pages are being produced in accordance with the best interest of the University.

Due to the ever-changing nature of web technology, this policy may be adjusted to reflect issues that may arise in the management and implementation of the page or for any other reason that supports the University's priorities for the page.

##### Department Social Media Sites

Individual departments or organizations wishing to develop a social media presence should contact the Office of University Relations before developing any pages or accounts. In regard to Facebook, departments will need to make a fan page NOT a profile page. For further guidelines on setting up a page, contact University Relations. Once the departmental/organizational pages are set up, that department or group is responsible for content management.

##### Responsible Parties

The Office of University Relations is the primary administrator for the University's main pages on any social media site. Those who wish to contribute information or make suggestions for the Walsh University pages should contact the Office of Marketing and Communications. Student organizations are encouraged to develop a social media presence. When associated with the University, these pages should adhere to University policies. Developing "friendships" with the Official University pages and other student groups is strongly encouraged.

##### Content Development

All content must relate directly to University business, programs, or services. Content placed by administrators cannot promote individual opinions or causes that are not directly related to University purposes.

Content should be short and written in active voice. Remember to consider the audience when choosing the style and tone of content.

## Logos

Walsh University logos are only to be used on the University's official social media pages, operated by University Relations.

## Photos and Videos

Uploaded photos and videos must relate directly to the University or student life and should not be used as a promotional tool for programs, products, or services outside the University. All photos and videos must adhere to existing University policies.

## Updating and Adding Content

Pages should be regularly maintained and kept as up-to-date as possible. In general, the more frequently the content is updated, the more users will access the page. However, avoid over-updating. Publishing multiple posts rapidly or "salesy" posts will turn away fans.

Avoid posting in all-caps. The practice is perceived as shouting and is a breach of internet etiquette.

## Fans

The term "Fan" refers to a Facebook member who decides to "become a fan" or "Like" a particular page. This means the person is recognized as a fan of the page, is able to interact on the page, and receives updates sent out about events. Fans of the page cannot be censored by administrators and are only censored by the terms and conditions of Facebook.

## Confidentiality

Do not post confidential or proprietary information about Walsh University, its students, its alumni, or your fellow employees. Use good ethical judgment and follow University policies and federal requirements, such as FERPA.

If you discuss a situation involving individuals on a social media site, be sure that they cannot be identified. As a guideline, post nothing that you would not present at a conference or other public forum.

## Other

Because the Walsh University social media pages are interactive tools, administrators should monitor pages closely and frequently to supervise conduct.

Any questionable conduct should be reported to the Office of University Relations.

Facebook terms and conditions, found at <http://www.facebook.com/terms.php>, must also be followed strictly.

## Before You Begin – Be Strategic

Take a moment to consider the following elements of any effective, strategic communication before you begin.

### **Audience**

Whom are you trying to reach? Potential students? Alumni? Parents? Community members?

### **Key Objectives**

What would you like your audience to do with you on social media? Chat and share, learn about events, get news?

## Frequency

How often will you communicate with your audience?

## Choice of Platform

Can you use Twitter to send brief, timely updates, and begin conversations with followers? Or would you like to build a fan base on Facebook and share photos, events, and other information?

Official Walsh University Social Media Pages operated by University Relations:

Facebook	<a href="https://facebook.com/walshu">facebook.com/walshu</a>
Twitter	<a href="https://twitter.com/walshuniversity">twitter.com/walshuniversity</a>
YouTube	<a href="https://youtube.com/ohiowalshuniversity">youtube.com/ohiowalshuniversity</a>
Flickr	<a href="https://flickr.com/walshuniversity">flickr.com/walshuniversity</a>
Myspace	<a href="https://myspace.com/walshuadmissions">myspace.com/walshuadmissions</a>

### 4.23 TERMINAL DEGREE LIST

Art Education and Art History: Ph.D., Ed.D.

Biology, Botany, and Zoology: Ph.D.

Business and Accounting: Ph.D., D.BA, E.D.M.

Chemistry and Biochemistry: Ph.D.

Communication and Journalism: Ph.D.

Computer Science: Ph.D.

Counseling and Human Development: Ph.D.

Education: Ph.D., Ed.D.

English, ESL, and Composition: Ph.D., Ed.D., D.A.

Foreign Language: Ph.D.

History, American Studies, Area Studies: Ph.D.

Mathematics and Mathematics Education: Ph.D., Ed.D.

Music and Music Education: DMA, Ph.D., Ed.D.

Nursing: Ph.D., Ed.D., dnsc, DNP

Philosophy: Ph.D.

Physical Therapy: Ph.D., Ed.D., Sc.D., DHS, Dr.P.H. (all only with a PT license)

Physics, Astronomy, and Astrophysics, Ph.D.

Political Science and Government, Ph.D.

Psychology: Ph.D., Psy.D.

Sociology: Ph.D.

Studio Art and Performing Art: MFA

Theater History and Production, Ph.D. or Ed.D.

Theater (Performance), MFA

Theology and Pastoral Ministry: Ph.D., STD, Th.D., D.Min., S.S.D.

### 4.24 VERIFICATION OF STUDENT IDENTITY

This policy applies to all credit-bearing courses and programs being offered by Walsh University, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study.

The United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, requires that Walsh University put policies in place to ensure that the student who registers in a distance education course is the same student who participates in, completes, and receives the academic credit. Walsh University has decided to apply this same standard to all courses that use our electronic course management system regardless of course modality.

The Red Flag Rules, created by the Federal Trade Commission in response to the Fair and Accurate Credit Transaction Act of 2003, requires that Walsh University put policies in place to mitigate the risk of student identity theft. Red flags are the potential patterns, practices or specific activities indicating the possibility of identity theft. Whether a student tries to have someone else complete their course work or someone tries to steal the identity of a student for any number of purposes, this same policy will ensure that Walsh University verifies the identity of its students. Walsh University fulfills these requirements by restricting student access to courses and administrative systems through the University portal and learning management system gateway page which require a secure login and password.

The verification of a student's identity begins at the time of admission or initial course registration. Procedures related to student identity verification include registration, advising, and transcript procedures as well as generation of a unique Walsh University ID for each student. When a student is initially registered, a unique login and password is created that provides access to the secure University portal. Student access to the learning management system is through the University portal and requires the use of this login and password. Data transmission of login information is secured using standard encryption technology.

A student that requests assistance from the Student Service Center, or any other campus-based service organization, is required to show a photo ID before any in-person service is rendered. If a student requests service remotely, they will be required to answer a series of personally identifiable questions using data that has been collected during their relationship with the University.

Personally identifiable information collected by the University may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their Walsh University ID password be reset is required to either bring a photo identification to the University Help Desk or remotely answer a series of personally identifiable questions using collected data.

### Responsibilities

All users of the University's learning management and administrative systems are responsible for maintaining the security of usernames, passwords, and any other access credentials assigned. This information may not be shared or given to anyone other than the person to whom they were assigned. Users are responsible for any and all use of their account. Access credentials may not be shared or given to anyone other than the user to whom they were assigned to for any reason. Users are required to change their passwords every 6 months to maintain security. They may choose to change their password more often at their discretion. Users are responsible for providing complete and true information for any identity verification process. Users are held responsible for knowledge of the information contained within the most recent University Catalog as well as the Student Handbook. Failure to read University guidelines, requirements and regulations will not exempt users from responsibility.

Faculty teaching courses hold primary responsibility for ensuring that their individual courses comply with provisions of this policy. Because technology and personal accountability may not verify identity absolutely or ensure academic integrity completely, faculty are encouraged, when feasible and pedagogically sound, to design courses that employ assignments and evaluations unique to the course and that support academic integrity.

Administrative staff members should recognize the warning signs of identity theft. When confronted with an identity theft Red Flag, the response should be appropriate to the level of threat detected. Some possible responses could be:

- Seeking additional verifying information
- Canceling a transaction
- Contacting the potential victim for verification of information and to inform them that identity theft was attempted using their information
- Changing passwords or other security measures that permit access to data or accounts
- Notifying local police

An identity theft compliance team will have the responsibility for determining the appropriate response for the level of threats detected. This team may establish standard operating procedures for administrative staff. When events occur outside of those outlined, the team should be assembled to determine an appropriate response. The compliance team will include the head of Student Affairs, Financial Aid, Registration, Human Resources, and Academic Affairs or their designated representatives.

#### 4.25 WEAPONS POLICY

Possession of firearms, knives, swords, arrows, or any other weapons are strictly forbidden in vehicles on campus or on any other University-owned or operated property. Possession or use of weapons in violation of this policy will result in immediate confiscation of the weapons and serious judicial action. Individuals who have applied for and successfully completed the application process for the Ohio concealed carry permit must follow the law as prescribed.

Firearms are not permitted to be carried on any University grounds or University-owned property.

#### 4.26 TRAVEL AND CONFERENCES - TRANSPORTATION, MEALS, LODGING, CONFERENCE, AND REGISTRATION FEES

Travel by common carrier shall be at the lowest available rate in the chosen method of travel. For any University travel, whether or not a reimbursement is requested, the travel itinerary issued with the ticket should be submitted with the form stating expenses if not submitted in advance with the request.

Purchased transportation from travel agencies or common carriers will be billed directly to an individual's personal credit card and later reimbursed (until such time as the University may have an advance travel purchase system).

The use of a privately-owned automobile or van will be reimbursed at the current IRS rate for per-mile reimbursement. An individual who uses a privately-owned vehicle on University business must meet liability insurance requirements of the motor vehicle financial responsibility laws of the state of Ohio.

If it is necessary for the traveler to rent a car from a car rental agency, the University's blanket auto insurance policy automatically covers these rentals provided that the University is identified as the lessee and the faculty member is on the list of approved drivers covered under University insurance.

Transportation costs, such as parking fees, tolls, taxi, and airport limousine fares, are reimbursable on an actual cost basis. Original receipts must be obtained and submitted for transportation expenses.

#### Meals

No reimbursement will be made for the actual cost of meals. Meals will be reimbursed in accordance with the regular federal per diem method for meals and incidentals. Federal per diem rates can be accessed on the internet IRS publication on Per Diem/M & IE (meals and incidental expenses) rates: <https://www.gsa.gov/travel/plan-book/per-diem-rates/mie-breakdown>.

Meal per diem reimbursements are pro-rated for less than a full day on travel status as follows:

- Breakfast—15% daily rate (must be on travel status from seven a.m. through at least nine a.m.)
- Lunch—25% daily rate (must be on travel status from noon through at least two p.m.)
- Dinner—60% daily rate (must be on travel status from five p.m. through at least seven p.m.)

No reimbursement will be made for a meal that is provided at a conference as part of the registration.

According to IRS regulations, the meal allowances above include incidental expenses for laundry, cleaning, and fees and tips for services.



Per Diem meal reimbursement rates are not intended to cover the cost of alcoholic beverages.

According to IRS regulations, business travel completed without an overnight stay is not eligible for per diem meal reimbursement.

### Lodging

When in-state travel on official business requires overnight lodging more than fifty miles away from the traveler's home or headquarters, reimbursement will be made for the actual and reasonable cost, plus taxes per night. When in the state of Ohio, the traveler should inquire as to the availability of a state tax exemption due to the tax-exempt status of the University. Claims for reimbursement must be supported by original hotel receipts. A credit card charge slip is not acceptable documentation for reimbursement.

No reimbursement will be made for overnight lodging closer than fifty miles from the traveler's home or headquarters except in unusual circumstances described in the statement of explanation accompanying the request for reimbursement.

When out-of-state travel requires overnight lodging, reimbursement will be made for the actual and reasonable cost, plus taxes. Claims for reimbursement must be supported by original hotel receipts. A credit card charge slip is not acceptable documentation for reimbursement.

### Conference and Registration Fees

Expenses directly included with a conference or special meeting, such as registration fees and banquets, are reimbursable, without regard to standard limitations, providing they are reasonable and supported by original receipts.

## **SECTION 5: POLICIES RELATING TO RANKED OR TEACHING FACULTY**

### 5.1 RESPONSIBILITIES OF THE FACULTY

Faculty members are responsible to the Chief Academic Officer and to respective deans and division chairs/program directors for the fulfillment of all assignments.

Faculty Duties include:

- Cooperate in attaining the University's educational objectives through the regular conduct of classes assigned and the use of effective teaching methods
- Assist in construction and revision of the curriculum, to outline courses of study and to establish standards for determining the proficiency of the students in courses taught
- Through Faculty Senate meetings and committees, assist in determining policies and standards relating to admissions, graduation requirements, degree programs, other academic matters
- Contribute to the improvement, development, and good public relations of the University in accord with their professional acumen and breadth of experience

### 5.2 PROFESSIONAL DUTIES OF FACULTY

Faculty members' duties are divided into three fundamental categories: teaching, scholarship, and service.

#### Teaching

Teaching includes, but is not limited to: classroom instruction, course preparation and revision, new course development, student advising, and out-of-class course-related assistance to students.

High-quality instruction is the most important professional duty of teaching faculty. They are not only responsible for keeping current in their respective areas of expertise, with regard to both content and

pedagogy, but they also serve as the main custodians of the curriculum overall. The teaching faculty review and evaluate the majors and minors within their disciplines.

When necessary, the teaching faculty revise degree programs, the majors and minors within those programs, and the University's general education program. They participate in preparing reports required to maintain accreditation standards. Teaching faculty are mindful of catalog descriptions in outlining syllabi and teaching classes. At the beginning of each semester, teaching faculty provide a written syllabus detailing course objectives, requirements and expectations including policies on attendance, class participation and grading. Teaching faculty members cooperate in teaching writing by requiring that all written work be of University caliber.

Teaching faculty proctor examinations vigilantly, guard against plagiarism in term papers, reports, and quizzes, and promptly return written work. Plagiarism and other forms of cheating or dishonesty may result in failing a test or assignment, failing the course, or suspension. For more information, see section 4.3 - Academic Integrity Policy.

### Scholarship

Scholarship consists of activities that systematically advance teaching, research, and professional practice through rigorous work. Such scholarship is significant to the profession and appropriate to the University position held, creative, peer-reviewed through various methods, able to be replicated or elaborated, and published, presented, or otherwise documented. Walsh University recognizes four categories of scholarship, referring to the Boyer Model of Scholarship, as defined by the Carnegie Foundation for the Advancement of Teaching. These categories include: the scholarship of discovery, the scholarship of teaching and learning, the scholarship of integration, and the scholarship of application and practice. The table on page 46 defines the University's categories of scholarship and provides a rubric for identifying scholarly work.

### Service

Service is an important part of the mission of Walsh University, and faculty members are expected to engage in it. The type of service in which a faculty member engages, however, is voluntary. Service activities provide a recognizable benefit to an identifiable University, college, professional, community or religious group.

SCHOLARSHIP AT WALSH UNIVERSITY: BOYER'S FOUR CATEGORIES OF SCHOLARSHIP

If the Scholarly Work	Scholarly Work Typically Includes	Accomplishment Typically Demonstrated by	And Typically Documented by
<p>Contributes to development or creation of new knowledge</p> <p>(Scholarship of Discovery)</p>	<ul style="list-style-type: none"> <li>• Primary empirical research</li> <li>• Historical research</li> <li>• Theory development</li> <li>• Methodological studies</li> <li>• Philosophical inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Peer-reviewed publications of research theory, or philosophical essays</li> <li>• Peer-reviewed/invited professional presentations of research, theory, or philosophical essays</li> <li>• Grant awards in support of research or scholarship</li> <li>• Positive peer evaluation of body of work</li> </ul>	<ul style="list-style-type: none"> <li>--Copies of articles, papers, or presentations</li> <li>--Conference programs</li> <li>--Bibliographic citations</li> <li>--Positive external assessments of body of work</li> <li>--Contracts from publishers</li> <li>--And other sources appropriate for the activity and discipline as recommended by each academic division and approved by the Office of Academic Affairs</li> </ul>
<p>Contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study</p> <p>Scholarship of Integration)</p>	<ul style="list-style-type: none"> <li>• Inquiry that advances knowledge across a range of theories, practice areas, techniques or methodologies</li> <li>• Includes works that interface between profession and a variety of disciplines</li> <li>• Development of professional/ clinical knowledge</li> <li>• Application of technical or research skills to address problems</li> <li>• Application of knowledge of discipline or specialty applied in teaching- learning</li> </ul>	<ul style="list-style-type: none"> <li>• Peer-reviewed publications of research, policy analysis, case studies, integrative reviews of literature, and others</li> <li>• Copyrights, licenses, patents, or products</li> <li>• Published books</li> <li>• Positive peer evaluations of contributions to integrative scholarship</li> <li>• Reports of inter-disciplinary programs or service projects</li> <li>• Interdisciplinary grant awards</li> <li>• Peer-reviewed/invited professional presentations</li> <li>• Policy papers designed to influence organizations or governments</li> <li>• Service on editorial board or as peer Reviewer</li> <li>• Activities related to faculty member's area of expertise (e.g., consultation, technical assistance, policy analysis, program evaluation, development of practice methods/ patterns)</li> <li>• Peer-reviewed/invited professional presentations related to discipline</li> <li>• Consultation reports</li> <li>• Reports compiling and analyzing student, client or health services outcomes</li> <li>• Products, patents, license copyrights</li> <li>• Peer reviews of practice</li> <li>• Grant awards in support of practice</li> <li>• Reports of meta-analyses related to practice problems</li> <li>• Reports of demonstration projects</li> <li>• Policy papers related to practice</li> </ul>	<ul style="list-style-type: none"> <li>--Copies of articles, papers, or presentations</li> <li>--Conference programs</li> <li>--Bibliographic citations</li> <li>--Positive external assessments of body of work</li> <li>--Documentation of roles in editorial/review processes</li> <li>--Contracts from publishers</li> <li>--Positive external assessments of body of work</li> <li>--Documentation of roles in editorial/review processes</li> <li>--Contracts from publishers</li> <li>--And other sources appropriate for the activity and discipline as recommended by each academic division and approved by the Office of Academic Affairs</li> <li>--Copies of articles, papers, or presentations</li> <li>--Conference programs</li> <li>--Bibliographic citations</li> <li>--Positive external assessments of body of work</li> <li>--Contracts from publishers</li> <li>--Formal documentation of a record of activity and positive formal evaluation by users of work</li> <li>--Documentation of role in multi- authored products</li> <li>--And other sources appropriate for the activity and discipline as recommended by each academic division and approved by the Office of Academic Affairs</li> </ul>
<p>Applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community</p> <p>(Scholarship of Application/ Practice)</p>	<ul style="list-style-type: none"> <li>• Development of innovative teaching &amp; evaluation methods</li> <li>• Program development and learning outcome evaluation</li> <li>• Professional role modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Peer-reviewed/invited professional presentations related to discipline</li> <li>• Consultation reports</li> <li>• Reports compiling and analyzing student, client or health services outcomes</li> <li>• Products, patents, license copyrights</li> <li>• Peer reviews of practice</li> <li>• Grant awards in support of practice</li> <li>• Reports of meta-analyses related to practice problems</li> <li>• Reports of demonstration projects</li> <li>• Policy papers related to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Grant awards in support of teaching &amp; learning</li> <li>• Peer-reviewed/invited professional presentations related to teaching &amp; learning</li> </ul>
<p>Contributes to the development of critically reflective knowledge about teaching and learning</p> <p>(Scholarship of Teaching and Learning)</p>		<ul style="list-style-type: none"> <li>• Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching learning, learning theory development, and development or testing of educational models or theories</li> <li>• Educational effectiveness studies such as those found in comprehensive program reports</li> <li>• Successful applications of technology to teaching and learning</li> <li>• Positive peer assessments of innovations in teaching</li> <li>• Published textbooks or other learning aids</li> </ul>	

### 5.3 THE PURPOSE OF GRADUATE PROGRAMS IN THE UNIVERSITY

The Catholic mission and the Brothers' charism call the faculty, curriculum, students, and research of the University to respond to the mission of service to those in need. The University respects the integrity of each discipline and calls each program to create a community of scholars, learners, and practitioners who can use their skills to improve the community and the common good. The Brothers' charism of education calls both graduate faculty and students to a level of independence and initiative befitting the professional teacher, scholar, and practitioner. This combined challenge of excellence and service should infuse faculty, staff, and student alike.

Graduate learning, teaching, and research differ from undergraduate learning, teaching, and scholarship in both intensity and kind. And although graduate programs share in the foundations of the University's mission, charism, and curriculum beliefs, they also bring the student and faculty into a task whose goals differ from those of an undergraduate program. Graduate curricula have single-minded focus: in-depth study of a field with the goal of leading students to independence in both acquiring and promulgating knowledge and engaging in practice.

Specialization, depth of knowledge, and independent application are the markers of graduate learning. A paramount goal of graduate programs is to empower students to become productive members of a profession or field of study able to further the achievements of producing knowledge and improving practice.

Graduate teaching differs from undergraduate teaching because of the necessary added depth in subject matter and the specific skills that graduate students must master. Graduate teaching must empower students to discover, apply, and generate knowledge and to demonstrate informed practice.

In graduate programs, teachers and students are engaged members of a scholarly community that informs independent practice and generates new knowledge for others. Such active participation constitutes graduate-level scholarship.

Students in graduate programs complete their program as junior peers to their professors. Students continue in their careers as informed and informing practitioners. Whether they enter a career, practice, or become educators, they are able to carry on a program of professional growth with their newfound peers.

Faculty of graduate students must already be what they are guiding their students to become: members of a practice or field of study dedicated to use best practices in generating new knowledge or charting ways of improved evidence-based practice in an environment that recognizes foundational beliefs about reality, the person, society, and culture, as referenced in the University's "Curriculum Document" (1990).

Professional and support staff share in the foundational beliefs of the graduate community, as well as the mission and charism of the Brothers, through their service to the programs, faculty, and students. As integral members of our community, they minister to the common good with their talents and gifts so that all are accepted as created in God's image. Their dedication and support are vital to fostering our ministry to students and to the graduates' success.

The graduate programs' vision is to seek to distinguish themselves in dedication to their students, the quality of the program, creative teaching, and scholarship that serves the community and the common good.

In addition to the foundational beliefs and aims of the University, the graduate programs focus on specialized knowledge, evidenced-based practice, independent learning, compassionate service, and engaged scholarship as values fundamental and constitutive of Walsh University.

## 5.4 GRADUATE FACULTY AND SCHOLARSHIP

Scholarship in a Catholic University directs the University outward to deal with the world at large and uses its resources to better the lot of humanity. The Catholic University directs its scholarship to the betterment and engagement of all communities of interest, regardless of academic discipline.

As noted in Walsh University's statement regarding the purpose of graduate programs, graduate learning, teaching, and scholarship differ from undergraduate learning, teaching, and scholarship in both intensity and kind. Graduate programs call upon both students and faculty members to engage in deep study of their field, which guides students to independence in acquiring and promulgating knowledge and engaging in practice.

### 5.4.1 Rationale for Expectations Regarding Graduate Faculty Scholarship

The following are important reasons for Walsh University graduate faculty to engage in scholarship:

#### Community of Scholars

- Individually and collectively, the graduate programs function as a community of scholars, learners, and practitioners who use their skills to improve both community and the common good.
- Graduate faculty function as independent faculty scholars seeking new knowledge or the application of knowledge that results in original contributions to a discipline/profession.

#### Purpose of Graduate Faculty

- Graduate faculty represent members of a field of study or profession who are empowered to use best practices in generating new knowledge, or charting improved applications of knowledge, in an environment that recognizes foundational beliefs about reality, the person, society, and culture.

#### Continuous Advances in Knowledge and Practice

- Walsh University must assure that faculty members have the ability to provide teaching and learning experiences that reflect contemporary knowledge and practice.
- Because knowledge and technology change rapidly, faculty must keep up with new information and evaluate its impact on contemporary application. Faculty members accomplish this through a process of critical inquiry, including:
  - Analyzing and applying research findings to practice and education
  - Evaluation the efficacy and effectiveness of both new and established practice and technologies
  - Participating in planning, conducting and disseminating basic or applied research

#### Faculty Serve as Role Models

- Essential components of the faculty role include modeling lifelong learning and striving to advance the discipline/profession. Faculty members have responsibility for their students' intellectual growth in analytical and critical thinking skills and for delineating the best application of knowledge or best practice.
- Through scholarship, faculty demonstrate the link between theory and application. Students learn the value of scholarship from observing the various ways faculty carry out a scholarly plan.

#### Providing Evidence for the Efficacy of Practice

- In all disciplines, evidence for the efficacy of practice must continue to grow. As members of the academy, faculty members provide leadership in the discipline/profession in developing the knowledge that informs both applied knowledge and education.
- Without ongoing scholarship, practice patterns and educational standards risk becoming stagnant and incapable of reflecting contemporary knowledge.

#### 5.4.2 Graduate Faculty Qualifications

Decisions about appointment, tenure, and promotion involve many criteria, including the applicant's scholarship record. Walsh University expects graduate faculty members to have an approved scholarship plan for appointment and a record of scholarly accomplishments for success in the tenure and promotion process. Such faculty members contribute to the stability and ongoing viability of their educational programs.

Walsh University recognizes that the choice to offer graduate educational programs includes the obligation of scholarship among its graduate faculty because of:

- The demands of contemporary practice
- The need for quality outcomes assessment
- The complex nature of professional practice
- The constant proliferation of knowledge

Based on this rationale, Walsh University expects graduate faculty members to develop a scholarly plan and a record of accomplishments consistent with both the University's guidelines and, if applicable, those of specialized program accrediting agencies. The following outline the fundamental and required attributes of the scholarly product:

- Significant to the discipline/profession
- Creative
- Peer-reviewed through various methods
- Capable of being replicated or elaborated
- Published, presented, or documented

In summary, each faculty member must establish credentials as a scholar. Every faculty member must demonstrate the capacity to engage in one or more types of scholarly activity and must present the results of those activities to colleagues.

#### 5.4.3 The Meaning of Scholarship as Applied to Graduate Education at Walsh University

The University embraces Boyer's paradigm of four categories of scholarship in its consideration of scholarship for promotion and tenure. Refer to *Scholarship at Walsh University: Boyer's Four Categories of Scholarship* (see Section 5.2 - Professional Duties of Faculty) for examples of each type of scholarship.

#### 5.4.4 Development of a Scholarship Plan

A scholarship plan outlines long-term goals for building lines of inquiry that will result in original contributions to a discipline/profession. It should include specific objectives that identify specific types of scholarship, scholarly activities, and anticipated accomplishments with a timeline. The plan may also identify relevant mentorship and collaboration with colleagues. The scholarly plan may change as faculty members' teaching, practice, or research interests evolve, but should also show some consistency over time to allow for professional development and growth in the chosen area of inquiry. To meet the goals of scholarship, faculty members will prepare scholarly agendas that they will review and revise annually.

Three factors help define a specific faculty member's individual scholarly plan and annual agenda.

- The first factor to be considered is the institutional context. The context and mission of Walsh University controls the resources available to support any specific scholarly plan.
- The second factor is a faculty member's responsibilities and commitments. Specific roles assigned to faculty members may influence the depth and breadth of the scholarly plan and agenda. Program directors, faculty members responsible for professional experience placements, faculty on a tenure line (or the equivalent), and faculty with professional appointments may approach scholarship with different goals to reflect their faculty commitments, their professional or teaching responsibilities, and their areas of expertise.

- The third factor in consideration is the stage of development of the faculty member as a scholar. Faculty new to the responsibility of scholarship may have less well-developed plans and may initially pursue more limited forms of scholarship than senior scholars. Faculty new to the academy also may need to seek assistance from mentors, within or external to the program or institution, in their development as scholars. Plans of more experienced scholars may reflect changes consistent with their ongoing professional development and should evidence continued productivity through their scholarly agendas.

## 5.5 BOOK SELECTION AND PURCHASE

The selection of textbooks and auxiliary materials is the responsibility of individual faculty. Desk copies are ordered by individual faculty directly from publishers, or faculty may request that faculty secretary obtain them (desk copy forms can be obtained from the bookstore). Orders for textbooks for classroom use are made in a timely manner through the Bookstore Manager.

All Walsh University employees receive a ten percent discount on most items purchased at the bookstore. The discount does not apply to textbooks and may not apply to sale or discontinued items.

## 5.6 COURSE EVALUATIONS

Teaching faculty members are required to have all students in their classes complete course evaluations at the conclusion of each semester. The purpose of course evaluation at Walsh University is twofold: to provide constructive feedback aimed at improving instruction and to provide input into the faculty evaluation process for tenure or promotion or both.

Student evaluation of instruction is a mandatory component of all faculty portfolios (see Section 6.6 - Faculty Portfolio Description). For adjunct faculty, course evaluations aid division chairs and school deans in their decisions about renewal of part-time contracts. Walsh University conducts student evaluations of instruction using the mobile-ready version of the IDEA Student Ratings System through Kansas State University.

The process of course evaluation is coordinated through the Office of Institutional Effectiveness & Assessment. At the end of each term, teaching faculty will schedule time for the completion of the course evaluations of their face-to-face or online courses.

The student survey link is <https://walsh.campuslabs.com/courseeval/>. Students will need to log into the survey system with their Walsh ID and password. Students will also receive the survey link in automatically generated messages from the IDEA-CL course evaluation system during the respective course evaluation periods. Once students have completed the evaluation forms and they are processed by deans.

## 5.7 FACULTY ABSENCES

Teaching faculty are expected to conduct all classes assigned to teach. Foreseen absences, such as attendance at meetings or conferences of professional organizations or field trips with students, as well as absences due to illness or other reasons, are reported to the Office of Academic Affairs, and to the faculty member's division chair through notification to the division secretary. When possible, faculty should note foreseen absences in their class syllabi, and should clarify for students the impact of unforeseen absences on course requirements.

## 5.8 FACULTY GRIEVANCE PROCEDURES

This grievance procedure is a process by which teaching faculty members who allege errors, inequities, or prejudices in official actions of the University as regards their tenure status, salary, promotions, and sabbaticals may have those concerns reviewed. All other claims of wrongful treatment or actions may

seek redress to the University Equity Board or University Grievance Board. This procedure is intended to facilitate the resolution of grievances, within established channels and with the simplest, most direct manner.

A faculty member claiming a grievance ("the claimant") may seek resolution of his or her grievance as follows:

- Within thirty days of learning of the alleged offense, the claimant will submit the grievance, in writing, to the division chair, who will respond in writing within ten working days.
- If the claimant is not satisfied with the division chair's response, the claimant may appeal, in writing, to the academic dean. The appeal must be submitted within five working days of the claimant's receipt of the division chair's response, and the academic dean will respond in writing within ten working days. If the claimant is not satisfied with the academic dean's response, the claimant may appeal, in writing, to the Chief Academic Officer. The appeal must be submitted within five working days of the claimant's receipt of the academic dean's response, and the Chief Academic Officer will respond in writing within ten working days.
- At any stage in the process, the recommendation can refer the claimant to the next step. If all the preceding steps have been taken, and the claimant still alleges a grievance, the claimant may demand that a faculty grievance committee be convened to hear the grievance. The claimant's written demand will be delivered to the President of the University within ten working days of the claimant's receipt of the Chief Academic Officer's response. The President will then convene a faculty grievance committee within ten working days of receipt of the claimant's written demand.
- The Faculty Grievance Committee will consist of three tenured teaching faculty members. The claimant will nominate one member of the committee; the President of the University will nominate one member; the two members so nominated and appointed will select the third member of the committee.
- The claimant will choose to present his or her case or select a representative to represent him/her before the committee; neither the claimant nor his or her representative will have a vote on the committee. The President will select a representative to represent the administration and such representative will have no vote on the committee.
- The committee will receive and consider all evidence submitted by the claimant and by the administration at the committee hearing. The committee will report its findings and recommendations, in writing, to the President within fifteen working days of the conclusion of the hearing. A copy of the committee's findings and recommendations will be provided to the claimant at the same time.
- After receipt of the committee's report, the President will either act in accordance with the recommendations of the committee or meet with the committee for conference concerning its findings and recommendations.
- The President's decision will be rendered within fifteen working days of his or her receipt of the committee's report. If the President does not accept the committee's recommendations, he or she will deliver a written explanation of the decision to the claimant.
- If the claimant is not satisfied with the President's decision, the claimant may appeal, in writing, to the University's Board of Directors. The appeal must be submitted within ten working days of the claimant's receipt of the President's decision. The board of directors will issue its decision in writing not later than thirty working days after the board's first regularly scheduled meeting subsequent to receipt of the claimant's appeal.
- All written materials concerning any grievance will be kept in a secure and confidential grievance file maintained by the Executive Vice President. None of the grievance materials will be placed in the claimant's individual files.
- The decision of the University's Board of Directors will be final and binding on the claimant and the University.



## 5.9 GRADING

Walsh University adopted the following system of letter grades for its undergraduate program, effective Fall 1990 and modified in Spring 2010:

Grade	Designation	Quality Points Per Credit
A	Superior	4.0
A-	Excellent	3.7
B+	Very good	3.3
B	Good	3.0
B-	Above average	2.7
C+	Average	2.3
C	Average	2.0
C-	Below average	1.7
D+	Poor	1.3
D	Very poor	1.0
D-	Extremely poor	0.7
F	Failure	0.0
S	Satisfactory	**
U	Unsatisfactory	**
W	Withdrew officially	**
AU	Audit	**
I	Incomplete	#
IP	In progress	
NA	Never attended; no official withdrawal; (granted during midterm only)	
NG	No grade reported	

\*\*Not computed

# Computed after completion of course requirements

(2.0 is the lowest acceptable grade point average at Walsh University)

The graduate and undergraduate catalogs outline the grading system at Walsh University. The grade W is given if a student officially withdraws from a course, or if a student is withdrawn by a faculty member in accordance with the University's administrative withdrawal policy. No student may withdraw from a course during the last two weeks of classes. Student withdrawals require approval of the teaching faculty member or division chair and the Registrar by completing the appropriate add/drop form.

Faculty may exercise an administrative withdrawal when a student has missed at least nine hours of class time in a given semester (including summer sessions). The professor must have a syllabus that states this policy and must accrue and document evidence (attendance records) of the student's non-attendance. The faculty member acting upon this option must notify the student in writing, complete the appropriate administrative withdrawal form (including student's ID number, the course registration number [CRN], and the signature of the division chair or program director), and submit the form to the Registrar for final processing.

A course change from credit to audit status may be granted with the approval of the teaching faculty member and the Registrar. The course will be recorded as "audit" only if the student attends classes regularly.

An (I), Incomplete Grade, is temporary. The grade of “I” may be provided when a student has not fulfilled all course requirements because of conditions beyond the student's control. No “I” grade is authorized without the approval of the teaching faculty member. Teaching faculty who choose to give an “I” are required to submit an official form for an incomplete with the grade sheet at the end of the semester. This form includes justification for providing an incomplete grade plus the requirements and deadline, not to exceed one semester (excluding summer sessions), for completing the course. Failure to complete course requirements or to meet the deadline results in a grade of “F” for the incomplete course. Teaching faculty members who choose to give an incomplete (I) can obtain an “I” form in the Registrar's office.

An (NA) grade, Never Attended, indicates that the student was registered for the course, never attended, and did not officially withdraw. NA is granted during midterm time only.

An (NG) grade, No Grade Reported, is assigned by the Registrar's office when a faculty member fails to submit a grade for a student and the faculty member cannot be located. The grade does not calculate into the GPA and can only be changed by the faculty member submitting a grade.

When a final grade has been reported to the Registrar, it can be changed only because of a clerical error such as a miscalculation of the grade or erroneous entry.

Final examinations are given in all courses according to a schedule issued by the Registrar. Any planned variation of this policy must have the permission of the faculty member's division chair or program director, and the Chief Academic Officer. For final exams and ordinary classes, teaching faculty should not impinge on other classes or allow students to do so.

Grades are available to students twice a semester in the form of mid-term and final grades. Mid-semester grades are used primarily for advising and are not placed on the student's official transcript.

2.0 is the lowest acceptable grade point average at Walsh University for undergraduate students.  
3.0 is the lowest acceptable grade point average at Walsh University for graduate students.

The Cavalier Center is the official site for viewing and obtaining grades. Mid-term grades are submitted by faculty at the midpoint of the semester but are not placed on the student's official transcript. They can be viewed on the Cavalier Center usually two days after the faculty grade submission deadline. Final grades are submitted by faculty for all students at the conclusion of each semester. Final grades are generally available for viewing on the Cavalier Center five business days after the faculty grade submission deadline.

The instructor has jurisdiction in determining grades; however, the student has the right to appeal a grade or academic decision that he or she believes to be in error or unfair. The formal appeal process is a very serious matter and should not be entered upon lightly by a student, or lightly dismissed by an instructor. The appeal process typically involves the following steps, but may be resolved at any level:

- The student confers with the instructor involved.
- The student and instructor (preferably together) confer with the division chair or program director or both.
- When the issue is not resolved by steps one and two above, the student may initiate a formal written appeal to the dean of undergraduate/graduate studies, who may forward the appeal to an ad hoc Academic Review Committee for its review and recommendation. A formal written appeal must be made no later than the sixth week following the end of the semester for which the grade was posted, or by a prescribed date in cases of suspension and dismissal.

A medical leave policy is contained in the Student Handbook for students unable to complete academic or social responsibilities due to personal/emotional difficulties (see 4.15 - Medical Leave Policy for Students).

## 5.10 GUIDELINES FOR OVERLOADS

The offering and assignment of overtime (overload) and part-time (adjunct) employment is a significant managerial activity based upon clear communications and consent among the persons who accept the assignment, who offer the assignment, and who prepare the contracts. These guidelines describe management processes and ranges of authority when offering and assigning part-time (adjunct) or overtime (overload) employment.

### Principles

- Excellent management requires that proper managerial deliberation and consent among faculty members, directors, chairs, deans, and the Chief Academic Officer take place before the preparation and distribution of contracts.
- Contract request forms are prepared and sent to the Office of Academic Affairs in a timely manner.
- Only division chairs, associate division chairs, deans, and the Chief Academic Officer make offers and assignments of part-time and overtime employment.

### For Adjuncts

- Division chairs may offer and assign one or two courses per semester.
- A third course requires consultation with the assistant dean of non-traditional programs, if applicable, and the consent of the Chief Academic Officer.
- DC and main campus chairs, as applicable, are responsible for verifying the total number of assignments offered to any one individual.

### For Full-time Faculty

- Division chairs may offer and assign one 3-credit overload course (or its equivalent) per full-time or half-time faculty member per semester.
- Two overloads per semester require consultation, if necessary, with the assistant dean for non-traditional programs and the Chief Academic Officer's consent.
- Three overloads require the consent of the Chief Academic Officer.

### For Program Directors

- Division chairs may offer and assign one overload per semester.
- Any additional offer or assignment requires the Chief Academic Officer's consent.

### For Division Chairs and Deans

Division chairs and deans do not offer and assign overloads to themselves without the Chief Academic Officer's consent.

### For Summer Assignments

Except for programs that run year-round, summer assignments are not included in these guidelines and are offered and assigned at the discretion of the division chairs, deans, and the Chief Academic Officer, as appropriate.

### For Independent Studies

Independent studies are not included in these guidelines and are offered through the independent study application and review process.

For Faculty on Sabbatical

Faculty on sabbatical are not assigned overtime employment.

For Faculty with Release Time

- Assignments for release time are recommended by the division chair and approved by the Chief Academic Officer.
- The chair's recommendation and the rationale for the recommendation are submitted to the Chief Academic Officer.
- The faculty member requesting the release time must:
  - Prepare a semester plan that states project outcomes
  - Submit a final report documenting accomplishments
- Division chairs may offer and assign one overload with the Chief Academic Officer's consent.

## 5.11 LIBRARY

Information about services and resources provided to faculty by the library can be found at <http://libguides.walsh.edu/help/faculty>

Hours of operation:

Monday – Thursday	7:45 am – 11:00 pm
Friday	7:45 am – 5:00 pm
Saturday	12:00 noon – 5:00 pm
Sunday	1:00 pm – 10:00 pm

Holiday, semester break and other special hours can be found on the library's web site <https://library.walsh.edu/>

Librarians are available Monday – Thursday from 7:45 am until 7:00 pm. On Friday, Saturday and Sunday a librarian is available from open to close.

Accessing the Library's Resources

The library's website, <https://library.walsh.edu/>, is the portal to access the library's catalog, 150+ databases, 30,000+ electronic journals, streaming videos, and 250,000+ electronic books. Faculty members and students can access almost all of the library's electronic resources off-campus using their name as it appears on their Walsh University ID and the barcode found on the back of the Walsh University ID.

Items may be renewed or have their status checked using <https://cat.opal-libraries.org/patroninfo~S20>. If you are unable to renew an item, call the library at (330) 490-7185 for further assistance.

If the library does not have the item you need, check the catalogs at [ohiolink](#) or [searchohio](#) libraries. If it is not available in either catalog, you can place an inter-library loan request at <http://libguides.walsh.edu/ILL> and the library will obtain it for you.

You can suggest books, videos or other items to purchase going to <https://libguides.walsh.edu/purchase> [and](#) using the linked form.

Items can be checked out from 21-120 days, depending on whether the item is owned by Walsh University or on loan from another library. For more information on loan terms; requesting, receiving and renewing items; and fines, please see <http://libguides.walsh.edu/ILL>.

## Subject Librarians

[Subject librarians](https://walshlibrary.wufoo.com/forms/request-a-research-consultation/) serve as liaison to your department and can answer questions about research, instruction, and collection development services. You can <https://walshlibrary.wufoo.com/forms/request-a-research-consultation/> with a subject specialist librarian to help you with your research. You can also request an instruction session where a librarian will come to your classroom and show your students the library's resources, how to access them, and how to use them in their work.

## Course Reserves

Materials, including library books, personal books, audiovisual materials, and journal articles can be placed on reserve for students. These items can circulate for periods as short as two hours or up to three days. Articles from electronic journals can also be embedded in ECN (Electric Course Network, formerly Sakai).

## Other Resources

The library has five small study rooms available, including two that are equipped with computers for interactive work.

The library can answer questions about copyright.

Two full skeletons are available for students, as well as boxes of bones for specific areas of the body.

Other resources can be checked out for two hours at a time.

Scanning and color printing are available at the library.

## 5.12 OFFICE HOURS

Teaching faculty make themselves available to students for advising and academic assistance. Full-time teaching faculty are expected to be available for at least four hours per week; part-time teaching faculty, at least two hours per week. During the fall and spring semesters, teaching faculty post their office hours and list them on their syllabi.

## 5.13 STUDENT ABSENCES

Students are expected to attend all classes. Teaching faculty members establish their own policy concerning attendance and include it on syllabi to students at the beginning of each semester.

Faculty may exercise an administrative withdrawal when a student has missed at least nine hours of class time in a given semester (including summer sessions). The professor must have a syllabus that states this policy and must accrue and document evidence (attendance records) of the student's non-attendance. The faculty member acting upon this option must notify the student in writing, complete the appropriate administrative withdrawal form, have it signed by one's division chair or program director, and submit the form to the Registrar for final processing (see Section 5.0 – Grading).

A policy for medical leave is contained in the Student Handbook for students unable to complete academic or social responsibilities due to personal/emotional difficulties (see Section 4.15 – Medical Leave Policy for Students).

## 5.14 STUDENT ADVISING

Full-time teaching faculty, in conjunction with professional advisors in the students' freshman year, are responsible for the academic advising of a certain number of students within a major or program. Teaching faculty assist advisees to plan their course of studies and fulfill core and major requirements.

Teaching faculty devote special attention to students on academic probation and assist all to prepare for graduate or professional schools.

## 5.15 SYLLABI

During the first week of each semester, faculty members are responsible for providing students in their classes with a copy of current course syllabi. This might be done by posting syllabi on ECN (Electric Course Network, formerly Sakai) or by distributing printed copies in class. Faculty should also submit an electronic copy of syllabi to their division secretary for filing.

Syllabi should include office hours, contact information (including Walsh University e-mail address), course description and objectives, required assignments and materials, grading criteria and grading scale, a policy concerning academic integrity, and a course content outline.

In syllabi planning for classes over ninety minutes, a break of five minutes for each hour of class time is appropriate, but classes should not otherwise be abbreviated.

As part of the annual faculty appraisal process, and the portfolio evaluation process for recommendations regarding tenure and promotion, division chairs' evaluations should address the quality of a faculty member's syllabi.

## 5.16 TEACHING LOAD

The usual teaching load is 24 semester hours per academic year (fall and spring semesters). A request for a load reduction can be negotiated with one's division chair or program director and must be subsequently approved by the Chief Academic Officer or designee.

Teaching faculty may be allowed to teach more than 12 semester hours in one semester (an overload), according to these guidelines:

- Overload contracts are prepared each semester after the drop/add date, and faculty receiving overload teaching contracts will earn extra pay in accordance with the current "overload" salary schedule.
- Teaching faculty who wish to teach for the Digital Campus (hereafter referred to as "DC") must receive permission from their division chair or program director as these hours affect total teaching load. DC contracts are prepared by the DC program director in accordance with the DC compensation rates.

## **SECTION 6. POLICIES RELATING TO TENURE, TENURE TRACK, CLINICAL AND PROFESSIONAL FACULTY**

### 6.1 ANNUAL FACULTY APPRAISAL

The policy of annual faculty appraisal applies to all full-time and all part-time teaching faculty holding annual contracts. In academic years in which full-time ranked faculty are required to complete a faculty portfolio (see Section 6.6 - Faculty Evaluation toward Tenure and Promotion), the portfolio comprises the annual faculty appraisal for that year. In all other years, all faculty will complete the annual faculty appraisal process described below.

In exceptional circumstances, after consultation with the dean/chair/director, and notification to the faculty member involved, a division chair or program director can initiate appraisal of faculty in advance of the timeline below.

The fundamental purposes for meaningful faculty appraisal at Walsh University are:

- To recognize and reward excellent performance in the areas of teaching, scholarship and service
- To identify where performance in teaching, scholarship, and service needs improvement to meet standards of excellence
- To motivate, through the support of appropriate human and material resources, continuous improvement in teaching, scholarship and service

The purposes cited above define the scope of the annual Walsh University faculty performance appraisal. It should address three areas of activity: teaching, scholarship, and service. The faculty appraisal process should relate clearly and specifically to procedures and programs designed to motivate faculty, to reward faculty for exceptional performance, and to continuously improve teaching, scholarship, and service.

Each academic year, for faculty not subject to the faculty portfolio requirement, the annual faculty appraisal process proceeds in two stages:

### Stage One

At the conclusion of final exams in the spring, the Office of Academic Affairs will distribute to faculty the annual faculty self-appraisal form. Faculty will complete the form and submit it to their division chairs or program directors by May 31.

The individually prepared annual faculty self-appraisal should include assessment concerning only the three areas noted above: teaching, scholarship, and service, and should specifically address accomplishments in these areas. Activity considered exemplary by the reporting individual must be documented. Documentation could include, but is not limited to:

- Teaching—syllabi of current courses with student learning outcomes described, reports of classroom visits by colleagues (partners/mentors/chairs), and syllabi of new courses being developed.
- Commentary on individual students advised, student course appraisals accompanied by course grade distributions.
- Scholarship—articles published, papers presented, articles/papers written but not yet published, IRB approved research completed but not yet published, progress made in courses of study (Ph.D. or master's degree programs), active participation or presentation in national, state, or local scholarly meetings of academic disciplines, and proposals prepared for external funding.
- Service activities that include but are not limited to: evidence of active participation (letters, meeting minutes) on University committees, in community, and other professional organizations. The service does not have to be specifically related to the faculty member's discipline since any meritorious service accrues invaluable good will toward the University.

### Stage Two

After the individual annual faculty self-appraisal is submitted to the faculty member's dean/chair/director, he or she reviews the self-appraisal and prepares an independent assessment with recommendations. The faculty member then reviews this assessment and discusses its contents with his or her dean/chair/director, adding any changes or rebuttal responses deemed appropriate. Once the faculty member and dean/chair/director have agreed on the final content of the report, it is forwarded to the Chief Academic Officer by July 1. The Chief Academic Officer reviews the combined reports (individual annual faculty self-appraisal and chair's or supervisor's assessment). The Chief Academic Officer can endorse the combined reports, re-open negotiations on specific points, or prepare an independent assessment. All three reports (individual annual faculty self-appraisal, dean/chair/director's assessment, and Chief Academic Officer's assessment) become part of the faculty member's personnel record.

Additionally, faculty whose base or supplemental contracts include administrative responsibilities will undergo annual performance appraisals of those duties by their immediate supervisors in accordance with protocols described in the Employee Handbook.

The combined reports provide primary data to be reviewed when decisions concerning rewards, motivation, and improvements are made.

## 6.2 CONTRACT TERMINATION OF TENURED FACULTY

Appointments may be terminated:

- By the faculty member, with the consent of the President or the board of directors
- By the President or the board of directors, with the consent of the faculty member
- By the board of directors, who may terminate the service of any faculty member for cause which is defined to include grave misconduct, moral turpitude, neglect of academic duty, a disability which substantially impedes discharge of academic duties, or financial exigency
- The decision of the Board of Directors is final.

## 6.3 DIVISION CHAIR OR PROGRAM DIRECTOR

The responsibilities of a faculty member serving as an academic administrator, and the stipends for such service, are described in detail in the annual academic administrative contract negotiated between the faculty member and the Chief Academic Officer.

## 6.4 FACULTY AWARDS

- Outstanding Faculty Scholar (Research Award)
- Outstanding Faculty Teaching Award
- Outstanding Faculty Service Award

Eligibility (must meet all):

- Candidate must be full-time faculty.
- Candidate must be at or above benchmark for the award area.
- Faculty must not have won the award in the previous two years.

Nomination procedure:

- Self or peer nomination letter recognizing efforts in the award area.
- One additional support letter from a Walsh University Faculty member (to second the nomination) signed and placed in sealed envelope with signature. Letters should support the award area (i.e. Teaching, service, scholarship).
- Nominator (peer or self) must submit the nomination letter and letter of support to the faculty affairs chair.
- Deadline: September 30 annually.

Criteria for Selection

- Once the nomination is received by faculty affairs chairperson, an email acknowledgement will be sent to the candidate for the award they were nominated for indicating specific items needed for submission. The email will state that the candidate must accept or decline the nomination by a stated deadline OR it can include a 'Request a Read Receipt' to ensure the recipient received the email acknowledgement.
- The candidate must accept the nomination by providing the following documents/information to the faculty affairs chairperson so that the award selection process may proceed:
  - CV with up to the last three years of recent works.
  - Documents for support in areas of teaching or other service areas not on CV or from the past three years' IDEA forms, peer evaluation for teaching, and service or teaching items.
  - Name of his or her chair or supervisor (accepting nomination or self-nomination indicates permission for the faculty affairs chair to inquire as to benchmark status in the award area).
- The nominated faculty member must submit all documents in a sealed packet and send via interoffice mail to the faculty affairs chairperson in order to be considered for the next step in selection criteria. The annual deadline is October 30.
- The faculty affairs chairperson will then email the chair/supervisor to inquire about benchmark status in the area of nomination.



- The Award Selection Committee will consist of the committee chairs of instruction and Academic Policy (IAP), Graduate Council, Faculty Senate, and Faculty Affairs who will meet preliminarily to review and evaluate the candidates.
- These four independent reviewers will assess the candidates using the Faculty Award Evaluation Categories for each award area.
- Recipients of the faculty awards will be announced at the last Faculty Senate meeting of the fall semester to ensure record keeping.
  - Winners will be acknowledged at the December holiday gathering.
  - Monetary award and recognition will be given.

#### Faculty Award Evaluation Categories

The following categories can be used to determine exemplary performance. The categories provide guidelines for evaluation with no expectation that each category must be utilized.

#### Teaching:

- Teaching recognition nomination
- Teaching award recipient
- Development of new courses
- Development of or modification to a program
- Significant effort on accreditation
- Directing Independent studies or projects
- Significant involvement in comprehensive examinations
- Significant involvement in student portfolio review
- Chairing a program or project
- Other

#### Scholarship:

- Publication in a national, refereed journal, book chapter, or book; any order of authorship
- Newsletter contribution
- Invited articles or presentation(s) (non-refereed)
- Desk reference entry
- Included student(s) as co-authors on a publication.
- Publication is understood as "published," not "in press" or "accepted."
- An oral or poster presentation at a national or international refereed conference
- An oral or poster presentation
- Included student(s) as co-author for an oral or poster presentation
- Keynote speaker at a conference
- Edit a professional journal or book
- Significant website development or refereed monograph
- Publication of a government report. Publication is understood as "published," not "in press" or "accepted"
- Grant submitted/awarded
- Other

#### Service:

- Service on one or more University committee(s) or task force(s)
- Service to division, department, program or school
- Service to a professional association(s)
- Participating in organizing or running meetings, workshops, seminars, lectures or non-credit courses
- Consulting assignments of a professional nature

- Service as a referee for a professional or scholarly publication or granting agency or professional conference
- Service to the community
- Student advising
- Leadership in student groups
- Other

## 6.5 FACULTY EVALUATION FOR TENURE AND PROMOTION

The teaching faculty member begins building a professional portfolio (described below) in the first year of full-time teaching at Walsh University. The first-year portfolio is reviewed by their dean/chair/director. The recommendations of the dean/chair/director concerning reappointment or non-reappointment will be forwarded to the President of the University no later than March 1.

- **First year** – faculty submit a portfolio with contents described in Section 6.6. This portfolio is evaluated by the dean/chair/director, a representative of the Faculty Retention, Tenure and Promotion (FRTP) Committee, and the Chief Academic Officer. The Chief Academic Officer makes a final determination about contract renewal.
- **Second year** – faculty undergo only the standard annual appraisal.
- **Third year** – process is repeated as in first year with the additional step of review by the full FRTP Committee. The Chief Academic Officer makes the final determination.
- **Fourth and fifth years** – faculty undergo only the standard annual faculty appraisal.
- **Sixth year** – faculty go through the same portfolio process as first and third years. However, the Chief Academic Officer makes a recommendation to the Board of Directors which grants tenure and the President who awards promotions.

## 6.6 FACULTY PORTFOLIO DESCRIPTION

The portfolio represents the cumulative work of the faculty member with the goal of recording and presenting it as accurately as possible. A portfolio is developed from a variety of sources, each of which documents the professor's effectiveness in teaching, scholarship, and service. The portfolio consists of no more than two volumes. The contents of Volume I, described below, comprise the most significant documents verifying a faculty member's performance in teaching, scholarship, and service. Volume II is an appendix containing additional supporting items. Faculty members should be selective in deciding which material to include or not include in Volume II. It should not be treated as a catchall of every artifact that might have related, even tangentially, to the faculty member's accomplishments in teaching, scholarship, and service; rather, it should highlight the best of what the faculty member has done. Faculty portfolios of more than two volumes will be returned for revision.

The dean/chair/director will serve as the faculty facilitator throughout this process.

### Portfolio Contents

Normally faculty members will prepare a faculty portfolio in the first, third, and sixth years of their full-time employment at Walsh University. Faculty members hired with, or later granted, one or more years of advanced standing towards tenure or promotion or both will follow a timeline agreed upon between themselves and the Chief Academic Officer.

### Volume 1: Four Chapters

#### Chapter One

- Sixth-year summative evaluation from Faculty Retention, Tenure and Promotion Committee
- Sixth-year summative evaluation from dean/chair/director
- Faculty member's sixth-year summative self-evaluation. The summative self-evaluation should address in detail how the faculty member's philosophy and practice in the areas of teaching, scholarship and service align with the mission of the University.

- Current curriculum vitae
- Sixth-year formative teaching evaluation to include:
  - Report of chair’s classroom visit
  - Results of “Student Evaluation of Instructor” questionnaire
  - IDEA evaluations (current semester)
  
- Fifth-year dean/chair/director annual appraisal
- Fifth-year faculty self-appraisal report
- Fifth-year faculty appraisal weightings
  
- Fourth-year dean/chair/director annual appraisal
- Fourth-year faculty self-appraisal report
- Fourth-year faculty appraisal weightings
  
- Pre-tenure/third-year Chief Academic Officer's review
- Pre-tenure/third-year summative evaluation from Faculty Retention, Tenure and Promotion Committee
- Pre-tenure/third-year summative evaluation from division chair or program director
- Pre-tenure/third-year summative self-evaluation. The summative self-evaluation should address in detail how the faculty member’s philosophy and practice in teaching, scholarship and service align with the mission of the University.
- Current curriculum vitae
- Pre-tenure/third-year formative teaching evaluation to include:
  - Report of chair’s classroom visit
  - Results of “Student Evaluation of Instructor” questionnaire
  - IDEA evaluations (current semester)
  
- Second-year dean/chair/director annual appraisal
- Second -year faculty self-appraisal report
- Second-year faculty appraisal weightings
  
- First-year Chief Academic Officer's review
- First-year review by dean/chair/director
- First-year summative evaluation from dean/chair/director
- First-year summative self-evaluation. The summative self-evaluation should address in detail how the faculty member’s philosophy and practice in the areas of teaching, scholarship and service align with the mission of the University.
- Current curriculum vitae
- First -year formative teaching evaluation to include:
  - Report of chair’s classroom visit
  - Results of “Student Evaluation of Instructor” questionnaire
  - IDEA evaluations (current semester)

Chapter Two – Teaching Narrative

Chapter Three – Scholarship Narrative and Scholarship Plan & Agenda (SP&A) if Graduate Faculty

Chapter Four – Service Narrative

## Volume 2: Supplemental and Supporting Documents

### 6.7 FACULTY SCHOLAR PROGRAMS

The Faculty Scholar Program gives members of the University teaching faculty the opportunity to complete research within their fields of expertise specifically for the purpose of scholarship. One of the core values of Walsh University is excellence in the teaching/learning process. This program affirms

administrative recognition of the compatibility of teaching and scholarly research and our commitment to retaining and rewarding active scholars on our campus.

### Description

The Faculty Scholar Program allows a teaching faculty member to be released from one course during one academic semester to pursue a research project intended for publication. Ordinarily no more than one faculty scholar will be selected during each of the University's two regular terms during any academic year. During the summer, two teaching faculty will be eligible to receive stipends equivalent to the fullest remuneration for one 3-credit overload class to undertake research intended for publication.

### Conditions

A faculty scholar must be a full-time member of the teaching faculty.

A faculty scholar must remain in residence at the University during either of the two regular terms of the academic year. There is no residency requirement during the summer session. The summer stipend is intended to support teaching faculty during four consecutive weeks of full-time research and writing. The summer stipend is taxable as income and can be used to cover living expenses.

Being a faculty scholar does not constitute a break in full-time employment at the University and will be considered part of the service requirement for tenure, promotion, or sabbaticals.

Faculty scholars will make a formal presentation of their research to the campus community in the term following that in which the release time or summer stipend is awarded.

Faculty scholars must acknowledge Walsh University in published materials resulting from research activities supported through release time or summer stipends.

Teaching faculty are eligible for the faculty scholar program once every two years.

### Research Projects

Projects must be intended to result in scholarly publication and to promote the applicant's professional development. Projects already in progress and projects of longer duration than a single academic term qualify to be considered. Projects initiated by invitation will be given priority in the selection process. Faculty scholars whose research projects entail professional travel must, in addition, submit a faculty development fund application following faculty development guidelines, prior to travel.

### Application Procedures

Applications to participate for the summer or fall must be received in the Office of Academic Affairs by March 15. For spring, applications must be received by September 15. Summer and fall decisions will be announced on April 15, and spring decisions will be announced on October 15.

The committee selecting faculty scholars will consist of the Chief Academic Officer and the facilitator of the faculty development fund. An application must include the following:

- A current curriculum vitae.
- A letter of application that states the term for which the candidate is applying to the program and the course for which the applicant seeks release time, if applicable.
- A project summary, including a description of the project's significance to the field, not to exceed three pages.
- Any other relevant documentation such as a letter of invitation or a letter of support from dean/chair/director, etc.
- A scholarly agenda and timeline.

Two copies of the application must be submitted to the Office of Academic Affairs on or before the appropriate application deadline.

The Faculty Scholar Selection Committee will review applications and notify applicants by mail. The committee's decision will be final. The committee may choose not to select a faculty scholar during any particular term.

At the conclusion of the semester in which a faculty member has received a faculty scholar award, the faculty member will submit a report to the Chief Academic Officer on the results of the project. The report should document the work completed.

## 6.8 MENTORING OF NEW FACULTY

New faculty participate in two year-long training programs, including monthly faculty/staff orientation and new faculty orientation, both of which are designed to assist new members integrate into the campus community and to provide opportunity to benefit from the experiences of senior colleagues.

The deans of undergraduate/graduate studies co-chair the Faculty Retention, Tenure, and Promotion Committee and are responsible for mentoring new faculty during their first year of service at Walsh University. Through regular meetings and workshops, the academic deans orient new faculty to all policies and practices regarding both first-year faculty evaluation and subsequent evaluations leading to tenure or promotion. The academic deans aid new faculty in preparing first-year portfolios, and assist division chairs/directors, where necessary, in clarifying their responsibilities in the first-year evaluation process (see Section 6.6 – Faculty Portfolio Description). During the spring semester of each academic year, the academic deans review the portfolios of every new faculty member, and submit prior to March 1, a written report to the Chief Academic Officer regarding the performance of each faculty member in the areas of teaching, scholarship, and service. Once all decisions concerning contract renewal have been completed, the academic deans will meet with all new faculty members to return their portfolios, to discuss their first-year performance appraisals, and to formulate an action plan addressing any areas of concern.

## 6.9 POST-TENURE REVIEW

Post-tenured faculty who are rated below-benchmark in teaching will be given an improvement plan from his or her respective dean/chair/director. The improvement plan will identify specific goals that must be met to reach benchmark and recommend opportunities for assistance or professional development. These measures may include assigning a mentor, attending professional development workshops on or off-campus, or other measures. Failure to meet the requirements of the remediation plan by the end of the second year will mean that the faculty member becomes ineligible for salary increases or merit pay in any category. Once a faculty member gets to “benchmark” that faculty member becomes eligible for salary increases and merit pay for the subsequent academic year.

Post-tenured faculty who are rated “below-benchmark” in the areas of either scholarship or service in two successive years will receive an improvement plan from his or her dean or chair. The improvement plan will identify specific goals that must be met to reach benchmark and recommend opportunities for assistance or professional development. These measures may include assigning a mentor, attending professional development workshops on or off campus, or other measures. If the faculty member is below-benchmark in the third year then that faculty member will be ineligible for salary increases or merit pay in any category. Failure to meet the requirements of the improvement plan by the end of the third year will mean that the faculty member becomes ineligible for salary increases or merit pay in any category. Once a faculty member gets to “benchmark” that faculty member becomes eligible for salary increases and merit pay for the subsequent academic year.

Continued negligence of academic duties which include teaching, scholarship and service may lead to more serious consequences, including forfeiture of tenure and dismissal from the University (see Section 6.2 - Contract Termination of Tenured Faculty).

#### 6.10 PROGRAM REVIEW

The recommended process for program review will involve administration, IAP (Instruction and Academic Policy Council) or the Graduate Council, and faculty of the program involved. Administration will continuously review programs to identify any area requiring special attention. Conditions that could initiate the review process include, but are not limited to, the following: fiscal status, institutional emergencies, retention issues, strategic planning, and external mandates from accrediting bodies. If data suggests a need for review, the following process for review will be followed:

- Administration will notify IAP or Graduate Council of any situation (and provide supporting data) that requires program review and identify which of the above conditions apply.
- IAP or Graduate Council or both will appoint an ad hoc committee to review the data and formulate recommendations for intervention or resolution of the situation.
- The ad hoc committee will consist of the following members:
  - Dean/chair/director
  - Two teaching faculty from the program involved (if feasible—some programs might not have two faculty)
  - Two faculty from other disciplines

In addition, the ad hoc committee will ask all faculty directly affected by the review to provide pertinent information.

In the conduct of its responsibilities, the ad hoc committee will be mindful, at all times, of the University's mission. Other criteria that must be considered include the program's financial contribution to the University, potential for growth, role in supporting or contributing to other programs, and ability to attract resources and other indirect benefits.

After carefully considering all pertinent information, the ad hoc committee will develop an action plan in accordance with principles and contracts regarding tenure and forward the plan to IAP or Graduate Council.

IAP or Graduate Council or both will prepare a formal recommendation for consideration by Faculty Senate.

#### 6.11 SABBATICAL POLICY AND GUIDELINES

Upon recommendation of the Chief Academic Officer and after initial approval by the President, the board of directors may grant a sabbatical leave for a member of the teaching faculty who is eligible.

##### Rationale

In a continuing effort to strengthen and build upon the institution's academic foundations and achieved standards of excellence, Walsh University supports its teaching faculty members' efforts toward academic development. Sabbaticals are an important component of faculty growth and institutional excellence. Sabbaticals may enhance teaching effectiveness, enrich scholarly endeavors, and develop and improve academic programs. Sabbaticals provide faculty opportunities for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, artistic creation, and travel, among other activities enhancing personal and professional development.

## Eligibility

Full-time tenured and full-time clinical/professional members of the teaching faculty who have served for six consecutive years are eligible for a sabbatical leave.

The President can approve a maximum of four sabbaticals that are available per year. Full-year sabbaticals are compensated at two-thirds pay, and half-year sabbaticals are compensated at full pay. Ordinarily no more than one teaching faculty member of a discipline shall be on leave during any one semester. Priority shall be based on rank, length of full-time service, and the manifest importance of the proposed plan to Walsh University and to the teaching faculty applicant.

## Procedure

By November 1, the teaching faculty member shall submit an application for sabbatical leave to the Committee on Faculty Affairs and the Chief Academic Officer. The Committee on Faculty Affairs will evaluate the applications according to the criteria cited in the preceding paragraph and will make recommendations to the Chief Academic Officer by January 15.

The Chief Academic Officer will, in turn, make recommendations to the President, who will either make the decision or refer to the board of directors if there are more than four recommended applicants. The decision of the President (and board if necessary) regarding the application(s) will be communicated in writing to the teaching faculty member(s) no later than one week after the winter board of directors meeting.

Sabbatical applications shall include a detailed prospectus of the proposal designed for the professional development of the recipient. Such proposals may include scholarly projects leading to publication or conference papers, further study, work on advanced degrees, research with or without a grant from a foundation, creation of new courses, exploration of new teaching methodologies, and other work that will lead to professional development and will be of benefit to the University. Faculty whose sabbatical projects entail professional travel, must, in addition, submit a faculty development application per faculty development fund guidelines prior to travel.

## Conditions

- The recipient of a sabbatical leave may accept financial reimbursement from sources outside the University.
- The recipient of a sabbatical leave will return to Walsh University for two years. The recipient shall reimburse the University for the Sabbatical Leave if he or she does not comply with this condition.
- A period of sabbatical leave shall not be considered as part of the consecutive employment towards subsequent sabbatical leave eligibility. A year of sabbatical leave shall be counted as a year of service to the University for purposes of promotion.
- Teaching faculty may apply for sabbatical leave during the sixth year of consecutive service.
- The two years owed to Walsh University after a sabbatical leave shall be counted in the time for eligibility for the next sabbatical.
- Medical and retirement benefits shall be continued at normal rates for the teaching faculty member on sabbatical leave.
- During the academic year in which the sabbatical occurs, the recipient will not serve on any standing or ad hoc committees of the University. Terms of service on committees to which a faculty member has been elected, however, will not be shortened by a sabbatical. Sabbatical recipients will resume their terms of service during the next academic year.
- A sabbatical leave may be granted for one semester at full pay or a full academic year at two-thirds of a year's pay.

- Within three months of their return, the teaching faculty members will submit to the Chief Academic Officer a written report of their activity during the sabbatical leave.
- Following a decision to deny a request for a sabbatical leave, the President will provide the teaching faculty member with a written rationale for the decision.

## Guidelines for Sabbatical Proposals

The Sabbatical Review Committee strives to give due consideration to all eligible faculty members for this opportunity. To this end, the Faculty Affairs Committee has prepared this section to highlight the recommended elements of a sabbatical proposal. It is the duty of the committee to be fair and objective evaluating and ranking the proposals. By offering full transparency into what the committee expectations are, the committee hopes to make the application process as clear and straightforward as possible.

Applicants should be aware that sabbaticals are awarded on a competitive basis and that the committee has an evaluative and advisory function only, not granting powers. Applicants are encouraged to keep in mind the following general guidelines when preparing the proposal:

- The applicant should demonstrate planning and preparation to reach his or her research goals, both in previous research and in the present project.
- The proposal is clearly written and geared toward a general audience of non-specialists (an interdisciplinary academic panel of peers makes up the committee).
- The applicant addresses all of the elements of the application. (The committee recognizes that project descriptions will vary according to the author's discipline or professional background).

## SECTION 7. RELATED LINKS

Additional Boards and Members

<http://catalog.walsh.edu/>

Administrative Officials

<http://catalog.walsh.edu/faculty-staff/>

Advisory Board

<http://catalog.walsh.edu/undergraduate/advisory-boards/>

Alcohol- and Drug-Free Workplace

W drive: "Faculty Handbook Supplemental Information"

Athletic Events

<https://www.athletics.walsh.edu>.

That landing page includes a calendar right at the top that will show the upcoming athletics events.

Board of Directors

<http://catalog.walsh.edu/undergraduate/board-directors/>

Campus Police

<https://www.walsh.edu/campus-police>

Chapel

<https://www.walsh.edu/our-lady-of-perpetual-help-chapel>

Cultural Events

<https://www.walsh.edu/events>



Emergency and Weather-Related Closings  
<https://www.walsh.edu/emergency-closing-information>

Emergency Calls 911  
<https://www.walsh.edu/emergency-closing-information>

Fitness/Wellness Center  
[https://walsh.prestosports.com/Fitness\\_Center](https://walsh.prestosports.com/Fitness_Center)

Food Service  
<https://walsh.sodexomyway.com/>

Hazard Communications Program (Safety with Hazardous Materials)  
Health Center  
<https://www.walsh.edu/health-services>

Information Systems/Computing Services  
<https://www.walsh.edu/it-new>

Institutional Review Board (IRB)  
<https://www.walsh.edu/IRB>

Medical Leave Policy of Students  
<https://www.walsh.edu/accomodations-and-medical-leave>

Special Events Rental  
<https://www.walsh.edu/special-event-facilities>

Student Governance: Walsh University Student Government (WUSG)  
<https://www.walsh.edu/course-catalogs/Undergraduate-Catalog/2015-16/student-government.htm>

Student Handbook  
<https://www.walsh.edu/student-conduct>

Support Staff  
W drive: "Human Resources"

University Excused Absences for Students  
<https://www.walsh.edu/student-conduct>

Walsh University Alumni Board  
<https://www.walsh.edu/alumni-board-members>

Women's Committee  
<https://www.walsh.edu/womens-committee>

In addition to the above links:

Copying services are available in the Print Room (Farrell Hall 05A), Library; Timken Natural Science Center; Betzler Science Center, and Barrette Center. Faculty members may use the Library, Farrell Hall, Timken Natural Science Building, Betzler Science Building, and Barrette Center copiers at their own discretion. Faculty members who make extensive use of the copier normally charge students for materials; please confer with your division chair for details.