

# FACULTY HANDBOOK

Linfield University  
McMinnville, Oregon 97128-6894



Linfield University, affiliated with the American Baptist Churches in the USA, is regionally accredited by the Northwest Commission on Colleges and Universities. Specialized accreditation is granted to certain of the university's individual programs. The Linfield Good Samaritan School of Nursing is accredited by the Oregon State Board of Nursing and the Commission on Collegiate Nursing Education, which is the accrediting branch of the American Association of Colleges of Nursing. The education program is approved for training of elementary and secondary teachers by the State of Oregon's Teacher Standards and Practices Commission. Linfield University's music program is accredited by the National Association of Schools of Music, and its athletic training program is accredited by The Commission on Accreditation of Allied Health Education Programs. Linfield is an equal opportunity employer, follows an affirmative action policy in faculty and staff recruitment and hiring, and does not discriminate on the basis of race, color, age, religion, sex, sexual orientation, national origin, or disability in its educational programs, admissions, activities, or employment policies in keeping with the letter and spirit of all applicable equal opportunity laws. Linfield reserves the right, when there is adequate reason to do so, to withdraw courses, change fees, alter calendar, or revise rules or regulations.

Fall 2020

## **PREFACE**

### **2020-21 Linfield University Faculty Handbook**

The Linfield University Faculty Handbook contains policies and procedures under which faculty members, individually and collectively, do their work. Its purpose is to assist faculty and academic administrators in carrying out their functions effectively and cooperatively. Other documents, especially the Linfield University Course Catalog, the Linfield University Policy Handbook, and the Human Resources website ([linfield.edu/policy](http://linfield.edu/policy)), should also be consulted. The handbook does not necessarily contain the full text of all policy documents. Its content has various sources. While many of its provisos have been fully agreed to by all members of the Linfield Community, others have not.

Because occasional revisions of the handbook can be expected, the handbook is maintained on the web and in loose-leaf form. Revised pages are issued from time to time. The handbook version on the university webpage will always be the current version.

Beginning with 2000-2001 and continuing to this version of the Faculty Handbook, several changes have been made that require special comment.

The 2000-01 handbook was the first to incorporate as Chapter One, “Personnel Policies and Procedures Governing all Linfield Employees.” In spring of 1998, the Linfield College Board of Trustees’ Executive Committee directed its legal counsel “...to prepare and present such personnel policies and procedures as legal counsel advises are necessary to comply with current federal and state laws, regulations and case law.” Administrative implementation of this directive was originally attempted in the form of a common handbook for all categories of employees. When this objective proved not to be feasible given the range of differences among employee groups, the administration instead collected the policies fitting the Executive Committee’s directive into a single chapter that introduced the Faculty Handbook as well as the Handbook for Administrators and the Linfield Employees’ Association Agreement. The text of this common chapter was drafted by legal counsel, reviewed and revised by a committee of faculty, administrators, and LEA representatives, and presented (all but the anti-harassment policy, which required further deliberation) to the Faculty Assembly on October 11, 1999. On May 8, 2000, the anti-harassment policy was presented to the Faculty Assembly. The common chapter was ultimately adopted by the Board of Trustees on November 6, 1999 (all but the anti-harassment policy) and May 13, 2000 (the anti-harassment policy). Revisions were incorporated at various times over the next two decades.

The most recent revision occurred in December of 2020. At this time, the Common Chapter was renamed and significantly modified. It is now the Linfield University Employee Handbook.

The process for amending the Employee Handbook is spelled out as follows: “Linfield University reserves the right to delete or modify the policies in this Employee Handbook. There will be an opportunity for discussion among all affected constituencies prior to adopting any changes.”

To combine the convenience of a loose-leaf binder/website mode of revision with the definitive need to stipulate which version of the handbook is the most current one, this handbook has made important changes over versions prior to 2000-01. An infinitely expandable numbering system has been adopted for each major section within each chapter. This system allows for new material to be added in the proper place in the proper order, irrespective of the page numbering. More importantly, each section changed in more than editorial ways since 1994 has been assigned the date of its most recent revision. These dates are each noted in the table of contents and in the section in question. Accordingly, these dates can now serve as an authoritative guide to whether or not one has in his or her possession the most current handbook, or section thereof. Only a handbook whose chapters correspond one-for-one in revision or adoption dates with the authoritatively maintained table of contents in the Office of Academic Affairs may serve as a guide to current policy.

This 2020-21 handbook supersedes all previous versions of the Linfield University Faculty Handbook. Where there is an express or implied conflict between this version and previous versions, the policies in this handbook will prevail.

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## **CHAPTER I**

### **LINFIELD UNIVERSITY PERSONNEL POLICIES AND PROCEDURES (LINFIELD UNIVERSITY EMPLOYEE HANDBOOK)**

**CHAPTER I:            LINFIELD UNIVERSITY PERSONNEL POLICIES AND  
PROCEDURES (LINFIELD UNIVERSITY EMPLOYEE  
HANDBOOK)**

A current version of the Linfield University Employee Handbook (updated December 2020) can be found at [https://inside.linfield.edu/ files/policies/Linfield-University-Employee-Handbook\\_Final\\_12-18-20.pdf](https://inside.linfield.edu/files/policies/Linfield-University-Employee-Handbook_Final_12-18-20.pdf)

## **CHAPTER II**

### **MISSION, ORGANIZATION, HISTORY, AND ACCREDITATION**

## **CHAPTER II: MISSION, ORGANIZATION, HISTORY, AND ACCREDITATION**

### **II.1 MISSION STATEMENT** (Approved by the Board of Trustees on May 4, 2002)

Linfield University advances a vision of learning, life, and community that

- promotes intellectual challenge and creativity,
- values both theoretical and practical knowledge,
- engages thoughtful dialogue in a climate of mutual respect,
- honors the rich texture of diverse cultures and varied ways of understanding,
- piques curiosity for a lifetime of inquiry,
- and inspires the courage to live by moral and spiritual principle and to defend freedom of conscience.

#### **Concise Statement**

Linfield: Connecting Learning, Life, and Community

### **II.2 ORGANIZATION AND GOVERNANCE**

Linfield University is a coeducational, comprehensive liberal arts institution historically and currently affiliated with the American Baptist Churches. All university operations are governed by administration and faculty, with ultimate responsibility resting with the Board of Trustees. The university is committed to the teaching of undergraduates in an atmosphere of academic freedom that fosters intellectual rigor, creativity, and a sense of personal and social responsibility.

### **II.3 HISTORY**

Linfield was one of the first colleges in the Pacific Northwest. The college traces its roots to an institution established by the Baptists in 1849 in Oregon City. The school moved to McMinnville and was chartered by the Oregon Territorial Legislature as Baptist College in 1858. The name was later shortened to McMinnville College. In 1922, the name was changed again when Frances Ross Linfield donated several real estate holdings to the school. In honor of the gift, the college renamed itself after her late husband, the Rev. George Fisher Linfield.

In 2020, Linfield College became Linfield University, with a College of Arts and Science, School of Business, and School of Nursing. Becoming Linfield University is more than a name and a logo change for the school; it's a transformation. At an unprecedented time of change in higher education, Linfield continues to grow strategically to serve the needs of its students, today and in the decades to come.

While Linfield's name and structure have evolved, a Linfield education is unchanging. Linfield is a private university that provides integrated education in the liberal arts and sciences and in selected professional disciplines. Linfield connects academic programs with experiential learning opportunities. It is nationally recognized for its strong teaching faculty, outstanding educational

programs and distinctive international emphasis. Linfield educates students to become global citizens, with nearly half of all graduates participating in study-abroad opportunities.

Linfield enrolls approximately 2,000 students and offers more than 50 major through its three locations: a residential campus in McMinnville; a Portland campus, home to the Linfield Good Samaritan School of Nursing; and through its Online and Continuing Education program, a pioneer in online education. Linfield has been accredited continuously since receiving accreditation in 1928.

The uncommon experiences that make up a Linfield education—the unique learning opportunities, understanding of new cultures and perspectives and exploration of passions—continue to thrive and grow, as they have done in many ways over Linfield’s 162-year history:

- Linfield’s student-faculty ratio of 11:1 allows for a rich experiential education that fosters curiosity and discovery through internships, community service, study abroad and collaborative research in the sciences, humanities and arts. Recent collaborative research projects covered subjects in the sciences, political science, psychology, sociology, and theatre.
- The Linfield Online and Continuing Education (OCE) program began as a face to face program in 1975, with eight sites in Oregon and SW Washington providing working adults access to higher education. During the 1990’s Linfield gradually transitioned these programs to an online format. Today, OCE offers 10 majors, 6 minors and 19 certificate programs fully online.
- In 1976, Linfield began a student exchange program with Kanto Gakuin University in Japan. Today, students also study abroad in Australia, Austria, Chile, China (Beijing and Hong Kong), Ecuador, England, France, Germany, Ireland, Japan, South Korea, New Zealand, Norway, and Spain. January Term typically offers classes at a variety of domestic and international locations.
- Linfield awarded master’s degrees in education from the 1970s through the 1990s. Graduate courses were restarted in 2019 with an English to Speakers of Other Languages endorsement program in Education. The Masters of Science in Nursing program launches in 2020.
- Linfield’s Portland campus was established in 1982, when the college entered into an affiliation with Good Samaritan Hospital and Medical Center and began offering a Bachelor of Science in Nursing. Today, Linfield’s nursing program is one of the largest, and best known, in the state. In Spring 2021, Linfield students will begin attending courses on Linfield’s new Portland campus located in northwest Portland.
- With its flagship campus in the heart of wine country, Linfield has a strong partnership with the local wine industry. The Evenstad Center for Wine Education opened in 2018; Linfield has hosted the International Pinot Noir Celebration since 1987; and the Oregon Wine History Archive was founded at the college in 2011. The center prepares future leaders of the wine industry through programs and activities that include a wine studies major and minor, internships and international exchanges. In 2019, Linfield began a partnership with Ecole Supérieure d’Agriculture (ESA) in Angers, France, which allows students to earn both a bachelor’s and master’s degree as part of a five-year program.

- The Linfield Wildcats compete in the NCAA Division III Northwest Conference, with 40% of Linfield students participating in athletics. Men's varsity sports include football, cross country, soccer, basketball, swimming, baseball, indoor and outdoor track and field, tennis, and golf. Women's varsity sports include cross country, volleyball,

While Linfield has changed significantly since it was established in 1858, its purpose has remained constant—to teach students in an atmosphere of academic freedom that fosters intellectual rigor, creativity and a sense of personal and social responsibility.

#### **II.4 ACCREDITATIONS AND AFFILIATIONS**

Linfield University is regionally accredited by the Northwest Commission on Colleges and Universities. Specialized accreditation is granted to certain of the college's individual programs. The Linfield Good Samaritan School of Nursing is accredited by the Oregon State Board of Nursing and the Commission on Collegiate Nursing Education. The education program is approved for training of elementary and secondary teachers by the State of Oregon's Teaching Standards and Practices Commission. The education department also operates the Linfield Pre-Kindergarten program accredited by the National Association for the Education of Young Children. The music program is accredited by the National Association of Schools of Music. The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education. The chemistry program is approved by the American Chemical Association. Programs offered online through Online and Continuing Education are authorized by the Washington Student Achievement Council. The university maintains affiliation with the American Baptist Churches, U.S.A.

## **CHAPTER III**

### **FACULTY BYLAWS AND ORGANIZATION**



## **CHAPTER III: FACULTY BYLAWS AND ORGANIZATION**

Responsibility for ensuring that the university's educational purpose and objectives are achieved rests ultimately with its teaching staff. How well this responsibility is carried out depends, to a large extent, on the way in which the teaching staff is organized to fulfill its appointed tasks. Therefore, it is important that the members of the university community be knowledgeable about this organization.

The teaching staff is organized into departments and groups of departments called divisions. A department head is appointed to oversee the activities of each department, and a division head to oversee each division. In addition, a number of committees have been created for the purpose of assisting the Faculty Assembly in the discharge of its responsibilities in the university. Finally, individual faculty are elected to certain posts to help carry out university business.

Issues that are appropriately the concern of Faculty Assembly committees should be dealt with by standing committees. When it is necessary to create an ad hoc committee, that committee shall be approved by the Faculty Executive Council and elected by the Faculty Assembly.

### **III.1 BYLAWS OF THE FACULTY ASSEMBLY OF LINFIELD UNIVERSITY**

(Adopted August 23, 1971; revised May of 2010; revised June of 2020 to reflect transition to Linfield University and revision to the Bylaws of Linfield University)

#### **III.1.0 Preamble**

The trustees of Linfield University have provided for the establishment of a Faculty Assembly for the university, including the means of determining its membership, and have delegated to it certain responsibilities and prerogatives. These matters are stated in Article XI of the Bylaws of Linfield University.

#### **The Faculty Assembly**

Article XI of the Bylaws of Linfield University (see Appendix N) establish a Faculty Assembly and state that:

**Section 1.** The Faculty Assembly shall be a deliberative and legislative body empowered by the Board to perform certain functions in the educational life of the University.

**Section 2.** Members of the Faculty Assembly shall include (a) the President of the University and the Provost and Vice President for Academic Affairs, and the Deans, (b) members of the faculty with the academic rank of Professor, Associate Professor, Assistant Professor or Instructor who hold academic-year contracts calling for at least 40 percent of a full work load, and (c) those librarians who have academic rank and whose positions call for at least 40 percent of a full work load as professional librarians during the academic year.

Additional ex-officio members of the Faculty Assembly may be approved by the Faculty Assembly, and shall be chosen from those offices of the University whose specified duties call for the devotion of large fractions of time to activities of a direct educational nature.

All members of the Faculty Assembly shall be eligible to vote in the Faculty Assembly.

**Section 3.** The Faculty Assembly shall meet at regular intervals during the academic year, shall elect such officers as are required to conduct its business, shall make such bylaws and other rules of procedures as are needed, and shall provide for such committees as are required.

**Section 4.** The Faculty Assembly shall prescribe, with the concurrence of the President, subject to approval by the Board, requirements for admission, courses of study, conditions of graduation, the nature of degrees to be conferred, rules and methods of conduct of educational work of the University, and maintenance of a suitable environment for learning and professional activity; shall recommend to the Board candidates for academic degrees; review and discuss names of finalists for honorary degrees; and shall recommend to the President candidates for fellowships, scholarships, and prizes. The faculty shall advise the President and the Board on standards of faculty competence and ethical conduct; shall recommend to the President candidates for faculty appointment; and recommend to the President and the Provost candidates for tenure, promotion, and the granting of faculty status.

**Section 5.** The Faculty Assembly shall establish, with the concurrence of the President, policies for the regulation of student publications, intercollegiate athletics, and musical, dramatic, forensic, political, and similar student organizations. The Faculty Assembly shall further advise and cooperate with the faculty advisors and officers of administration responsible for carrying out these policies.

**Section 6.** The Faculty Assembly shall advise the President and appropriate officers of administration regarding policies governing conduct of students in extra-curricular activities. The Faculty Assembly shall further advise and cooperate with the officers of the administration responsible for investigating cases of student misconduct or violations of the rules of the University by students and for disciplining students for such violations.

One of the mandates to the Faculty Assembly is to “elect such officers as are required to conduct its business, . . . make such bylaws and other rules of procedure as needed, and . . . provide for such committees as are required.”

The present document is the codification of those rules and procedures required by the Bylaws of Linfield University for the conduct of the business of the Faculty Assembly.

### **III.1.1            Article I.            The Faculty Assembly**

**Section 1.** Members of the Faculty Assembly shall include (a) the President of the University and the Provost and Vice President for Academic Affairs, and the Deans, (b) those members of the teaching staff with the academic rank of professor, associate professor, assistant professor, or instructor who hold academic-year contracts calling for teaching at least 40 percent of a full

teaching load, and (c) those librarians who have academic rank and whose positions call for at least 40 percent of a full work load as professional librarians during the academic year.

Additional ex-officio members of the Faculty Assembly may be approved by the assembly. The offices treated in this manner shall be chosen from those of the University with specified duties that call for devotion of large fractions of time to activities of a direct educational nature. They shall be nominated by the Faculty Executive Council and approved by the Assembly. Once an office is approved for membership in the Assembly, the approval is valid until the assembly by majority vote removes the office from the membership list.<sup>1</sup>

All members of the Faculty Assembly are eligible to vote.

### **III.1.2 Article II. Officers and Meetings**

#### **Section 1.**

1. The presiding officer of the Faculty Assembly meetings, hereafter referred to as the moderator, will be elected by the Faculty Assembly in May of each year. Two persons will be selected, one as the primary moderator and the other as the alternate. These moderators must be full time, tenured faculty with no significant administrative duties other than those at the departmental level, and who are not members of the Faculty Executive Council.

2. Election of moderators by the Faculty Assembly will take place at the same time as the election of committee memberships. The Personnel Committee will present two names to the Faculty Assembly for consideration at the April meeting of the Faculty Assembly. Nominations from the floor, with prior approval of the nominees, will be accepted at the same time.

**Section 2.** Other officers of the Faculty Assembly are the chair and vice-chair of the Faculty Executive Council, the secretary, and the faculty trustee.

**Section 3.** Regular meetings of the Faculty Assembly shall be held at least once each month during the academic year, at such time as the assembly shall determine. Additional regular meetings shall be scheduled if the load of business requires.

**Section 4.** Special meetings may be called by the dean of faculty (or presiding officer pro tem), or upon written request of at least twelve voting members stating the reason for the request, by the Faculty Executive Council. It is the responsibility of the officer calling the meeting to make every reasonable effort to notify all voting members of the time and place of the meeting and of its agenda. Notification should precede the meeting by at least five calendar days.

**Section 5.** In the event of an emergency, a special meeting may be called by the dean of faculty (or presiding officer pro tem) after consultation with the chair of the Faculty Executive Council, with less than the five days prior notice.

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<sup>1</sup> *Offices so approved as of August 2020 are library director; registrar; vice president of student services/dean of students; director of online and continuing education; and director of international programs..*

**Section 6.** A quorum for the conduct of business on which a vote is to be taken shall be 50 percent of the members.

**Section 7.** The chair shall honor a request for a written ballot from any member of the assembly provided the request is made prior to the call for a vote.

**Section 8.** Proceedings of the Faculty Assembly are official university business and actions voted by the assembly within the areas of its responsibility have the force of legislation. It is the responsibility of the secretary to maintain a complete and accessible file of all such actions.

**Section 9.** Regular and special business meetings shall be conducted in accordance with standard parliamentary procedure, using the most current edition of Robert's Rules of Order-Newly Revised as the parliamentary authority. Open discussion without formal rules of procedure may be accomplished by convening as the committee of the whole, or by the calling of a forum meeting, distinct from the regular and special business meetings referred to above.

**Section 10.** Normally, meetings of the Faculty Assembly shall be open to all members of the university community. Permission to speak on a particular item of business may be granted to any non-member by majority vote of the assembly.

**Section 11.** The Faculty Assembly reserves the right to call an executive session, excluding all persons except voting members.

**Section 12.** A new item of business having to do with substantial changes in policy or procedure shall not be voted at the meeting in which it is introduced, but at an announced subsequent meeting at least five days later, unless this rule be waived by two-thirds of the members present. If the deferred motion is not voted on or otherwise disposed of by the Faculty Assembly at the announced time for its disposition, it may thereafter be reintroduced only as a new item of business.

### **III.1.3 Article III. Faculty Executive Council**

#### **Preamble.**

In order to provide for continuity of faculty consensus and action at times during which the faculty is not normally on campus, and to provide leadership in the continuing development of programs, plans, and organization of direct concern to the faculty, a Faculty Executive Council shall be formed and maintained.

The Faculty Executive Council shall serve as liaison between university wide groups and the faculty as well as between administrative offices and the faculty when those groups are considering actions or the development of policies which may influence those areas of the university for which the faculty have responsibility. The Council will, as appropriate, refer those items to the proper faculty committee.

The council shall consist of seven members, all of whom are members of the Faculty Assembly, with the further stipulation that members of the council must have a teaching load of at least .75 FTE. The members of the Faculty Executive Council are chosen as follows:

1. Chair, elected at large by the Faculty Assembly.
2. Secretary, elected at large by the Faculty Assembly.
3. Faculty Trustee, elected at large by the Faculty Assembly and simultaneously nominated as a member of the Board of Trustees.
4. Chairs of each of the academic divisions of the university as defined in Article IV of these bylaws. The Faculty Assembly shall elect one of these four (per the timeline outlined later in III.1.3, Section 3, #5) to serve as vice chair of the council. Each division may, at its option, also elect an alternate to serve in the absence of the division chair.

### **Section 1. Duties of the Council**

1. To send policy matters to the Faculty Assembly committees, review decisions of Faculty Assembly committees, and forward issues to the full Faculty Assembly for discussion and approval when necessary.
2. To serve as initial contact point for administrative offices regarding actions and/or policies related to those areas of the university for which the faculty have responsibility.
3. To take the steps necessary to ensure full and open discussion by the divisions of major policy issues and other matters of importance to the Linfield community before they are brought before the Faculty Assembly.
4. To represent the Faculty Assembly during those periods when the faculty is not normally on campus (e.g., inter-sessions, intra-semester breaks) in matters that cannot be deferred until a Faculty Assembly meeting can be called.
5. To review continually the organization of the Faculty Assembly and of its committees and other constituent bodies, the Faculty bylaws and Handbook, and other matters of procedure.
6. To advise the president and the dean of faculty as requested.
7. To oversee faculty representation on institution-wide committees and task forces by advising those groups and individuals requesting faculty representatives.
8. To provide lists of nominees for standing or ad hoc committees which require election by the Faculty Assembly, except as otherwise provided.
9. To make changes in committee appointments and chairpersons where it is deemed advisable, and to appoint committee chairpersons.
10. To conduct studies, form recommendations, or carry out other such tasks as the Faculty Assembly may direct.
11. To set the agenda for Faculty Assembly meetings.
12. To report regularly to the Faculty Assembly and make recommendations on all appropriate matters.
13. To distribute annually to all permanent faculty a survey for the evaluation of the dean of faculty. This survey will be distributed each year during the fall semester. The Faculty Executive Council will designate to the president two members of the Council and two at-large members of the permanent faculty to constitute an evaluation subcommittee. These members will review the data and comments and provide a written summary of the survey

results to the president. Members of the subcommittee will meet with the dean and president to review the summary by March 1.

14. To review and, as necessary, make editorial revisions to the faculty handbook. The Faculty Executive Council will establish a subcommittee of the faculty to review the faculty handbook thoroughly every three years beginning in spring of 2017. This subcommittee will verify that policy statements and Faculty Assembly motions are incorporated into an updated text, make recommendations for changes in the handbook or in university policy, and forward their recommendations to the FEC and the Faculty Assembly for approval. The Secretary of the Faculty Assembly, one additional member of the Faculty Executive Council, two at-large members of the permanent faculty, and the Dean's designee from Academic Affairs will serve on the subcommittee.

## **Section 2. Duties of the Officers**

1. The chair<sup>2</sup> of the Faculty Executive Council shall serve as the chief elected officer of the Faculty Assembly. The chair shall preside at meetings in the absence of the moderator or alternate moderator. The chair shall preside at all meetings of the Faculty Executive Council.
2. The secretary<sup>3</sup> shall be responsible for:
  - (1) keeping minutes of the Faculty Assembly, in which the secretary may be assisted by professional clerical support;
  - (2) keeping minutes of the Faculty Executive Council;
  - (3) keeping the membership roster, bylaws and handbook, minutes, and other documents of the Faculty Assembly in current and usable form accessible to any faculty member or administrative officer, and available for reference at Faculty Assembly meetings;
  - (4) meeting yearly with a representative from Academic Affairs (between the last Faculty Assembly meeting of spring semester and the first Faculty Assembly meeting of the fall) to make sure all policy statements and Faculty Assembly motions have been incorporated into the official text of the Faculty Handbook; and
  - (5) ensuring that each faculty member has access to the web edition of the faculty handbook. The minutes of the Faculty Executive Council shall be made available for reading to members of the Faculty Assembly.
3. The faculty trustee shall be a full voting member of the Board of Trustees, as provided in the Bylaws of Linfield University. The trustee shall act in a liaison capacity between the board and the faculty and is expected to speak to issues of concern to the faculty and to seek and promote opportunities for faculty-trustee interaction and cooperation.
4. The vice chairperson shall carry out the duties of the chair if the chair is absent or unable to serve.

## **Section 3. Election of Members**

1. The chair and secretary shall be elected at large by the Faculty Assembly. The faculty trustee shall be selected by the Faculty Assembly and elected by the Board of Trustees. Terms of

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<sup>2</sup> The Chair of FEC receives a 5-credit reduction in teaching load per year, to be arranged with the Chair's department and the dean of faculty.

<sup>3</sup> The Secretary of FEC receives a 5-credit reduction in teaching load per year, to be arranged with the Secretary's department and the dean of faculty.

office shall be for two years with the chairperson elected in even-numbered years and the secretary and faculty trustee elected in odd-numbered years. An officer may not be elected for more than two consecutive two-year terms.

2. In February, the personnel committee shall form an internal working group to serve as a nominating committee to accept and seek nominations for the Faculty Executive Council officer position(s). They shall accept the names of both nominees and volunteers for service. If no names are submitted, the committee shall seek out suitable candidates. The committee will secure the permission of all nominees to be placed in official nomination. At the March faculty meeting, the committee shall place in nomination the names of all candidates running for the applicable council officer position(s). Nominations are then closed. The election shall occur at the April faculty meeting, with new members taking office at the close of said meeting.
3. The chair and secretary shall assume their duties at the close of the April faculty meeting. The faculty trustee shall assume his or her duties at the close of the May meeting of the Board of Trustees.
4. Division chairs shall be elected as provided by Article IV, section 1 of these bylaws.
5. The vice chairperson shall be elected from among the division chairs at the May meeting of the Faculty Assembly.

#### **III.1.4 Article IV. Division Structure** (revised April 14, 2003)

The teaching faculty and librarians who are members of the Faculty Assembly, as defined in III.1.1 Article I of the Handbook (those members of the teaching staff with the rank of professor, associate professor, assistant professor or instructor who hold academic-year contracts calling for teaching at least 40 percent of a full teaching load and those librarians who have academic rank and whose positions call for at least 40 percent of a full work load as professional librarians during the academic year), shall be divided into divisions. In consultation with the library director, the dean of faculty, or the dean's designee assigns faculty librarians to divisions in accordance with their professional training, special qualifications and professional duties.

##### **Divisions:**

1. provide the primary forums for discussion involving faculty matters, ensuring open debate and discussion in a collegial environment.
2. facilitate interdepartmental communication and conduct such business as necessary for the effective functioning of the departments within the division.
3. meet regularly during the academic year at meetings called by the division chair.
4. discuss issues brought to them by their representatives on committees and assure that representatives make regular reports to the division.
5. discuss issues referred to them by FEC.
6. propose motions to the Faculty Assembly, which may then refer them to the appropriate body, for example, FEC, Office of Academic Affairs, the president.

##### **Division Chairpersons:**

1. represent their divisions on the Faculty Executive Council.
2. develop agenda and lead division meetings regularly during the academic year.

3. conduct timely discussion of major policy issues and other matters important to the life of the Linfield community.
4. ensure the timely nomination of representatives to committees.
5. solicit reports from committee representatives to the division for discussion.
6. bring issues referred by the FEC to the division floor.
7. take motions from divisions to the Faculty Assembly.
8. provide a year-end report of division matters and actions to the Faculty Assembly.

Division chairs shall be elected for two-year terms by the members of the division in which they serve. To be eligible, a candidate must have a teaching load of at least .75 FTE. The two-year terms of the division chairs shall be staggered so that no more than two new terms of office begin in any one year. Science and Arts and Humanities Division chairs shall be elected in odd-numbered years, and the Portland and Social and Behavioral Sciences Division chairs shall be elected in even-numbered years. The elected Division chairs are presented at the April meeting of the Faculty Assembly as part of the full committee slate. The divisions are defined as follows:

<b>ARTS AND HUMANITIES</b>	<b>PORTLAND</b>
Art	Nursing
English	
Global Languages and Cultural Studies	
Music	
Philosophy	
Religious Studies	
Theatre and Communication Arts	
<b>SCIENCE</b>	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>
Biology	Business
Chemistry	Economics
Computer Science	Education
Health, Human Performance and Athletics	History
Mathematics	Journalism and Media Studies
Physics	Political Science
	Psychology
	Sociology and Anthropology

### **III.1.5 Article V. Committees of the Faculty Assembly**

#### **Section 1. Selection and Operation**

All committees of the Faculty Assembly are representatives of the faculty in its responsibilities, curricular and otherwise, within the university. Each committee shall function according to its statement of purpose described below in accordance with appropriate provisions stated elsewhere in this handbook.

The committees may include standing subcommittees, standing coordinators/liaisons, and internal working groups. Standing subcommittees have broad but specifically delineated ongoing responsibilities. They are primarily populated from the membership of the committee. Standing



coordinators/liaisons oversee particular areas of committee responsibility and are populated from the voting membership of the committee. Internal working groups are constituted as needed and have a clearly focused task. They are headed by a member of the committee, but may draw from the full faculty for the necessary expertise.

Prior to the April meeting of the Faculty Assembly, divisions shall send recommendations for committee appointments to the Faculty Executive Council. The FEC, in turn, is responsible for actual nominations to be made to the Faculty Assembly. The FEC shall submit nominations for members of the Curriculum Committee, the Personnel Committee, the Planning and Budget Committee, and the Student Policies Committee. Additional nominations may be made from the floor. The election is to take place at the May meeting of the Faculty Assembly according to the following scheme for rotation of terms:

In May of even-numbered years, the Science Division, and the Humanities Division shall have one member elected to each of the following committees: Curriculum, Planning and Budget, and Personnel. The Portland Division and the Social and Behavioral Sciences Division shall have one member elected to each of the following committees: Curriculum, Personnel, and Student Policies. In May of odd-numbered years, the lists of committee members selected by various divisions (enumerated above) are reversed.

Committee chairs serve for terms of two years and must be tenured members of the Faculty Assembly. Terms for chairs of the Curriculum and Planning and Budget committees shall end in May of even-numbered years. Terms for the chairs of Personnel and Student Policies committees shall end in May of odd-numbered years.<sup>4</sup>

When a chair of a committee has only one year remaining in his or her term, a chair-elect will be elected to assume the duties of chair at the conclusion of the current chair's term. Upon the advice of the committee, the FEC shall submit nominations for chairs-elect at the October Assembly. Additional nominations may be made from the floor. Ordinarily, persons nominated to serve as chairs-elect will be current members of the committee. The election of the chair-elect will take place at the November Assembly. Elections for the chair-elect of the Curriculum and Planning and Budget committees shall take place in November of odd-numbered years. Elections for the chair-elect of the Personnel and Student Policies committees shall take place in November of even-numbered years.

Representatives elected at the regular times indicated above shall serve for terms of two years. A member may not be elected for more than two consecutive terms or serve on standing committees for more than 4 consecutive years. An exception to this four-year limit is made for individuals who serve as committee chairs, who can serve a maximum of six years, of which four years may be in the role of chair. Chairs wishing to serve a second term must be nominated and elected as chairs-elect in the second year of their first term.

When a representative from a division must be replaced, the replacement shall be nominated by the division and approved by the Faculty Executive Council. Two-year terms belong to divisions,

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<sup>4</sup> *The chairs of the four standing committees shall receive a 5-credit reduction in teaching load per year, to be arranged with their departments and the dean of faculty.*

not individuals. Should an individual not be able to complete a two-year term, the replacement is elected to complete that term, not to serve a new two-year term.

Whenever a divisional representative to a committee is unable to attend meetings of the committee, it is that person's responsibility to so notify the division chair, who, in turn, is responsible for selection of an alternate.

Committee recommendations dealing with substantive policy changes shall be forwarded to the divisions. If significant dissent over an issue exists within a committee, the report should contain both majority and minority views. Divisions should make an effort to reach consensus on committee recommendations before they are debated at a Faculty Assembly meeting.

Prior to the April meeting of the Faculty Assembly, the chair of each standing committee shall forward to the FEC a summary of the committee's activities during the preceding twelve months. Copies of all committee reports, both annual and interim, shall be maintained in Nicholson Library for not less than ten years from the date of issue.

The last individual to chair each committee shall be responsible for convening the newly elected committee, passing on the agenda, and explaining the committee's role to new members. Initial meetings should take place in May.

## **Section 2. Descriptions of Committees**

### **1. Curriculum Committee**

Areas of focus: Curricular Policies and Assessment, General Education, New Programs, Curricular Coordination

Purpose: The Curriculum Committee reviews the curricular programs of the university and makes recommendations on curricular matters to the Faculty Assembly. The Committee will:

1. recommend and review curricular policies & guidelines governing majors, programs, and graduation requirements including:
  - Establishing processes by which new and revised courses are approved
  - Reviewing curricular policies regarding the Online and Continuing Education and International Programs
  - Ensuring curricular consistency among various units and campuses of the University;
  - Soliciting, evaluating, and recommending to the Faculty Assembly themes and leadership for the Program for the Liberal Arts and Civic Engagement (PLACE)
2. oversee the general education requirements (Linfield Curriculum) and their assessment;
3. recommend and review policies and guidelines for academic departmental program reviews;
4. approve proposals for individually designed majors;
5. recommend to the Faculty Assembly policy relating to honors and honors recognition;
6. advise the registrar on matters of policy and procedure;
7. oversee the process by which the daily class schedule is assessed and make recommendations to the Faculty Assembly on changes to the schedule;

8. review and decide on student petitions concerning curricular matters;
9. address other curricular and academic program issues as directed by Faculty Assembly and the Faculty Executive Council.

Membership (14 total – 9 faculty, 5 *ex officio* without vote.) Two members from each division elected by the Faculty Assembly to two-year alternating terms. A chair elected from the faculty. The members *ex officio* are two student members selected by ASLC, an Academic Affairs representative, a Library representative, and a Registrar's representative.

#### Standing Liaisons

1. Continuing Education Liaison

Drawn from voting membership, this individual acts as first contact between the Online and Continuing Education and the Curriculum Committee and serves as chair of any Continuing Education task group as needed.

2. International Programs Liaison

Drawn from voting membership, this individual acts as first contact between International Programs and the Curriculum Committee and serves as chair of any International Programs task group as needed.

#### Linfield Curriculum Working Groups

Area of Focus: Linfield Curriculum designations and assessment of Linfield Curriculum learning outcomes.

Purpose: The Linfield Curriculum (LC) Working Groups, one for each LC designation [Creative Studies (CS); Global Pluralisms (GP); Individuals, Systems, and Societies (IS); Natural World (NW); Quantitative Reasoning (QR); Ultimate Questions (UQ); U.S. Pluralisms (US); and Vital Past (VP)], review the course proposals for courses with LC designations requested and make recommendations to the Curriculum Committee regarding whether a proposed course should carry the requested designation. In addition the working groups examine samples of exemplars and supporting statements submitted by students in order to assess the extent to which students are meeting the learning outcomes.

Each spring, the chair of the Curriculum Committee will solicit volunteers for the LC Working Groups according to the following criteria:

1. Each LC Working Group shall consist of four faculty members, each from a different department.
2. Each member of each LC Working Group shall have taught a course with the designation within the three years prior to serving.
3. Whenever possible, no faculty member shall serve on more than one LC Working Group simultaneously.
4. Whenever possible, each LC Working Group will include a voting member from the Curriculum Committee.

5. Whenever possible, individual faculty members will serve for terms of no more than three consecutive years on any given LC Working Group.

Each LC Working Group shall select a chair from its four members. Whenever possible, this person shall have prior experience on the same LC Working Group. In addition, whenever possible, the chair will be a voting member of the Curriculum Committee.

Responsibilities of the LC Working Groups:

1. When the Curriculum Committee receives course proposals with requests to include LC designations, the chair of the Curriculum Committee will email the proposal to the appropriate LC Working Group(s), who will deliberate to reach a consensus as to whether the course provides students with sufficient opportunities to meet the relevant learning outcomes. The chair will forward the recommendation to the chair of the Curriculum Committee. In the case of a negative recommendation, the LC Working Group will provide feedback supporting their recommendation.
2. When needed, the LC Working Groups will advise the registrar concerning the awarding of LC credit for courses taken outside of Linfield.
3. Once every four years each LC Working Group will spend two days during the summer assessing a sample of the exemplars and supporting statements submitted by students to earn LC credit. Faculty will be compensated for this work by the dean's office. The schedule for this summer rotation is as follows:
  - QR and VP: Summers 2015, 2019, 2023. . .
  - NW and US: Summers 2016, 2020, 2024 . . .
  - GP and UQ: Summers 2017, 2021, 2025 . . .
  - CS and IS: Summers 2018, 2022, 2026 . . .
4. In preparation for the summer assessment work, each LC Working Group, in consultation with the Curriculum Committee, will develop a rubric (or refine an existing one) that defines the appropriate criteria for success for each of the learning outcomes.
5. At the end of the summer assessment work, the LC Working Group will write a report of their findings, including any recommendations on changes to the description or learning outcomes for the designation. The report will be submitted to the Curriculum Committee by the beginning of fall semester.
6. During the fall semester after the summer assessment work, members of the LC Working Group will present their findings to the faculty in an open forum.

See Appendix K.1 for the Standard Operating Procedures of the Linfield Curriculum Working Groups.

### PLACE Working Group

Area of focus: Themes and leadership for the Program for the Liberal Arts and Civic Engagement.

Purpose: The PLACE Working Group is formed as needed to evaluate faculty proposals for PLACE themes.

The PLACE Working Group will be assembled by the chair of the Curriculum Committee and will include at least one representative from each division of the university drawn from the Curriculum Committee, the Student Policies Committee, the current PLACE leadership, and previous PLACE fellows.

Responsibilities of the PLACE Working Group:

1. At least two years prior to the implementation of the theme, the Curriculum Committee will solicit proposals from faculty. Themes may be proposed for either one or two years. Proposals should be submitted to the Curriculum Committee by January 30. The Curriculum Committee will form the PLACE Working Group to review the proposals. All faculty are invited to review the proposals on the committee's website.
2. The Working Group will evaluate submissions on these criteria and others selected by the group:
  - a. Coherence and appeal of theme
  - b. Potential strategic benefit to University (e.g., appeal for recruitment, program that will attract positive attention)
  - c. Innovative ideas for pedagogy or civic engagement
  - d. Relevance of theme to multiple areas of study, including areas less featured in prior themes
  - e. Sufficient faculty involvement [coordinator(s) and faculty fellows]
  - f. Course alignment, including possible integrative seminars and co-teaching opportunities
  - g. Common Read options
  - h. Possible activities for PLACE Student Fellows
  - i. Possible community service opportunities
  - j. Featured speaker options
  - k. Possible fine arts events
3. The Curriculum Committee will present the theme recommended by the Working Group to the Faculty Assembly in the form of a motion at the February or March Faculty Assembly meeting. The faculty member(s) who submitted the accepted theme will become director(s) of PLACE during the year(s) the theme is implemented. The Curriculum Committee may also provide advice as to how to maximize strategic value and optimize administrative capacity of the program.

## **2. Personnel Committee**

Areas of focus: Promotion and Tenure; Faculty Development; Faculty Workload; Staffing Assessment

Purpose: The Personnel Committee oversees all institutional aspects of faculty professional work. The Committee will:

1. develop and review promotion and tenure materials and procedures;
2. evaluate and recommend applications for sabbatical leaves, faculty development grants, and collaborative research grants;

3. develop appropriate assessment tools for faculty work performance;
4. monitor and address general issues of faculty interest, including: workload (with an awareness of rank considerations), research support and library services, and academic advising;
5. provide staffing assessment to the Planning and Budgeting Committee on an annual basis;
6. evaluate and recommend necessary staffing changes for academic programs;
7. nominate candidates for Faculty Executive Council;
8. address other issues as directed by Faculty Assembly and the Faculty Executive Council.

Membership (9 faculty): Two members from each division elected by the Faculty Assembly to two-year alternating terms. A chair elected from the faculty. The chair and at least one representative from each division must be tenured.

#### Standing Subcommittees

**1. Promotion and Tenure** (5 tenured members, one from each division and one at-large)  
Examines applicant files for promotion and tenure and makes appropriate recommendations directly to the dean of faculty and president; works with full committee to determine and publicize appropriate criteria for what constitutes teaching, research, and service, and conducts regular reviews of these criteria; works with full committee to provide consistent understandings of teaching and research definitions and conditions; conducts workshops on the preparation of files in advance of application for promotion/tenure.

The subcommittee:

1. consists of five tenured members, one from each division and the chair of the Personnel Committee. All members of the subcommittee must be tenured, and the chair must have had previous experience on the Promotion and Tenure Committee. Candidates for promotion may not serve on the committee in the year they are being considered. Further, members of the committee must disqualify themselves from membership should they find themselves in a position where objective evaluation is not possible. To avoid mid-year appointments, faculty asked to serve on the committee should decline if it is anticipated that either of these two situations will occur. In the situation where a committee member's departmental colleague is a candidate for promotion and/or tenure, the committee member must absent himself or herself from deliberation and voting on the candidate).
2. with respect to individual decisions:
  - (a) evaluates individual faculty members under applicable university policies for tenure and promotion in rank and makes recommendations to the president for emeritus professor appointments;
  - (b) meets with the academic dean and the president within seven days of subcommittee deliberations to inform them of the subcommittee recommendations and answer questions.

In the event of disagreement between the subcommittee and the administration, the subcommittee (at least a quorum) will hold a second meeting with the president and the academic dean.

*The purpose of this second meeting will be to discuss **and clearly understand** differences of opinion between the subcommittee, the president and academic dean and make a serious attempt to resolve these differences before the February meeting of the Board of Trustees.*

If the disagreement is about a candidate from the Portland Campus, the dean of nursing will be included in the discussion.

If the subcommittee is not able to meet with the administration to attempt to resolve differences over individual cases before the February meeting of the Board of Trustees, presentation of recommendations for the individual cases in question will be deferred until the parties have met and then be submitted to the Executive Committee of the Board by March 1; and

(c) presents to the Faculty Assembly the names of faculty members under consideration for tenure and promotion in rank and informs the assembly of its affirmative recommendations.

3. recommends to the administration its decisions on cases referred to it for step denial based on alleged failure to perform at an acceptable level of service or failure to fulfill a mutually agreed upon condition of employment as described under applicable university policy.

## **2. Faculty Development**

Oversees, expands, and implements opportunities for faculty development; awards faculty development grants and sabbatical leaves or leaves of absence to further ongoing research/creative projects; addresses other issues of faculty concern, including, but not limited to: instructional technologies, research support such as library services and grant application assistance, students with special needs, and academic advising issues as they pertain to faculty.

### *Staffing Working Group*

Reviews and updates staffing priorities annually; considers and recommends staffing proposals to dean of faculty and president; serves as nominating committee for Faculty Executive Council.

The working group:

1. consists of one member from each division. Members of the committee are expected to disqualify themselves from membership in the staffing working group should they find themselves in a position where their membership in a department requesting new or replacement positions may hinder objectivity.
2. reviews and updates staffing priorities annually, with focus on faculty positions needed to implement the curriculum of the university; departmental programs and such non- or multi-departmental programs as Linfield Curriculum and multi-field majors; and the services of the library.
3. considers proposals for adding positions and for re-allocating positions to those programs where vacancies have occurred, and based on the priorities in 1. (above), recommends to

the dean of faculty and the president on whether such proposals should be approved in original or modified form. When a proposed faculty position involves applying for outside funding, the committee will consult in the grant-writing process to advise the administration on how the position serves the university's staffing needs and to ensure that clearly identified goals for the position and a time line for its evaluation are in place before the grant application is submitted.

4. considers proposals to absorb grant-created positions within the university operating budget by consulting with the department concerned about how well the goals for the position have been accomplished and by advising the administration on the desirability of continuing the position beyond the life of the grant.
5. reports its findings and recommendations in writing with the agenda materials for a meeting of the Faculty Assembly, such findings and recommendations standing as approved by the Faculty Assembly except insofar as the assembly chooses to take contrary action at the meeting.
6. convenes in February as a nominating committee to accept and seek nominations for the Faculty Executive Council officer position(s). The nominating process will follow the guidelines described in Article III, Section 3, #2. of these bylaws.
7. convenes as needed in March to accept and seek nominations for the at-large member(s) of the Faculty Jury Pool. The nominating process will follow the guidelines described in Article V, section 2 of these bylaws.

### **3. Planning and Budget Committee**

Areas of Focus: Institutional Planning, Infrastructure (Facilities and Service), Compensation, Benefits

Purpose: The Planning and Budget Committee advises the Faculty Assembly on faculty compensation and other means of enhancing the recruitment and retention of faculty, and serves in an advisory capacity to the president regarding institutional planning and the budget. The Committee will:

1. provide input on faculty compensation to the Dean, the President, and the Board of Trustees;
2. coordinate assessment materials from other Assembly Committees for institutional planning;
3. advocate for academic program needs in institutional planning;
4. provide meaningful and timely input into the preparation of the institutional operating budget;
5. provide faculty perspective on changes to physical environment for learning and professional activities;
6. provide faculty perspective on institutional committees developing and reviewing faculty and general employee benefits;
7. appoints three of its members (including one member from the Portland campus) to the University Budget Committee (UBC) Budget Working Group, thereby providing a link between the budget and policies reviewed by the Faculty Planning and Budget Committee (FPBC);
8. address other issues as directed by the Faculty Assembly or the Faculty Executive Council.



Membership (9 faculty): One member from each division elected by the Faculty Assembly to two-year alternating terms and the four faculty representatives serving on University Budget Committee. A chair elected from the faculty.

#### Standing Subcommittees

##### **1. Planning**

Reviews materials from other committees and academic programs and communicates faculty needs to appropriate entities; keeps the committee apprised of broader institutional demands rising from other areas of the university.

##### **2. Faculty Compensation**

Reviews and reports on the current state of faculty compensation to faculty at large and to the Administration and Trustees; develops, in concert with the Office of Academic Affairs, recommendations for faculty salary policies.

#### Internal Working Groups

##### **1. Facilities** (Remodeling and Master Planning)

Provides faculty input to the Office of Academic Affairs or designated offices on remodeling of academic spaces; communicates necessary academic demands on campus infrastructure; provides avenue for faculty input into Campus Master Plan.

##### **2. Campus Benefits**

Provides faculty perspective on employee benefits to University Benefits Committee or other entities.

#### **4. Student Policies Committee**

Areas of focus: Admissions, Financial Aid, and Enrollment policies; Retention, Residential and Extra-Curricular Policies Related to Student Life; Linfield University Hearing Board

Purpose: The Student Policies Committee proposes policy, establishes standards, and reviews issues related to admissions, advising, enrollment, financial aid, and student life. The Committee will:

1. recommend admissions and financial aid policies and standards to both faculty and admissions staff;
2. propose changes to existing student procedures and protocols to the Faculty Assembly;
3. advise admissions and financial aid staff about policies, standards, procedures and practices;
4. monitor and address general issues of faculty interest involving the academic calendar
5. serve as appeal board for admission and financial aid decisions; . act on applications for admission and readmission as appropriate;
6. establish rules and methods of student conduct as it relates to educational work;
7. oversee the Linfield University Hearing Board;
8. advise the Dean of Enrollment Services in developing goals and policy recommendations for enrollment size and diversity;
9. advise Director of Academic Advising and Learning Support about policies, standards, procedures and practices, including oversight of incoming student orientation (Colloquium);
10. recommend retention policies to both faculty and relevant administrators;

11. recommend to the faculty policy governing athletics, extra-curricular activities (including but not limited to Greek life, theatre, music, forensics, student organizations, etc.), student publications, and residential life;
12. address other issues as directed by Faculty Assembly and the Faculty Executive Council.

Membership (11 total – 6 faculty, 5 ex officio without vote): One member from each division elected by the Faculty Assembly to two-year alternating terms, the Faculty Athletic Representative, and a chair elected from the faculty. The members ex officio are two student members selected by ASLC, the Vice President of Enrollment Management, the Dean of Students/Vice President of Student Services, and the Director of Academic Advising.

#### Internal Working Group

##### **1. Competitive Scholarship**

Conducts interviews with Fulbright applicants each fall and also reviews applications and offers suggestions related to scholarship awards for work in specific academic disciplines.

#### **5. Responsibilities of the Faculty Jury Pool**

Purpose: To consider individual faculty petitions on matters of grievance on any issue other than dismissal proceedings and to constitute the faculty representation to the Linfield University Hearing Board. Specific duties associated with each area are listed below.

To consider individual faculty petitions on matters of grievance on any issue other than dismissal proceedings (to include, but not be limited by, issues regarding salary, assignments of teaching duties, assignment of space or other facilities, inadequate consideration in matters other than dismissal and propriety of conduct) after consideration by the department head, the dean of faculty, and the president fails to produce a solution. The jury pool:

1. reviews the faculty petition which sets forth in detail the nature of the grievance, states against whom the grievance is directed, and contains any factual or other data the petitioner deems pertinent to the case.
2. (a) decides whether the facts merit further detailed investigation;  
 (a) seeks to bring about a settlement of the issue satisfactory to the parties;  
 (b) if satisfactory settlement is not possible to all parties, reports findings and recommendations to the petitioner, appropriate administrative officer, and the Faculty Assembly. The petitioner will, on request, be provided an opportunity to present a case to the Faculty Assembly.

To act as an appeal board for disciplinary decisions made by the Residence Hall Council or the dean of students in cases of student violations of non-academic university regulations; to act as an appeal board for course-grade decisions by instructors in cases of academic dishonesty; to hear and act on repeat cases of academic dishonesty by individual students. The jury pool:

3. receives written appeals submitted pursuant to published university guidelines; deliberates on evidence presented; and (a) in concurrence with the dean of students determines guilt or innocence and the disciplinary action or penalty, or (b) failing to reach agreement with the

dean of students, forwards a recommendation to the president for his or her disposition, or (c) in all cases where suspension or expulsion is judged appropriate, forwards this recommendation to the president.

4. upon notification by the dean of students of a repeat case of violation of academic honesty policies, hears the case, determines whether a university-level penalty is in order, and, if it is, fixes that penalty (provision 3c above shall apply).
5. hears appeals from students who contend that instructor course-grade penalties for academic dishonesty were prejudiced or capricious, and either upholds the faculty member or recommends a change in grade to the dean of faculty.

Membership (7 tenured faculty): One member from each division and two at-large faculty elected by the Faculty Assembly to three-year alternating terms. An at-large chair nominated by the Faculty Executive Council and elected by the faculty. No department head or administrative officer may serve on the jury pool. A representative may serve for two consecutive terms. When a representative from a division must be replaced, the replacement shall be nominated by the division and approved by the Faculty Executive Council. Nominations should be submitted to FEC at the same time as other Division committee appointments (see III.1.5 Article V, Section 1 3<sup>rd</sup> paragraph). When an at-large member must be replaced, the replacement shall be nominated by the Staffing working group of the Personnel Committee and submitted to FEC for approval according to the same timeline as above. The FEC, in turn, is responsible for actual nominations to be made to the Faculty Assembly. The election is to take place at the May meeting of the Faculty Assembly. Three-year terms belong to divisions, not individuals. Should an individual not be able to complete a three-year term, the replacement is elected to complete that term, not to serve a new three-year term. Three-year terms begin at the following times:

Chair:	Fall, 2015, Fall 2018, Fall 2021...
At-Large #1:	Fall 2015, Fall 2018, Fall 2021 ...
NSM:	Fall 2015, Fall 2018, Fall 2021...
At-Large #2:	Fall 2016, Fall 2019, Fall 2022 ...
SBS:	Fall 2016, Fall 2019, Fall 2022...
AH:	Fall 2017, Fall 2020, Fall 2023...
PDX:	Fall 2017, Fall 2020, Fall 2023...

NOTE: The faculty representatives in the jury pool will also serve as the faculty component of the Linfield University Hearing Board. The chair of the jury pool will serve as chair of the Linfield University Hearing Board. All members of the Faculty Jury Pool will be required to go through conduct board training. Individuals who know a student involved in a hearing, or who might have such a student in class, may choose to be recused from the hearing.

The policies and procedures governing the Linfield University Hearing Board can be found in Appendix O.

## **6. Handbook Revision Committee**

Area of focus: Faculty Handbook revision

The committee will be a special committee of the faculty and will review the faculty handbook thoroughly every three years beginning in spring of 2021.

Purpose: In consultation with the dean of faculty, the committee:

1. will be responsible for making editorial revisions to the handbook and verifying that policy statements and Faculty Assembly motions are incorporated into an updated text.
2. may make recommendations for changes in the handbook or in university policy, after their review of the existing handbook. These recommendations must then come before FEC and the Faculty Assembly for approval.

Membership: The secretary of the Faculty Assembly, an additional member of FEC, two members of the Faculty Assembly chosen by that body for concurrent three-year terms, and the dean's designee from Academic Affairs.

The Faculty Executive Council or the dean of faculty may call the committee into special session if handbook policies or procedures need a complete review.

It shall be noted that it is the responsibility of the faculty secretary and the dean of faculty (or the dean's designee) to meet yearly, between the last Faculty Assembly meeting of spring semester and the first Faculty Assembly meeting of the fall, to make sure all policy statements and Faculty Assembly motions have been incorporated into the official text of the Faculty Handbook. It is also the responsibility of the dean of faculty and faculty secretary to ensure that each new faculty member, and any returning faculty member who so desires, has a hard copy of these revisions as well as access to the web edition of the handbook during the course of the year they were passed by the Faculty Assembly. The dean's office will ensure that a hard copy of the handbook is archived each year in the library.

### **III.1.6 Article VI. Portland Campus Faculty**

**Section 1.** The academic organization of the Portland campus includes arrangements for the day-to-day operation of that campus and for integration with the rest of the university.

**Section 2.** The Portland campus is made up of the Linfield Good Samaritan School of Nursing.

**Section 3.** Information about Linfield Good Samaritan School of Nursing faculty/administrative committees on the Portland campus can be found in the Linfield Good Samaritan School of Nursing Faculty Manual.

### **III.1.7 Article VII. Amendments**

**Section 1.** Amendments to these bylaws shall be accomplished by vote of the Faculty Assembly in a regular or special (for that purpose) meeting. Any proposed action must be announced at least ten calendar days in advance, either in a regular or special meeting or by written notification to all voting members.

**Section 2.** Amendments to the Faculty Bylaws require an affirmative vote of two-thirds of the votes cast.

**Section 3.** If it is voted by a majority of those present and eligible to vote that the final vote on a proposed amendment be submitted by mail ballot to all eligible faculty members, the presiding officer shall so order, provided such motion is made and carried prior to the call for vote on the amendment in the meeting. In such case, the secretary shall poll, by mail, each member eligible to vote, within five calendar days for the return of the ballot.

## **III.2 OTHER POSITIONS OF RESPONSIBILITY**

### **III.2.1 Individual Positions**

#### **III.2.1.1 Department Heads**

The individual chairing an academic department serves as the chief administrative officer of the department and is responsible both to the dean of faculty and the department.

Responsibilities in chairing a department will vary from department to department, but generally include:

1. Departmental affairs: developing and accomplishing departmental missions and objectives within those of the university; establishing departmental policies; conducting departmental meetings, involving faculty members and, where appropriate, students in departmental decision-making and activities; establishing internal communication; establishing agendas for and convening department meetings; arranging for coordination of special departmental matters, such as organizations, prizes, awards, and events.
2. Academic affairs: monitoring departmental degree programs and curricula; evaluating and improving programs, curricula, and the quality of instruction; enforcing academic standards; preparing schedules of courses; annually reviewing the department's portion of the university catalog for revisions, additions, deletions, etc., and conveying such information to the registrar; signing various petitions and documents including grant proposals, independent study petitions, tutorials, curriculum proposals, etc.
3. Faculty affairs: recruiting and orienting new faculty members; supporting and encouraging faculty growth and high performance in teaching and other professional activities; enforcing faculty responsibilities and protecting faculty rights; coordinating faculty evaluation and discussing with each department member that person's professional progress; evaluating faculty members and making recommendations to the dean and the Personnel Committee for their retention, tenure and promotion; collecting each semester two syllabi for each course

taught in the department, delivering a copy of each to the dean and retaining one copy each for student inspection, course evaluation, future reference, etc.

4. Student affairs: coordinating curricular and career advising of students; awarding departmental prizes and scholarships; responding to student grievances and complaints; making student awards; coordinating the employment, use, and evaluation of work study students with the financial aid office; assigning student assistants; certifying students for graduation by reviewing and signing all graduation check sheets of the students declaring a major in the department, signifying approval of the major as indicated on the sheet, and retaining one copy for information if the department so desires.
5. External communication: conveying university policies and actions to the department, representing the department both in the university and with external agencies (professional associations, government agencies, the public); representing the department in meetings of the department heads, including bringing relevant information to the meeting and also communicating information back to members of the department; communicating department programs and activities to the students; and coordinating department communication in cooperation with the admission staff.
6. Budgetary affairs: preparing the annual department budget request; administering budgetary allocations (preparing requisitions, authorizing expenditures, maintaining budget records); promoting department cost-effectiveness, allocating faculty travel funds; coordinating the adjuncts and work study help; approving all purchases against the department's library allocation budget or indicating who is authorized to do so for the department.
7. Office (and where appropriate building) management: administering department facilities; hiring, supervising and evaluating staff personnel (secretaries, laboratory assistants); establishing file and record systems (faculty, students, courses and academic data); maintaining equipment and other department (and where appropriate building) properties; requisitioning supplies, ordering books.
8. Personal professional performance: providing professional leadership and example in the department; demonstrating professional competence in teaching and other professional activities; participating in professional associations and community service.

The selection process for department heads is as follows:

1. The department head is nominated by the departmental personnel from the full time, **tenured** faculty of the department and appointed by the administration. In the event that the department does not have any tenured members, an interim department head shall be appointed from an allied department upon agreement of the departments and the Dean of Faculty. This individual would receive full compensation for assuming this position. If a tenured member of the department is available, but has reached the two-term limit, an exception will be granted that extends the term. Exceptions will also be granted for individuals hired to come in as chairs before achieving tenured status at the institution. All members of the department, including part-time faculty (but not adjuncts), shall have one vote. Simple majority vote rules. Ties shall be broken by the dean of faculty.
2. In the case of one- or two-person departments, the dean of faculty may appoint a department head following consultation with the members of the department and the appropriate division head.

3. The normal term of office for a department head is three years. A person can be appointed for a second term, but then normally would leave office for at least one term before being considered for reappointment.
4. Nomination of department heads shall normally take place in the latter part of the fall semester.
5. In cases where two or more departments wish to nominate a common department head, the department head must be nominated by a majority of the faculty of the participating departments.
6. By request of the majority of the faculty members of a department and/or by the discretion of the dean of faculty, a department head may be removed from office for unsatisfactory performance of duties by the dean of faculty, who shall appoint a replacement for the unexpired term.
7. In the case of an incomplete term of appointment, the vacancy will be filled by normal procedure.

Prior to formal appointment as department head, the person selected normally will meet with the dean of faculty to reach mutual agreement on the goals and objectives of the department for the ensuing three years.

#### **III.2.1.2 Faculty Athletic Representative**

The faculty athletic representative to the NCAA and the Northwest Conference is appointed by the president of the university in consultation with the Faculty Executive Council. The Faculty Athletic Representative oversees the Linfield Faculty-Athletics Fellows program. This voluntary program pairs interested faculty with varsity intercollegiate athletic teams to build mutual understanding about the athletic and academic roles of our student athletes. Participation in this program by Linfield faculty constitutes service to the university.

#### **III.2.1.3 Parliamentarian**

The Faculty Assembly parliamentarian advises the presiding officer on points of parliamentary procedure, gives similar advice to the assembly when requested, and attends all assembly meetings, bringing the rules of order and the Faculty Bylaws.

### **III.2.2 University-Wide Committees**

University-wide committees deal with university-wide issues and are made up of a broad range of constituencies (faculty, administration, and staff). Many university-wide committees also include student representatives. Each of these committees is important to the smooth running of the university.

#### **III.2.2.1 University Cabinet**

The Linfield University Cabinet serves as a venue for shared strategic thinking and collaboration. It surfaces and directs issues that require or would benefit from cross-unit discussion and collaboration and works to ensure that Linfield makes timely progress towards its strategic goals

and initiatives. The Cabinet reviews recommendations to the President and/or Provost on matters of broad institutional significance. University Cabinet members are responsible for ensuring effective, reciprocal communication with their constituents.

Faculty Representation: The Faculty Executive Committee chair is a member of the University Cabinet. [For a full list of members, please see Chapter I.]

Reporting into the University Cabinet are three subcommittees that have university-wide representation. They include the University Budget Committee, the Accreditation Subcommittee, and the Strategic Planning Subcommittee. Of these, the University Budget Committee meets regularly, and the Accreditation and Strategic Planning subcommittees have oversight of critical but cyclical processes that require varying levels of activity reflective of their charge.

### **III.2.2.1.1 University Budget Committee (UBC)**

The charge of the University Budget Committee (UBC) is to:

- align planning and budgeting to ensure proper use of Linfield's resources;
- plan and evaluate the effectiveness of Linfield's budgeting process and provide recommendations to the University Cabinet as necessary;
- assist in the optimization of Linfield's finite resources by recommending allocations in support of the strategic plan, accreditation, and student learning;
- ensure accountability to the Linfield community by gathering and disseminating accurate, current, and timely information regarding the planning and budgeting process;
- constitute the annual budget working group (BWG); and
- constitute the Technology Advisory Council (TAC). (The TAC develops, writes, evaluates, and updates the Linfield Information Technology Services (ITS). It also reviews, advises, and plans for acquisitions, maintenance, and use of current and future technology throughout the University.)

Members of the University Budget Committee (UBC) represent different University constituencies to ensure a broad range of representation in an open and transparent manner. The UBC is co-chaired by the Provost and the Vice President of Finance and Administration.

Faculty Representation: One member from each division is elected by the Faculty Assembly to three-year alternating terms. A representative may serve for a maximum of seven consecutive years. When a representative from a division must be replaced, the replacement shall be nominated by the division and approved by the Faculty Executive Council. Three-year terms belong to divisions, not individuals. Should an individual not be able to complete a three-year term, the replacement is elected to complete that term, not to serve a new three-year term. Three-year terms begin at the following times:

SBS: Fall 2013, Fall 2016, Fall 2019...  
 PDX: Fall 2013, Fall 2016, Fall 2019...  
 NSM: Fall 2014, Fall 2017, Fall 2020...  
 AH: Fall 2015, Fall 2018, Fall 2021...



In addition, the Chair of the Faculty Executive Council or designee, will receive standing invitation to attend at her or his discretion.

[For a full list of members, please see Chapter I.]

#### **III.2.2.1.2 Accreditation Subcommittee**

The charge of the Accreditation Subcommittee is to:

- provide institutional accreditation oversight;
- operationalize the required iterative cycle of the NWCCU (Northwest Commission on Colleges and Universities) accreditation cycle reports via the self-study (and other) required processes;
- report accreditation planning, processes and outcomes to Linfield stakeholders; and
- periodically review all planning efforts to ensure integration with mission and strategic priorities.

Membership on this committee is reflective of the planning cycle.

Faculty Representation: The FEC will advise on faculty representation on this subcommittee.

#### **III.2.2.1.3 Strategic Planning Subcommittee**

The charge of the Strategic Planning Subcommittee is to:

- contribute to the institutional process for developing and refining vision, mission, and strategic plans;
- operationalize the strategic planning process at intervals determined by the President/Board of Trustees of the University;
- report regularly on strategic plan implementation and progress; and
- oversee strategic plan assessment.

Membership on this committee is reflective of the planning cycle.

Faculty Representation: The FEC will advise on faculty representation on this subcommittee.

#### **III.2.2.2 Safety Committee**

The Safety Committee is responsible for making recommendations to the Vice President of Finance and Administration on improvements for Linfield working conditions that affect the safety and health of employees. The committee is charged with the responsibility of defining problems, identifying hazards and suggesting corrective action. In addition, the committee helps identify employee safety training needs, establishes accident investigation procedures and reviews accident reports.

Faculty Representation: There shall be one faculty representative to this committee appointed by the Faculty Executive Council.

### **III.2.2.3 University Benefits Committee**

The University Benefits Committee reviews and makes recommendations to the President on benefit issues affecting all employees.

Faculty Representation: Two faculty members serve on this committee (one from the Faculty Planning and Budget Committee and one from the Portland campus).

### **III.2.2.4 Emergency Preparedness Committee**

The Emergency Preparedness Committee develops and implements policies and procedures that the University will follow in response to critical events that require an immediate response. The committee assigns responsibilities for carrying out identified tasks and establishes a process for keeping actions and responsibilities current.

Faculty Representation: The FEC will advise on faculty representation on this subcommittee.

### **III.2.2.5 Academic Council**

Linfield's Academic Council is a strategic administrative body under the direction of the Provost (or designee) that considers educational issues that concern the institution holistically, may cut across a variety of units, and address current and prospective student needs. The Academic Council promotes transparency through shared stakeholder input, improved intra-campus communication, and effective information dissemination. The Council identifies internal barriers to successful delivery of the educational mission and works to reduce them or find effective alternatives, reviews innovative educational proposals that have substantial curricular, financial, and/or other organizational impact beyond the unit making the proposal, and provides feedback as to mission relevance, feasibility, and budget implications, provides oversight of student learning outcomes assessment for continual program improvement and as required for external review and accreditation. The Council is a recommending body and refers items and issues as appropriate to other bodies at the university. The Council does not develop curriculum or have curricular oversight.

Faculty Representation: Faculty members on the Academic Council include a representative from the Curriculum Committee, a representative from the Student Policies Committee, the FEC chair, the Chair of the Curriculum Committee, the Chair of the Student Policies Committee, and the Lacroute Scholars.

[For a full list of members, please see Chapter I.]

## **III.2.3 Other Committees of the University Involving Faculty**

### **III.2.3.1 The Chemical Hygiene Committee (required by federal law)**

The Chemical Hygiene Committee is charged with maintaining the University Hazardous Substances Communication Program and staffing the committee with a chemical hygiene officer.

The chemical hygiene officer is appointed by an officer of the college and is an ex-officio member of this sub-committee. The chemical hygiene officer has latitude in determining the appropriate size and composition of the sub-committee, subject to the federal law that stipulates committee size and professional qualifications of those that serve on the committee.

### **III.2.3.2 Institutional Animal Care and Use Committee (IACUC) (required by federal law)**

This committee reviews all proposed research protocols and teaching laboratory protocols involving nonhuman animals and ensures the welfare of nonhuman animals used in research and teaching at Linfield University. IACUC policies and procedures are guided by the United States Department of Agriculture's (USDA), Animal Welfare Act, November 2013, and the Institute for Laboratory Animal Research, National Research Council's, Guide for the Care and Use of Laboratory Animals, 8th Ed, 2011. Committee membership is drawn predominately from faculty members whose research or teaching are affected by these policies. Members also include a community person and a consulting veterinarian. The chair has latitude in determining the appropriate size and composition of the committee, subject to the federal law that stipulates committee size and professional qualifications of those that serve on the committee.

### **III.2.3.3 Radiation Safety Committee (RSC) (required by federal law)**

This committee reviews all research protocols that involve isotopes, conducts an annual review of the entire isotope program on campus, reviews records for all departments, inspects facilities, and is responsible for annual license renewal and periodic major license renewal applications. As this committee exists to assure that the university conforms with state and federal regulations governing health and safety, membership will be drawn predominately from faculty members whose research or teaching is affected by such regulations. The chair has latitude in determining the appropriate size and composition of the committee, subject to the federal law that stipulates committee size and professional qualifications of those that serve on the committee.

### **III.2.3.4 Committee for Human Research Participation (required by federal law)**

The federal government mandates Committees on Human Research Participation (CHRP) or Human Institutional Review Boards (IRB) at colleges, universities, and other research institutions in order to ensure that all research involving human subjects at these institutions is carried out ethically and within legal limits. See 45 CFR part 46 (<http://www.hhs.gov/ohrp/regulations-and-policy/regulations/common-rule/>) and "Common Rule" (<http://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/index.html>) for more information about these guidelines.

The Linfield University CHRP/IRB reviews faculty and student research proposals involving human participants for the protection of the rights, welfare, and well-being of the participants, and the rights of the researcher and of the university. The CHRP/IRB also educates the campus about carrying out ethically sound research, provides additional resources upon request, and otherwise works to keep Linfield University in compliance with federal regulations on human research.

By federal law an IRB must have at least five members. There should be one faculty from the Portland campus on this committee as well as faculty who do human subjects research. As this committee exists to ensure that the university conforms with state and federal regulations governing health and safety, membership will be drawn predominately from faculty members whose research or teaching is affected by such regulations. The chair has latitude in determining the appropriate size and composition of the committee, subject to the federal law that stipulates committee size and professional qualifications of those that serve on the committee. The criteria for IRB membership are stipulated in 45 CFR 46.107.

IRB chairs are nominated by current committee members and forwarded to the Vice President for Academic Affairs and the Faculty Executive Council for approval. They must have at least one year of experience on the IRB and be a tenured member of the Faculty. IRB chairs shall be appointed for three-year terms and may not be appointed for more than two consecutive 3-year terms.<sup>5</sup>

An investigator can be a member of the IRB, however, the investigator-as-member cannot participate in the review and approval process for any project in which he or she has a present or potential conflict of interest. Where the investigator-member has a conflicting interest, he or she may be present only to provide information requested by the IRB. If the investigator-member is the chair then s/he may appoint an interim chair to assume the regular duties of the IRB chair for the purposes of that review.

Potential IRB members must complete the Human Subject Assurance Training on the United States Health and Human Services Office for Human Research Protections Web site by the second meeting of their first year of service on the IRB.

### **III.2.3.5 Student Success Team (SST)**

Linfield University is committed to the academic and personal success of its students. At the same time, it is both normal and expected that a number of students will experience some difficulties that will interfere with their ability to succeed [at Linfield]. The purpose of the Student Success Team is to identify these students early and offer appropriate assistance to them. The SST, consisting of faculty and administrators working collaboratively, meets on a regular basis to (1) discuss students who may need assistance, (2) determine the types of assistance that would be most appropriate, and (3) designate a person/group to offer such assistance.

### **III.2.3.6 Diversity Advisory Committee (DAC)**

The Diversity Advisory Committee provides advice for promoting, advancing and confirming the University's commitment to diversity and inclusion. Normally this advice is to the president, but when appropriate this advice may be to officers or committees of the university. Toward this end it will: a) provide avenues for courageous and thoughtful dialogue in a climate of mutual respect, b) foster educational programming and open forums to address community needs, c)

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<sup>5</sup> *Consistent with the chairs of the four standing committees, the chair shall receive a 5-credit reduction in teaching load per year, to be arranged with their departments and the dean of faculty.*

ensure a sense of place where all community members can engage, model and celebrate our diverse identities and differences, and d) uphold academic freedom that encourages and supports innovative approaches to mentoring, teaching, research and learning. Membership of the DAC will consist of four faculty members (one from each division), four administrators, one non-exempt staff, and five students. The DAC will be co-chaired by a faculty member and an administrator. FEC will be consulted before faculty members are appointed. All members of the committee will be appointed by the president to two year terms.

#### **III.2.4 Ad hoc Faculty/ Administration Task Groups**

Any ad hoc committee, ad hoc faculty task group, ad hoc faculty/administration task group, or ad hoc council shall have a mandate for at most two academic years after its creation by the Faculty Assembly. If such an ad hoc group should see the need for its continuation, either as an ad hoc group or permanent committee of the Faculty Assembly, then within one month of the end of the group's mandate they shall present a written report to the Faculty Assembly providing a self-assessment of their work and a rationale for their continuance. An appropriate standing committee of the Faculty will then evaluate that report and bring a recommendation to the Assembly within two business meetings.

#### **III.2.5 Faculty Liaisons to Board of Trustees' Committees**

Faculty liaisons to Board of Trustees' committees serve by invitation from the Board to: improve communication between board and faculty, expand contact between board and faculty, provide faculty perspective to members of the Executive Committee and standing committees of the board, and support the faculty trustee. Faculty liaisons will, whenever possible, serve as members of the standing committees of the Faculty Assembly that address issues comparable to those considered by the corresponding board committee.

Duties and responsibilities include:

- 1) attending an orientation with the faculty trustee prior to the first board meeting of each academic year;
- 2) preparing for committee meetings in advance by creating a brief summary of the Faculty Assembly's committee work to present at the trustees' committee meeting and by reviewing the agenda materials for that meeting;
- 3) attending the appropriate board committee meeting;
- 4) sending a brief written report of meetings to the faculty trustee on Friday afternoon following the meetings of the board committees;
- 5) communicating relevant issues discussed in the board committee meetings back to the faculty assembly committee.

Liaisons will be nominated by the committees of the Faculty Assembly and confirmed by the Faculty Executive Council. Liaisons will serve one-year terms with a maximum of three consecutive terms.

The committees of the Faculty Assembly and the corresponding committees of the Board of Trustees are listed below.

Student Policies .....	Student Affairs & Enrollment Management
Curriculum .....	Academic Affairs
Planning and Budget .....	Facilities & Financial Affairs
Personnel .....	Institutional Advancement

## **CHAPTER IV**

### **FACULTY PERSONNEL POLICIES AND PROCEDURES**

## **CHAPTER IV: FACULTY PERSONNEL POLICIES AND PROCEDURES**

For the broader institutional context into which these specific faculty policies fit, refer to chapter I – “Personnel Policies and Procedures Governing All Linfield Employees” – at the front of this handbook.

### **IV. 1 EQUAL EMPLOYMENT OPPORTUNITY**

Please see Chapter I: Linfield University Personnel Policies and Procedures (Linfield University Employee Handbook) for Linfield’s policy regarding Equal Employment Opportunity.

### **IV.2 FACULTY RESPONSIBILITIES**

Faculty members are responsible for performing the duties specified on the job description under which they were appointed or as later redefined by their immediate supervisor and/or the administration. Individual faculty members are normally expected to: (1) carry out their teaching assignments; (2) engage professionally within their field(s); and (3) provide service to Linfield, their profession, and the community. A complete list of expectations is found in “Basis for Evaluation” (Section IV.6.1).

Teaching Load and Assignment—Linfield University has a flexible teaching load policy that is centered in the needs of the Linfield Curriculum and individual departments. Since 1994 the practice of allocating loads has been to recognize to some extent individual needs for time to devote to research and creative activity. Accordingly, department heads have latitude, subject to approval by the dean of faculty, to adjust loads so that individual faculty members can receive a teaching assignment that is both commensurate with a higher than normal level of professional activity and consistent with the need of each department to average 23 load units per faculty member in an academic year. Thirty-three units is defined as full time (23 of teaching per se and 10 of other, such as advising and service functions).

Each year it is incumbent upon department heads, in consultation with their departments, to propose to the dean reasonable criteria for the assignment of teaching responsibilities within their departments and to provide a rationale for these assignments in view of departmental majors and the needs of the larger university community. To achieve this flexibility in approach to teaching load, factors other than a “higher than normal level of professional activity” can also be taken into consideration, e.g., class size, lab requirements, creative activities, special pedagogical exigencies, collaborative or course-based research, or other professional responsibilities. The policy also makes provision for individual faculty needs or special circumstances (such as the completion of dissertation or a monograph, or extraordinary service to the department or the university) that can quickly change from year to year and affect a department’s programs and offerings.

The academic year obliges faculty to divide their teaching assignments between fall and spring semesters. Faculty members may teach a portion of their loads during January Term. It is further assumed that faculty members will devote the additional time necessary to prepare for classes and to pursue professional activity.



Academic Advising— Linfield students are assigned a faculty and/or professional academic advisor who serves as a guide and mentor in their educational journey. The academic advising office supports all Linfield University students.

Academic advising is based on a system of shared responsibility. Students are expected to prepare for and attend advising meetings with their advisors throughout their studies at Linfield. Students enrolled on the McMinnville campus are required to meet with and be cleared to register by their faculty advisor prior to every registration cycle. Nursing students are recommended to meet with their advisor before registration. For Online and Continuing Education (OCE) and RN to BSN students, advisor clearance is not required prior to registration.

### **Assigning Advisors**

#### *McMinnville Campus*

New first-year students (fall semester start) are required to enroll in an advising (ADV) designated academic course during their first semester as well as the one-credit paracurricular course IDST 007 First Semester Seminar (First-Year Fall Start). The course with the ADV designation is one of several academic courses commonly taken by first-year students. The faculty member teaching the ADV-designated course is assigned as the student's faculty advisor. Students for whom the academic course is designated as their ADV course meet as a group with their faculty advisor outside of the overall course meeting times. Group advising meetings facilitate the advisor-advisee relationship and cover important topics related to academic success at Linfield.

New first-year students starting during the spring semester are required to enroll in the one-credit paracurricular course IDST 009 First Semester Transfer Student Seminar and are assigned a faculty advisor through this paracurricular course.

New transfer students on the McMinnville campus are assigned a faculty advisor in the discipline the student plans to pursue. Students who are undeclared are assigned a faculty advisor through IDST 009 First Semester Transfer Student Seminar, a one-credit paracurricular course required for all students who transfer to Linfield with fewer than 45 credits. New transfer students who transfer to Linfield with at least 45 credits may elect to enroll in IDST 009.

Students pursuing pre-nursing on the McMinnville campus are assigned a prenursing faculty advisor once they declare pre-nursing as their intended field of study. This is typically around November of their first year (after they register for their second term at Linfield).

#### *School of Nursing (Portland Campus)*

Students are assigned a nursing faculty advisor upon starting their first semester in the School of Nursing. Students are encouraged to meet regularly with their faculty advisor. Students needing assistance with graduation requirements may meet with the nursing advising coordinator in academic advising.

*RN to BSN Program*

Students enrolled in the RN to BSN program are assigned a professional advisor as well as a faculty advisor. Students are connected with their professional advisor prior to starting their first semester. RN to BSN students are exempt from taking IDST 008 Online First Year Seminar.

*Online and Continuing Education*

Students enrolled through Online and Continuing Education (OCE) are assigned a professional advisor. Degree-seeking students in OCE with fewer than 45 credits at the start of their first term of enrollment at Linfield are required to take IDST 008 Online First Year Seminar within their first year at Linfield.

Students with general advising questions are also encouraged to connect with the academic advising office.

**Changing Advisors**

First-year students who have registered for their second term at Linfield (typically around November of their first year) are eligible to declare a major and have a faculty member from the new major department assigned as their faculty advisor. Students are encouraged to reach out to the academic advising office in addition to working with their faculty advisor. Once declared, students can change their major at any time. It is recommended that students consult with their current faculty advisor and a faculty advisor from the new department before declaring a new major. Students declaring two majors are required to have a faculty advisor in both areas of study. Students declaring a minor are recommended to have a faculty advisor in that area of study.

**Multiple Majors and Minors**

Students seeking more than one major are required to have a faculty advisor in each area of study. For minors, it is also recommended that students have a faculty advisor from the department from which the minor is issued in addition to their major faculty advisor(s).

Role of Faculty in Student Discipline—The concept of discipline in an educational institution is meaningful only when it is relevant to the generic purposes and functions of that institution. As an institution of higher learning, Linfield engages only in judicial actions and processes that are vital to its basic concerns and for which it is designed.

In the broadest sense, Linfield exists to create a special environment for learning and the pursuit of knowledge. Students, faculty members, administrators, staff, trustees, and alumni all share in the obligation to protect the integrity and promote the continuous intellectual growth of all its members. All who benefit from it are indebted to it; differences lie only in the frequency and intimacy of contact with it.

The relationship of the university with the student, therefore, is in the essential nature of a contract involving a set of rights and obligations, reflecting both the purposes of the university and those of the students in attendance. Such a contract commits the university to ensure maximum availability to each student of its specific educational and environmental resources. It does not imply that the university provides services or exercises authority regarding matters

unrelated to university functions. Such a contract also commits the student to full and meaningful participation in the life of the university and to the preservation and promotion of its highest endeavors in education. In addition, the student preserves his or her rights as a citizen and has a basic obligation not to commit or tolerate any impingement on the rights of others.

The university, therefore, exercises its authority over students in terms of the mutual interests of both parties and in terms of their contract with each other.

The bylaws of the university as approved and adopted June 8, 1970 and subsequently amended present the following guidance in establishing procedures of judicial action in the role of the faculty:

The president shall be responsible for the discipline of the University and for carrying out all measures officially agreed upon by the faculty concerning matters committed to it by the Board, and for executing such measures concerning the internal administration of the University as the Board may enact (Article IX, Section 1, paragraph three of the bylaws).

The Faculty Assembly shall advise the President and appropriate officers of the administration regarding policies governing conduct of students in extra-curricular activities. The Faculty Assembly shall further advise and cooperate with the officers of the administration responsible for investigating cases of student misconduct or violations of the rules of the University by students, and for disciplining students for such violations (Article XI, Section 6).

Policies pertaining to student discipline are described in the Student Policy Guide.

Syllabus Preparation—A copy of a syllabus for each course offered by a faculty member should be filed with the dean of faculty not later than ten days after the beginning of the semester or term in which the course is taught. Electronic copies of all course syllabi are maintained by the Office of Academic Affairs.

Faculty Schedules— Each faculty member is expected to make students aware of that semester's office hours by including them on all syllabi and posting them on one's office door at the outset of each term. The faculty member's class schedule for the semester should also be included in the posting.

Documentation of Grades Assigned— Faculty members must be in a position to document for students the bases for grades assigned. To this end copies of grade books and those graded tests and assignments not returned permanently to students should be kept by the faculty member for a reasonable period of time. The Curriculum Committee and the dean of faculty have agreed that the standard of good practice at Linfield for maintaining the kinds of records described above should be one year from the end of the semester or term in which a course was offered. (See VII.20.)

Absence from Classes—In cases of emergency, faculty members should notify the department head and dean of faculty as soon as possible of the absence or projected absence. Where extended absence is necessary due to illness or other emergency situations, the dean, in consultation with the department head, shall be responsible for making alternative instructional arrangements. Whenever possible, classes should be met and not canceled. In all other cases of absence, faculty members will be expected to give prior notification and provide alternative arrangements for class responsibilities satisfactory to the department head. Students are to be given prior notice of changes in scheduled teaching arrangements.

Academic Processions—Full-time members of the faculty are expected to participate in the academic processions of opening convocation and spring semester commencement. Faculty are invited to participate in spring semester baccalaureate.

Professional Development—The changing nature of education makes it imperative for faculty members to continually upgrade themselves professionally. To the degree that it is possible, the university assists faculty in their professional development, and a number of enrichment opportunities are available (see Chapter V).

### **IV.3                    ANTI-HARASSMENT PROTECTION AND ACADEMIC FREEDOM** (Adopted May 13, 2000)

Academic freedom and freedom of inquiry are values to which Linfield University subscribes and which it protects by prescribing boundaries on the extent to which college officials may regulate discourse, speech, and the articulation of conscientiously held beliefs. So long as an opinion is delivered in a civil manner that invites and respects argument to the contrary, academic freedom demands that the university protect its expression. Maintaining academic freedom requires an atmosphere of trust and mutual confidence such that dishonesty, intimidation, harassment, exploitation, and the use or threat of force are incompatible with the preservation of this freedom. Accordingly, substantiated charges of sexual or other kind of discriminatory harassment must be sanctioned both for the reasons articulated in the university's anti-harassment policy as well as for the protection of academic freedom itself.

Anti-harassment policies are not intended to limit the free exchange of opinions or the vigorous debate over ideas, except when harassment and intimidation preclude the very possibility for maintaining an atmosphere of academic freedom. All members of the university are entitled to use speech to convey disagreement, agreement, inquiry, or commentary in keeping with the principles underlying constitutionally protected free expression. In particular, speech that is related to or uttered in connection with academic affairs or the expression of non-anonymous opinions in classrooms, open forums, papers, newspapers, or pamphlets will not constitute discriminatory harassment unless it is so severe or pervasive as to interfere unreasonably with an individual's work or academic performance or unreasonably create an intimidating, hostile, or offensive work or academic environment.

#### **IV.4 PERSONNEL FILES AND EVALUATION FILES (Revised May 10, 1999)**

Each faculty member has a personnel file, which is a depository of correspondence and general information, and an evaluation file used in making such personnel decisions as reappointment, tenure, promotion, and granting of sabbatical leaves. The personnel file is not used for such decisions.

The evaluation file is open for inspection by the faculty member. Faculty are advised to read their files regularly, and candidates for promotion or tenure are required to do so in order to assume responsibility for organization and presentation. The evaluation file will contain a current dated curriculum vita, self-appraisals, colleague appraisals, student course evaluations, and summaries of professional development meetings as described below under “Faculty Evaluation Process,” as well as annual reviews for non-tenured faculty, sabbatical leave, and any specific items requested by the Personnel Committee in relation to impending personnel decisions. Other items may be placed in the file at the discretion of the individual to document his or her work.

The dean of faculty takes responsibility for all insertions into evaluation files except for items placed there by the individual himself or herself. The individual will be notified of any insertion that might be read as derogatory, with a reminder of his or her right to place a written response in the file.

Consistent with “need to know” in the decision processes which they support, evaluation files are open to the following:

1. the individual faculty member
2. the individual's department head(s)
3. all members of the faculty member's department who are asked to write colleague evaluations when the faculty member is a candidate for promotion or tenure
4. the president and the dean of faculty and, for Portland campus faculty, the dean of nursing
5. the Personnel Committee for faculty members under consideration for tenure, promotion, or denial of salary increment, and for non-tenured faculty members' scheduled reviews
6. the Personnel Committee for non-tenured faculty members for scheduled reviews (Table IV-1 in chapter IV.6) and all faculty members under consideration for sabbatical leave
7. the Academic Affairs Committee of the Board of Trustees
8. others as may be approved in writing by the individual.

#### **IV.5 ADJUNCT FACULTY**

Adjunct faculty are those employed for up to one year at a time on a part-time basis to teach particular courses. Unless the contract stipulates to the contrary, the job description includes instruction only (including some availability for conferences with students outside of class), not advising, professional development, or service activities. Rank is not accorded, and stipends are based only on teaching load and the individual's highest degree. In accordance with Linfield's Retirement Plan document plan, adjunct faculty are eligible to participate in the Plan on a voluntary salary reduction basis effective with the employee's date of employment. Otherwise, only those benefits required by law are provided

Normally, adjunct faculty are limited to no more than 18 load units in any given academic year, where 33 units is defined as full time (23 of teaching per se and 10 of other, such as advising and service functions). Included in the 18 is teaching within any division of the university. In no case will a load of more than 20 units be approved.

Adjunct faculty employed in the school of nursing for clinical supervision and instruction will be hired under the same terms as other adjunct faculty except that pay rates may be somewhat higher than those applicable to other adjuncts based on prevailing rates for nurses in the Portland area.

Adjunct faculty are not eligible for tenure, promotion in rank, or sabbatical leave. Reappointment is based on a departmental evaluation of teaching effectiveness. Each course taught by an adjunct faculty member must be evaluated using the university form for student evaluation of instruction.

#### **IV. 6 FACULTY EVALUATION PROCESS (Revised February 2019)**

The faculty of the university provide instructional programs for the academic and cultural development of Linfield students. In order to maintain excellence in these programs, it is crucial that excellent faculty be hired, retained, and advanced and that the atmosphere within the university foster continued faculty growth and development. These requirements in turn require a fair and systematic procedure for faculty evaluation. To ensure quality and effectiveness of the educational program it is the responsibility of the dean of faculty to administer the evaluation process.

Although faculty evaluation operates as a continuous process, in fact there are two distinct strands: professional development, which provides formative information to the individual faculty member and to the university; and promotion and tenure, which results in summative decisions concerning the faculty member's rank and tenure.

This evaluation shall apply explicitly to work performed under regular academic year contracts, in summer terms, and during the January Term. With respect to their responsibilities to recommend to the president on promotion, tenure, and sabbatical leaves, the Personnel Committee shall count teaching in Online and Continuing Education after July 1, 2019 under the heading of teaching effectiveness (IV.6.1.1). Teaching in Online and Continuing Education prior to July 1, 2019 shall be counted under the heading of service to the university (IV.6.1.3). Teaching in the RN-BSN Program within Online and Continuing Education prior to July 1, 2012 shall be counted under the heading of teaching effectiveness.

The above goals require that the process by which faculty members are evaluated be accompanied by provisions for improvement, allow full participation in the process by the faculty member concerned, and be responsive to the instructional and professional requirements of the university and its departments and programs.

## **IV.6.1 Basis for Evaluation**

Evaluation of those whose primary responsibility is teaching will be based on teaching effectiveness, professional achievement within the field(s), and service to Linfield, their profession, and the community. Evaluation of librarians will be based on professional effectiveness, professional achievement, and service to Linfield, their profession, and the community.

**IV.6.1.1 Teaching effectiveness** will be evaluated by students, colleagues, and the department head. Self-appraisals by the faculty member concerned will also be used in the process. The faculty member should be aware that teaching effectiveness involves attention to several important areas, including:

1. knowledge of and enthusiasm for the subject matter
2. attention to the organization of courses as it relates to the level and preparation of the students
3. organization and effective use of class time
4. high expectations for each student
5. respect for students' viewpoints
6. use of effective and fair grading methods
7. what students take from their courses
8. availability for consultation with students
9. consistent and effective attention to the needs of advisees.

**IV.6.1.2 Professional achievements** will be evaluated by colleagues and by the department or program chair. Self-appraisals in the form of written descriptions of professional activity will also be used in the process. Evidence of professional achievement may include:

1. research or creative work
2. publications and artistic or professional presentations
3. peer recognition by professional societies/organizations
4. study at other institutions for additional professional credential or toward an advanced degree beyond the terminal degree Linfield requires for the discipline (see this handbook IV.11)
5. professional practice and/or development necessary to maintain competency and credentials.

**IV.6.1.3 Service to Linfield, one's profession, and the community** will be evaluated by colleagues and by the department head. Self-appraisals by the faculty member will also be used in the process. Evidence of service may include:

1. regular and effective participation on university-wide standing committees of the faculty
2. effective participation in departmental and divisional affairs (including service as chair where applicable)
3. work with student activities and organizations
4. direct assistance with the external relations work of the university (e.g., recruiting students, speaking to alumni groups)
5. service to the external community using professional knowledge and skills

## 6. service to a professional society/organization

### **IV.6.1.4 Department-Specific Guidelines for Promotion and Tenure**

To ensure sufficient flexibility, equity, and integrity in the evaluative process, each department will develop, in consultation with and with the final approval of the Promotion and Tenure Subcommittee and the Dean of Faculty, a document that clearly articulates departmental expectations for teaching effectiveness, professional achievement, and service. These documents will be located at a place specified by the Dean of Faculty.

#### **IV.6.1.4.1 Contents of the document**

The departmental document should include three sections describing appropriate forms and levels of teaching, professional achievement and service.

The teaching effectiveness section will describe the department's understanding of what constitutes teaching success both in and out of the classroom, including attention to elements included in IV.6.1.1. Departmental guidelines regarding teaching will include a statement identifying the role of colleague observations of actual class sessions.

The professional achievement section will reflect appropriate disciplinary standards and expectations within the candidate's discipline(s) and will be defined by the candidate's department. In practice, certain types of scholarship will be more prominent in some disciplines than in others. Likewise, forms of peer-valued public dissemination will vary among the disciplines and professions. The professional achievement section should include a description of the types and expected levels of scholarship, the particular kinds of public scholarly products, and the types of peer review that are most common and valued within their discipline, including interdisciplinary scholarship.

The service section may briefly define and identify institutional and departmental forms of service, especially those that might be unique to the department, but will focus on describing forms of service both inside and outside of the university to the disciplines represented by the department.

These guidelines should differentiate between promotion and tenure of non-tenured faculty from promotion to the rank of professor, and provide a set of clear expectations for tenure and promotion within the discipline-specific interpretation of the standards stated in the Faculty Handbook, section IV.6, Faculty Evaluation Process.

#### **IV.6.1.4.2 Review of the document**

Departments must be able to demonstrate that the department-specific guidelines are commensurate with external institutions and agencies (such as similar institutions of higher education, professional organizations, or accrediting bodies) as well as with Linfield's values as stated in the strategic plan. The department, the Promotion and Tenure Subcommittee, and the Dean of Faculty will agree upon demonstration of external and internal support of departmental disciplinary-specific guidelines. These materials should be included in submission of departmental guidelines.



The document must be created in consultation with the Promotion and Tenure Subcommittee, and the Dean of Faculty, and must be approved by the Department, the Promotion and Tenure Subcommittee, and the Dean of Faculty before it is used as a basis for discipline-specific evaluation of faculty in that department.

The document should be reviewed regularly as a component of the department's Academic Departmental Program Review.

Revisions should be submitted to the Promotion and Tenure Subcommittee and the Dean of Faculty for review and approval.

#### **IV.6.1.4.3 Use of the document**

The Promotion and Tenure Subcommittee will use the document containing the guidelines as the discipline-specific interpretation of sections IV.6.1.1, IV.6.1.2, and IV.6.1.3 in the Faculty Handbook, and therefore use the guidelines to evaluate the materials submitted by candidates within that discipline.

##### **IV.6.1.4.3.1 Timing of implementation**

A department's guidelines shall be used beginning in the 2015-2016 academic year, or when approved, whichever comes later.

##### **IV.6.1.4.3.2 Optional Use of Guidelines during Transition period**

Candidates for promotion or tenure may "opt-out" of using their discipline-specific guidelines during the transition period of adoption of guidelines. The transition period will end 1 July 2019.

##### **IV.6.1.4.3.3 Use of the Handbook in the absence of Guidelines**

In the absence of approved discipline-specific guidelines, the Promotion and Tenure Subcommittee shall use sections IV.6.1.1, IV.6.1.2, and IV.6.1.3 in the Faculty Handbook in its evaluation of materials submitted by candidates within that discipline.

##### **IV.6.1.4.3.4 Conflict of Interest**

No member of the Personnel Committee or any of its working groups may participate at all in the review of his or her own department's discipline-specific guidelines. It is recommended that Associate Deans of Faculty hold themselves to the same standard.

##### **IV.6.1.4.3.5 Report to the Faculty Assembly**

A department's guidelines, once approved, shall be made available to all members of the faculty assembly. The Promotion and Tenure Subcommittee shall report to the faculty assembly at the September meeting an annual summary of approved guidelines.

#### **IV.6.2 Weighting of Evaluation Categories**

Of the three evaluation categories, teaching effectiveness and, in the case of librarians, professional effectiveness clearly are the most important. Excellence in professional achievement and/or service will not make up for inadequate performance in the teaching area; advancement at Linfield will depend on excellent teaching. At the same time, performance in the other two areas

must not be slighted. Accomplishment in these areas must be present for advancement, with professional achievement being more important than service.

#### **IV.6.3 Evaluation Schedule (see Table IV-1)**

All faculty members will attend professional development meetings to help them evaluate progress toward advancement at the university and advise on professional development.

For non-tenured faculty, professional development meetings will be held annually. In the second and fourth years of appointment, the meeting will be attended by the dean of faculty or dean of nursing (conveners for the McMinnville and Portland campuses respectively), the department head, and one representative from the Personnel Committee (Promotion and Tenure Subcommittee). In the second year, there will also be a representative from the Personnel Committee (Faculty Development Subcommittee). In years other than those mentioned above, the meeting shall be attended by the dean of faculty or dean of nursing and relevant department chair.

Tenured associate professors will be evaluated every third year and in the year of nomination for promotion. Third year evaluation meetings will be attended by the dean of faculty or dean of nursing (conveners for the McMinnville and Portland campuses respectively). In years of promotion, the professional development meeting shall be attended by the dean of faculty or dean of nursing (conveners for the McMinnville and Portland campuses respectively), the department head, and a member of the Personnel Committee (Promotion and Tenure Subcommittee). Tenured full professors will be evaluated every five years.

Faculty members may request that an additional Linfield colleague be present at any of the meetings. For evaluation for promotion and tenure, in consultation with the dean of faculty, faculty members may invite colleagues who work in their discipline at another college or university to submit written colleague evaluations. Within three weeks of the professional development meeting, the convener will send a letter to the faculty member summarizing the meeting, with copies to others who attended the meeting. This summary will become part of the faculty member's evaluation file after the recipient has had an opportunity to respond.

Where deemed appropriate by the dean of faculty, the Faculty Development Subcommittee and/or Promotion and Tenure Sub-committee, and the faculty member under review, and as a consequence of concerns raised in the evaluation process, an outside colleague-mentor may be invited to participate in the faculty evaluation process. An honorarium ordinarily will be provided by the university to such outside participants.

**Table IV-1 Evaluation Schedule for Non-Tenured and Tenured Faculty**

	<b>Non-Tenured Faculty</b>			<b>Tenured Faculty</b>	
	<b>Not a Tenure or Promotion Year</b>		<b>Tenure +/- Promotion Year</b>	<b>Not a Promotion Year</b>	<b>Promotion Year</b>
Frequency of meetings	2nd and 4th years	Every year except 2nd and 4th years	Not normally before the 4th year in rank	Every three years (associate); every five years (professor)	Not normally before the 5th year in rank
Faculty committee involved	PTC <sup>6</sup> 2 <sup>nd</sup> & 4 <sup>th</sup> yr; FDC <sup>7</sup> 2 <sup>nd</sup> yr only	None	PTC	None	PTC
Who will attend the professional development meeting	Dean of faculty or dean of nursing, Dept. Head, and a member of PTC in 2 <sup>nd</sup> and 4 <sup>th</sup> yr.; member of FDC in 2 <sup>nd</sup> yr.	Dean of faculty or dean of nursing	Dean of faculty or dean of nursing, Dept. Head, and member of PTC	Dean of faculty or dean of nursing	Dean of faculty or dean of nursing, Dept. Head, and member of PTC
Who will be asked to write a colleague appraisal	All tenured departmental faculty and administrative supervisors	Dept. Head and/or administrative supervisor	All tenured departmental faculty and administrative supervisors	Dept. Head and/or administrative supervisor	All tenured departmental faculty and administrative supervisors
Form 2 (Self-Appraisal) and Form 3 (Colleague Appraisal) required?	Yes	No	Yes	No	Yes

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<sup>6</sup> PTC denotes the Promotion and Tenure Subcommittee of the Personnel Committee

<sup>7</sup> PTC denotes the Promotion and Tenure Subcommittee of the Personnel Committee

#### **IV.6.4 Evaluation Forms**

The following forms will be used by the faculty member, students, colleagues, and department head to provide information for evaluation (copies of the student appraisal of instruction form and colleague appraisal form are available in the Office of Academic Affairs; the faculty self-appraisal forms are found in Appendix F):

Form 1: Student Appraisal of Instruction; or 1C: Appraisal of Clinical Instruction in Nursing

Form 2: Self-Appraisal of Teaching, Professional Achievement, and Service to Linfield, Your Profession, and Community

Form 3: Colleague Appraisal of Teaching, Professional Achievement, and Service to Linfield, the Faculty Member's Profession, and Community.

#### **IV.6.5 Evaluation Procedures**

The following apply to the forms noted above.

##### **IV.6.5.1 Student Appraisal of Instruction and Appraisal of Clinical Instruction in Nursing**

Non-tenured faculty and adjunct faculty must have all courses evaluated. Tenured faculty members must have at least two courses evaluated each year, one at the lower division level and one at the upper-division level whenever possible. Evaluation of all courses taught is highly recommended both in the year when a tenured faculty member is seeking promotion and in the previous year. In cases where there is a question about a faculty member's ability to perform at an acceptable level of service or to fulfill a mutually agreed upon condition of appointment, the dean, in consultation with the chair of the Personnel Committee, may request evaluations of all courses. Each term, department chairs will send a list of courses not to be evaluated to the academic affairs office (McMinnville) or the administration office (Portland) prior to the release of online course evaluations.

Course evaluations will be open to students starting the last week of classes (or at a comparable point in a January Term course) and will close at the end of final exams. The instructors and department chairs can access results at any time after the semester's grading period has concluded.

When a course is to be evaluated, the online course evaluation link is sent to students from the academic affairs office (McMinnville campus) or the administration office (Portland campus).

The course evaluation will include the following instructions:

“Please read and answer each item carefully.

Your appraisal will be used to help improve this course, as well as to make personnel decisions such as tenure and promotion for your professor.

You are urged to provide written comments to make your views most useful to the professor and the others who will read these evaluations.

Your responses will be available to the professor only after he or she has submitted final grades for the course.”

The following rules on student course evaluations have been issued by Personnel Committee:

1. To be included as the required student course evaluations under the faculty evaluation system, evaluations must be conducted using approved forms (Student Appraisal of Instruction and Appraisal of Clinical Instruction in Nursing). Beginning in the fall semester of 2014, the Department of Nursing will use a modified scale of 1-5 (5=Strongly Agree) rather than 0-4 (4=Strongly Agree) on the Linfield University Student Appraisal of Instruction form and the Linfield University Student Appraisal of Clinical Instruction form. This will apply to both the generic BSN program and the RN-BSN program.
2. Keeping in mind that student course evaluations serve purposes outside of formal faculty evaluation, a department or individual may add supplementary questions to the evaluation form (i.e., in addition to those already required) Candidates may choose whether or not to include the supplementary data in their evaluation files.
3. Individual faculty members and departments are free to use any additional form they wish for their own purposes, but such forms will not be scored by the university nor regarded as fulfilling the requirement of conducting student course evaluations within the faculty evaluation system. Candidates may choose whether or not to include the supplementary data in their evaluation files.

#### **IV.6.5.2 Self-Appraisal of Teaching, Professional Achievement, and Service to Linfield, Your Profession, and the Community**

The self-appraisal serves two purposes: first, it allows faculty members to reflect on their work and to communicate both their accomplishments and their reflections to their colleagues in a formative manner; second, it provides a guide for review of their files in the summative evaluation process. The appraisal will cover teaching, service, and scholarly and professional activity and becomes the central organizing document in the faculty member's evaluation file, used in professional development meetings and by the Promotion and Tenure Subcommittee in its deliberations.

In the second and fourth years, non-tenured faculty members will prepare a self-appraisal of their work for the previous years, including their goals and plans for the following year. (Refer to IV.6.4 for forms required.) For tenure review, the narrative self-appraisal will cover the entire probationary period; for promotion review, it will cover the period since attaining the individual's present rank.

Tenured faculty members not under consideration for promotion shall submit, every third year, a current vita and a narrative self-appraisal addressing each of the three areas of performance evaluation. This narrative need not utilize the self-appraisal form. It should focus on changes the individual has made or that the individual is making since the last review, specific accomplishments of the previous three years, and goals for the next three-year period. In addition, the faculty member's department head will also write an evaluation of the faculty

member's performance in the three evaluation areas. This evaluation need not utilize the colleague appraisal form. The self-appraisal and department head's evaluation will be submitted to the Office of Academic Affairs or, for Portland campus faculty, the Office of the Dean of Nursing, by the final day of the January Term for inclusion in the individual's evaluation file. The self-appraisal and department head's evaluation shall serve as the basis for an evaluation meeting attended by the dean and the evaluated faculty member. Faculty members, without prejudice, may request that their department head or some other member of the faculty also participate in the meeting.

In cases in which the department head is non-tenured or in which the faculty member under evaluation is also the department head, the evaluated faculty member shall consult with the dean of faculty about the selection of an appropriate person to write a faculty evaluation.

#### **IV.6.5.3      Colleague Appraisal of Teaching, Professional Achievement, and Service to Linfield, the Faculty Member's Profession, and the Community**

The colleague appraisal provides the format by which faculty receive feedback from colleagues in the formative professional development process and summative evaluative comments in the promotion and tenure process. This statement will cover teaching, service, and scholarly and professional activity, and may include comments on the faculty member's collegiality and professional compatibility with the department. All colleague evaluations are submitted to the Office of Academic Affairs or, for Portland campus faculty, to the Office of the Dean of Nursing. Colleague evaluations become part of the evaluation file reviewed by the Promotion and Tenure Sub-committee.

For non-tenured faculty, colleague evaluations, using the Colleague Appraisal Form, shall be submitted by all tenured departmental faculty and administrative supervisors during the second year of appointment, at one intermediate point (year four for someone with a seven-year probationary period), and in the year of nomination for promotion and/or tenure.

For tenured faculty, in the year of review for promotion, all tenured departmental faculty and administrative supervisors in the individual's department shall be asked for such appraisals. Tenured faculty members not under consideration for promotion shall have a colleague evaluation submitted by their department head or other appropriate colleague every third year. This evaluation need not use the university Colleague Appraisal Form.

#### **IV.6.6            Compliance with Procedures**

Failure to comply with evaluation procedures (e.g., not securing the specified number of course evaluations) will be noted in the evaluation file and may be weighed negatively in personnel decisions.

#### **IV.6.7            Policies and Procedures for Personnel Decisions**

**IV.6.7.1          Reappointment.** Except for occasional non-renewable appointments which are used for such temporary arrangements as replacing persons on leave, appointments for non-

tenured faculty are made on a renewable basis for a fixed term, normally one year. Notices of non-reappointment for renewable appointments will be given in writing in accordance with the following:

1. Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months before its termination.
2. Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year reappointment terminates during an academic year, at least six months before its termination.
3. At least twelve months before the expiration of an appointment after two or more years in the institution.

For cases of reappointment prior to the time of tenure review, the individual's work will be reviewed prior to the applicable notification date above by the department head, who will recommend on reappointment to the dean of faculty. In the case of nursing faculty, this review and recommendation will be made by the Dean of the School of Nursing. Decisions will be based on the contents of the individual's evaluation file, including the records of prior meetings with the individual's Professional Development Committee. (See IV.4 of this handbook.) Non-reappointment will be recommended to the president when performance is judged weak and highly unlikely to improve sufficiently to warrant tenure by the scheduled tenure review date, or very likely to remain at an unacceptable level for the period ahead (e.g., teaching so inadequate that students should not be subjected to it in the reappointment year). For cases of tenure review, the full review process described elsewhere will be followed.

**IV.6.7.2 Assignment of Initial Rank.** The rank of new appointees will be determined by experience and degrees earned in accordance with university hiring. Normally, significant academic work beyond achievement of the bachelor's degree will be required for the rank of instructor, and the appropriate terminal degree will be required for the professorial ranks.

**IV.6.7.3 Promotion, Tenure, and Sabbatical Leaves.** Promotion, tenure, and sabbatical leaves are granted by the Board of Trustees on the recommendation of the president. The president is advised on such matters by the dean of faculty, the Faculty Development Subcommittee (for sabbaticals), and the Promotion and Tenure Subcommittee (for promotion and tenure). The committees will meet with any faculty member who is under active consideration and who requests such a meeting. The deliberations of the committees are confidential.

Early in each academic year the Promotion and Tenure Subcommittee and Faculty Development Subcommittee will publish calendars which include the application timetables for promotion, tenure, and sabbaticals.

A member of the faculty becomes a candidate for promotion or tenure by being nominated by a tenured member of the faculty. All nominations for tenure and promotion are due by September 30. The application deadline for sabbaticals will be the first Monday of October; the deadline for submitting materials for promotion and tenure review will be about November 15. Review of

sabbatical applications will take place in mid-October; review of promotion and tenure cases will occur between mid-November and the end of December.

The dean of faculty, at the request of the candidate, may add any material to the candidate's file after the deadline for submitting materials for promotion and tenure review but prior to final deliberations by the Promotion and Tenure Subcommittee. The Promotion and Tenure Subcommittee shall be notified by the dean of faculty regarding any change in a candidate's file after closing.

**IV.6.7.4 Promotion in rank** is a recognition of meritorious work in the three categories described under the faculty evaluation process in this handbook. The earned terminal degree for the individual's field is required for promotion (see IV.9 below) except for cases involving exceptional merit.

Promotion to associate or full professor normally requires tenure status. Promotion to associate professor will not normally occur prior to the end of the fourth year as assistant professor, and promotion to the rank of professor will not normally occur prior to the end of the fifth year as associate professor. Years in rank will include service at other institutions identified as equivalent in the faculty member's initial contract with Linfield University. Standards for promotion will be higher for the higher ranks, and promotion to professor implies special merit and accomplishments in all three evaluation categories.

**IV.6.7.5 Tenure** is a means to two principal ends: (a) ensuring freedom of teaching, research, and extracurricular activities, and (b) providing a sufficient degree of economic security for the attraction and retention of a competent and creative faculty. It is considered essential to the success of the university in fulfilling its obligations to students and society. With respect to tenure, the university adheres to the "Recommended Institutional Regulations on Academic Freedom and Tenure" of the AAUP. (See Appendix C.)

A full-time faculty member normally is reviewed for tenure in the penultimate year of their probationary period. This standard probationary period will normally be seven years at Linfield and will be noted in an individual's initial contract of employment. Thus, the mandatory year of application for tenure will normally occur in the sixth year.

The AAUP 1978 policy "On Crediting Prior Service Elsewhere," considers when it is desirable to credit some years of prior professional experience at another institution or prior full-time service in a temporary position. In the initial contract of employment, the president may, upon the advice of the Provost, allow an individual to apply for tenure prior to the mandatory year. This window will range from an "as soon as" date to a mandatory year. The Provost will consult with the chair of the Personnel Committee when determining the recommendations for this period.

An individual's negotiated "as soon as" period and the year of mandatory tenure review will be stated in the initial contract of employment. At the time of tenure and/or promotion review, the candidate should place a copy of the initial contract in their file. An individual can choose when to apply at any time between the "as soon as" and the mandatory year. Nominations may occur



only once before the mandatory year of review. Part-time faculty shall not be subject to the seven-year provision; they may be reappointed annually without tenure, or may be granted tenure in appropriate cases.

Although it inevitably relies on accomplishment to date, the granting of tenure is a future-oriented decision. As such, it represents a confident prediction by the university that (a) the individual will continue to do outstanding work in the three evaluation categories described elsewhere in this handbook, and (b) there will be a significant degree of professional compatibility between the individual's contributions and the needs of the university. The university subscribes to the following statement on tenure:

... within the limits of academic freedom, [the university has] the utmost latitude in determining who will be retained for tenure appointments. Because the granting of tenure is tantamount to a lifetime commitment, ... the institution should be left without a reasonable doubt as to the faculty member's qualifications for tenure before it reaches a favorable decision (AAUP Bulletin, Spring, 1964, p. 85).

Tenure decisions will be based on the individual's complete evaluation file, which for such decisions will include evaluations and tenure recommendations requested from all tenured members of the individual's department(s) (and for Portland faculty, the dean of the of nursing and health sciences). Except for cases of exceptional merit, possession of the appropriate terminal degree will be required for granting tenure.

Faculty with tenure will be terminated only for (a) adequate cause, (b) retirement by choice or for medical disability, (c) reduction in staff of a department because of financial exigency, or (d) discontinuance of a program or department. Termination for cause shall be carried out in conformity with the joint statement of the AAUP and the Association of American Colleges and Universities reproduced in Appendix C. This statement shall also govern terminations under (c) and (d) above, except that the latest date for notice of such actions shall be July 1 of the calendar year preceding the discontinuance or reduction in staff. In the event that notice is given after July 1, the faculty member will receive terminal compensation equal to one month's pay for each month or part of a month between July 1 and the date of notice for employment termination.

**IV.6.7.6 A No Recommendation of Promotion and/or Tenure.** In the event of a no recommendation of promotion and/or tenure, the dean of faculty, the Dean of the School of Nursing (for candidates from the Portland campus), and the chair of the Promotion and Tenure Subcommittee will meet with the faculty member concerned to explain the reasons for the negative decision. The faculty member concerned may invite one tenured member of the faculty to also attend the meeting. In that event, timely notification will be given to the other attendees.

## **IV.7 NON-RENEWAL OF APPOINTMENT**

The Linfield faculty accepts the guidelines set forth in the 1971 AAUP "Statement on Procedural Standards in the Renewal or Non-renewal of Faculty Appointments" (see Appendix D). The policies in this section apply to denial of tenure when, as is generally the case, such denial

requires non-renewal of appointment. In those unusual cases when it does not (e.g., an early tenure review), the individual's appeal route is to the Hearings Committee.

Two review procedures are available for faculty who feel they have been improperly or unjustly treated by a recommendation of non-reappointment, one for (a) allegations of academic freedom violations and/or allegations that the recommendation discriminated on the basis of sex, sexual orientation, religion, or national origin, and the other for (b) allegations of lack of due process.

A review procedure may be requested by the complaining faculty member upon being notified by the president that a recommendation of non-reappointment will be made to the Board of Trustees. In order to allow sufficient time for an adequate review, the faculty member will be informed by the president as soon as is reasonably possible.

Regardless of the type of allegation, a five-member ad hoc review committee will be appointed by the Faculty Executive Council. This committee will be selected from the Faculty roster with care to select those with as little involvement with the principals in the case as possible. The complaining faculty member, the Personnel Committee chair, the dean of faculty, and the president must all agree on the composition of the review committee.

#### **IV.7.1 Cases Alleging Discrimination or Violation of Academic Freedom**

The functions of the review committee will be:

1. to determine whether or not the recommendation of non-reappointment constitutes on its face a violation of academic freedom and/or discrimination.
2. to seek to settle the matter by informal methods
3. if the matter remains unresolved, to decide whether or not the evidence submitted in support of the petition warrants a recommendation that a formal proceeding be conducted in accordance with regulations 5 and 6 of the Recommended Institutional Regulations (Appendix D), with the burden of proof resting upon the complaining faculty member.

#### **IV.7.2 Cases Alleging Lack of Due Process**

The functions of the review committee will be:

1. to determine whether the recommendation resulted from violation of due process in terms of the relevant standards of the university, with the understanding that the review committee will not substitute its judgment on the merits of the case for that of the Promotion and Tenure Subcommittee, dean of faculty, or president.
2. to request reconsideration when the committee believes that due process was not followed in assessing the faculty member's qualifications. (In such instances, the committee should indicate the respects in which it believes the process was inadequate.)
3. to provide copies of its report and recommendation to the faculty member, the Promotion and Tenure Subcommittee, the dean of faculty, and the president.

## **IV.8 GENERAL INFORMATION ON SABBATICAL LEAVE REQUESTS**

Faculty sabbatical leaves for professional development are intended for the mutual benefit of Linfield University and the faculty members granted the leave. Sabbaticals facilitate productive study, research, and creative activity by offering time for scholarly work.

Two options for sabbaticals are available:

A full year at half salary or a half-year at full salary.

In the case of the full-year option, the individual will devote at least half time to the sabbatical project. If additional work for compensation is to be carried out during the sabbatical year, the university will need to be satisfied that such work will not infringe on the time allocated for the sabbatical project or otherwise interfere with carrying out the project successfully.

With either option, benefits such as retirement contributions, insurance coverage, tuition exchange, and normal deductions from salary shall be continued by the university.

Sabbatical leave is made available to faculty as a matter of privilege rather than as a right. Each proposal shall be evaluated upon its individual merit. Sabbaticals are granted by the Dean of Faculty upon recommendation by the Faculty Development Subcommittee. Although these proposals may take a variety of forms, as reflects the diversity of Linfield's academic community, they should conform to the general guidelines below:

1. **Eligibility:** A faculty member who has given full - time service or regular part - time service to the university for six consecutive years shall be eligible for consideration for a sabbatical leave.
2. **Application Deadline:** A faculty member eligible for sabbatical applies in the fall semester of an academic year for a sabbatical leave for one or both semesters of the following academic year. Applications are due the first Monday of October.
3. **Preparing and Submitting a Proposal:** To assist in the development of the faculty proposals, an application checklist is available both in the appendix to the Faculty Handbook (Appendix G) and on the Academic Affairs website. Applications should be submitted to the Dean's office as a single electronic file to [sabbatical@linfield.edu](mailto:sabbatical@linfield.edu). A proposal that is incomplete, not prepared according to the guidelines described in the application form, or not received by the above deadline will not be considered by the Faculty Development Subcommittee.
4. **Conditions Governing the Sabbatical:** Faculty members are obligated to return to service at Linfield University for a minimum of one year following a sabbatical leave of any duration.
5. **Review Process:**
  - A. A faculty member's proposal for a sabbatical leave will be reviewed and recommendations made to the dean of faculty by the Faculty Development Subcommittee.
  - B. The Faculty Development Subcommittee encourages faculty to seek feedback on their proposals from their divisional representatives to the subcommittee before submission of the final version of the proposal.
  - C. The Faculty Development Subcommittee will review the written proposals and forward its recommendations to the Dean of Faculty.

D. Any significant change in plans for the sabbatical period must be re-submitted to the Faculty Development Subcommittee chair.

6. Post Sabbatical Report:

A. Within eight weeks of returning from a sabbatical leave, the faculty member must submit an evaluation of sabbatical activities to the Dean of Faculty. This report will be used in three ways:

- the report will be forwarded to the Faculty Development Subcommittee for use in determining future sabbatical requests,
- the report will become part of the faculty member's personnel file, and
- the abstract of the report (see below) will be published in Linfield's digital repository for both Linfield community and broader community review.

The report should include the following components (2 pages, maximum):

1. A concise abstract of the results of the work. This one to two paragraph abstract will be published in the digital repository, forwarded to the Faculty Development Committee, and included in the personnel file.
2. Answers to the following questions. These answers will be forwarded to the Faculty Development Subcommittee and included in the faculty member's personnel file:
  - a. How well were the objectives of the project met?
  - b. What impact will this project have on an advancement of knowledge in a discipline or interdisciplinary area, the applicant's professional development, the education of Linfield students, and/or the Linfield community?
  - c. Any additional comments, such as: How could this committee or the various Linfield University offices be of more assistance in implementing supported projects in the future?

## IV.9 LEAVE WITHOUT SALARY

Members of the faculty may apply through the dean of faculty for leave without salary. As a general policy, such leaves will be granted at the convenience of the university. The use to which the leave will be put will be considered, and the individual's evaluation file may be consulted in relation to the likelihood that the proposed work will be carried out successfully and to the benefit of the university.

## IV.10 OTHER LEAVES

Short-term disability, long-term disability, and parental leave policies are described below. For further information about these and other leave policies, please refer to Chapter I: Linfield University Personnel Policies and Procedures (see also, [Employee Benefits](#)).

### Short-Term Disability Leave

Short-Term Disability Insurance (STD) is 100% paid by Linfield with no cost to the employee. Following a thirty day (30) waiting period paid 100% of base wages by Linfield, on day 31 STD pay at 66 2/3% of the employee's base wages. Short-term disability may continue up to 24

weeks. All employer paid benefits coverage will continue for up to 6 months during the time-period the employee is approved for short term disability coverage.

### **Long-Term Disability Leave**

Linfield pays 100% of the cost of Long-Term Disability Insurance (LTD) for eligible employees. The waiting period is the first 180 days of disability. Long-term disability is paid at 66 2/3% of the employee's normal salary. Eligible for employee retirement contribution paid by Principal.

### **Parental Leave**

In cases of leave for the birth of a child (without other medical complications), adoption or placement by foster care faculty will receive the following benefits:

Parental leave provides six weeks of paid leave, or its equivalent load unit reduction of four-units. The four-unit workload reduction will normally be taken within 12 months of the birth, adoption or placement by foster care. If additional leave is requested a reduction in FTE may be considered.

A faculty member who plans to request either the six weeks of paid leave or four-unit reduction in workload must notify his or her supervisor at least 30 days in advance of the anticipated event. Forms for requesting the leave may be obtained from the Office of Human Resources.

## **IV.11 TERMINAL DEGREE REQUIREMENTS**

For each field, the university specifies the applicable terminal degree.<sup>8</sup> Faculty hired to fill permanent positions who do not already hold the applicable terminal degree will have a statement in their first-year contracts specifying the academic degree they will normally be expected to achieve in order to be considered for tenure and promotion. If the degree held is other than the university's specified terminal degree, the contractual statement will be considered a permanent waiver of the otherwise applicable degree requirement.

Every effort will be made by search committees and the administration to fill faculty openings with people who have met the normal terminal degree requirements. In those cases where this is not possible due to, for example, prevailing conditions in the academic marketplace, a search committee can nominate a person for a permanent position with academic training less than that specified as the terminal degree. In such cases the faculty and administration will do all that is possible to foster the progress of the appointee toward the attainment of the terminal degree.

Except where the university's specified terminal degree is waived by the kind of contractual statement referred to above, holding the specified terminal degree will be a factor in all tenure decisions and all promotion decisions. The specified terminal degree will normally be required for tenure. For promotion, those faculty who have been notified that the terminal degree is necessary will not normally be promoted without it. Exceptions may be made in cases of unusual

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<sup>8</sup> This policy was adopted in 1977. All persons on the faculty at that time who did not hold the specified terminal degree have been reviewed by the Promotion and Tenure Committee and the dean, and notified how lack of the specified terminal degree would relate to tenure and promotion.

contributions to scholarship, teaching, and service. Even for those not so notified, other criteria must be particularly well demonstrated for promotion.

The terminal degree requirements by field are as follows:

Anthropology	Ph.D.
Art:	
Art History	Ph.D. or Ed.D.
Studio	M.F.A.
Biology	Ph.D.
Chemistry	Ph.D.
Economics	Ph.D.
Journalism and Media Studies:	
Journalism, Public Relations, Broadcasting	Ph.D., or M.A. with significant non-teaching experience
Computer Science	Ph.D. in Computing Science or Ph.D. in related field plus either an M.S. in Computer Science or equivalent experience
Business:	
Accounting	M.B.A or accounting discipline-specific master's degree and C.P.A.
Other Areas of Business	Ph.D. or D.B.A.
Business Law	J.D.
Education	Ph.D. or Ed.D.
English:	
Creative Writing	M.F.A.
Other	Ph.D.
English as a Second Language	M.A. in ESL
Global Languages and Cultural Studies	Ph.D.
Health, Human Performance, and Athletics:	
Human Performance	Master's degree through 2003; Ph.D., Ed.D., or Dr. P.H thereafter
Health Education	Master's degree through 1996; Ph.D., Ed.D., or Dr. P.H thereafter
Athletic Training	Master's degree
History	Ph.D.
Library Faculty	M.L.S.
Mathematics	Ph.D.
Music	Ph.D., Ed.D., D.M.A, D.A.,D.M.
Nursing	Master's degree in nursing through 2004-05; doctorate in nursing or related field thereafter <sup>9</sup>
Philosophy	Ph.D.
Physics	Ph.D.

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<sup>9</sup> As of 2005-06, the doctoral requirement will apply to promotion and tenure for all new nursing faculty and will apply to promotion for continuing tenured faculty and to both promotion and tenure for continuing non-tenured faculty.

Political Science	Ph.D.
Psychology	Ph.D.
Sociology	Ph.D.
Religious Studies	Ph.D. or Th.D.
Theatre and Communication Arts:	
Communication Arts	Ph.D.
Theatre: History and Criticism	Ph.D.
Acting and Directing	Ph.D., or M.F.A. with significant non-teaching experience
Theatre Design	M.F.A.
Technical Theatre	M.F.A.

## **IV.12           SALARY POLICY AND PROCEDURES (Revised April 2019)**

First-rate instruction is fundamental to carrying out the mission of Linfield and no element in the instruction process is more vital than individual faculty members who are knowledgeable about their areas, sensitive to the needs of students, and enthusiastic and stimulated by what they are doing. Therefore, the university annually accords salaries a high priority in the budget process to the end that remuneration be competitive with that paid faculty at other institutions in the designated comparison group. The demonstrable fact that adequate compensation assists the university in retaining and securing outstanding professionals is a key reason for according this high priority to compensation. The University Budget Committee deals annual with allocation of funds, including allocation to compensation increases.

### **IV.12.1           Comparison Group and Benchmarking**

In November 2013, the Board of Trustees passed the following resolution:

#### **Classification and Compensation System Adoption for Administrators AAUP IIB Adoption for Faculty**

WHEREAS, the Board of Trustees continues to recognize the importance of recruiting and retaining faculty and staff in order to enhance the quality of the Linfield experience; and

WHEREAS, by Resolution passed in November 2005, the Board of Trustees adopted the PACCON cohort as the relevant comparison group for monitoring compensation for faculty and administrators, and adopted a benchmark range goal of between 85% and 100% of the geographically adjusted PACCON mean (set back one year) for faculty and administrators; and

WHEREAS, with the support of the Compensation Committee, Linfield has implemented a comprehensive Classification and Compensation system for developing administrators' (non-hourly personnel) compensation ranges based upon national and regional data; and

WHEREAS, members of the President's cabinet and members of the Faculty Planning and Budgeting Committee held a series of meetings during the 2012-2013 academic year to explore a more appropriate faculty compensation benchmark, and agrees that this would be provided by the AAUP IIB (Baccalaureate) data set; and

WHEREAS, the Compensation Committee also agrees that the AAUP IIB data set is more appropriate for use at Linfield than PACCON data;

NOW THEREFORE BE IT RESOLVED that Linfield adopt the Classification and Compensation system for monitoring compensation for administrators, and

BE IT FURTHER RESOLVED that beginning in the 2013-2014 academic year, the Board of Trustees adopt AAUP IIB as the data set for monitoring compensation for faculty.

At the December 2013 Faculty Assembly meeting, the Assembly passed the following resolution, presented by the Faculty Planning and Budget committee:

WHEREAS, the Board of Trustees, on the advice of the Administration and the Faculty Assembly, have adopted the AAUP (IIB) cohort as the relevant comparison group for monitoring compensation; and,

WHEREAS, the Faculty Assembly has charged the PBC to meet with the Administration and/or Trustees to establish faculty compensation benchmarks using the AAUP (IIB) cohort; therefore,

BE IT RESOLVED, that the Faculty Assembly charge the PBC with the development of a compensation model that brings the average compensation to the 80th percentile for all ranks; and,

RESOLVED, that the PBC present and refine the model with the Administration and/or Trustees as a means of benchmarking faculty compensation; and,

RESOLVED, that the PBC work with the Administration and/or Trustees to develop a multiyear plan to reach the benchmarks by the final year of current strategic plan, 2017-2018; and,

RESOLVED, that the PBC submit interim reports to the Assembly as necessary with a final report and recommended action to the Board of Trustees at or before the May Faculty Assembly meeting.

On February 21, 2014, the Compensation Subcommittee of the Board of Trustees' Financial Affairs Committee passed the following motion:



## **MOTION**

That the Compensation Committee acknowledge the Faculty Assembly's December 2013 resolution, and invite a Faculty Planning and Budget Committee representative to annually report on the status of Faculty Compensation at a regular Compensation Committee meeting; and

That the Compensation Committee review the status of Faculty Compensation, using key indicators and analysis for each Linfield rank, including the 80th percentile of AAUP IIB, and report annually to the Board of Trustees.

### **IV.12.2      Salary Structure**

In the 2002-03 fiscal year, the university adopted a step system of six annual and one multi-year steps at the assistant professor rank, seven annual, one three-year, and one multi-year steps at the associate professor rank, and eight annual, one three-year and one (final) multi-year steps at the full professor rank. Step sizes are to be determined each year by dividing into equal increments the difference between midpoint and bottom of rank, applied to the entire rank. The Faculty Assembly agreed to this new step system for three years, after which time the Faculty Planning and Budget Committee will consider possible adjustments.

Linfield's faculty salary structure is based on the three academic ranks: assistant professor, associate professor, and professor. The difference between consecutive salaries within a given rank is called the step size. The step size is constant within a rank and may be expressed as a percentage of the step-one salary for that rank. Step sizes and salaries are in whole dollars. Assistant step one is defined as 57 percent of AAUP IIB assistant professors; this anchors the entire system. Associate professor entry level is defined as the average of step six and step seven (the multi-year step), with step sizes similarly calculated as the division into equal increments of the difference between this entry level and the midpoint of rank, applied to the entire rank. Similarly, professor entry level is defined as the average of associate steps seven and eight (the first three-year step), with step sizes similarly calculated as the division into equal increments of the difference between this entry level and the midpoint of rank, applied to the entire rank.

Each year all faculty not at the top step for their rank will receive a step increase, except that increases may be denied when, in the judgment of the president and after consultation with the dean of faculty, department head, and Personnel Committee, such denial is clearly warranted by failure of an individual to perform at an acceptable level of service or to fulfill a mutually agreed upon condition of appointment.

Except for cases of denial of increase, as noted above, and cases of promotion, other faculty will advance through the steps for their current academic rank. Assistant professors promoted to associate will move to step one associate; assistant professors denied tenure will not advance to step seven. Associate professors promoted to professor will move to step one professor; associate professors at step seven (the last annual step) not promoted to professor will move to step eight (a three-year step), then to step nine (a multi-year step). Professors after annual step eight will move to step nine (A three-year step), then step ten (a multi-year step), after which no further step increases will be granted.

Each spring, the Faculty Planning and Budget Committee, working with the dean of faculty, will determine the faculty compensation schedule according to the criteria outlined above.

For new appointments, placement at a step for the appropriate rank is made by the president and the dean of faculty, giving full consideration to the recommendation of the department head and the following factors: salary of present faculty members of equal qualification and experience, the individual's qualifications and experience, and market factors. Assistant professors with no teaching experience at the college level are normally to be hired at step one.

Salaries of persons occupying endowed chairs are not necessarily determined by the salary structure above.

#### **IV.13 PAID OVERLOAD TEACHING**

Paid overload teaching by faculty members normally is permitted only for the Online and Continuing Education and for January Term, and in all cases will require the department head's assurance that all regular responsibilities will be carried out by the individual during the period of overload. For the academic year (fall, January, and spring), total paid overload teaching shall not exceed 10 load units (12 when 6 units arise from a single 6-unit continuing education course). In the fall or spring semesters, paid overload teaching shall be limited to five load units per semester (six if they arise from a single six-unit continuing education course). In the January Term, teaching done as part of regular load shall be no more than five units, and total load, including paid overload, shall not exceed ten units. Exceptions to these limits may under special circumstances be approved by the dean of faculty.

#### **IV.14 FACULTY ACHIEVEMENT AWARDS**

Each year the university recognizes 4-5 faculty members for special commendation. Nominating and review procedures are explained below. All recipients are named at the faculty achievement celebration.

##### **Edith Green Distinguished Professor Award**

In the spring of 1980 the Board of Trustees established the Edith Green Professorship, named for the Honorable Edith Green, former Oregon Congresswoman and Linfield Trustee, to be made annually to a regular Linfield faculty member who has demonstrated outstanding teaching effectiveness. The recipient holds the professorship for one year. A special stipend is provided for the year.

##### **Samuel H. Graf Faculty Achievement Award**

This award is named for the late Samuel H. Graf, former member of the Board of Trustees and recipient of an honorary Doctor of Science in Engineering degree from Linfield in 1959. This award is given as often as annually to a faculty member who has accomplished during a particular year some outstanding performance, beyond his or her regular duties, that is worthy of special recognition, involving research, publication, or some other special academic or civic achievement. A special stipend is provided for the year.

**NOTE:** Administration of both the Edith Green and Samuel Graf Awards occurs in the following way. An ad hoc committee is formed and chaired by the associate dean of faculty and should consist of up to three faculty members (preferably the previous year's recipients and a Portland Campus representative in the case of Portland Campus nominees), as well as two students approved by the ASLC. The committee seeks nominations of regular full-time faculty from all university constituencies and recommends worthy recipients to the president and dean of faculty.

### **The Allen and Pat Kelley Faculty Scholar Award**

Created by former trustee Dr. Allen Kelley and his wife Pat in 2007, this award is given annually to a tenure-track or tenured faculty member in recognition of outstanding scholarly achievement in the preceding academic year, to be understood as publication in a refereed academic site. The award includes a special cash stipend and a two-class course release for the coming year. A call for nominations will go out from the president in spring semester. Self-nominations or nomination of a faculty colleague are both accepted up until the beginning of May. A complete nomination file requires: (1) inclusion of an editor's confirmation letter regarding a project accepted or already in the pipeline for publication (including timeline if available); a written description from the nominee or nominator of the disciplinary merit of the publication at issue and the professional status accorded the publication site; a statement from the nominee about how the course release attached to the award will either support the last stages of publication for the project or contribute to the initiation of a specific new research project. Selection of the recipient will be done by the president and the vice-president for academic affairs/dean of faculty upon review of the candidate files.

### **Marvin and Laurie Henberg International Scholarship Award**

Over the course of his career at Linfield College, Dr. Marvin Henberg served as Vice-President of Academic Affairs, Dean of Faculty, and Interim President. In 2013, he and his wife Laurie created an endowed fund to recognize and support faculty international scholarship. Dr. and Mrs. Henberg were instrumental in developing the guidelines, which are designed specifically to recognize a faculty member whose scholarly activity focuses on an international topic or theme, and has passed peer review and has been or is slated for publication on the basis of such review. The award will consist of a stipend in each of two consecutive years.

### **Julie Olds and Thomas Hellie Creative Achievement Award**

The faculty creative award was established by President Thomas L. Hellie and his wife, Julie Olds, in 2014. Both Tom and Julie began their career in the arts, Tom with a Ph.D. in theatre history from the University of Missouri-Columbia and Julie with an MFA in acting from Case Western Reserve University. Faculty selected for this award will have outstanding creative work that has been recognized by their peers and has been or is slated for dissemination in ways appropriate for the specific focus of the work. A special stipend is provided for the year.

## **IV.15 TUITION REMISSION AND EXCHANGE POLICY** (Adopted by the Board of Trustees – November 9, 2019)

Under the following conditions, employees as well as their dependents, spouse/legal domestic partner are eligible for tuition remission at Linfield University. Eligible dependents may apply to receive tuition exchange scholarship at colleges belonging to the Tuition Exchange Program. The following paragraphs explain the details of Linfield's Tuition Remission and Exchange Policy. Please review them carefully. Should you have any questions about this policy, contact Student Affairs for Tuition Exchange and Human Resources for Tuition Remission.

### **IV.15.1 Criteria for Eligibility**

#### **Tuition Remission**

All regular (qualifying) status faculty, administrators, and non-exempt employees .50 FTE and above, and their eligible dependents, spouse/legal domestic partner are eligible for full or partial tuition remission commencing with the semester or term after the one (1) year anniversary of the employee's effective (qualifying) date of hire.

Visiting faculty with 2 years of continuous service .50 FTE and above, and their eligible dependents, spouse/legal domestic partner are eligible for full or partial tuition remission commencing with the semester or term after the second (2nd) year anniversary of the employee's effective (qualifying) date of hire.

#### **Tuition Exchange**

All regular (qualifying) status faculty, administrators, and non-exempt employees .83 FTE and above, and eligible dependents, spouse/legal domestic partner are eligible for tuition exchange commencing with the semester or term after the three (3) year anniversary of the employee's effective (qualifying) date of hire.

Visiting faculty with 3 years of continuous service .83 FTE and above eligible dependents, spouse/legal domestic partner are eligible for tuition exchange commencing with the semester or term after the third (3rd) year anniversary of the employee's effective (qualifying) date of hire. Adjunct faculty, temporary employees, and employees on special contracts do not qualify for tuition remission or exchange.

#### **Definition of Dependent**

To qualify as a dependent under this policy, a person must be a child of the employee (biological, adopted or stepchild), be under the age of 24, unmarried, and meet the definition of the employee's dependent according to the Internal Revenue Service guidelines. A child not meeting this definition of a dependent is considered to be independent and is not, therefore, eligible for the tuition remission or the tuition exchange programs. Dependents with an approved medical leave will be approved a leave for one semester.

#### **Definition of Spouse/Legal Domestic Partner**

Spouse/legal domestic partner are eligible for tuition remission benefits if they qualify for coverage under the university-provided health benefits.

### **Applying for Admission at Linfield University**

Employees, spouse/legal domestic partner and dependents must be admitted through the Linfield University Office of Admission for both degree and non-degree seeking academic programs. Non-degree academic programs will be available on an audit basis only. If employees, spouse/legal domestic partner or dependents wish to enroll in a degree program, they must apply for and be admitted to the campus in which they are planning to enroll. The employee, spouse/legal domestic partner or dependent must meet the normal admission requirements in order to be considered a degree-seeking candidate. The matriculation fee is waived for employees, however an employees', spouse/legal domestic partner and dependents participating in degree programs are required to pay the matriculation fee.

### **Application Process for Tuition Remission**

Employees, dependents, and spouse/legal domestic partner interested in enrolling in classes full time (12 credits) must complete the "Tuition Remission Request Form" **each fall** semester. Employees, dependents, and spouse/legal domestic partner interested in enrolling in classes part-time (less than 12 credits), must complete the "Tuition Remission Request Form" **every** semester. For the purposes of determining eligibility, the Tuition Remission Coordinator may request additional documents for verification purposes.

All forms and instructions are available online at:

<https://www.linfield.edu/humanresources/tuition-remission-and-tuition-exchange.html>

## **IV.15.2 Degree and Non-Degree Seeking Employees**

### **Degree Seeking Employees**

Full tuition remission is provided for regular status employees who are employed at .83 FTE or greater. Employees with an FTE between .50 and .82 receive a pro-rated tuition remission benefit. Employees with an FTE below .50 are not eligible for this benefit. Tuition remission is for enrollment in McMinnville, Portland, and OCE for fall and spring classes, and is offered on a space-available basis after undergraduate registration is complete. With supervisor's approval and appropriate arrangements to make up time away from the job, employees may take up to a maximum of five (5) credit hours of class each week during the employee's regular working hours. Participation in the intensive January and June Term is only possible when taking OCE classes.

### **Non-Degree-Seeking Employees**

Non-degree seeking employees taking academic classes in McMinnville, Portland, or online through OCE will be allowed to audit up to one class per academic year. With supervisor's approval and appropriate arrangements to make up time away from the job, employees may take up to a maximum of five (5) non-credit hours of class each week during the employee's regular working hours. Employees enrolled in certificates and enrichment classes will be responsible for all associated tuition and fees, unless there is an approved career development plan on file with Human Resources.

### **Maximum Benefit for Employees**

Tuition remission (regardless of the percent of the full tuition benefit) is only available for employees through the first undergraduate degree, unless there is an approved career development plan for a second undergraduate degree or a professional certificate on file with Human Resources.

#### **Degree Seeking Dependents, Spouse/Legal Domestic Partner**

Dependents, spouse/legal domestic partner of a regular status employee with an FTE of .83 or greater are eligible for full tuition remission. Dependents, spouse/legal domestic partner of an employee with an FTE between .50 and .82 are eligible to receive a pro-rated tuition remission benefit. Dependents, spouse/legal domestic partner of an employee with an FTE below .50 are not eligible for this benefit. For example, if an employee is .60 FTE and has completed one year of employment prior to the commencement of that semester, then sixty percent (60%) of the tuition will be covered for the dependent, spouse/legal domestic partner.

**Non-Degree-Seeking Dependents, Spouse/Legal Domestic Partner** Non-degree seeking dependents, spouse/legal domestic partner taking academic classes in McMinnville, Portland, or online through OCE, will be responsible for paying all associated fees except the audit fee and will be allowed to audit up to one class per academic year. Dependents, spouse/legal domestic partner enrolled in certificates and enrichment classes will be responsible for all associated tuition and fees.

#### **Maximum Benefit for Dependents, Spouse/Legal Domestic Partner**

Tuition remission (regardless of the percent of the full tuition benefit) is only available through the first undergraduate degree and subject to a maximum of ten (10) semesters of full-time enrollment, whichever occurs first. Students must demonstrate Satisfactory Academic Progress. Students attending part time will be eligible through the first undergraduate degree OR the equivalent of ten (10) semesters of full-time enrollment (125 credits), whichever occurs first, AND are making Satisfactory Academic Progress. The number of semesters/quarters of full-time enrollment completed at other colleges/universities will reduce the maximum ten (10) semesters accepted by Linfield. Those who have obtained an undergraduate degree elsewhere are not eligible. Participants who are eligible for tuition remission are encouraged but not required to apply for financial aid through Linfield's Office of Financial Aid.

### **IV.15.3 Using the Tuition Remission Program**

#### **Applying for Financial Aid**

All tuition remission recipients enrolled at least half time in degree programs are eligible to apply for financial aid. Tuition remission recipients are not eligible to receive Linfield scholarships, student employment (see below), or need based grant assistance, except under the following circumstance: dependents who are not eligible for 100% of tuition remission will be considered for institutional financial aid. The financial aid office will determine the student's eligibility for financial aid as though the student was not eligible for tuition remission. Then the financial aid will be prorated accordingly. For example, if you are eligible to receive 75% tuition remission your Linfield financial aid will be prorated at 25%. As tuition remission eligibility goes up, grant and scholarship aid will go down or be eliminated. Additional note: Linfield scholarship and need based grant assistance is only available to students enrolled in at least 12

credits per semester and is not available for January Term and June Term.

If a tuition remission student is eligible to receive federal and/or state financial aid in most circumstances their tuition remission benefit will not be reduced. The only circumstance that would require a reduction of the tuition remission award is if federal grants, state grants and/or outside scholarships in combination with tuition remission exceeds the cost of attendance. Questions about whether to apply for financial aid other than tuition remission should be directed to the Office of Financial Aid.

### **Student Employment**

Students on 100% tuition remission are not eligible to work on campus during the Fall/Spring semesters and January term. However, students may apply to limited leadership and/or non-Linfield competitive positions in the following areas: ASLC-elected official, Residence Hall Advisor, Leadership Assistants (e.g. orientation leaders and peer advisors) faculty-led academic research, Starbucks, Sodexo, and Barnes and Noble. However, only during the summer semester, students on 100% Tuition Remission are eligible to work on campus.

### **Fees- Employees**

Employees will be responsible for any pro-rated Tuition, Lab/Course Fees, other Student fees, Certificate and Enrichment Class fees. See Exhibit A

### **Fees- Dependents and Spouse/Legal Domestic Partner**

Dependents and spouse/legal domestic partner are responsible for all fees associated with attendance at Linfield University above the cost of tuition (or pro-rated tuition). See Exhibit A. Dependents and spouse/legal domestic partner will automatically be enrolled and charged for the Linfield Student Health Insurance but can waive insurance coverage adhering to the semester deadline as all other students at Linfield University are required to do.

### **January/June Term Fee- Employee, Dependents, and Spouse/Legal Domestic Partner**

Dependents, and spouse/legal domestic partner will be charged a per-credit fee for any classes taken in January and June term and are responsible for those fees. Employee participation in the intensive January and June Term during the hours of 8am-5pm is not possible. Employees, dependents, spouse/legal domestic partner may enroll in January and summer term courses offered through OCE and are eligible for tuition remission. Dependents, spouse/legal domestic partner on Tuition Exchange are not eligible for tuition remission.

### **Study Abroad**

Dependents and spouse/legal domestic partner must pay the airfare and out-of-pocket costs associated with their studying abroad or away from campus under University sponsorship, whether this is in semester programs, January term, June term programs, or full-year programs through the Global Languages and Cultural Studies.

### **Housing**

Eligible dependents in degree-seeking programs who desire to live on campus are provided housing on a space-available basis. The university may delay the assignment of housing for new students receiving tuition remission, depending on the demand for housing. The university will,

by August 15, assign housing for all tuition remission students. In some circumstances, depending on demand, students could start in temporary housing at the beginning of the semester. All currently enrolled students receiving tuition remission will be eligible to sign up for housing under the regular housing process and costs.

### **Clearing Accounts**

Employees, dependents, and spouse/legal domestic partner must ensure their student account is paid in full by following the regular account clearing process. Regular policies for late payment/late clearing apply to those qualifying for tuition remission.

### **Termination of Employment**

Subject to exceptions listed elsewhere in this policy, tuition remission eligibility ends when an employee separates from university employment. If the employee, dependent, or spouse/legal domestic partner is enrolled at the time employment terminates, the tuition remission benefit will be prorated. For example, if a dependent is in the 8th week of a 15- week semester and the university or the employee terminates employment, then the dependent will be eligible for 8/15 of the tuition remission benefit for that semester. No additional benefit will be provided.

### **Disability Benefit**

#### **Short Term Disability Benefit:**

If a current employee has a dependent participating in the Tuition Remission or Exchange Program and goes out on short term disability, that dependent will be eligible to enroll in up to two semesters of study and must be making Satisfactory Academic Progress, until the employee either returns to work or is approved for Long Term Disability. At that time the Long Term Disability benefits below apply.

#### **Long Term Disability Benefits:**

Dependents of a current employee, working .83 FTE or greater, who becomes permanently and totally disabled, while employed with the university, and have been approved for Long Term Disability as defined by Linfield University's insurance carrier, may be eligible for tuition remission benefits only. The employee must have ten (10) years of continuous service prior to the disability as the minimum to qualify. For each ten (10) years of service, the employee will be eligible for one (1) tuition remission benefit for an eligible dependent through the first undergraduate degree or ten (10) semesters for degree completion, whichever occurs first. The eligible Dependent must be making Satisfactory Academic Progress towards degree. (See "Maximum Benefit for Dependents, Spouse/legal Domestic Partner" section for details.) The dependent must be an eligible dependent of the employee at the time the employee becomes permanently and totally disabled. The eligible dependent must enter a degree-seeking program via the Tuition Remission Program within nineteen (19) years of the employee's qualifying disability.

### **Death Benefit**

In the event of death, of a current employee of the university, working .83 FTE or greater, dependents of the employee may be eligible for tuition remission benefits only. Ten (10) years of continuous service prior to death is the minimum to qualify. For each ten (10) years of service, the employee's dependent(s) will be eligible for one (1) tuition remission benefit through the



completion of the first undergraduate degree or ten (10) semesters for degree completion, whichever occurs first. Dependent must be making Satisfactory Academic Progress towards degree. (See “Maximum Benefit for Dependents Spouse/legal Domestic Partner” section for details). The dependent must be a dependent of the employee at the time of death and must enter a degree-seeking program via the Tuition Remission Program within nineteen (19) years of the employee’s death. If an employee has a dependent currently enrolled at the university at the time of death, that dependent will be eligible to complete their degree regardless of the years of service of the employee.

### **Employees Hired Prior to July 1, 2009**

Employees whose employment commenced prior to July 1, 2009 who leave the employ of the university for reasons other than termination for cause, may be eligible for tuition remission benefits for themselves and their eligible dependents. The employee must have ten (10) years of continuous employment prior to separation and be at least 59.5 years of age at the time of separation. Tuition remission is authorized for regular status employees who were one-half time (.50 FTE) or more at the time of separation. They are eligible for the same tuition remission benefits at the same rate as other full-time and part-time employees.

The employee’s dependents have eight (8) years after the employee’s separation to complete the use of the benefit. For each five (5) years of employment, the employee will be eligible for one (1) tuition remission benefit for a dependent through the first undergraduate degree. The dependent must be a dependent of the employee at the time of separation from the university. The dependent is not eligible for Tuition Exchange.

### **IV.15.4 Tuition Exchange**

The Tuition Exchange Program is administered by the Tuition Exchange Coordinator in the Student Affairs Office. Tuition Exchange is a partnership of colleges and universities nationwide offering employee dependents and spouse/legal domestic partner an opportunity to apply for competitive tuition scholarships at member institutions. Dependents, spouse/legal domestic partner of eligible employees are not guaranteed a Tuition Exchange Scholarships. The university must maintain a balance of imports (Linfield students who are dependents of employees from institutions participating in Tuition Exchange) and exports (dependents of Linfield employees attending other Tuition Exchange institutions and receiving Tuition Exchange Scholarships) with the Tuition Exchange program. In the event the university falls "out of balance" and restrictions are imposed on exports, the university will give priority to dependents of employees based on years of service to the university, without regard to employee category.

All regular (qualifying) status faculty, administrators, and non-exempt employees .83 FTE and above, and their eligible dependents, spouse/legal domestic partner are eligible for tuition exchange commencing with the semester or term after the three (3) year anniversary of the employee's effective date of the qualifying status hire.

Visiting faculty with 3 years of continuous service .83 FTE and above, and their eligible dependents, spouse/legal domestic partner are eligible for tuition exchange commencing with the

semester or term after the third (3rd) year anniversary of the employee's effective date of the qualifying status hire.

Dependents, spouse/legal domestic partner participating in the Tuition Exchange Program will not be eligible to receive the Tuition Remission benefit for classes taken on the McMinnville, Portland, and OCE campus for any semester that falls within the calendar year for which the student is receiving a Tuition Exchange scholarship.

For a full overview on the Tuition Exchange Scholarship program and FAQs, visit the Tuition Exchange website.

#### **Outside Recipients of Tuition Exchange**

Student dependents of employees of another college who have been awarded Tuition Exchange at Linfield University, will be eligible for up to eight (8) semesters AND be meeting Satisfactory Academic Progress. Tuition Exchange students with an approved medical leave may be approved a leave for one semester.

### **IV.16 CONSULTING AND OUTSIDE WORK**

A full-time faculty appointment requires a full-time commitment to faculty responsibilities at the university. However, certain kinds of compensated outside work by faculty members can help maintain and develop their professional competence and can make available to the public certain professional services which the university and its personnel are especially qualified to perform.

Such private consulting and outside work of a professional nature, including teaching, which are not a part of the official duties of Linfield faculty shall require approval by the dean of faculty. Such work should be compatible with the professional capacity of the faculty member and not interfere with regular institutional responsibilities for teaching, scholarship, and service. In addition, the following guidelines will apply:

1. No engagement shall be accepted that will knowingly create a conflict of interest or be contrary to the faculty member's responsibilities to Linfield.
2. Professional services that are performed as part of the faculty member's regularly assigned duties at Linfield shall not be subject to special consulting charges by the faculty member.
3. In all private consultant engagements the client shall be informed that the individual is acting as a private consultant and that the university is not the contractor nor liable for the performance of the services.
4. If space, equipment, or other facilities of the university must be used in consulting, they shall be subject to prior agreement between the university and the consultant.

Consulting performed officially under the auspices of Linfield University or Linfield Research Institute (LRI) will be done on the basis of a written contract between the client and the university or LRI. Such a contract will state the nature of the work and the amount of the consultant's time required. Personal compensation will be specified on the basis of the consultant's expertise and availability. The agreement will state that institutional expenses involved in carrying out the consultation will be added to the bill. Overhead at the rate established for LRI by government audit and a 10 percent "fixed fee" will be included.

The university and LRI will follow the customary government guidelines on university faculty consultation done institutionally. For example, a faculty member employed half-time in research under a contract may not teach more than half-time, nor may the salary rate be different for research and teaching.

#### **IV.17 RESEARCH**

Faculty members are encouraged to do research, especially when it is related to their instructional fields and when it involves students, and the administration will cooperate to the extent possible, including making provision for the use of facilities, equipment, and campus services. Faculty are encouraged to seek grants which will permit them to give more time to their research and supply them with resources for equipment and materials.

#### **IV.18 GRANT SUPPORT FOR RELEASED TIME**

When the university accepts a grant which provides funds to pay for a portion of a faculty member's time which otherwise would be devoted to teaching ("released time"), the university will develop a budget for the use of the released compensation monies. The faculty member's normal compensation, assuming continuation of full-time status, will, of course, be maintained. From the released funds, monies will be reserved to cover classes that would normally be taught by the individual concerned, the department head and dean of faculty agreeing on which courses will be taught and by whom. Sufficient funds will be budgeted to hire a person with teaching qualifications as comparable as possible to those of the regular teacher. Normally, adjuncts or other part-time persons will be employed, and in no case will regular faculty be asked to accept overloads to cover the needed courses. Unless prohibited by the terms of the grant, any remaining regularly budgeted released compensation funds will be administered by the dean for purposes which are in the best interests of the university as a whole.

#### **IV.19 EARLY RETIREMENT OPTION FOR TENURED FACULTY MEMBERS** (Approved by Linfield College Board of Trustees, May 13, 2000. Effective June 30, 2000.)

Although the normal retirement age at Linfield continues to be 65, Linfield recognizes that retirement may not be mandated.

The following special retirement option ("Special Retirement Option") is available to each permanent, full-time tenured faculty member ("Eligible Individual") with at least 10 years continuous service who has attained at least age 59 1/2. Its purpose is to provide a cash benefit and medical coverage for those Eligible Individuals who elect to retire in accordance with the below-described benefit requirements of the Special Retirement Option. The Special Retirement Option has two separate aspects: medical coverage ("Medical Coverage") and a single sum cash payment ("Cash Payment"). The Special Retirement Option has the following specific features and requirements:

1. **Regular Retirement at the Rank of Professor.** If an Eligible Individual elects to retire within 180 days after initially both attaining at least age 59 ½ and having completed at least 10 years of continuous service and actually retires within 180 days of making such election, that person will receive the following benefits:
  - a. Medical Coverage. The same health coverage as is provided to Linfield employees and their dependents in each year until the Eligible Individual qualifies for Medicare. The Medical Coverage offered in each year will conform to the plan negotiated by the university for its employees for that year. If during the period the Eligible Individual is entitled to Medical Coverage, that person or any covered family member is eligible for Medicare, Medical Coverage need not include items covered by Medicare.
  - b. Cash Payment. A single sum cash payment of 41 percent of salary for the Eligible Individual's rank and step on the faculty salary schedule in force during the final month of service. The Cash Payment shall be made no later than the Eligible Individual's actual retirement date. The Cash Payment shall be reduced by applicable income and employment withholding taxes.
2. **Late Retirement at the Rank of Professor.** If an Eligible Individual meets the age and service requirements in Section 1 but does not elect to retire and does not actually retire within the period set forth in Section 1 after initially meeting the age and service requirements, then, upon subsequent retirement, eligibility for Medical Coverage and a Cash Payment shall be as follows:
  - a. Medical Coverage. The same health coverage as is provided to Linfield employees and their dependents in each until the Eligible Individual qualifies for Medicare. The Medical Coverage offered in each year will conform to the plan negotiated by the university for its employees for that year. If retirement occurs on or after the date the Eligible Individual is eligible for Medicare, that person shall not be entitled to any Medical Coverage.
  - b. Cash Payment. A single sum cash payment based on the time elapsed between the last date the Eligible Individual could have retired in accordance with Section 1 and the actual retirement as follows ("Salary" is calculated according to the Eligible Individual's rank and step on the faculty salary schedule in force during the last month of service):

<u>Elapsed Time in Full Months</u>	<u>Cash Payment</u>
0 to 6	41% of Salary
Greater than 6 to 12	36% of Salary
Greater than 12 to 24	31% of Salary
Greater than 24 to 36	26% of Salary
Greater than 36 to 48	21% of Salary
Greater than 48 to 60	16% of Salary
Greater than 60	0% of Salary

3. **Regular Retirement at the Rank of Associate Professor.** If an Eligible Individual elects to retire within 180 days after initially both attaining at least age 59 ½ and having completed at

least 10 years of continuous service and actually retires within 180 days of making such election, that person will receive the following benefits:

- a. **Medical Coverage.** The same health coverage as is provided to Linfield employees and their dependents in each year until the Eligible Individual qualifies for Medicare. The Medical Coverage offered in each year will conform to the plan negotiated by the university for its employees for that year. If during the period the Eligible Individual is entitled to Medical Coverage, that person or any covered family member is eligible for Medicare, Medical Coverage need not include items covered by Medicare.
  - b. **Cash Payment.** A single sum cash payment of 36percent of salary for the Eligible Individual's rank and step on the faculty salary schedule in force during the final month of service. The Cash Payment shall be made no later than the Eligible Individual's actual retirement date. The Cash Payment shall be reduced by applicable income and employment withholding taxes.
4. **Late Retirement at the Rank of Associate Professor.** If an Eligible Individual meets the age and service requirements in Section 3 but does not elect to retire and does not actually retire within the period set forth in Section 3 after initially meeting the age and service requirements, then, upon subsequent retirement, eligibility for Medical Coverage and a Cash Payment shall be as follows:
- a. **Medical Coverage.** The same health coverage as is provided to Linfield employees and their dependents in each year until the Eligible Individual qualifies for Medicare. The Medical Coverage offered in each year will conform to the plan negotiated by the university for its employees for that year. If retirement occurs on or after the date the Eligible Individual is eligible for Medicare, that person shall not be entitled to any Medical Coverage.
  - b. **Cash Payment.** A single sum cash payment based on the time elapsed between the last date the Eligible Individual could have retired in accordance with Section 1 and the actual retirement as follows ("Salary" is calculated according to the Eligible Individual's rank and step on the faculty salary schedule in force during last month of service):

<u>Elapsed Time in Full Months</u>	<u>Cash Payment</u>
0 to 6	36% of Salary
Greater than 6 to 12	31% of Salary
Greater than 12 to 24	26% of Salary
Greater than 24 to 36	21% of Salary
Greater than 36 to 48	16% of Salary
Greater than 48 to 60	11% of Salary
Greater than 60	0% of Salary

5. **Death.** If an Eligible Individual dies before his or her actual retirement date, neither the Eligible Individual nor family members shall be entitled to Medical Coverage or a Cash Payment even if the Eligible Individual has elected to retire. In the event of the death of an

Eligible Individual who has retired in accordance with the provisions of Sections 1, 2, 3, or 4, Medical Coverage shall remain in effect until the date it would have terminated had the Eligible Individual not died.

6. **Amendment or Termination.** The university may amend the Special Retirement Option or terminate it at any time. However, no such amendment or termination shall adversely affect the benefits of any Eligible Individual who has retired or who has elected to retire in accordance with Section 1 or 3 and who actually retires within the time period required by Section 1 or 3.
7. **Effective Date.** The Special Retirement Option shall be effective on June 30, 2000 and shall apply only to those Eligible Individuals who initially meet the age and service requirements of the Special Retirement Option on or after such date.

The administration is authorized to consider arrangements for reduced workloads (with reduced compensation) for those wanting to scale down responsibilities over time and then retire. Faculty who may negotiate such an option do so as an alternative to this early retirement program and therefore do not qualify for its provisions.

## **IV.20 PROFESSOR EMERITUS/EMERITA STATUS**

The rank of professor emeritus/emmerita is an honor granted to retired members of the faculty in recognition of meritorious service to Linfield University. A faculty member is appointed professor emeritus/emmerita by the Board of Trustees. The Personnel Committee and the dean of faculty will make recommendations to the president for professor emeritus/emmerita appointments. The president will then present his or her recommendation to the Board of Trustees. To qualify, the retiree must have (a) qualified for retirement, (b) held the rank of associate professor or professor upon retirement, (c) served the university for a period of ten years or more, and (d) made a substantial contribution to the university.

### **IV.20.1 Professor Emeritus/Emerita Benefits**

Professor Emeriti shall have the same status as current faculty in the following areas:

1. Use of the university library (e.g., borrowing privileges, including interlibrary loan, etc.)
2. Use of the university athletic facilities (e.g., swimming pool, weight room, etc.), when open with Linfield ID
3. Use of Linfield-designated parking spaces (i.e., parking lots), for personal vehicles with Linfield University permit
4. Admission (at the faculty and/or senior rate) to all Linfield sporting, theatrical, and musical events, as well as lectures open only to the Linfield community
5. A Linfield e-mail and Catnet account, per the Catnet account policy
6. Technical support for Email and Catnet account issues from ITS with the recognition and requirement that current Linfield students, faculty and administrative staff have priority over emeriti professors
7. Auditing courses with the consent of the instructor and the availability of space or facilities.

In order to facilitate the above, emeriti faculty, upon request, shall be issued a parking sticker/permit, and a Linfield ID card identifying them as a *Professor Emeritus/Emerita*.

#### **IV.21 POLICY ON NAMED, ENDOWED DISTINGUISHED FACULTY POSITIONS** (Board of Trustees, November 2012)

The Board of Trustees may approve the creation of distinguished faculty positions at Linfield University in recognition of major gift support. An endowed named **chair** may be created when a gift is sufficient to add a new faculty position; an endowed named **professorship** may be created when a gift is sufficient to support some of the costs of an existing faculty position.

The amounts required to create these positions are determined by the University Advancement Committee of the Board of Trustees. As of 2011, the minimum amounts are \$2,000,000 and \$1,000,000, respectively.

A donor or group of donors may choose the field of study of the distinguished faculty member. In the case of an endowed chair (new position), the President and Vice President for Academic Affairs/Dean of Faculty will approve the new position prior to acceptance of the gift. Unless otherwise requested, the position will be named for the primary donor.

Specific criteria for the distinguished professor/chair will be determined by the President and Dean after consultation with the primary donor and consideration of his or her wishes. Appointment of the recipient of the distinguished professor/chair will be made by the President and Dean. The position will be awarded on a three-year basis; in the first semester of the third year, the President and the Dean will evaluate and determine, after consultation with the appropriate faculty committee, whether to renew the appointment or award the position to another faculty member.

Each distinguished professor/chair will receive (i) an annual salary enhancement; (ii) access to a specified sum annually, to be used for research and/or professional development as she or he sees fit; and (iii) a specified annual budget to support student-faculty collaborative research. Each of these amounts will be determined by the Dean and President, and may change from time to time.

At least twice during the three-year period, the distinguished faculty member will offer a public lecture on campus, typically reporting on the progress or results of academic research.

This policy applies to all distinguished professorships and chairs created with endowments in 2011 and later.

## **CHAPTER V**

### **FACULTY DEVELOPMENT PROGRAM**



## **CHAPTER V: FACULTY DEVELOPMENT PROGRAM<sup>10</sup>**

The university supports a strong faculty development program, providing a variety of means for faculty to maintain their academic vigor, realize their scholarly and creative goals, and improve their teaching effectiveness. An associate dean of faculty works with faculty on issues of the common good with respect to teaching, scholarship, research, and creative activity. The associate dean for faculty development concentrates in particular on a development agenda that transcends departmental and disciplinary boundaries. Examples of activities fitting this description include but are not restricted to: organizing teaching workshops on subjects of common interest (e.g., writing, critical thinking, integrating technology into the curriculum), keeping informed of and informing faculty of grant opportunities outside the discipline, and cultivating mentoring relations for faculty in addition to mentoring within a department or discipline. The associate dean for faculty development works with the dean of faculty and the Faculty Development Subcommittee of the Personnel Committee<sup>11</sup> in administering university development programs, including opportunities for student-faculty collaborative research and creative activity. The sub-programs described below will be funded within the limits imposed each year by the budget for faculty development as supplemented by any special funds secured.

### **V. 1            PROFESSIONAL DEVELOPMENT WORKSHOPS AND DISCUSSIONS**

The university will offer special workshops and discussions from time to time on topics related to, and supportive of, the professional development of its faculty. Faculty are invited to submit topics to the associate dean of faculty, who will be responsible for the organization of the events. In general, those topics that are conducive to the common good of Linfield faculty and students and cut across departmental boundaries will be favored in the selection of workshops and discussions.

### **V.2            INDIVIDUAL MEETINGS**

Regular meetings (see IV 6.3 and table IV-1) will be held to mentor and monitor non-tenured faculty in their progress toward tenure and advancement in rank. In their second year of appointment, individual faculty will meet with the dean of faculty or dean of nursing (convenors for the McMinnville and Portland campuses, respectively), the department chair, a representative from the Faculty Development Subcommittee, and a representative from the Promotion and Tenure Subcommittee of the Personnel Committee. All scheduled individual meetings are outlined in Table IV-1, Section IV.6.3.

### **V.3            INDIVIDUAL CONSULTATIONS**

The associate dean of faculty development will be available to faculty members for confidential consultation about teaching, service responsibilities, and career choices. Assistance to faculty may take a number of forms, including sitting in on classes and providing feedback, sharing ideas and experience, suggesting meeting with other Linfield faculty, referring faculty to

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<sup>10</sup> See also the section on Faculty Evaluation in Chapter IV and Appendix F.

<sup>11</sup> Throughout this chapter the Faculty Development Subcommittee of the Personnel Committee is referred to as the Faculty Development Subcommittee.

resource materials relating to professional development, and providing information on professional development opportunities, both at Linfield and extra-institutionally.

#### **V.4 INSTITUTIONALLY FUNDED OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT**

The university provides a variety of funds to support the professional development of its faculty. All Linfield faculty are encouraged to make themselves aware of and exploit these opportunities.

##### **V.4.1 Faculty Professional Development Grants**

The Faculty Development Subcommittee provides funding for faculty-initiated projects that enhance the scholarship, creative work, and teaching of the University. The faculty development subcommittee will prioritize awards to faculty who have not received a Faculty Development Grant in the previous three years. If there are funds remaining after allocation to applicants who have not recently been funded, only then will any awards be made to recent recipients. Faculty Development Grants are limited to tenured and tenure-track faculty, with special consideration given to those not yet tenured. During evaluation of faculty applications for these funds, the Subcommittee will prioritize projects in the following order: 1.) initiation, continuation, or completion of original scholarly or creative work, according to the applicant's departmental definition of scholarship (this includes workshops and conferences at which attendance will enhance the ability of the applicant to conduct this work); 2.) course development or improvement; 3.) support of January Term travel course development. Grants will be modest in extent, and may be used to start work that can be continued with external support. Funding ordinarily will not be provided for faculty salaries or stipends. Faculty may apply for a faculty development grant to cover the cost of a course release through adjunct staffing or to request a course release under existing departmental staffing. Applications for course releases will be evaluated on the same criteria as any other faculty development grant, as outlined above.

Proposals in any category above (or a mix of categories) should be sent to the Faculty Development Subcommittee (email as an attachment to [fdg@linfield.edu](mailto:fdg@linfield.edu)) for review and recommendation. There are two funding rounds for Faculty Development Grants. The deadline for the fall round is the first Monday in October. The recipient must use the funds within eighteen months of notification of the award. The deadline for the spring round is the first Monday in March. The recipient must use the funds within eighteen months of notification of the award.

To assist in the development of the faculty proposals, an application checklist is available in the appendix to the Faculty Handbook (Appendix H). The Faculty Development Subcommittee encourages faculty applicants to review the checklist and seek feedback on their proposals from their divisional representatives to the subcommittee before submission of the final version of the proposal.

**Note: Incomplete applications will not be considered.**

### **Post Grant Report**

At the close of the grant period, the faculty member must submit an evaluation of grant activities to the Dean of Faculty. This report will be used in three ways:

- the report will be forwarded to the Faculty Development Subcommittee for use in determining future funding requests,
- the report will become part of the faculty member's personnel file, and
- the abstract of the report (see below) will be published in Linfield's digital repository for both Linfield community and broader community review.

The report should include the following components (2 pages, maximum):

1. A concise abstract of the results of the work. This one to two paragraph abstract will be published in the digital repository, forwarded to the Faculty Development Committee, and included in the personnel file.
2. Answers to the following questions. These answers will be forwarded to the Faculty Development Subcommittee and included in the faculty member's personnel file:
  - a. How well were the objectives of the project met?
  - b. What impact will this project have on an advancement of knowledge in a discipline or interdisciplinary area, the applicant's professional development, the education of Linfield students, and/or the Linfield community?
  - c. Any additional comments, such as: How could this committee or the various Linfield University offices be of more assistance in implementing supported projects in the future?

### **Special Note on Reimbursement for course work**

Tuition reimbursement for terminal degree coursework required for promotion and tenure is not supported by these funds.

### **V.4.2 Faculty-Student Collaborative Research Grants**

Linfield University awards funds allowing faculty and students to participate in collaborative research projects that contribute to a faculty member's long-term professional development and to students' development of skills in a specific academic field. Proposals should be sent to the Faculty Development Subcommittee (email application as an attachment to [sfcr@linfield.edu](mailto:sfcr@linfield.edu)) for review and recommendation. Applications are due the first Monday of March. The allowed grant period runs from the first Monday after spring commencement to the first Monday after spring break of the following academic year.

Although these proposals may take a variety of forms reflecting the diversity of Linfield's academic community, they should conform to the general guidelines below:

- (a) Grants may support a collaborative research project involving at least one Linfield faculty member and at least one student.
- (b) Student(s) may not also receive academic credit for the same activity.
- (c) Projects should relate to and benefit the faculty member's long-term professional development and, where possible, serve as seed money for extra-institutional funding.

- (d) Projects should have as a goal the collaborative production of knowledge and/or creative work that will be shared with the professional community through publication or presentation.
- (e) Students should be actively involved in the process of the research, and should collaborate with the faculty member for about ten weeks in the summer, logging a minimum of 100 hours per student and a maximum of 400 hours. However, if it can be sufficiently demonstrated that a deviation from this model is appropriate, the project will receive equal consideration. Housing for students working a minimum of 20 hours per week will be available at a reduced rate.
- (f) A specific student(s) need not be identified at the time of grant application. Upon funding, the successful faculty applicant will recruit students and report this information to the associate dean of faculty prior to initiation of the research. Only continuing Linfield undergraduate students are eligible.

Unused funding will be redistributed to the new round of the funding cycle, beginning the first Monday after spring break of the following academic year.

An application checklist is available in the appendix (Appendix I) as well as on the Faculty Resources webpage.

The Faculty Development Subcommittee encourages faculty applicants to review the application checklist and seek feedback on their proposals from their divisional representatives to the subcommittee before submission of the final version of the proposal.

### **Post Grant Requirements**

- A. By February 15th of the year following the award notification, the faculty member must submit an evaluation of grant activities to the Dean of Faculty. This report will be used in three ways:
  - a. the report will be forwarded to the Faculty Development Subcommittee for use in determining future funding requests,
  - b. the report will become part of the faculty member's personnel file, and
  - c. the abstract of the report (see below) will be published in Linfield's digital repository for both Linfield community and broader community review.

The report should include the following components (2 pages, maximum):

- 1. A concise abstract of the results of the work. This one to two paragraph abstract will be published in the digital repository, forwarded to the Faculty Development Committee, and included in the personnel file.
- 2. Answers to the following questions. These answers will be forwarded to the Faculty Development Subcommittee and included in the faculty member's personnel file:
  - a. How well were the objectives of the project met?
  - b. What impact will this project have on an advancement of knowledge in a discipline or interdisciplinary area, the applicant's professional development, the education of Linfield students, and/or the Linfield community?

- c. Any additional comments, such as: How could this committee or the various Linfield University offices be of more assistance in implementing supported projects in the future?
- B. Student collaborators are required to participate in the Linfield University Student Symposium held annually in the spring, unless alternative options are approved by the Faculty Development Subcommittee chair.

#### **V.4.3 Travel Stipend for Trips Relevant for January Term Course Development**

Funds are available from the Office of International Programs for trips related to development of January Term travel courses. Modest sums available are intended to be used in conjunction with other sources of funding to support faculty who wish to travel domestically or abroad in order to facilitate preparation for a January Term travel course.

Interested faculty should send the director of international programs a preliminary itinerary of their travel plans along with a brief description of the proposed course they wish to develop. There is no specific deadline for this travel stipend, which is awarded on a rolling basis. For more information contact the director of international programs.

#### **V.5 SUPPORT FOR PROFESSIONAL TRAVEL AND GENERAL FACULTY DEVELOPMENT**

The university provides reasonable support for academically related travel since attendance at and contributions to professional meetings enhance individual intellectual development and invariably enrich Linfield's academic program. To the same end, the university has instituted a rotating program for general faculty development support. Descriptions and guidelines for both programs are provided below.

Three funds are available for professional travel and general faculty development:

##### **V.5.1 Departmentally Budgeted Funds for Local Travel**

Funds are available in departmental budgets to assist with travel to local meetings that normally do not require overnight stays. It is the department chairperson's responsibility to see that expenditures remain within the amount budgeted. Departments may assign these monies on an other-than-per-person basis as they see fit.

##### **V.5.2 Dean's Travel Fund for Presentation at Professional Meetings**

The Office of Academic Affairs supports travel to national, international or regional meetings where faculty members present scholarly papers or research or contribute as officers to the operation of their professional organization(s). Faculty members who wish to apply for support from this fund should do so in September, when the associate dean of faculty issues a call to departments to forward such requests. Proposals for anticipated participation are appropriate even when confirmation has not yet been received. Allocations will be determined after taking

the total request pool into account. First priority will be given to those delivering substantive papers as part of a conference program or invited talks, exhibitions or performances within their fields of expertise. Second priority goes to those chairing panels or serving as officers of professional associations. Third priority (funding permitting) accrues to those officially representing the university in ways benefiting the larger institution. Allocations will be made with an eye toward covering the full expenses of a single trip for all applicants, but those terms may not always be met if requests substantially exceed available funds. Original allocation amounts will be respected even if actual costs exceed earlier estimates. There is no guarantee that funds will remain for requests made after September, but in most years the associate dean will reserve a small fund to assist faculty travel plans that cannot be formulated until professional organizations announce their plans for a given year.

### **V.5.3 The \$600 Fund for General Faculty Development**

In support of general faculty development activity, the university has also established a fund which makes \$600 allocation available for each qualified faculty member in alternate years (NOTE: Funding does not extend to those on temporary or non-renewal contracts. Non-adjunct employees whose contracts include a faculty portion of at least .5 FTE will be eligible on a *prorata* basis.) This support may be applied to the expenses of attending scholarly or professional meetings; it may also underwrite the costs of other professional activity intended to further the instructional or research capacities of eligible faculty members. Departments will be updated yearly by the dean's office as to which cohorts its members belong to within the two-year cycle. The following procedures and guidelines apply:

1. This program exists to enable members of the faculty to learn about or contribute to developments in their fields (including curriculum and pedagogy as well as research) which promise to enhance their professional enrichment of the university's programs. Because individuals will be responsible for using institutional funds according to these guidelines, prior approval for a given project or trip is not required.
2. Individuals and departments may wish to coordinate allocations from the Dean's Travel Fund with their \$600 stipend. Being eligible for the \$600 fund does not preclude an application in the same year to the Dean's Travel Fund. Nor must an individual apply the \$600 Fund stipend to expenses being proposed for support from the Dean's Travel Fund, although the two may be combined when an allocation from the latter account falls short of the full amount needed for a given trip.
3. When an individual's expenses total less than \$600, unused balances will revert to the general pool and be divided at the end of the fiscal year among those whose eligible expenses exceeded \$600. Since such additional reimbursement will depend on the experience of the particular year, it is thus not guaranteed, and the individual with expenses over \$600 must be prepared to absorb them permanently should extra funds be unavailable.
4. Because funds do not carry forward from one fiscal year to the next, travel under this program cannot be postponed into the next year. In cases where department members would like to switch cohorts, they must secure the approval of another departmental colleague with whom to make the switch, and this change will carry over permanently into subsequent years. If no one is able to enact such a trade with the interested faculty member, the request cannot be accommodated.

#### **V.5.4 Policies Applicable to all Professional Travel**

Regardless of which type of travel funds are being utilized by a faculty member, expenses reimbursement will be limited to transportation, registration fees, lodging, and a per diem for food that conforms to present university policy for faculty and administrators alike (Appendix P and Chapter 1, section XI.6). Faculty members seeking reimbursement or approval to charge the university for professional travel must use the travel expenditures form available in the Office of Academic Affairs. The process of securing university resources to cover expenditures up front may be initiated when airline and hotel reservations are being made or registration fees are being paid; the administrative assistant for academic affairs is authorized to charge such expenses to the dean's credit card once a request for support has been submitted to the dean or associate dean of faculty. Upon their return, participants must use the appropriate reimbursement form to reconcile their expenses either in seeking reimbursement or justifying already received cash advances. Appropriate receipts must be provided.

#### **V.6 SABBATICAL LEAVES AND LEAVES WITHOUT PAY**

Please see material on these programs in Chapter IV (IV.8 & IV.9) and Appendix G.

#### **V.7 INFORMAL SHARING WITH COLLEAGUES FROM OTHER CAMPUSES**

The university will assist an academic department in bringing colleagues in the same field at another college or university to Linfield for an afternoon or evening of informal sharing. This normally would involve a meal. Applications should be sent to the dean of faculty.

#### **V.8 DEPARTMENTAL CONSULTANTS**

If departments wish to engage consultants to assist in curricular and special instructional development, they may apply to the dean. The problem should be one which cannot adequately be dealt with by Linfield personnel, and should be consistent with curricular policy and of direct relevance to improving the quality of departmental offerings.

#### **V.9 CHANGES IN PROFESSIONAL EMPHASIS**

A faculty member who wishes to consider a shift in his or her professional emphasis should discuss this with the department head and the dean. If this is judged to be in the interest of the university, a program may be developed and funded, at least in part, by the university. For example, a faculty member might arrange a summer study program at a university to provide a solid basis for teaching in a somewhat different area of the current discipline, or in some cases in a different discipline. If the change in emphasis is approved, the study project would be pursued by application for a Faculty Professional Development Grant.

## **V.10 FACULTY EXCHANGE**

In a time of decreased mobility of faculty, both the individual Linfield faculty member and the university may benefit from a faculty exchange in which the Linfield faculty member exchanges place with a faculty member from another institution for a semester or academic year. Proposals for such exchanges will be considered on a case-by-case basis, with due attention to the qualifications of the visiting faculty member and the impact of the exchange on the academic program.

For an approved exchange, each institution would continue to pay salary and benefits to its own faculty member while that person is teaching at the other institution. As funds permit, the university will provide a dislocation allowance to the Linfield faculty member in recognition of the costs incurred in relocating for a short period of time (housing, travel, etc.).

For domestic exchanges, faculty members are encouraged to contact colleagues teaching in sister colleges with an institutional profile similar to that of Linfield's. Finding a match between expected teaching and scholarly responsibilities at each institution participating in an exchange is a key ingredient of success. If a colleague at another institution expresses an interest in the exchange, the faculty member should then work with the dean of faculty on negotiating exact terms.

For international exchanges, faculty members are especially encouraged to look at those institutions with which Linfield has cooperative agreements (please consult with IPO for additional information). For these institutions, the infrastructure for negotiating a beneficial exchange is already in place. Faculty should work with both the director of international programs and the dean of faculty.



## **CHAPTER VI**

### **FILLING FACULTY VACANCIES**

## **CHAPTER VI: FILLING FACULTY VACANCIES**

The search process to fill a faculty vacancy goes forward only after the president authorizes the search. Every search proceeds in compliance with university hiring policies.

### **VI.1 FULL-TIME POSITIONS**

#### **V.1.1 Search Committees**

Whenever a faculty position is open, the dean of faculty, in consultation with the appropriate department, will form a search committee, the members of which shall consist of:

1. all members of the department if this number is five or fewer, otherwise at least a simple majority of the department members as selected by the department, including the department head who shall normally chair the committee;
2. two additional members from outside the department, selected by the dean of faculty in consultation with the department head;
3. two students selected by the department;
4. the dean of faculty at his or her discretion.

The functions of the committee will be to (a) participate in planning the search, including reviewing position responsibilities to establish selection criteria; (b) review applications for the position; and (c) recommend to the administration an individual to fill the position. The committee will not recommend the appointment of anyone over the objection of the department involved, nor will the administration appoint an individual over the objection of the committee.

For a vacancy in the nursing faculty, the above shall apply except the departmental faculty membership of the search committee shall consist of at least a simple majority of all members of the nursing specialty area corresponding to the vacant position and course coordinators appointed by the dean of nursing, who will chair the committee. The dean of nursing will select the "outside" members of the committee.

#### **VI.1.2 Overview of the Search Process**

The first step is for the head of the appropriate department to fill out, in draft form, a search plan (see Appendix M) and send it to the dean. The dean will discuss this draft with the head, who will then prepare a final draft to present to the search committee for possible revisions. (See above section on constitution of search committees.) The search plan includes a position description in the standard university format and ad copy for publishing vacancy notices. Following committee review, the search plan is discussed by the dean with the president. Following approval by the president, the search can proceed, beginning with announcing the vacancy.

The Office of Academic Affairs, working with the search committee (especially the department head and other department members), is responsible for advertising in appropriate venues. This action includes posting advertisements in professional journals, newspapers, and the university's

website; contacting colleagues and knowledgeable faculty throughout the country for recommendations of likely candidates; submitting the job description to placement directors and department heads in major universities; and seeking council and advice from other deans as appropriate. Except as specifically agreed to, correspondence will be handled by the chairperson of the search committee with appropriate secretarial support.

All inquiries and submitted materials will be acknowledged promptly by the chairperson of the search committee, with care given to dealing with questions and requests for information.

The committee's fundamental task is to carry out the search plan. In so doing, it is important that the committee evaluate each candidate impartially according to the qualifications listed in the job description and vacancy announcement. To conform with federal non-discrimination law, candidates are to be assessed only on the basis of job-related criteria. A form assessing candidates according to the published qualifications will be developed for every search. Each applicant shall be assessed by members of the search committee according to the same criteria and using the same procedure. In large pools, committees may divide into teams for the purpose of initial screening. Teams should be balanced with respect to gender and age. When a smaller group of best-qualified candidates have been identified within each pool, all committee members must fill out an assessment form for each of these top-ranked candidates. Individual committee members may request a full review by the entire committee for any applicant that they believe merits such a review.

A short list of six or so candidates will be discussed in detail with the dean, the purpose being to reach a decision about who to bring to the campus for interviews. The visits should be as close together in time as possible. Normally, one full day of interviews is scheduled for each visit.

The interview schedule, based on the search plan, is arranged by the chair of the search committee in consultation with the dean. The schedule will include individual interviews with the dean and the president and a group meeting with the search committee; normally it will also include an individual meeting with the department head, and two presentations, one to a class and one open to faculty and students on the candidate's scholarly or creative work. It should also include some time with the university librarian or other professional library staff member and the director of human resources. The candidate may also meet with a group of students and with one or more committee members individually. The chair of the search committee is responsible for arranging for housing, meals, having the candidate met at the airport, etc. However, the help of committee members normally will be required.

Following a campus visit, the chair of the search committee will solicit evaluations from those not on the search committee who had contact with the candidate. This information will be made available to the committee.

The dean will present the recommendation(s) to the president. With concurrence by the president, the dean or department head will extend the offer to the candidate. When the candidate indicates orally that he or she will accept the offer, an official letter of appointment, drafted by the dean, will be sent by the president. Following formal acceptance of the offer, all unsuccessful applicants will be notified. All members of the search committee are asked to sign a statement

indicating that to the best of their knowledge and belief the search was conducted in accord with the university's equal opportunity guidelines.

### **VI.1.3 Policies on Hosting Candidates**

The following provisions apply specifically to the McMinnville campus. With appropriate substitutions to take into account different available facilities, they should apply also to the Portland campus.

Candidates will be housed at moderately-priced local motels or bed and breakfast establishments.

All arrangements for meals and lodging should be approved in advance by the dean. Most meals should be taken at Dillin Commons (where a private room may be reserved). Reimbursement will be limited to no more than three faculty members and the candidate. Recognizing the need for candidates to see the wider community, an off-campus meal may be provided during a candidate's visit. Costs for an off-campus meal for up to four people may be charged to the university. Reimbursable meal costs (including tips) should conform to the university's current per diem rate for meals.

When acting on official university business and while representing the university, with approval of the president (or, when delegated, the dean of faculty) with official guests, employees may consume and be reimbursed for appropriate alcohol purchases. No reimbursements will be made for lunchtime purchases. "Appropriate" will be construed as one drink per person per dinner.

Requests for reimbursement are to be documented by receipts. The number of persons for whom reimbursement is requested should be shown on the receipt or credit card charge slip.

### **VI.1.4 Moving Expenses**

For new tenure-track appointees, the university will reimburse half of the over-the-road charges by a commercial carrier up to a maximum of \$2,000 for moving household goods to the Linfield area. Not reimbursable are expenses for packing or unpacking and for connecting or disconnecting appliances. Should the new faculty member elect to do the moving with a rental truck or trailer, the university will reimburse him or her for expenses incurred up to the same total amount that would have been paid had the move been made by commercial carrier, based on an official estimate by such a carrier, without the one-half limitation. Regardless of how the move takes place, personal travel expenses (e.g., food, lodging, auto mileage) associated with the move are not reimbursable.

## **VI.2 ADJUNCT FACULTY**

The following steps apply to filling adjunct vacancies:

1. Confirm approval to hire from the Office of Academic Affairs.
  - a. Load sheets submitted and approved by the dean of faculty that include adjunct (staff) hours represent approval to hire adjuncts unless otherwise noted.

- b. Special requests for adjuncts to cover additional sections of courses added to meet enrollment needs or course releases for full-time faculty will be approved via email (usually sent by the associate dean for curriculum with the approval of the dean of faculty).
2. Submit a search plan for the adjunct position.
  - a. Department chairs submit an adjunct search form electronically (see Appendix M) to the associate dean of curriculum, assessment and faculty development. The search form should include:
    1. A description of the search process, including who will chair the search (usually the department chair), who will review applicants, and who will interview candidates;
    2. Course(s) to be taught;
    3. Application materials to be requested (must include a letter of application and Curriculum Vitae); and
    4. Method of advertisement/recruitment.
  - b. Approval of the search plan will be conveyed from the Office of Academic Affairs.
3. Work with the Office of Academic Affairs to place an advertisement.
  - a. Advertisements will be placed by the Office of Academic Affairs.
  - b. Arrangement for advertising should be made with the Office of Academic Affairs.
4. Review applicants.
  - a. The department will review applicant materials and select candidates to interview.
5. Interview candidate(s).
  - a. Send the names of applicants to be interviewed and their files to the Office of Academic Affairs.
  - b. The department will review the files and conduct interviews.
6. Request to hire.

After interviewing the candidate(s):

  - a. Send the name of the candidate to be hired to the Office of Academic Affairs.
  - b. The dean will grant approval to offer the position to the candidate.
7. Extend an offer.

Academic Affairs will send an email to the candidate (copied to the department chair and Human Resources).
8. Request a contract.

Once confirmation is received from the candidate:

  - a. Academic Affairs will notify the department chair and Human Resources.
  - b. The department chair will send an adjunct contract request form to the Office of Academic Affairs at [adjunctrequests@linfield.edu](mailto:adjunctrequests@linfield.edu).
9. Facilitate completion of HR paperwork.

- a. After completing the online candidate verification form, the candidate will need to visit Human Resources in person to complete paperwork. The department chair will make arrangements with Human Resources and the candidate for this visit.

At the discretion of the department, a person who has taught as an adjunct for the department in essentially the same position within the last two years may be recommended to the dean for appointment without additional advertising. Departments with ongoing needs for adjuncts in certain areas, as for teaching music lessons, are well advised to advertise at least once every two years to maintain a pool of candidates for future openings. When such a pool exists, the department may select someone from this pool to recommend to the dean, without additional advertising.

## **CHAPTER VII**

### **POLICIES AND PROCEDURES PERTAINING TO CURRICULUM, INSTRUCTION, AND PUBLIC PRESENTATIONS**

## **CHAPTER VII:      POLICIES AND PROCEDURES PERTAINING TO CURRICULUM, INSTRUCTION, AND PUBLIC PRESENTATIONS**

### **VII.1              ADMINISTRATIVE RESPONSIBILITY**

Central administrative responsibility for curriculum and instruction is lodged with the dean of faculty, with the advice and consent of the Faculty Assembly or the Curriculum Committee as governed by the bylaws of the Faculty Assembly. Matters pertaining to curriculum per se should be directed to the dean while matters of registration, classroom scheduling, and grading should be directed to the registrar.

An associate dean of faculty serves as coordinator of the general education program, The Linfield Curriculum (LC). Responsibilities include helping guide the evolution of the program, helping to plan or develop new LC courses as appropriate, advising on the scheduling of LC courses, overseeing registration for LC courses at registration, helping the registrar and the Curriculum Committee with petitions that pertain to LC courses, and advising and consulting with both students and faculty who have questions or concerns relating to the LC program.

### **VII.2              CLASS SCHEDULING**

It is the responsibility of each department head to file with the dean a two-year schedule of departmental course offerings and to see that it is kept revised and up-to-date. As a general policy, course offerings should reflect this schedule. Ideally, section sizes in Linfield Curriculum and introductory courses should average 25 students and not exceed 30 students. Laboratory facilities will place constraints on the size of some lab sections. Final decisions on faculty assignments for course offerings and sections are made by the dean on the advice of department heads. Scheduling of class times and rooms will take into account, insofar as possible, the preferences of individual faculty members. The registrar will have final responsibility for preparing a class schedule that will minimize conflicts in scheduling which prevent students from taking courses because they are offered at the same time.

In order to facilitate the business of the Faculty Assembly, class and activity schedules will be arranged and/or structured so that all members of the Faculty Assembly will be available for meetings from 4-5:30 p.m. each Monday of the semester.

#### **VII.2.1           Course Catalog Updating**

With the exception of Peer Instruction, Internship, Research/Thesis, and Independent Study courses, courses not offered for six academic years will be moved to the department's infrequently taught course list, unless the course is scheduled to be offered the next academic year. Infrequently taught course lists will be located online as noted above each department's course listings in the catalog. The relevant department(s) will receive a notification of pending catalog deletion from the registrar the academic year before the course is removed from the catalog. Courses moved to a department's infrequently taught course list will be deleted by the registrar if not offered for 12 academic years.



### **VII.3 STUDENT WORK PER COURSE AND NORMAL COURSE LOAD**

In the organization of courses for students, faculty members should schedule work so that students will devote some 42 hours of academic effort over the term or semester for each course credit (including in-class time). Thus, for a three-credit course that meets three hours each week, the student should spend some six hours outside of class each week of the 14-week semester – two hours outside of class for each hour inside.

The Faculty Assembly has identified 12-16 credits as the normal student load in any given semester and 3-5 credits as the normal credit load for January Term. This policy is monitored at the point of registration (or at points when changes in registration occur) by the Registrar's Office.

The following conditions pertain to students seeking to enroll beyond the normal load:

- A. Students with a cumulative GPA of 3.5 or above will be permitted to enroll for as many as 18 credits without supporting documentation. In their first semester at Linfield, first-year students would be actively discouraged from enrolling in more than 16 credits.
- B. Students who have a cumulative GPA below 3.5 will be responsible for contacting their major advisor for approval of their registration plans if they plan to enroll in 17 or 18 credits. If students plan to enroll in 19 or more credits (regardless of GPA), they must receive approval from their major advisor AND file a formal petition with the Dean of Faculty. Their petitions must include the following documentation:
  - 1. an unofficial transcript of work completed to date.
  - 2. evidence of the student's overall GPA and GPA for the semester just completed.
  - 3. a statement written by the student explaining the higher-than-normal credit load being sought and the courses being planned for the semester in question.
  - 4. signature of approval for this plan by the student's academic advisor.

Completion of this process will be required before the student will be allowed to enroll beyond 16 credits.

- C. No extra charge will accompany enrollment of up to 18 hours for those students who meet the conditions cited in #A or #B above.
- D. No change will occur in the current policy of permitting students up to 5 January Term credits (one academic course and one paracurricular).

### **VII.4 WORKSHOPS AND SHORT COURSES**

To be approved for credit at Linfield University, a workshop or short course must meet the following tests:

- 1. Contact Hours: At least 15 contact hours must be scheduled for each semester credit.

2. **Student Preparation and Effort:** A total of approximately 42 hours of student effort and preparation will be expected for each semester hour of credit -- including both in-class and out-of-class work. However, if this effort and preparation is under the direct supervision of the instructor, as in a workshop format, the minimum time may be reduced to 30 hours. Time(s) for preparation will be scheduled to fit appropriately with the schedule of class time(s). Student effort and preparation for each semester credit will be spread over not less than four calendar days.
3. **Evaluation:** Provisions will be incorporated for systematic evaluation of individual student performance.

## **VII.5 INDEPENDENT STUDY**

Believing it is desirable to foster the independent pursuit of knowledge, Linfield University maintains an active program of independent study. Such study is intended to allow students to explore academic areas of special interest not ordinarily provided by the existing curriculum. Independent study is carried out under the guidance of a qualified member of the faculty and must have the approval of the head of the department in which the course is taken and the Curriculum Committee.

Normally, independent study is available only to junior and senior students who have a GPA of at least 3.0 and have satisfied the necessary prerequisites for the proposed course of study. In unusual cases, students who do not meet these criteria may be permitted to undertake independent study, providing that the appropriate department head submits a letter which in the judgment of the Curriculum Committee adequately justifies the proposed study.

In general, no more than four courses of independent study may count toward graduation. Although independent study is conducted under the supervision of a faculty member, it is possible to arrange to do the work off-campus, provided adequate reasons are given and satisfactory arrangements are made for faculty supervision of the work.

Students desiring to enroll in a course of independent study must obtain an independent study petition from the Office of the Registrar which must be signed by the supervising instructor and the department head and submitted to the Curriculum Committee before the end of the first five class days of a semester, or the end of the second day of January Term. Upon approval by the Curriculum Committee, a copy of the petition will be returned to the faculty supervisor, the department head, and the student.

Because the approval of the Curriculum Committee is granted primarily on the merit of the petition, a special effort should be made in preparing this petition to describe in detail the nature and content of the subject as well as the rationale for undertaking the study.

It is the responsibility of the student to demonstrate that the proposed course is fully equivalent to a regular course in terms of time investment and degree of difficulty.

## **VII.6 TUTORIALS**

Scheduling conflicts sometimes preclude a student's taking a course required for graduation. In such instances, a student may petition to take the course as a tutorial. Tutorials are courses listed in the catalog that are taken by special arrangement with a qualified member of the faculty and carry the number, title, and credit specified in the catalog. Students enrolled in tutorial courses must meet frequently and regularly with the supervising faculty member.

Tutorials during fall, spring, and January Term command faculty time and energy in a way that may be deleterious to regular teaching assignments. It is in the general interest of the community to keep the number of tutorials to an absolute minimum. Accordingly, petitions for these tutorials must substantiate, under signature of the student's academic advisor: 1) that missing the course in question will preclude the student's graduation within the four years normally allotted to earn a Linfield degree and 2) that other available options (for instance, substitution of an alternative course) have been exhausted. Fall, spring, and January Term tutorials will normally be granted only to students with senior standing. The preceding restrictions do not apply to OCE or summer session tutorials.

Permission to take a tutorial may be obtained by submitting a petition, available in the Office of the Registrar, during the first five days of the semester or by the end of the second day of the January Term to the student's academic advisor and then to the head of the department in which the course is offered. Following approval by the department head, the petition will be forwarded to the registrar for submission to the Curriculum Committee. Copies of the petition, when approved, are returned to the department head and the faculty supervisor.

## **VII.7 STUDENTS WITH DISABILITIES**

State and federal law requires that colleges and universities make reasonable adjustments to eliminate discrimination against citizens with physical and learning disabilities.

It is the policy of Linfield University that students with disabilities shall be eligible for the following:

- Equal access to courses, programs, services, jobs, activities, and facilities available through the University.
- Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
- Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose his/her disability to except as required by law.
- Information reasonably available in accessible formats.

In practice, this has a number of specific consequences for faculty members:

1. Students will not be excluded from a course of study or major solely on the basis of a disabling condition.
2. Adaptations in degree or academic course requirements will be considered when such requirements cannot reasonably accommodate qualified students with disabilities. Academic

requirements that are deemed essential to programs of instruction or to any binding licensing requirement, and for which appropriate adaptations cannot be made, are not regarded as discriminatory.

3. The law requires that an instructor adapt course presentation to meet the unique needs of a student's disabling condition. With the exception of removing architectural barriers, no set formulas exist for making such adjustments. Adaptations will be specific to the needs of individual students in order to accommodate the disability without altering academic standards or course content. Nor should such adaptations intrude upon legitimate academic freedom. Where an assessment of the learning environment of a class shows that, even with appropriate adjustment, there remains a situation dangerous to the student in question or to other members of the class, the student may, in the judgment of the instructor and the assistant director of Learning Support Services, be justifiably excluded.

Successful management of a disability necessitates that students work in partnership with faculty members. While all are expected to meet an instructor's announced standards concerning attendance, class participation, and performance, students with diagnosed disabilities may request course modifications once they have documented their situation. The assistant director of learning support services may initiate conversation with faculty about the accommodations recommended for individual students. Faculty members may also require students to have learning support services notify them directly when such accommodations are warranted, based on confidential student files held by the assistant director of learning support services. Where such documentation is missing, the faculty members may initiate discussion with a student where perceived problems in handling course expectations suggest the presence of an as yet undiagnosed learning disability.

Faculty members who wish to request learning support staff to administer certain course modifications for a disabled student should contact the Office of Learning Support Services for assistance.

Students who believe they have been discriminated against on the basis of disability have the right to file a grievance concerning any alleged failure to comply with the law, regulations, and procedures regarding individuals with disabilities. Such grievances should be addressed to the Curriculum Committee, explaining the initial petition for exception to standing academic policy and the unsatisfactory accommodation arrived at to date. The committee will rule on the petition and designate what it sees as the appropriate modifications for the course. A petitioner who deems that decision to be unsatisfactory has the recourse to file a grievance with the dean of faculty; if the grievance continues unresolved, it goes to the president of the university for final internal disposition of the case.

The Office of Learning Support Services has developed extensive guidelines advising students, faculty and staff about the rights and responsibilities of disabled students and describing avenues for accommodating their special needs. Visit [linfield.edu/learning-support](http://linfield.edu/learning-support) for more information.

## **VII.8            POLICIES ON MAJORS, MINORS, AND THE LINFIELD CURRICULUM**

The policies below apply to students seeking the B.A. or the B.S. degree. They do not apply to the university's professional degree in nursing, the B.S.N.

Two main categories of major are recognized: Standing Majors, which are programs that have been approved specifically by the Faculty Assembly, and Individual Majors, which are approved for individual students under policies described below. Each student must complete a Standing Major or an Individual Major to graduate.

### **VII.8.1           Standing Majors**

Two kinds of standing majors may be distinguished. Single-field, or departmental, majors focus on a single named discipline (e.g., anthropology, physics) but sometimes include cognate or supporting courses in other fields. Multiple-field majors, sometimes referred to as interdisciplinary or multi-disciplinary majors, are coherent programs of study that include significant numbers of credits in more than one discipline and are typically named in relation to the mix of disciplines represented (e.g., international business, business information systems). Multiple-field majors are supervised by a small faculty program committee from appropriate departments.

A single-field major typically consists of a minimum of 40 credits and a maximum of 60 required credits, where all required credits are counted, including prerequisites and courses both within and without the field. Further, the required credits must include at least 30 but not more than 40 in the field. Unless a contrary action is taken by the Faculty Assembly, a field is co-extensive with a department with respect to these minima and maxima. The statement of this policy in the catalog will be accompanied by the current list of any approved exceptions. Further, certain courses from which many students are exempted by placement on entering the university (e.g., elementary language and mathematics) may be excluded from the maxima by action of the Faculty Assembly. A single-field major will normally include at least 20 credits in upper-division courses (those numbered 300 or above). Finally, a single-field major will normally include some kind of capstone experience such as a senior project or thesis, a senior seminar, or an integrative course.

A multiple-field major typically consists of a minimum of 40 credits and a maximum of 60 credits, where all required credits are counted, including prerequisites. For each of the main core fields represented, the required courses normally will include no fewer than 15 credits and no more than 30 credits. Normally, a multiple-field major will include some kind of capstone experience that bridges the constituent fields.

### **VII.8.2           Individual Majors (IMs)**

The individual major (IM) is designed for students who are serious about pursuing an area of scholarly inquiry that has a definable character but falls outside the scope of a standing major of the university. Further, it is an interdisciplinary, intellectually coherent program of study

designed by an individual student and faculty members of his or her choice. Programs that would simply accord the status of an IM to a set of courses in one department, or to a set that already satisfies the requirements of an existing major, are not acceptable.

Students and advisors will be guided in designing an appropriate IM by application forms and an IM handbook, both available from the registrar.

As the first step in initiating a proposal for an IM, the student will secure an IM advisor (who serves also as the student's academic advisor) and, with the assistance of the advisor, form an ad hoc IM program committee constituted of the IM advisor and at least one faculty member from each main discipline (referred to hereafter as a “core field”) in the proposed major. Because these faculty members must be prepared to act as the student’s advisory group until the student graduates, they must hold full-time tenure-track positions. With respect to overseeing the student's individual major, the program committee functions in lieu of an academic department of the university. The committee’s initial role is to assist the student in designing a major worthy of faculty approval.

A proposal must come to the university Curriculum Committee with the support of the IM program committee. The Curriculum Committee will recommend to the Faculty Assembly those proposals that in its opinion have scholarly merit, are clearly interdisciplinary, can be carried out with resources available at Linfield, and otherwise are consistent with IM policies. Before taking final action, it may recommend changes in the proposal. For an IM program that has already been approved by the Faculty Assembly, proposed changes may be approved by the Curriculum Committee without subsequent action by the assembly.

The core of an IM proposal is a statement that describes the major, explains its rationale, argues for its coherence, and demonstrates how the proposed course work relates to the rationale. The proposal lists the courses in the major and suggests a sequence in which they will be taken. It includes a statement from the IM advisor attesting to the academic viability of the program and is signed by the members of the student’s IM program committee (indicating approval of the idea and content of the major) and by the head of each department that offers a core field involved in the major (indicating probable availability of the courses included in the program). A department head who believes the title or content detracts from or otherwise infringes upon the major(s) offered by the department may attach a statement to this effect, with an appropriate recommendation.

The following additional policies have been adopted to supplement the provisions above:

1. The student should have completed at least one year of college work and earned a cumulative 3.0 GPA at the time of applying for an Individual Major.
2. Applications must be submitted by the end of the second semester of the student's sophomore year, with approval of the Curriculum Committee coming by the middle of the first semester of the junior year. This policy is designed to assure careful planning and eliminate proposals that are simply post-hoc rationalizations for a set of courses taken to meet other goals. Exceptions should be rare and based on clear evidence of planning, including, when appropriate, staying past the usual eight semesters to complete the major.

3. In cases in which transfer credit is to be applied toward the major, a transcript, syllabi, and other appropriate materials documenting transfer work already completed, and/or a feasible plan for completing future transfer work, must be submitted with the application.
4. The proposal must make clear whether the IM will be part of a Bachelor of Arts or Bachelor of Science degree program.
5. The individual major must comprise at least 50 credits but no more than 60 credits, including cognates and prerequisites.
6. The major must include work from at least two core fields, but not normally more than three, with a minimum of 15 and a maximum of 30 credits in any one core field included within the 60-credit maximum.
7. At least 25 credits in the major must be earned at Linfield, including at least 8 upper division credits in each core field represented.
8. At least one-third of all course work must be in the upper division, with no less than half at the upper division level in all core fields represented in the major.
9. Each major must include some form of individual study (an independent study course, an internship, a senior project, or a seminar) to serve as a culminating integrative experience. The nature of this study, and a case for its feasibility, should be included in the IM proposal.
10. Any individual major that bears the title of a generally recognized course of study should include course work comparable to this program at institutions at which it is regularly available. Students should use materials from such institutions in planning their individual majors and submit them with their proposals to substantiate that this criterion is met.
11. Because each request is considered individually, the student may, with the support of the program committee, request an exception to particular requirements. Such a request should be included in the statement justifying the major.
12. On the student's transcript, the major will appear as Individual Major: [Name of Program].

### **VII.8.3 Minors**

Besides the majors described above, the only other kind of program recognized on a student's transcript is a minor (except that certificate programs are recognized for Continuing Education students). Students are not required to complete a minor. A single-field minor consists of 20 to 30 credits, no more than 25 of which are in the field itself; a multiple-field minor will include no more than 30 required credits of interrelated course work. All credits are counted, including prerequisites. "Individual minors" will not be permitted.

### **VII.8.4 The Linfield Curriculum**

#### **VII.8.4.1 The Linfield Curriculum (General Education Requirements)**

The purpose of the general education requirement called the Linfield Curriculum is to foster the development of wholly-educated persons by providing a coherent experience spanning the arts and humanities, natural sciences, and social/behavioral sciences. The Linfield Curriculum seeks to enable students to communicate effectively; appreciate literary, artistic, and historical works; be conversant with various philosophical and religious conceptions of humanity; understand the role of diversity both globally and nationally; analyze how human beings behave individually

and socially; understand, formulate, and critique quantitative arguments; and comprehend the methods and accomplishments of modern science.

Grounded in the multidisciplinary spirit of the liberal arts, the Linfield Curriculum stresses wide exposure to the ways that educated individuals, be they scientists, artists, entrepreneurs, teachers, or ethicists, engage ideas, articulate choices, and assert opinions. It encourages students to cultivate intellectual and personal flexibility, pursue independent action, and engage in responsible decision-making. The Linfield Curriculum emphasizes communication and facilitates self-discovery in personal, cultural, and academic contexts. It affirms the need to understand people and societies both nationally and internationally. In short, the Linfield Curriculum encourages inquiry, analysis, and imagination, habits of mind that provide the foundation for reasoned action, wonder, and continued learning in all aspects of life.

The Linfield Curriculum consists of four major components: (1) the Inquiry Seminar; (2) Six Modes of Inquiry; (3) Diversity Studies; and (4) a Writing-Intensive Requirement. Courses contributing to the Linfield Curriculum (including Modes of Inquiry, Global Pluralisms and U.S Pluralisms, and Writing-Intensive courses) are normally a minimum of 3 semester-credits. Any single class transferred from outside institutions must be at least 3 semester-credits or 4 quarter-credits. To encourage intellectual breadth, no student may count more than two courses from a single department toward completion of the Linfield Curriculum.

### **I. The Inquiry Seminar (INQS 125)**

At the center of the Linfield Curriculum is the Inquiry Seminar, taken by each first- or second-year student. A collaborative investigation of a compelling subject, the Inquiry Seminar builds upon and deepens the relationship between thinking and communication, both oral and written. It models the goals of the entire Linfield Curriculum by developing the critical thinking skills common to every discipline and vital to becoming an educated person. Inquiry Seminars are taught by faculty from many fields and offer a wide range of topics varying from semester to semester. Because they provide an introduction to thinking and communicating within the academic environment, Inquiry Seminars do not satisfy requirements for majors and minors. Each student may take only one Inquiry Seminar except in cases of failure. ADP students may fulfill this requirement with INQS 126.

### **II. The Six Modes of Inquiry**

The Modes of Inquiry offer six conceptual frames of reference central to the pursuit and construction of modern knowledge: Creative Studies; Individuals, Systems, and Societies; Natural World; Quantitative Reasoning; Ultimate Questions; and Vital Past. While resembling the traditional distributional arrangements of general education, these categories also transcend them by asking students and faculty to focus on the distinctive cross-disciplinary questions underlying each Mode of Inquiry. The Linfield Curriculum encourages intellectual breadth by introducing students to a wide variety of academic experiences.

Each student must complete at least seven approved courses, one in each of the Six Modes of Inquiry and one Upper-Division course. This Upper-Division course must be at the 300 level or



above. It may be taken from any of the Modes of Inquiry (Creative Studies; Individuals, Systems, and Societies; Natural World; Quantitative Reasoning; Ultimate Questions; and Vital Past), but it must be a course from outside the student's major department. In the case of a student with multiple majors, the Upper Division course must be from outside one of the major departments. In other words, it may not be a course which satisfies the requirements of both majors. In the case of interdisciplinary majors, the Upper Division course must be from outside the student's field of study.

To satisfy the requirement for each Mode of Inquiry and the Upper Division course, a student must demonstrate meeting the learning objectives of that mode by choosing an assignment, or collection of assignments, to post in an online repository. The choice of these exemplars must be supported with a paragraph description. To receive credit for the Mode of Inquiry, these exemplars must be posted by the last day of finals of the semester the course is taken. For the case in which a course satisfies multiple designations, the student may submit exemplars and support for multiple designations; however, the student must choose the designation for which the course is to count and will receive credit only for that single designation.

#### ***A. Creative Studies (CS)***

Courses with this designation are dedicated to the study of theory and practice in music, theatre, literature, and the visual and plastic arts. They foreground creative theory, or creative practice, or integrate the two. These courses study the making of art and how meaning—sometimes tense or contradictory—rises out of the interaction between artists, artworks, and audiences. Thus, they ask students to inquire into the ambiguities, contradictions, and tensions fundamental to art-making and its aesthetic effects. Art is a primary way that human beings reflect upon their experiences and perceptions. Therefore, these courses encourage students to value lifelong engagement with the arts. Creative Studies courses are designated CS in this catalog and each semester's registration materials.

In courses with CS designation, students will do the following:

1. Demonstrate an understanding of the media, genre, craft and presentation of art.
2. Articulate an understanding of the complexity of defining and interpreting art.
3. Examine the contexts and influences of art.
4. Practice the improvisational and technical processes of art.

Courses with CS designation address the first learning outcome. In addition, they address at least one of the remaining three.

#### ***B. Individuals, Systems, and Societies (IS)***

Courses in this mode examine how members of societies organize themselves to satisfy individual and collective goals. They foster an understanding of the complexity and interconnectedness of individuals, systems, and societies across local, national, and/or global contexts. They also encourage students to think critically about themselves and their relationships to other individuals, institutions, and/or social systems. Individuals, Systems, and Societies courses are designated IS in this catalog and each semester's registration materials.

Courses with an Individuals, Systems, and Societies (IS) designation are intended to provide students with opportunities to do the following:

1. Understand individual, systemic, and/or social processes;
2. Analyze individuals, systems, and/or societies through multiple frames of reference;
3. Think critically about the ways that society affects individual behavior and/or individual behavior affects society;
4. Articulate how key theoretical principles can be used to explain individual and social processes, inform public policy and/or develop practical approaches to human problems across local, regional, and/or global contexts.

Courses with IS designation address the first learning outcome. In addition, they address at least one of the remaining three.

### ***C. Natural World (NW)***

Courses in this mode explore science as a way of knowing about the natural world, highlighting the process of scientific inquiry and the interplay between theoretical and experimental analysis. They focus on fundamental principles that illuminate the study of our surroundings, including matter, energy, and living things. Emphasis is placed on students making connections between science and their daily lives. Natural World courses are designated NW in this catalog and each semester's registration materials.

Courses with the NW designation are intended to help students understand the scientific method. In particular, students must demonstrate:

1. Demonstrate an understanding of the theoretical and/or experimental background of a particular topic or model, sufficient to form or identify a hypothesis.
2. Demonstrate an ability to critically analyze scientific results discussing strengths and weaknesses.
3. Demonstrate how scientific results can be extended to more general situations in contemporary society.

Courses with NW designation address all of the above learning outcomes.

### ***D. Quantitative Reasoning (QR)***

Courses in this category explore contextual problems involving quantitative relationships by means of numerical, symbolic, and visual representations. These courses foster critical analysis of the uses and constraints of quantitative information and its representations. Finally, they focus on discussing models; making appropriate assumptions; and deducing consequences or making predictions. Quantitative Reasoning courses are designated QR in this catalog and each semester's registration materials.

Courses with the Quantitative Reasoning designation are designed to develop the student's ability to do the following:

1. Frame contextual questions using mathematical representation.

2. Apply models to deduce consequences or make predictions.
3. Communicate quantitative arguments using clear prose.
4. Critique quantitative arguments with respect to assumptions, constraints, and logical coherence.

Courses with QR designation address all of the above objectives in the course syllabus.

### ***E. Ultimate Questions (UQ)***

Courses with this designation are designed to encourage students to articulate and evaluate core assumptions and the paradigms through which knowledge is acquired and assessed. Such courses engage in a critical analysis of fundamental beliefs, cultural practices, and competing truth claims with the aim to appreciate and negotiate ambiguity and to develop greater self-knowledge and wisdom as evidenced in the ability for meaningful dialogue, and awareness of social responsibility and understanding. While this mode of inquiry strongly emphasizes an assessment of cognitive systems and symbols, such courses also explore the metaphors, cultural language, and normative assumptions present in core questions, which culminate in examined insights into our actions and ways of belonging in communities, whether secular or religious. Ultimate Questions courses are designated UQ in this catalog and each semester's registration materials.

In courses with the Ultimate Questions designation, students will learn and demonstrate growth from among the following:

1. Identify and analyze or evaluate core assumptions and paradigms through which knowledge and/or values are acquired and assessed
2. Examine and analyze the ambiguities and tensions inherent in competing truth claims, fundamental beliefs, and/or cultural practices
3. Demonstrate greater self-knowledge and awareness of social responsibility through engaged self-reflection
4. Articulate and engage core questions that lead to examined insights into our actions and ways of belonging in communities

Recognizing that other modes of inquiry engage many of these issues, in an Ultimate Questions course, these topics and method lie at the center of the inquiry rather than arising as implications drawn from work in other modes of inquiry.

All courses with UQ designation address the first learning outcome. In addition, they address at least one of the remaining three outcomes.

### ***F. Vital Past (VP)***

Courses in this mode of inquiry explore the human past and offer an opportunity to reflect on the continuities, change, and diversity in human experience across time. They investigate social, cultural, political, and other dimensions of human historical experience. They introduce students to various methods that scholars in different disciplines have developed to study the human past. These courses also encourage students to think critically about the interconnections between past and present. Vital Past courses are designated VP in this catalog and each semester's registration materials.

Students who complete a course with the Vital Past designation should do the following:

1. Identify, analyze, and contextualize primary sources.
2. Identify and critique secondary, scholarly arguments about the past.
3. Develop and defend an analytical or interpretive argument about the past.
4. Recognize that differences separate people past and present, though all people share a common humanity.

Courses with the Vital Past designation address all of the above learning objectives.

### **III. Diversity Studies**

An escalating interconnectedness marks the society into which Linfield students will graduate. Within our own national borders, heightened sensitivity to the diversity of perspectives, experiences, and aspirations that shape American culture grounds the successful operations of democracy and facilitates the exercise of effective citizenship. The emergence of women into every phase of public life has also accelerated the pace of cultural change. These developments challenge all learners to seek new sources of knowledge and question established views on what constitutes knowledge.

Diversity Studies within the Linfield Curriculum is meant to ensure that all students examine the cultural and individual differences produced by such factors as gender, race, ethnicity, national origin, religion, and sexual orientation. The university thus affirms the benefits of mutual tolerance and civil discussion fostered by a deepened understanding of and respect for human complexity.

Students must take two courses which address facets of cultural diversity such as gender, race, national or geopolitical allegiance, religion, sexual orientation, and cultural mores. One of the two required courses must address Global Pluralisms (GP), and one must explore U.S. Pluralisms (US). This requirement applies to all students regardless of citizenship. It is not met by classes in modern language instruction, though upper division culture classes offered by the Modern Languages Department may satisfy Global Pluralisms. Courses in Global and Multicultural Inquiry may, but are not mandated to, belong to any of the Modes of Inquiry. Students may propose experiential learning projects to satisfy half of this requirement; such projects must receive prior approval from the Curriculum Committee.

To satisfy the requirement for each diversity designation (GP or US), a student must demonstrate meeting the learning objectives of that mode by choosing an assignment, or collection of assignments, to post in an online repository. The choice of these exemplars must be supported with a paragraph description. To receive credit for the each diversity designation, these exemplars must be posted by the last day of finals of the semester the course is taken. For the case in which a course satisfies multiple designations, the student may submit exemplars and support for multiple designations; however, the student must choose the designation for which the course is to count and will receive credit only for that single designation.

**A. *Global Pluralisms (GP)***

Courses with this designation focus students' attention upon issues of pluralism from a global perspective. The use of analytical frameworks challenges students to articulate and analyze social, cultural, artistic, religious, philosophical, ethical, economic, political, and/or policy differences of particular people or cultures outside the United States, and the power relations implicated in such differences and their analysis. These courses also include a consideration of multicultural perspectives within and among different countries, as well as the impact of global interdependence upon the lives of individuals. This may include comparisons between or among countries, as well as comparisons of different time periods. Through the process of examining Global Pluralisms, students prepare for participation and citizenship in an increasingly diverse world. Global Pluralisms courses are designated GP in this catalog and in each semester's registration materials.

In courses with GP designation, students will have opportunities to do the following:

1. Articulate an understanding of some person or group of people outside the United States from the perspective of history, culture, religion, politics, society, gender, art, literature, music, language, economics, philosophy, health care, or some other disciplinary or interdisciplinary perspective(s).
2. From one or more disciplinary perspectives, articulate and analyze the power relations (e.g., imperialism, colonialism, political or cultural hegemony, or marginalization) among two or more nations or groups of people.
3. Examine the impact of global interdependence on the lives of individuals.

Courses with GP designation must address the first learning outcome, and at least one of the remaining two learning outcomes.

**B. *U.S. Pluralisms (US)***

Courses with this designation explore the diverse experiences among those living in the United States. Students pursue inquiry into the varied dimensions of human diversity such as age, ability, ethnicity, gender, language, politics, race, religion, sexual orientation, identity, and/or social class. These courses examine how the dominant traditions of U.S. culture have marginalized the voices of those who have typically fallen outside those traditions, using analytical frameworks, or discussion that addresses the social, economic, political, ethical, cultural, aesthetic, philosophical, and/or policy discourses among those groups. Through the process of examining U.S. Pluralisms, students prepare for their participation and citizenship in an increasingly diverse society. U.S. Pluralism courses are designated US in the catalog and each semester's registration materials.

In courses with US designation, students will have opportunities to do the following:

1. Identify and explore in a comparative framework across co-cultures at least one aspect of difference that characterizes the U.S. population, including but not limited to age, disability, ethnicity, race, religion, gender identity/sexual orientation, and/or social class..
2. Develop and defend an analytical or interpretive argument that addresses specific injustices produced by the marginalization of some groups within the diverse fabric of U.S. society.

Courses with US designation must address both learning outcomes.

#### ***IV. Writing-Intensive Course(s) in the Major (MWI)***

In addition to the Inquiry Seminar, all students must complete the approved upper-division Writing-Intensive class, or sequence of classes, designated for their respective majors by their home departments. This requirement serves to enhance students' mastery of the formats, conventions, and habits of mind appropriate to the major's disciplinary investigations.

The Inquiry Seminar introduces students to the practices of inquiry, which form the foundation for the intellectual communities of the academy and the larger society. The Linfield Curriculum continues this process within various modes of inquiry. The overarching goal of Major Writing Intensive courses is to further develop the student's ability to conduct inquiry within the various majors at the university—recognizing the importance of the writing process to the process of inquiry—and express the results of that inquiry in disciplinarily appropriate writing.

Therefore, courses designated as MWI pay explicit attention to writing and writing instruction while engaging students in all phases of the writing process. Furthermore, writing assignments are a significant portion of the course work and the course grade. In MWI courses:

1. Students frame key questions important to the understanding of their discipline.
2. Students answer such questions in writing appropriate to the conventions of their discipline and compelling to an intended audience.
3. Students develop or further refine an iterative writing process that includes prewriting activities (e.g. discussion, research, literature review) drafting, revising and editing, and that is appropriate for their chosen discipline.
4. Students receive significant instruction and feedback helping them in the various steps of this process.

#### **VII.8.4.2 Linfield Curriculum Assessment** (Adopted Spring 2010)

##### **VII.8.4.2.1 Assessment of the Modes of Inquiry and Diversity Studies Requirements**

The Curriculum Committee is responsible for overseeing the implementation of this plan.

The Linfield Curriculum assessment process will:

- enable the direct and indirect assessments of student learning outcomes,
- engage students in understanding and reflecting their learning in the LCs,
- employ authentic learning embedded within the classroom experience, and
- avoid placing an undue burden on classroom faculty.

The assessment of the LCs will have four components:

- Records Review
- Direct and indirect assessment of individual LC student learning outcomes
- Direct and indirect assessment of integration of LCs (Pilot program)
- Senior/Alumni surveys assessing indirect learning and impact of LCs on education/life outcomes

**I. Records Review**

- a. The goal of this review is to determine patterns in LC registration and the extent to which students are taking advantage of the full LC offerings at Linfield;
- b. Periodic (period to be determined) review of transcripts to answer questions, for example:
  - i. Within each LC, how diverse (across departments) are the actual registrations?
  - ii. Which LCs are most likely to be repeated as upper division LC?
- iii. Across four years, what are the patterns of registrations, for example:
  - 1. Patterns of LCs transferred/enrolled over Jan/Summer;
  - 2. In which registration years do students register for LCs?

**II. Direct and Indirect Assessment of Student Learning Outcomes – Individual LCs**

- a. Students are introduced to the process in Colloquium (replace one current assignment with work on the first LC exemplar and short explanation; the assignment will be determined by the Colloquium Revision Committee);
- b. Students register for course and for LC separately (based upon need for specific LCs)
  - i. Advisors will help students choose appropriate courses for each LC and assist students in monitoring what they need to complete;
  - ii. Can change this registration through end of drop add period.
- c. Students will identify exemplars from the course that they feel best represent evidence of the LC for placement into their file:
  - i. Students upload graded exemplars into file;
  - ii. Students complete a short explanation (e.g., 120 words) of why they think this exemplar best meets that element of the LC (if using an electronic filing system, this could be submitted through a simple drop down box);
    - 1. If using an electronic format, this would be a drop-down box for them to fill in.
  - iii. Exemplar and statements must be uploaded by the end of final exam week for students to receive the LC designation for the course.
- d. Assessment
  - i. LC Working Groups develop rubrics for assessment of direct evidence (exemplars) and indirect evidence of learning (paragraph explaining fit of exemplar to standard);
  - ii. Each year, two LCs will be reviewed:
    - 1. Faculty will be recruited to serve as LC reviewers;
    - 2. Exemplars will be assessed for direct evidence of student learning outcomes;
    - 3. Short paragraphs will be assessed for indirect evidence of student understanding of those outcomes.
  - iii. The benchmark of success will be that at least 60% of our students are at a satisfactory or exemplary level. In addition, the benchmark for success for the Upper-Division Mode of Inquiry requirement will be that at least 75% of our students are at the level of satisfactory or exemplary.

**III. Direct and Indirect Assessment of Integration of Student Learning Outcomes**

- a. A two to three-year pilot process is proposed;
- b. Individual departments will be encouraged to develop integrative models as part of department capstones/Senior seminars/MWI/Other as they wish;
- c. In that course, as part of the course assignments, students will be expected to construct an integrative essay, articulating the inter-connections between two or more LCs and the impact of this learning on their major learning outcomes/learning at Linfield;
- d. Essay will be reviewed by instructor as an assignment for the course;
- e. Students will be expected to submit this file by the end of the semester.
- f. Assessment:
  - i. Curriculum Committee will develop rubrics for integrative essay (as indirect evidence of integrative learning);
  - ii. Faculty will be recruited to serve as integrative reviewers;
  - iii. Each year, a random sample of integrative essays will be reviewed.

**IV. Senior/Alumni Survey - Indirect Assessment of Learning Outcomes**

- c. Senior Year – as part of standard senior survey process, students will complete a set of questions designed to assess students' indirect understanding of integrative learning outcomes and preparation for graduation outcomes;
- d. Alumni – as part of standard alumni survey process (currently during the first year and the tenth year post-graduation; an intermediate fifth year survey is under consideration, as well) alumni will complete a set of questions designed to assess their indirect assessment of integrative learning and impact on their post-collegiate life;
- e. Survey questions might also list individual LCs and ask alumni to identify which they are using in their lives/in their work on a regular basis;
- f. Survey questions will be developed by the Curriculum Committee;
- g. Data will be reviewed annually; longitudinal data (senior year to 1 year out; first year to the 10th year out) will be reviewed every five years.

**VII.8.4.2.2 Assessment of Major Writing Intensive (MWI) Courses**

As the learning outcomes of MWI courses are broadly defined, it is necessary for departments to meet, discuss, interpret, and refine them so that the outcomes are meaningful within their respective disciplines. As such, the assessment of these outcomes should be done on a departmental level. Each department should incorporate an assessment of the MWI outcomes (as explicitly interpreted within the department) within the department's assessment plan. By the end of Summer 2013, all departments will submit, as a supplement to their annual report, their plan for incorporating an assessment of the MWI learning outcomes.

**VII.9 Online and Continuing Education (OCE)**

Online and Continuing Education extends the benefits of the Linfield liberal arts educational tradition to those enrolled in the online courses. The quality of instruction, range of curricular offerings, composition of programs and implementation of policies and procedures conform to Linfield standards. The program seeks maximum involvement of Linfield faculty members in establishing guidelines, hiring adjunct faculty members, and teaching in order to achieve teaching excellence, innovation, and superior support for all users.



Linfield Online and Continuing Education administers a wide variety of educational programs including:

1. Bachelor's degree programs
2. Certificate programs for non degree students
3. Non-credit educational programs

### **VII.9.1 Certificate Programs**

Certificates offered through Linfield Online and Continuing Education are designed to assist students develop expertise and skills to broaden their knowledge in a specialized area. The university grants a certificate to validate the students' successful completion of a certificate program.

#### **Policies Regarding Certificates**

1. Certificate programs are composed of courses developed by faculty and approved by the appropriate departments, Curriculum Committee, and Faculty Assembly.
2. Certificate programs, including the requirements, are subject to approval by the OCE Director, appropriate department(s), Curriculum Committee, and Faculty Assembly.
3. Each certificate program consists of a minimum of 16 credits. Certificates must be at least 16 credits in order for students enrolled in them to be eligible for federal financial aid. Furthermore, It is strongly recommended that certificates be structured with student financial aid needs in mind. Students must be enrolled in a minimum of 6 credits required by their program in order to be eligible for federal financial aid.
4. No more than 25 percent of the total credits required for a certificate, excluding prerequisites, can be earned through course work transferred from other institutions or can be earned through credit for prior learning. Students enrolled in the Post-Baccalaureate Accounting Certificate Program are not eligible to be awarded credit for prior learning.
5. Linfield faculty members and adjunct faculty teach the OCE courses.
6. Teaching will be evaluated according to university policies to ensure that the courses meet the expectations and needs of students, faculty, and the goals of Linfield University.
7. Students are evaluated on the same criteria that are used in evaluating the course work of degree students.
8. The Office of Admission will control admission to the certificate programs.
9. On campus students enrolled in a degree program at the university are not eligible to participate.

### **VII.9.2 Best Practices for Online Pedagogy**

The "Best Practices for Online Pedagogy" document serves as a resource to faculty members who are teaching in an online environment, particularly those who are teaching using this delivery method for the first time. In addition, this document can serve as a basis for initial discussions with adjunct faculty in departments who oversee courses in Online and Continuing Education. (See Appendix B)

## **VII.10 CREDIT BY EXAMINATION (CHALLENGE EXAMS)**

In recognition of the validity of acquiring knowledge outside the classroom experience, the faculty of the university has given students the option of receiving credit by examination. Under this provision, students are awarded credit for a particular Linfield course by successfully passing an examination composed and administered by a faculty member who is or has been directly involved with teaching the course. The credit by examination option is subject to the following regulations:

1. A fee will be charged for the examination as specified in the official statement on university expenses. This fee must be paid to student accounts prior to the administration of the examination.
2. The decision to give an examination is the prerogative of an instructor who normally teaches the course.
3. In addition to the approval of the instructor, the department head and the Curriculum Committee must also approve the request.
4. The examination will be prepared, administered, and graded by the instructor, in consultation with other members of the department. A copy of the Credit by Linfield Challenge Exam form and grade will be kept in the student's file in the Registrar's Office.
5. The amount of credit will be the amount offered in the catalog listing of the course. No credit will be given for a grade of less than B.
6. Credit will be listed on the transcript as ungraded, indicated only by the term Linfield Credit by Exam. No notation will appear in the case of failure.
7. A student may repeat an examination only once in case of failure to pass it on the first attempt. The second examination must meet requirements 1 and 2 preceding.
8. A student may not receive credit for:
  - a. A course for which credit has been granted by or transferred to Linfield University.
  - b. A course that is a prerequisite to a course for which credit has already been granted.
  - c. A course in which the student is or has been enrolled for more than four weeks during the semester in which the examination is requested.
  - d. A course the student is auditing or has audited for more than four weeks during the semester in which the examination is requested.
9. A limit of 31 credits may be earned through Credit by Examination.
10. A maximum of 15 credits may be earned in a student's major field.

## **VII.11 FIELD TRIPS, ACTIVITIES, AND SCHEDULING CONFLICTS<sup>12</sup>** (Revised September 1, 1998; updated April 7, 2013)

Student life at Linfield includes a variety of intellectually, socially, and personally enriching activities, the core of which consists of formal academic course work. Field trips and class-related activities outside of regularly scheduled class hours are an important and integral part of this course work. Officially sanctioned trips and paracurricular activities wherein students represent the university also constitute a legitimate component of Linfield's overall educational program. Participation in a variety of such endeavors, however, may sometimes result in

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<sup>12</sup> *Because field trips may cause students to miss other classes, instructors should try to indicate the times of such trips in the class schedule so students can avoid scheduling other classes at these times, or, if such cannot be done in advance, make every effort to schedule field trips when students do not have class conflicts.*

scheduling conflicts—defined as “any situation in which a student’s obligations in two such endeavors are incompatible.” These conflicts include instances in which students would miss regular class meetings (regardless of whether or not exams or special activities are scheduled).

As a general principle, faculty and students should adopt a spirit of good will, mutual respect, and sensitivity as they work to avoid such problems, to resolve them in ways that minimize negative impacts on classes, faculty time and energy, and the overall educational experience of Linfield students. Discussion, negotiation, and compromise form the heart of this policy.

Given the differing relationship of a wide range of curricular and extracurricular endeavors to the central goals expressed in Linfield’s mission statement, certain general categories of activities can be identified.

1. Regularly scheduled academic course work (including laboratories) and academic course work outside of scheduled class time (field trips, departmental retreats, public lectures, and other campus events that are required assignments for courses);
2. Academic paracurricular and co-curricular activities in which students (either individually or as members of groups) represent or prepare to represent Linfield University. Examples include academic conferences, seasonal and post-seasonal athletic events, band or choir trips, forensic tournaments, and the study abroad orientation;
3. Other elective non-course-related events and activities in which students (either individually or as members of groups) participate as representatives of Linfield University. Examples include academic conferences, Greek/ASLU Club events, and club sports;
4. Strictly elective campus events and activities not required for any course, in which students participate as individuals and not as representatives of Linfield University. Examples include campus lectures, religious observances, recreational activities, and dances.

In all cases involving officially sanctioned trips and activities (categories 1 and 2 above), instructors whose classes are missed by participating students must allow those students to make up any missed assignments, in accordance with the principles outlined in this policy. Faculty discretion regarding conflicts associated with other kinds of trips and activities (categories 3 and 4) should, however, also be informed by the same spirit of good will, mutual respect, and sensitivity.

Faculty, field trip/activity organizers, and students should take the following measures to help avoid scheduling conflicts and to lay the groundwork for dealing with them when they arise:

1. Instructors should indicate in their syllabi and call to their students’ attention at the beginning of the semester any plans for field trips and other activities outside regular class hours;
2. When and where possible, instructors and trip leaders should avoid scheduling field trips and other off campus activities during the first week of classes;
3. Instructors should also make clear to their students early in the semester the relative importance of those field trips/activities to the course and the consequences of missing them;
4. Field trip/activity organizers (instructors, coaches, choir directors and the like) should notify all students at least three weeks in advance and faculty via e-mail at least one week in advance of any such activity, including in their message a list of participants and the times of

absences. In cases where such advance notice may not be possible (e.g. postseason competition tournaments for which students must qualify), organizers should notify faculty colleagues at the first opportunity;

5. Students should acknowledge that they bear primary responsibility for identifying scheduling conflicts, alerting their instructors and field trip/activity organizers to them, and initiating prior to departure procedures for resolving them.

A student who has identified a scheduling conflict should immediately and fully inform all directly involved parties (by e-mail, note, or in person) and initiate movement toward a resolution. In some cases, instructors may be able to suggest a relatively simple way for missed classroom activity to be made up. In other cases, the most problematic being those occasions when the field trip/activity conflicts with such crucial events as a scheduled examination or class presentation, resolutions will be more difficult to find. Direct contact and exchange of information and ideas among faculty colleagues often facilitate this process. Students should assume a pro-active role, recognizing that the organization and evaluation of make-up assignments constitutes an additional burden on the instructor and may create troublesome issues of equity in regard to the class as a whole. Therefore, students must be willing to make an extra effort to balance their multiple responsibilities, to establish priorities, and to live with the consequences of their decisions.

A student who feels that the solution is not fair and satisfactory should refer the matter to the dean of faculty (or for Portland campus the dean of nursing) for an attempt to negotiate a fair and satisfactory resolution.

#### **VII.11.1 Policy on Proctoring Examinations for Students Participating in University-Sanctioned Off Campus Activities**

Linfield University recognizes that, at times, a student participating in university-sanctioned activities will be off campus at the time s/he is required to take a scheduled examination. In such cases, the course instructor will need to make alternative plans for the examination for such students or may provide copies of the examination to a qualified proctor to administer during the period of the activity. In the latter case, the proctor will receive, administer, and return the examination in accord with written conditions specified by the course instructor. These conditions will be detailed on the relevant form available from the Registrar's Office. It is each student's responsibility to obtain this form and see that it is completed in a timely manner prior to the departure from campus.

The proctor will be the person in charge of the sanctioned activity or his/her designee (e.g., Athletic Director, Coach). If the person in charge of the activity is not able to proctor the exam, s/he must assure that the eventual proctor receives a paper copy of the form and agrees to carry out its provisions, which include instructions to the proctor.

## **VII.12 REGISTRATION PROCEDURES**

The Registrar's Office publishes all registration materials on the Registrar's website approximately 4 weeks before registration and notifies students and faculty by e-mail. Faculty advisors either use their Web Advisor account or notify the Registrar's Office to enable the students to register. At their assigned times, students register themselves using their Web Advisor account, except for independent studies, tutorials, and courses which require instructor permission or carry variable credit. For these classes, students complete forms available in the Registrar's Office, obtain the necessary signatures, and return the forms to the Registrar's Office for processing.

ADD/DROP forms are required after the first five days of a regular semester. They are available both in the Office of the Registrar and online ([linfield.edu/registrar/registrar-registration-forms](http://linfield.edu/registrar/registrar-registration-forms)). On the hard-copy form, students must obtain a signature of approval from the professor of each class dropped and added, and from their advisors. Students must return the signed form to the Office of the Registrar, where the changes are recorded. Use of the online form allows the student to obtain approval electronically.

Students may ADD or DROP a course through the end of the fifth day of the semester without the use of these forms. ADDS between the fifth and tenth day of the semester require approval of the course instructor and the student's faculty advisor. In January term, they must be completed by the second day of January Term, and require instructor permission. Faculty are not obligated to allow a student to add any course past the fifth day of classes in a regular semester or the second day of course in January term. All DROPS in registration must be made within the first three weeks of each semester or the first week of the January Term if students wish the courses not to appear on their transcripts. Students withdrawing after the end of the third week and before the end of the tenth week of a semester, or after the end of the first week and before the end of the third week of January Term, will receive a mark of W. Students may not withdraw from a course after the end of the tenth week of a semester or after the end of the third week of January term.

## **VII.13 WITHDRAWAL FROM UNIVERSITY**

Students may voluntarily withdraw in good standing from the university at any time if there are no disciplinary actions pending against them and if their financial obligations have been satisfied. Notification of withdrawal must be made in writing to the dean of students, the faculty advisor, and the registrar. Transcripts will not be forwarded or furnished until the controller of the university has certified to the registrar the fulfillment of all financial obligations.

## **VII.14 PROGRAMS ABROAD**

Linfield's study abroad programs fall into three categories: (1) the semester abroad program, designed to provide students with a significant study abroad experience while allowing them to meet some Linfield Curriculum requirements, (2) special programs abroad during January Term or the summer session, and (3) study at foreign universities for language majors.

## 1. The Semester Abroad Program

The main semester abroad programs comprise five-month terms of study in selected centers overseas. They are administered directly by the university, normally staffed by international faculty, and offer courses that satisfy at least two Linfield Curriculum requirements in each location. Programs are open to sophomores, juniors, and seniors. Current overseas sites are listed in the university catalog. Program locations may also be moved from time to time, in response to political, monetary and/or curricular developments. Each program will enroll approximately 15 students.

Placement in semester-abroad programs not administered by the university is also available, with sites identified in the university catalog.

## 2. January and Summer Off-Campus Programs

The university will continue to encourage its regular faculty to propose January Term and summer offerings off-campus. A limited number of these programs will be approved each year, consistent with offerings of the university, the January Term program, and the semester abroad programs. The Curriculum Committee will review these proposals, and the Faculty Assembly must approve any new courses. The dean of faculty will give final approval.

Policies relating to January and summer programs abroad are as follows:

### 1. Criteria for Course Development

- a. Learning objectives and student outcomes should be specifically tied to the international experience; what will students gain from this course that would not be possible if the course was taught on campus.
- b. Justification for location of course (tied to point a. above).
- c. Preliminary itinerary: what, where, for how long?
- d. Possible dates, with justification for a specific time.
- e. Connection to the Core Themes
  - integrated learning, global and multicultural awareness, experiential learning.
  - emphasis on self - reflective assignments connecting course to Core Themes.
- f. Proposal for a scouting trip (if needed), including budget and itinerary.

### 2. Criteria For Course Scheduling

- a. Budget: balance course costs with available funds.
- b. Faculty: how much experience does the faculty have with January term:
  - balance of experienced faculty and new participants
  - how recently has the faculty been involved in January term off-campus.
- c. Location: global diversity in course destinations.
- d. Curriculum: balance courses across the curriculum with offerings from diverse programs (are students from all majors equally likely to participate?).
- e. Departmental input: how do courses coordinate with other departmental offerings, short and long term?

### 3. Curricular and Site Requirements

- a. A full syllabus must be provided. In addition to the usual information (i.e., reading and course requirements, meeting times and hours/week, lecture topics, etc.), the syllabus must include field trips and/or changes of site.
- b. The program sites must be identified and some confirmation in writing presented that classroom space, accommodations, and where pertinent special facilities are available to Linfield students, with approximate costs attached. A contact person at the site should be named.
- c. All courses must be evaluated using the standard university system.
- d. Any variability in credit, expectation, or workload for special students must be approved in advance.

### 4. Number of Committed Students

- a. Proposals for summer programs abroad must be accompanied by a sign-up sheet of interested students. Students' names, addresses, and telephone numbers should be listed. A core of 15 students, before the formal promotion of a program, will in most cases indicate sufficient interest to warrant the detailed planning necessary. A non-refundable deposit will be required at the time of application.
- b. Similar policies apply to January Term courses.

### 5. Staffing requirements

- a. When the faculty member will teach as part of regular load, no faculty salary and benefits will be built into the cost of the program. Faculty will not receive extra compensation, but will receive transportation and where appropriate, room and board.
- b. When the faculty member will teach on an overload basis, compensation will be on the standard basis for such teaching (e.g., adjunct rates). Transportation will be provided.

### 6. Budgetary Requirements

A program budget and fee, including tuition in the case of summer courses, will be established for each course. The program fee must provide for the following expenses that have not been budgeted on an annual basis:

- a. Faculty cost. (See 5. above)
- b. Transportation, which would include round trip transportation to and from the site as well as local transportation abroad.
- c. Room and board (if applicable).
- d. Rental fees for classroom space and special facilities.
- e. Advertising and promotional costs beyond those budgeted by the departments.
- f. In the case of summer courses, an overhead fee calculated on salary and non-budget costs.
- g. The minimum number of students required to participate in any summer program abroad in order to cover the total program budget must be carefully calculated.
- h. Faculty must file expense reports upon return from programs abroad.

## 7. Role of the Office of International Programs

The director of international and January Term off-campus programs works out detailed arrangements once the January or summer program abroad has been approved. Faculty members wishing to propose January and summer courses abroad must submit full proposals with pertinent data, as outlined above, along with the written endorsement of their department head. Proposals will be reviewed by the Curriculum Committee.

All announcements and promotional materials are to be distributed by the Office of International Programs. Faculty members are not to promote their own programs in competition with other programs. The International Programs Office serves as the “sponsoring academic department” for summer travel courses under the university’s overall travel tour policies. It does so, of course, in full partnership with the teaching departments of the university.

## 8. Language Majors Abroad

The university requires language majors to spend an academic year at a foreign institution. The Office of International Programs stands ready to assist students in identifying appropriate institutions where this requirement might be fulfilled. Consultation with the Department of Modern Languages is required. Fees for these programs are set by other institutions and must be paid by the student directly. Linfield may also operate its own programs abroad, in which case the student pays tuition to, and may receive financial aid from, Linfield.

Students studying abroad may also remain registered at Linfield, in which case they pay regular Linfield tuition and Linfield pays the tuition of the host institution up to an amount equal to 80 percent of Linfield tuition.

## **VII.15 DEPARTMENTAL HONORS**

All students who have a cumulative GPA of 3.20 and a GPA of 3.25 or better in their majors are invited, in their senior year, to undertake an honors thesis or research project to qualify for department honors at graduation.

An honors thesis or project may take one of the following forms:

1. Data or information based on primary and secondary source material that has been collected and presented by the student, according to acceptable literary, historical, experimental, descriptive, statistical, or other methods of research.
2. An original, creative piece of writing that has been approved by the student's thesis committee.
3. An original, creative project (art, drama, music) that has the approval of the student's thesis committee.

There are two options for receiving credit for the honors thesis or project.



Under option I:

1. The student will receive 2 to 5 semester hours credit. This is determined at the beginning of the project by the student and the advisor.
2. The student will pay an appropriate additional fee if necessary.
3. The thesis must be accepted in order to receive credit.
4. If accepted, the thesis will receive an A grade.
5. The student will receive recognition in the following manner:
  - a. A grade of A will appear on the transcript along with appropriate credit.
  - b. Formal recognition at graduation.
  - c. A notation on the student's diploma.

Under option II:

1. The student and advisor will make a determination for no credit at the beginning of the project.
2. No extra fees will be levied.
3. Recognition will be given as follows:
  - a. A notation on the transcript.
  - b. Formal recognition at graduation.
  - c. A notation on the student's diploma.

## **VII.16 PROCEDURES FOR SUBMITTING COURSE PROPOSALS**

Proposals (a) for the introduction of new courses into the curriculum; or (b) for such significant modifications in courses as changed titles, credit values, and content; or (c) for deletion of courses from the curriculum must be submitted to the Curriculum Committee (see below for instructions). The Curriculum Committee is authorized, under the rules of the Faculty Assembly, to approve such proposals and report them to the assembly, when, if there are then no objections, these changes become decisions of the assembly. It is the intent of the Faculty Assembly that no course will be included in the class schedule book, or advertised in any way, until it has been approved by the Curriculum Committee and duly reported to the assembly. Course proposals for the School of Nursing need to be approved by the School of Nursing's Curriculum Committee and the School of Nursing faculty prior to going to the university curriculum committee.

To permit orderly consideration of course proposals before students must register for courses, the Curriculum Committee has established the following:

Because courses to be offered in the summer session, fall semester, or January Term should be approved and reported to the Faculty Assembly by the March meeting of the assembly, proposals pertaining to such courses must be submitted to the Curriculum Committee by the preceding February 20.

Similarly, because courses to be offered in the spring semester should be approved and reported to the Faculty Assembly by the October meeting of the assembly, proposals pertaining to these courses must be submitted to the Curriculum Committee by the preceding September 20.

Exceptions to these deadlines may be made when extraordinary circumstances arise. The fundamental consideration is that courses should have been approved by the Faculty Assembly before they are listed in the class schedule.

### **VII.16.1 Online Course Proposal Submission**

The online proposal process has four basic parts –

1. The initial submission of the proposal
2. The approval and signoff of the proposal by the department Chair
3. The review process by the Curriculum Committee and Faculty Assembly
4. Preparation for Faculty Assembly

#### The initial submission of the proposal

The process begins with the person submitting the proposal going to [www.linfield.edu/central/course-proposal/](http://www.linfield.edu/central/course-proposal/) and logging in with their CatNet username and password. The form is fairly long so it is advisable that the applicant has the proposal ready as a Word document so longer sections can be pasted into the form. When the form is submitted, it goes into a “pending-department-chair-signoff” state. The Department Chair or Dean of Nursing for the School of Nursing needs to be notified that a proposal has been entered. The proposal appears in a list of proposals that are pending Chair/Dean of Nursing approval on the course proposal main page. The proposal cannot be read by the Curriculum Committee until it has been signed off by the department Chair/Dean of Nursing.

#### The approval and signoff of the proposal by the department Chair

If the person submitting the form is a department Chair, there will be a signature box for them to sign before submission. If they are not a department Chair, they need to notify their Chair to log in and sign off on the proposal when it is submitted.

#### The review process by the Curriculum Committee and Faculty Assembly

Once a proposal has been signed off by the department Chair and submitted to the Committee, it appears in a list of proposed courses available at [linfield.edu/faculty/curriculum](http://linfield.edu/faculty/curriculum) committee. By clicking on the course name or the preview link, faculty can preview the course and view and/or post comments about the course. Comments will not be seen by the community at large until they have been approved by the Curriculum Committee Chair. Unapproved comments appear to the right of the comment boxes on the preview page for the Curriculum Committee Chair.

While the proposal can be read by everyone, it can only be edited by Curriculum Committee members.

Once the review process is complete, the course may be approved or rejected. If approved, the “Approve” button is clicked and the proposal is flagged as “Approved”. If rejected, the committee should provide reasons in the text box above the “Rejected” button. When submitted

as rejected, the proposal goes back to the “pending-department-chair-signoff” state where it can be adjusted and resubmitted for approval.

Samples of Curriculum Committee course proposal forms (a general guide to the online submission process), as well as the inquiry seminar course proposal form, can be found in Appendix K.

## **VII.17 FINAL EXAMINATION PERIOD**

A maximum of four days will be set aside as a final examination period at the end of each semester. One day will be set aside for reading day after the final class day and before the first day of final exams. The registrar will prepare a schedule for the examination period, setting a two-hour block (e.g., morning, afternoon, or evening of each day) for each course. This schedule will be designed to minimize conflict and congestion for most students. A final in-class exercise, scheduled during the final examination period, is normal for regular courses. Faculty members are expected to conform to the schedule unless a variance is granted by the registrar. Normally, students should not be scheduled to take more than two examinations in one day.

No university activities that would take students away from the campus overnight or longer during the last week of the academic term shall be scheduled. Special consideration will be given for unusual non-scheduled events.

## **VII.18 POLICY ON ACADEMIC INTEGRITY**

Linfield University operates under the assumption that all students are honest and ethical in the way they conduct their personal and scholastic lives. Academic work is evaluated on the assumption that the work presented is the student’s own, unless designated otherwise. Anything less is unacceptable and is considered a violation of academic integrity. Furthermore, a breach of academic integrity will have concrete consequences that may include failing a particular course or even dismissal from the university.

Violations of academic integrity include but are not limited to the following:

**Cheating:** Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work.

**Plagiarism:** Submission of academic work that includes material copied or paraphrased from published or unpublished sources without proper documentation. This includes self-plagiarism, the submission of work created by the student for another class unless he or she receives consent from both instructors.

**Fabrication:** Deliberate falsification or invention of any information, data, or citation in academic work.

**Facilitating Academic Dishonesty:** Knowingly helping or attempting to help another to violate the university’s policy on academic integrity.

Faculty recognize their responsibility to help students understand academic integrity and how to conduct themselves with integrity in the classroom. To this end, faculty shall include a clear academic integrity policy within their syllabus.

In dealing with breaches of academic integrity, the instructor shall have discretion as to what penalty to impose regarding the course grade. Within ten days of the discovery of an offense, the instructor must submit in writing a description of the offense to both the student and the dean of students or designee. This description should include the course consequences for violations of academic integrity and the penalty given in the specific case. If the student disagrees with the accusation of a breach of academic integrity, the student will use the Academic Grievance process as outlined in the section entitled Academic Grievances. In addition, it is recommended that faculty issue an academic alert for any violation of the academic integrity policy.

The dean of students, or designee, will maintain a confidential list of students who are reported for violations of academic integrity in order to track repeat offenses. The dean will have discretion to refer a first time offender to the Linfield University Hearing Board; however, any subsequent violations by the same student will automatically be referred to the Linfield University Hearing Board. This decision on referral will be communicated in writing to the student and to the instructor(s), who has (have) a legitimate educational interest.

The Linfield University Hearing Board may impose university-level penalties upon the offending student. Fundamental fairness shall be in force for all academic integrity proceedings, as outlined in the Policies and Procedures of the Linfield University Hearing Board (see the current Student Policy Guide).

## **VII.19 STATEMENT ON STUDENT BEHAVIOR (Modified December 2017)**

Every faculty member and student has the right to conditions favorable to teaching and learning both in and out of the classroom. To foster and maintain such conditions, students have the responsibility to conduct themselves individually and in groups in a manner that promotes an atmosphere conducive to teaching, studying, and learning. Students are expected to uphold academic and personal integrity, to respect the rights of others, to refrain from disruptive, threatening, intimidating, or harassing behavior, or behavior that is harmful to themselves, other persons, or property. Faculty have the right and responsibility to foster an environment conducive to teaching and learning. Should that environment be threatened by student behavior, faculty are authorized and encouraged to initiate the following faculty action steps. A faculty member may:

1. meet privately with the student to describe the unwanted behavior, explain why it is inappropriate, and specify expectations for future student behavior.
2. request and initiate a formal meeting with the student, the student's academic advisor, and the dean of students or the dean's designee.
3. initiate, through the dean of students, disciplinary action by means of the appropriate conduct processes.

It is important for faculty to notify students of the potential consequences of disruptive behavior, including those behaviors that may violate professional practices and standards. Consequences may include: progressive faculty action steps, student referral to counseling, and formal behavior contracting. This process may also result in the student failing or being withdrawn from the class.

Faculty members are encouraged to resolve disruptive student behavior as soon as they feel that intervention is warranted. They may engage any or all of the above action steps and do so in whatever order they deem appropriate.

(For the purposes of this policy, “faculty” are defined as “any instructional personnel employed by the university.”)

## **VII.20 KEEPING GRADING DOCUMENTATION**

Students have a right to question grades assigned them by first raising a concern with the faculty member responsible for course instruction. If unsatisfied with the resolution, students may appeal next to the department head. If still unsatisfied, they may appeal to the dean of faculty (for students on the McMinnville Campus), the dean of nursing (for students on the Portland Campus), or the director of online and continuing education (for students in OCE).

Because students have this right of appeal, it is important that faculty members retain all documentation supporting their assign of grades for a period of at least one year from the conclusion of the course in question. At a minimum, then, faculty members should retain their grading records from a given fall, January Term, or spring semester until the conclusion of that same term a year later.

## **VII.21 POLICY ON PUBLIC PRESENTATIONS**

Public presentations are an integral part of college/university educational activity. In view of the obvious educational and public relations value of such presentations, the university has a strong interest in and responsibility for what is taught, displayed, or presented in the institution. Although the university bears costs and provides facilities for public events, it neither acts as a censor for presentation topics nor endorses any program content or philosophy.

Faculty members should confer with and have the approval of their departments or divisions with respect to the nature of presentations. ASLC-recognized student groups may sponsor presentations with senate approval.

All sponsors must take responsibility to complete prior arrangements for time and place and to respond to inquiries, complaints, and compliments. To the extent that controversy can be anticipated, faculty members and students are responsible for pointing out the controversial nature of a program in advance and including such considerations in their requests for Senate or departmental approval. Events involving the public must be scheduled through the office of the dean of students.

The university administration reserves the right to cancel or prevent certain public events with potential to arouse anti-social or irrational behavior; however, careful adherence to policy guidelines will minimize the probability of such action.

## **VII.22 TRAVEL TOUR POLICIES**

The following policies apply to all travel courses or tours except off-campus courses offered as part of the January Term program, field trips in regular courses, or travel in connection with the established semester- or year-long programs administered by the Office of International Programs. Travel tours abroad that form part of the Summer Session curriculum are subject to these guidelines, but are sponsored and coordinated by the international programs office.

### **VII.22.1 Types of Travel Tours**

Travel tours fall into three classes:

1. Academic tours, instructor or department initiated: These include programs that result in the award of credit for some or all of the participants, and in which the experiential component is integrated into the pedagogical plan of a particular course. Linfield faculty are encouraged to set up travel courses that would significantly enhance academic objectives.
2. Academic tours, agency initiated: The Online and Continuing Education (OCE) is frequently contacted by travel agents wishing to promote already organized study tours. OCE may solicit interest from faculty members if it believes that such tours are consistent with the quality and objectives of Linfield. It will not solely sponsor such events without the co-sponsorship of an academic department. Such tours may involve an award of credit.
3. Non-academic travel tours: Non-academic travel is defined to include tour programs in which learning is almost entirely experiential and that lack any structured study process. Credit will not normally be awarded for participation. It is assumed that these activities will generally be initiated by travel agencies. OCE may determine that lending university sponsorship will in some way benefit Linfield, in which case it will solicit interest from other campus offices (alumni office, etc.). Pre-packaged tours will receive university sponsorship only if other campus departments or offices indicate support with OCE.

### **VII.22.2 Approvals**

All academic tours must be part of an approved academic course. Such travel tours will be approved by a sponsoring academic department and, if new ventures, processed through Curriculum Committee review. The dean of faculty and director of online and continuing education will also review and approve. In such cases, the Office of International Programs serves as the sponsoring academic department for the purposes described in the present policy statement.

Repeat travel tours do not have to be resubmitted to the Curriculum Committee unless they are special topics courses, but they do require department and administrative review. Non-academic tours require only approval of the director of online and continuing education; such approval, however, will be dependent on shared sponsorship with another campus entity.

### **VII.22.3 Itinerary Plans**

The sponsoring academic department (academic tours, either instructor or department initiated) or tour leader (other tours) will be expected to assist OCE with the preparation of a request for bids (RFB) form to be submitted to travel agencies. Typically, the department will be expected to specify the following:

1. number in group (one may request bids based on more than one group size; e.g. 12 vs. 20)
2. point of departure
3. mode(s) of transportation
4. daily itinerary, including:
  - a. accommodations
  - b. ground transportation
  - c. activities requiring advance purchase admission
  - d. meals
  - e. desired price range for any or all of the above
  - f. group leader requirements (e.g., free transportation, translator services)
  - g. special requirements (e.g., lecture rooms, publicity, visas)

### **VII.22.4 Publicity**

Tour leaders will be expected to consult and work out with OCE the following:

1. target population
2. an appropriate marketing plan for reaching this population
3. mailing lists (if required)
4. publicity budget (OCE will bear these cost and allocate them to tour when the program succeeds).

### **VII.22.5 Bidding**

It will be OCE's responsibility to submit bid data to all local travel agencies. Tour leaders will have the opportunity to review the RFB forms before they are sent out. Tour leaders may also submit the bid to additional travel agencies.

OCE will award travel contracts to the lowest bidder. If the sponsoring department or tour leader disagrees with the selection of the winning bid, a written statement of preference may be submitted with justification of the different choice. The dean of faculty and director of continuing education will, in consultation with the department or tour leader, determine the final selection of travel agent.

The purpose of giving preference to local agencies is twofold: (1) to reciprocate continuing support given Linfield by the McMinnville community, and (2) to facilitate the immediate availability of expert and reliable assistance when required. OCE will not award bids to local

agencies that simply sub-contract their responsibilities to larger wholesalers with whom OCE could deal directly, unless additional services and responsibilities are assumed locally. OCE recognizes that some travel programs will not require the services of a professional agent. A tour leader may be allowed to make all arrangements by satisfying the director of continuing education that (1) all applicable itinerary and budgetary items are already addressed and (2) Linfield University is not being subjected to undue risk.

#### **VII.22.6      Budgeting**

Sponsoring departments or tour leaders will be asked to assist OCE in the development of individual and program budgets. For the participants it will be necessary to estimate such personal expenses as:

1. meals
2. ground transportation
3. activities
4. elective purchases.

There will also be a program budget for each tour. In many cases the tour leader will administer some of the fees and will thus be responsible for making a final accounting of funds to OCE. Some areas requiring consultation with OCE include:

1. advance deposit or cancellation criteria
2. overhead costs: since OCE is not subsidized for such programs, it reserves the right to add fees onto the basic tour price
3. contingency funds: some mechanism will be worked out by OCE on all travel to enable tour leaders to deal with emergencies such as theft, lost baggage, health care, and urgent returns.

#### **VII.23              GUIDELINES FOR SYLLABUS PREPARATION**

The course syllabus is a student's primary guide to an instructor's plans and expectations for a course. It also serves as an official description of that course in cases of questions from outsiders, student grade challenges, and the like. Each semester the Academic Affairs Office needs the current syllabus for each course being taught (electronic submissions are preferred, but two paper copies are also acceptable).

The Curriculum Committee requires that all new course proposals, as well as requests for substantive change in an existing course (reduction of credit hours, change in course level, etc.), be accompanied by a comprehensive syllabus. Syllabi should begin with the following information:

Name of the university  
 Catalog course identifier (WXYZ 123)  
 Name of course  
 Credit hours  
 Applicable Linfield Curriculum designations



Name of instructor

Office location, office hours, phone number, e-mail address

Following this standard “header”, course-relevant items listed on course request forms should be added. Suggestions for components of these items that students and the Committee find helpful:

- **Educational goals**

The catalog description may be sufficient or you may want to be more elaborate. Students should be able to connect the goals of the course to the overall goals of the major to which the course is pertinent. If the course serves the Linfield Curriculum, the syllabus should make evident how the course meets the relevant catalog criteria.

Major papers or projects should be briefly described as they relate to course goals. The type of testing, if any, should be described, as should other methods of evaluation.

If student journals count for part of the course grade, explicit expectations for journal content must be apparent in syllabus.

- **Topical outline and/or Timeline**

Normally presented in the form of a tentative calendar (daily or weekly), this should tell what topics are to be covered and roughly the amount of time to be spent on each. Except for pop quizzes, approximate dates of exams (including final exam if any), and due dates for papers and projects, should be clearly shown.

- **Relevant texts**

List required texts and other supporting materials (which may include supplies) which student must obtain. Also list materials to be supplied by the instructor or the library. The Resource Bibliography, if there is one, might be appropriate here.

- **Pedagogical approach**

Tell the student how you would like the course to operate, including the level and kind of student participation, and what teaching methods a student may expect.

- **Grading method and criteria must be clear**

Specify whether you will use letter grades or pass/fail (must match catalog description). Generic achievements corresponding to grades of “A”, “B”, etc. are listed in the catalog. Students, however, generally appreciate more specific information (e.g., how letter grades correspond to numeric scores or to specific qualitative performance on papers or projects). Other important information that should be clear in the syllabus: Do certain parts of the course count more heavily than others? Are there penalties for late or missing assignments? Are there opportunities for extra credit?

- **Academic integrity**

There should be a clear statement that you "adhere to the university policy on academic integrity, as published in the Linfield University Course Catalog." Refer to page number in the current catalog if possible.

- **The official university Disability Statement** must appear somewhere in the syllabus:  
Please see the Annual Supplement for a current version of the Disability Statement.

## **VII. 24 HONORARY DOCTORATE SELECTION CRITERIA AND PROCEDURES** (Board of Trustees' Executive Committee, February 23, 1996)

Since 1884, when the first Linfield honorary doctorate was awarded to the Rev. E.K. Chandler, the university (then McMinnville College) has honored more than 200 outstanding individuals for their achievement in this way. Through this process, Linfield University continues to recognize and honor the significant achievements of individuals who have made a major contribution in the field of education or to the arts, humanities, sciences, business, government, or religion. Although the university is under no obligation to award an honorary doctorate during any given year, appropriate nominations are accepted each year.

### Criteria for Selection

1. Individuals who have made a significant contribution to society and/or to their profession may be nominated.
2. The nominee's accomplishments should have some relevance to Linfield University and higher education.
3. The nominee should be compatible with the objectives and values of the university.

### Nomination and Selection Procedures

1. Faculty, administrators, trustees, alumni executive board members, and students are invited to submit the names of possible candidates to the President's Office. These submissions should include a statement of the candidate's qualifications and background information.
2. The president appoints a representative committee (composed of faculty, trustees, administrators, and students) which screens the nominations and recommends the most appropriate for consideration.
3. The names of finalists will be submitted to the faculty for review and discussion. After considering the comments, the committee will forward final nominations for approval to the Executive Committee, and then to the full board.
4. Up to three nominees and their alternates may be submitted to the Board of Trustees during any academic year. If the following pertains, the nominee will automatically be carried forward to the next year's list of nominees: a) he or she was nominated in the present year, or b) he or she made the combined list of candidates and alternatives but was not selected to receive a degree.

### Implementation

Once approved by the Board of Trustees, the president contacts the candidate to offer the honorary doctorate. If the candidate accepts, the degree may be conferred at one of the two succeeding occasions: baccalaureate or commencement. Or, it may be conferred at other special occasions within the two years following approval by the trustees.

Once the candidate has agreed to accept the award, the announcement is made by the president.

## **VII.25            ACADEMIC ALERTS**

The Academic Alert system is available in an online, interactive format through WebAdvisor. The advantages of this format include your ability to access the system from any computer you use to access WebAdvisor and our ability to assure secured delivery of alerts, in compliance with FERPA.

### **INSTRUCTIONS:**

**Academic Alerts are intended for students having serious academic difficulty in your class. You may send it at any point prior to the end of the semester, keeping in mind that the earlier you intervene the better.**

To issue an Academic Alert, log-in to WebAdvisor and select “Access Faculty and Staff Menu” and then choose “Issue an Academic Alert.” You will be guided through the selection of the course and the student, followed by a brief series of questions, with the opportunity to provide comments at the end.

Once you have submitted an Academic Alert, students and their advisors will automatically receive an email instructing them to log-in to WebAdvisor to view an “urgent academic message.” Once logged-in, students and advisors will be directed to the completed Academic Alert. Although paper Academic Alerts will continue to be available through the Academic Advising office, you are encouraged to use the WebAdvisor format.

The electronic format allows us to combine the Academic Alert system and the Progress Check system, administered by Learning Support Services, thereby reducing redundancy and paperwork. As Learning Support Services and Academic Advising issue mid-term progress check requests or urgent requests for the current progress report of a student, you will receive an email requesting you to log-in to WebAdvisor and select “Complete a Progress Check” from the “Access Faculty and Staff menu.” You will be able to view a list of students for whom a request has been made. Prior to beginning the progress check you will have the option of bypassing the form if you have recently submitted an Academic Alert for the student and do not have further comments or if you believe the student has withdrawn from your class, but has not been removed from your class roster.

Please feel free to contact the Office of Learning Support Services or the Office of Academic Advising with any feedback or questions you have regarding the Academic Alert/Progress Check system.

## **VII.26            CLASSROOM RECORDING POLICY**

The electronic recording of classroom lectures, discussions, simulations, and other course-related activity is governed by this Classroom Recording Policy. This Linfield University policy on classroom electronic recording balances the needs of students with disabilities, the intellectual property concerns of its instructors, and the privacy rights of its students.

For purposes of this Classroom Recording Policy, electronic recording means a video or audio replication or photographic image recorded on devices including, but not limited to, audio recorders, video recorders, cellular phones, digital cameras, MP3 players, computers and other handheld devices that record images and/or sound.

### **Classroom Electronic Recording by Students**

#### *Students with Documented Disabilities.*

Federal law, including the 1973 Rehabilitation Act and the Americans with Disabilities Act, requires institutions of higher education to provide reasonable accommodations for students with disabilities. Learning Support Services (LSS), in consultation with the instructor, will determine if classroom electronic recording is an appropriate academic adjustment, auxiliary aid, and/or service with respect to each individual student's documentation. Prior to the student electronic recording of any classroom activity, a student electronic recording agreement must be signed by the student and the instructor, and filed with LSS. The student electronic recordings must either be destroyed or stored with LSS at the end of the term or semester. The student may not publish or share the electronic recordings without the instructor's written permission.

#### *Students without Documented Disabilities.*

Students without documented disabilities may also request to electronically record classroom activity for purposes of private academic study and review. Students are required to ask permission from faculty before recording class lectures and discussions. The instructor will have the sole discretion to determine if electronic recording will be allowed. Unless otherwise expressly agreed to by the instructor, the student electronic recordings will be destroyed or stored by the instructor at the end of the term or semester.

#### *Common Provisions.*

As to both students with documented disabilities and those without documented disabilities, students making classroom electronic recordings are responsible for keeping sensitive and personal materials private. Instructors have the authority to spontaneously, or in advance, prohibit student electronic recording of personal student information. Recordings of class lectures or class presentations are authorized solely for the purpose of individual or group study with other students enrolled in the same class. Students may not publish, quote, or share classroom electronic recordings in publicly-accessible locations, and in real or digital (e.g. networked or online) environments, without the expressed consent of the individuals being recorded or affected by the electronic recordings. Electronic recordings may not be exchanged or distributed for commercial purposes, for compensation, or for any purpose other than study by students enrolled in the class. Student violations of any part of this Classroom Recording Policy may result in disciplinary action, up to and including dismissal from the university, as prescribed by Linfield University policies and procedures.

Students enrolled in a class where classroom activities are being recorded shall be informed by the instructor prior to the first recorded class session.

### **Classroom Electronic Recording by Instructors**

Instructors shall have the authority to record their own class lectures and discussions to serve various purposes at the discretion of the faculty member. If it is the instructor's policy to record

classroom activities, the intent to record should be indicated on the course syllabus or course site. In the event an instructor has not indicated on the course syllabus or course site a policy of recording, the instructor may record classroom activities but must provide express notice to students in advance that they are to be recorded. Instructors may record their own class lecture and may distribute or post in a private classroom environment (e.g. Blackboard Learn) those recordings. Instructors may not otherwise publish, quote, or share classroom electronic recordings in publicly-accessible locations, and in real or digital (e.g. networked or online) environments, without the expressed consent of the individuals being recorded or affected by the electronic recordings.

If an instructor records classes to support research activities, s/he must obtain informed consent from students before collecting any classroom-based data. Instructors and others wishing to conduct classroom-based research are required to adhere to protocols, set by the Linfield University Institutional Review Board, that govern such research.

*Sample Policy Statement for Syllabi:*

### **Audio/Video Recording**

Students wishing to use audio or video devices to record classroom lectures, discussions, simulations, and other course-related activities must obtain written permission from the instructor and abide by the provisions of the Classroom Recording Policy, as published in the Linfield University Course Catalog. Students found in violation of this policy may be subject to disciplinary action, up to and including dismissal from the university, under the Linfield Student Code of Conduct.

## **VII.27 ACADEMIC PROGRAM REVIEW**

Department/program reviews at Linfield University will promote collaborative, systematic and deliberative assessment of the curriculum, the programs, the allocation of resources (both human and material), and any other issues of concern.

The review process should engage all department members in a reflective self-study. Respected colleagues will be invited to assist in the departmental review of courses and curricular connections. These reviews are meant to identify departmental/programmatic strengths and weaknesses, linkages across the institution and potential programmatic directions in light of developments their fields.

Departmental/program reviews take place on a rotating basis every seven years. Those departments/programs required to meet external accrediting review standards may request the dean to consider the accrediting review a substitute for the university review cycle. Substitutions will be determined on a case by case basis, depending upon the requirements of the accrediting review process compared to the Linfield process.

For further information, see Appendix J.

## **CHAPTER VIII**

### **SUPPORTING SERVICES**

## **CHAPTER VIII: SUPPORTING SERVICES<sup>13</sup>**

### **VIII.1 ACADEMIC SERVICES**

Support Staff and related services pertaining to university business are available to faculty members through the Office of Academic Affairs.

### **VIII.2 AUXILIARY SERVICES**

#### **VIII.2.1 Copy Services**

Linfield University's preferred vendor for copying services is Print NW. Items to be copied may be brought in person or emailed as an attachment. See [linfield.edu/copy-center](http://linfield.edu/copy-center) for additional details. Paper and other supplies and services are available through the Bookstore.

Copy machines are available for faculty and staff use in many locations around campus. These machines should be used for smaller jobs.

#### **VIII.2.2 Identification Cards**

Linfield identification cards are issued to students, faculty, adjunct faculty, staff, spouses and dependents (ages 6 through 23) of qualified faculty and staff in Cozine Hall.

Current validation stickers for ID cards are available at the start of each new academic year.

A Linfield University ID allows the holder a number of benefits. For example, the holder is allowed to check out books from the library, attend regular season sporting events for free, receive a discount on selected items at the bookstore and use the athletic facilities (pool, weight room, fieldhouse), in compliance with the rules of the university. Cardholders may put Wildcat Cash on ID cards to make purchases at Dillin Hall, Starbucks, or the Wildcat Express.

#### **VIII.2.3 Mail Services and Campus Mail**

Priority mail, express mail, certified mail, return receipt, restricted delivery, insured mail, registered mail, bulk mail, UPS and mailing supplies are available at the post office at Withnell Commons.

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<sup>13</sup> This chapter pertains specifically to the McMinnville campus. For information about comparable services at the Portland Campus, contact the Office of the Director of the Portland Campus.

### **VIII.3 JERELD R. NICHOLSON LIBRARY AND PORTLAND CAMPUS LIBRARY**

#### **VIII.3.1 Purpose of the University Library**

The Linfield libraries serve Linfield students, faculty and staff by providing access to the intellectual resources necessary for teaching, learning, and scholarly achievement in the liberal arts. The libraries' strategic plan for 2013-2019 highlights these goals:

The Linfield Community Experience:

The libraries will:

- Cultivate the ability to look ahead while sustaining excellent resources and services for students, faculty and staff
- Provide access to information anytime/anywhere
- Collaborate with faculty to support student learning outcomes for courses and disciplines
- Continue to develop targeted resources for academic departments and disciplines
- Continue to facilitate the development of collaborative learning and development spaces in which the Linfield community can develop new skills
- Facilitate appropriate pedagogical uses of digital materials for scanning, storage, annotation, collaboration, multimedia development and e-books
- Support DigitalCommons@Linfield to celebrate and showcase faculty and student research, scholarship and creative work, as well as university history.
- Work with faculty and the administration to keep the campus apprised of copyright and fair use best practice
- Continue to invest in consortial resources such as electronic journals and books
- Continue to allocate staff time to participate fully in various consortia that benefit the university
- Continue to work with faculty to communicate the value of information literacy to students
- Build upon the initial success of the archives, both the wine archives and the university's historic archives, in building bridges within the Linfield community and with the region (Mac Campus)
- Continue to be the campus experts on designing, pricing, and installing classroom equipment and resources (Mac Campus)
- Work to streamline classroom technology installations and event support (Mac Campus)
- Continue to work collaboratively with existing and future university-wide initiatives
- Continue to offer meaningful, outcomes-based learning for student employees
- Stay apprised of the trends in assessment, electronic resource management, digital collection management and preservation, social media and mobile learning devices

Please see the Linfield Libraries Plan 2013-2019 on the library home page for more detail.



### **VIII.3.2 Library Instruction to Promote Information Literacy**

Librarians partner with Linfield faculty in teaching information literacy class sessions within courses such as the first year Inquiry Seminars, the introductory course to majors and senior seminars. Our goal for Linfield students is that they graduate with the ability to search for, find, critically evaluate and responsibly use information in all formats. Our teaching mission is the cornerstone of our program in support of both the Linfield Curriculum and the majors and minors. Linfield Librarians also offer individual deep research consultations for faculty and students.

The Portland Campus Library (PCL) Director also partners with Linfield Good Samaritan School of Nursing (LGSSON) faculty to provide three nursing specific information literacy sessions for all first semester students, with follow-up sessions during the third semester of nursing school, with individual small groups of students working on a hospital policy evidence evaluation project. Additional guest lectures are presented in other courses as requested by Nursing faculty.

### **VIII.3.3 Access to Materials and Other Services**

The Linfield libraries support faculty and student scholarly inquiry by providing access to intellectual resources located anywhere. On the McMinnville Campus, the Nicholson Library also provides services such as the Educational Media Services (EMS) and the Faculty Instructional Development Lab (FDL) to further faculty scholarship and expand approaches to teaching. Nicholson Library on the McMinnville campus is home to the Linfield University Archives and the Oregon Wine History Archive, and provides research access to documents and photographs of regional significance.

Linfield faculty have access to many resources, primarily through the Orbis Cascade Alliance, a consortium of 39 public and private college and university libraries in Oregon, Washington and Idaho. Unique in this country, the Alliance provides Linfield faculty with access to more than 26 million available items. Accompanying this robust resource, Linfield libraries also offer many discipline-rich databases. In addition the interlibrary loan service, offered at no charge to faculty and students, boosts access to most any resources faculty need for their research and teaching. The Portland Campus Library consists of print and online materials in support of the LCGSSON curriculum, with a strong emphasis on electronic materials. Important information on the library, its resources and services, can be found on the website: [linfield.edu/library](http://linfield.edu/library). Faculty are encouraged to come over, meet a librarian, talk with the librarians about their research and teaching, and discuss how we can best support their work here at Linfield.

### **VIII.3.4 Reserve Materials**

The reserve system at Linfield provides a means for students to read, watch and listen to required materials for a particular class. These physical reserve items are located at the circulation desk. Forms for reserve materials can be obtained at the circulation desk at either library or online from the library's main page. We want to make sure that all items are available for your course. We also scan documents to PDF to be loaded onto your Blackboard course. For more

information please see <http://www.linfield.edu/linfield-libraries/libraries-information/circulation-policies.html#reserves>

At the Portland Campus Library, reserves reside on the Blackboard system. The PCL staff works with the Portland Campus Information Technology staff to coordinate one-click access to these materials.

### **VIII.3.5 Collection Development**

The Linfield libraries' collections support the curriculum of the university. The overall goal of the libraries' resources is to encourage critical thinking and free inquiry.

Faculty are encouraged to become familiar with the collection in their discipline and to assist in selecting materials and recommending materials to be removed from the collection. Suggestions to fill the gaps in the collection are welcomed. Nursing faculty at the Portland Campus are encouraged as well to make suggestions for purchase and access to materials.

Funds are allocated on a departmental basis. Faculty should follow established departmental guidelines for submitting orders to the Collections Management Librarian on the McMinnville Campus and to the Portland Campus Library Director on the Portland Campus. More information can be found at the Collections Management website: [linfield.edu/linfield-libraries/collections-management](http://linfield.edu/linfield-libraries/collections-management).

### **VIII.3.6 Educational Media Services (EMS) – McMinnville Campus**

EMS designs, purchases, installs and maintains all equipment in classrooms and meeting rooms on the McMinnville campus. EMS also supports audio/visual presentations, video recordings, and live streams for classrooms, campus events and campus meetings. EMS has equipment for classroom delivery as well as personal checkout of equipment for faculty and students. Please contact EMS at [ems@linfield.edu](mailto:ems@linfield.edu) to reserve equipment, report problems, and schedule classroom deliveries. 25Live can be used for requesting support and equipment for campus events and meetings. For more information, see <http://www.linfield.edu/linfield-libraries/ems.html>

### **VIII.3.7 Faculty Development Lab**

The Faculty Development Lab (FDL) is staffed to provide Linfield faculty with technical and pedagogical expertise. The FDL is staffed by student assistants to provide support for classroom technologies, learning platforms and media production including photo, video and special projects. The FDL is a place for faculty to try new skills in a supported environment. Questions about the FDL may be directed to Teaching and Learning Support, or you may visit <http://www.linfield.edu/tls> for more information.

## **VIII.4 UNIVERSITY BOOKSTORE**

### **VIII.4.1 General Information**

The Bookstore is owned and operated by Barnes & Noble College Stores. The Bookstore is open at regularly scheduled hours during each academic term and also has extended hours of operation at the beginning and end of each term during peak business periods. The Bookstore can also be open and available upon request for special events scheduled on campus. All full-time employees of Linfield University are able to purchase many items (clothing, gifts, supplies and general reading titles) at a 20% discount when your university identification is presented. There are not any discounts available on textbooks, some electronics or food and drinks.

### **VIII.4.2 Textbook-Ordering Procedure**

Course materials are to be submitted to the Bookstore on or before April 1st for the Summer and Fall terms and on or before October 1st for the Winter and Spring terms.

Course materials orders are done via a web based program called FacultyEnlight ([www.facultyenlight.com](http://www.facultyenlight.com)) which provides Faculty members the ability to research what their peers are teaching from all over the country and across many disciplines. FacultyEnlight makes ordering simple and easy from any PC or mobile devices. Each course offered in any given term should have course materials submitted or considered a “no textbook required” course and the Bookstore should be informed in either case. It is important to adhere to due dates as the federal Higher Education Equal Opportunity Act requires publication of a list of required texts with registration materials.

### **VIII.4.3 Desk Copies and Free Examination Texts**

The textbook publishing industry will not send desk copies to the university bookstore. A faculty member wishing a free copy should contact the publishers directly. Publisher information is available via the internet and most publisher websites offer desk copy ordering on their sites.

### **VIII.4.4 Linfield University Merchandise**

In addition to textbooks the Linfield Bookstore offers such items as: reference books, office supplies, Linfield branded clothing and gift items, snacks, drinks and basic sundry items. Departments are able to purchase/charge basic office supplies at the Bookstore (with proper approvals) and the Bookstore is available for special ordering if necessary.

## **VIII.5 LINFIELD RESEARCH INSTITUTE**

Linfield Research Institute (LRI) is a research arm of Linfield University operating on the McMinnville campus to administer faculty research and to conduct research training of Linfield students. It is a nonprofit scientific and educational institution incorporated in the State of Oregon.

## VIII.6 GRANT APPLICATIONS SUPPORT

Faculty members are encouraged to seek funds for instructional improvement, program development, and research. It is important that faculty members seeking such grants coordinate their requests with the dean of faculty and the director of corporate and foundation relations in order to avoid duplication of effort or conflict in solicitation by different persons. For further information about grant support for faculty members, please visit the Faculty Grant Support website at [linfield.edu/external-faculty-grants](http://linfield.edu/external-faculty-grants).

## VIII.7 STUDENT EMPLOYMENT

When the need warrants, students may be employed to assist faculty members in their research or to serve as laboratory assistants, paper graders, tutors, and office assistants. The cost must be accommodated within departmental budgets, with advance approval. Students do not need to have financial need to work for faculty. If a student is not awarded work study or campus employment, the faculty can contact the director of financial aid to see if student employment can be added to their financial aid award.

To hire a student employee, the following steps are taken:

1. **Post the position**—The Office of Career Development maintains a job database called, “Cat Connect” where students are referred to find on-campus employment. Career Development can provide assistance in posting positions to this database.
2. **Human Resources Referral Form**—Once hired, the student must fill out a referral form (which can be found on the Human Resources website) and obtain the signature of the faculty member who will be their supervisor. This form must be submitted to Human Resources, processed, and returned to the department before the student begins work.
3. **Required Paperwork and Trainings**—The first time a student is employed on campus they must submit a W-4, I-9, and complete three online trainings to Human Resources in order to be legally eligible to work. The students will need to provide two forms of photo identification with this paperwork.
4. **Timecards and Payment**—Student timecards must be submitted electronically to Human Resources by the last day of each month, with the signature of the supervisor and the department account number. Students are paid on the 10th of each month.

## VIII.8 CAREER SERVICES

The Office of Career Development assists students in career and life planning. Students can explore career alternatives, develop personal goals, and identify appropriate employment opportunities. The services offered include counseling, workshops, listings of job openings, the scheduling of recruiters and on-campus speakers, vocational interest testing, and career exploration courses. Résumé writing and job-search techniques are among the office’s regular offerings. Any student is welcome to stop by and browse through the center’s books and magazines. Graduate school information and applications for most tests required by graduate schools (GRE, MCAT, GMAT, etc.) are available. Teacher placement files and teaching job listings are also maintained by the Office of Career Development.

Further information can be found on the Office of Career Development website: [linfield.edu/career](http://linfield.edu/career).

## **VIII.9 COUNSELING SERVICES**

The staff of counseling services are available for students who are experiencing personal or emotional difficulties. Counselors also meet with student groups, residence hall staff, faculty, and others to consult regarding a range of matters.

When requested by the student or deemed appropriate by the staff member seeing the student, referrals are made to off-campus resources. Counseling staff try to stay current in their knowledge of agencies and individuals who provide services used by Linfield students.

Communication exchanged in counseling is confidential. The only exception to this practice arises when the student poses an immediate danger to self or others. When information is requested about a student being seen by a counselor, the student is notified of this and of the need for his or her permission to respond to the request. Experience indicates that this practice meets the needs of students, parents, faculty, and others because all parties know in advance the limits within which information will be shared.

Students are encouraged to set appointments to see the staff of counseling services. This practice assures that when planning their schedules, staff members will reserve appointment times to meet with students. Emergencies are handled as special circumstances.

Further information can be found at: [linfield.edu/student-health/counseling](http://linfield.edu/student-health/counseling).

## **VIII.10 LEARNING SUPPORT SERVICES**

Students seek personal and academic assistance from the staff in the Office of Learning Support Services. Individual sessions are available to help students in such areas as improving decision-making abilities, strengthening academic skills, and increasing enjoyment of relationships and college in general. Staff members offer workshops in time management skills, the reduction of test-taking anxieties, and other topics upon request.

Students needing assistance in study skills are invited to participate in periodic study skills seminars or to enroll in a study-skills course. Seminars cover such topics as test-taking, note-taking and time management.

Further information can be found at: [linfield.edu/learning-support](http://linfield.edu/learning-support).

## **VIII.11 COMMUNITY SERVICE**

The Office of Community Engagement and Service fosters the knowledge, understanding, and skills necessary for students to develop and sustain a commitment to civic engagement. The staff maintains a database of community-based organizations and is available to assist students in

identifying volunteer opportunities, community service and service-learning projects, and post-graduate service options. The office offers direct service opportunities, leadership development, and reflection and sponsors several programs and activities including: Linfield Alternative Spring Break; AmeriCorps Students in Service; campus-wide service events; workshops and trainings; the Internship & Volunteer Fair; and ongoing opportunities to serve independently or alongside other students at area agencies. Through these programs, students meet critical community needs, gain an applied understanding of social and environmental concerns, and grow as citizens.

Further information can be found at: [linfield.edu/serve](http://linfield.edu/serve).

## **VIII.12 TELEPHONE SERVICES**

The university provides local and long distance service to faculty and staff. Calls are listed to the user's number and charged to the department or officer.

## **VIII.13 UNIVERSITY VEHICLES**

Wherever possible, university vehicles are to be used by faculty and staff for university business. When personal cars are used for college business, the owner's liability insurance must cover all claims; the university is not able to purchase university liability on vehicles not owned by the university.

Employees who determine that they must use a personal car for university business will be reimbursed at the established university rate.

All faculty and staff members will be required to have their driving record checked annually by our insurance carrier and be classified as a “certified driver” to reserve a university vehicle.

Reservations for departmental use must be made through e-mail or online through Facilities Services.

Further information about policies concerning the use university vehicles can be found on the Facility Services webpage: <http://www.linfield.edu/facilities-services.html>.

## **VIII.14 SCHEDULING OF CAMPUS EVENTS AND RESERVATION OF FACILITIES AND ROOMS**

All proposed calendar events should be submitted to the Office of Conference and Event Planning. Room reservation requests for the McMinnville or Portland campus, and calendar requests, can be made via the campus wide scheduling software at: 25Live. For system training or additional event related questions, please contact [reserve@linfield.edu](mailto:reserve@linfield.edu) or 503-883-2448.

Reservation of rooms and facilities for non-instructional events and for all uses outside the usual teaching day will be handled by the conferences office (excepting reservations involving sports

facilities, which are handled by the facilities coordinator in the health, human performance and athletics complex). Reservations should be made five days in advance if provisions for equipment or services are required, but in no case less than 48 hours in advance of the event.

Further information can be found at: [linfield.edu/auxiliary-services](http://linfield.edu/auxiliary-services).

#### **VIII.15 USE OF HEALTH, HUMAN PERFORMANCE AND ATHLETICS COMPLEX**

The health, human performance and athletics complex, including the weight room, handball courts, gymnasiums, field house, pool, and locker facilities, is reserved for the use of Linfield students, faculty, administrators, staff, and employees' families only. **Dependents under the age of 18 must be supervised by a Linfield ID holder over 18 years of age.**

Regular complex hours are maintained and supervision is provided by the Department of Health, Human Performance, and Athletics. Users of the complex are expected to show a Linfield ID card upon request.

Guests of a Linfield ID card holder may use the facilities as long as the guests are accompanied at all times by the Linfield community member.

#### **VIII.16 ACQUISITION AND DISPOSITION OF EQUIPMENT**

Ownership of equipment lies with the university, not its departments. In effect, a department uses equipment on long-term loan, having acquired it by purchase from outside vendors with university funds or by transfer from another department. Acquisition of equipment in this way does not grant to a department the authority to dispose of it. (Equipment purchased from restricted grants may in some cases require special treatment.)

When a department, program, or office wants an item of equipment (whether an addition or a replacement), it submits a request to the university officer who is responsible for that department. Except in emergencies, or when responding to an announcement of the availability of surplus equipment as described below, such requests will be considered only at budget-request time. The officer then does one of the following: (1) provides money in the budget to purchase the item, (2) provides a used item already owned by the university, or (3) informs the department that neither (1) nor (2) is possible. A money transaction takes place only when a new item is purchased; there are no internal charges when a used item is provided.

If a department decides that a piece of equipment assigned to it is surplus (of no further use) to that department, it will notify the officer responsible for that department, who may reassign it to another department within his or her area. If it is not needed within that area, the availability of the equipment will be made known to the other university officers, who will jointly consider needs and decide on the disposition of the item in question. If there is no interest shown in the equipment, i.e., if it is surplus to the university as a whole, the matter will be turned over to the director of purchasing, who may arrange for sale of the equipment outside the university.

Disposition of the proceeds from such sales will be decided by the president on a case-by-case basis.

It is expected that opportunities for reallocation of used equipment will be infrequent. The exception is the area of computing, where it is likely that equipment will more or less regularly be regarded as in need of upgrading. The above policy is designed to enable departments to compete on an equitable basis for needed equipment, precluding internal sales of used equipment to departments that are, by the accidents of past budgeting, able to assemble funds for such ad hoc purchasing while others are unable to compete.

#### **VIII.17 INFORMATION TECHNOLOGY SERVICES (ITS)**

Operating responsibility for Information Technology at Linfield University is centered in an Office of Information Technology Services (ITS), whose director, the Chief Technology Officer (CTO), reports to the Vice President for Finance and Administration/CFO. The CTO works with the Technology Advisory Committee, a sub-committee of the campus-wide University Budget Committee (UBC). ITS supports the Linfield community by identifying and meeting current and future needs for hardware, software, and networks for voice and data. With regular feedback from students, faculty, and staff, ITS plans, develops and implements technology infrastructure to meet the University's goals for teaching excellence and to enhance institutional productivity in an efficient, cost-effective manner.

Policy on Information Technology is governed by a complex of considerations dealing with academic freedom, privacy, and copyright law. For a current statement of applicable policies, see the Linfield University website at [linfield.edu/it/its-policies](http://linfield.edu/it/its-policies).

**Inventory:** Information Technology Services is responsible for maintaining an inventory of university-owned computer hardware; and for purchasing software, and maintaining licensing records.

**Purchase of Computing Equipment, Software, and Supplies:** The ITS Support Desk will assist members of the community in selecting and ordering hardware and software. Issues of incompatibility in hardware, software or firmware often arise when equipment is purchased outside of ITS. ITS may not be able to devote the time needed to resolve such problems in a timely manner because we devote our limited resources to supported systems and software. For the current “Computer Replacement Policy,” see the Linfield University website: [linfield.edu/it/its-policies](http://linfield.edu/it/its-policies).

#### **VIII.18 INTERNATIONAL PROGRAMS OFFICE (IPO)**

Linfield University is committed to preparing students to live responsibly in a multicultural society within an interdependent world. The International Programs Office (IPO) staff recognizes the need to prepare students for a world in which economic, political, social, and ecological issues are increasingly assuming a global focus.



While fostering a blend of global and local citizenship, the IPO is regarded as part of Linfield's liberal arts mission to help students discover the intellectual and personal joys of encountering differing philosophies, values, and ways of life.

The IPO staff believes that if international education on the undergraduate level is to be effective, it must take place over the entire four-year period. Thus, it is their goal to offer a comprehensive program that integrates study abroad with a stimulating international environment on the home campus, to awaken in students a concern with world affairs that will extend beyond their years at Linfield.

The IPO staff continues to focus their efforts in the following areas:

- working with faculty to develop January Term off-campus experiences and seeking approval for the establishment of semester and year-long programs abroad
- fostering a culturally diverse population on our home campus by working with the Office of Admission and faculty in attracting students and scholars from around the world, and providing them with appropriate support services
- providing opportunities for certain majors and minors to fulfill their study abroad requirement
- providing opportunities for exchanges of students, faculty, and staff across cultures
- working with academic units and other departments to offer a rich variety of multicultural activities and events on campus, such as lectures, presentations and artistic performances
- establishing strong links with the local and wider communities to provide friendship families for our international students and scholars
- exploring new ways to bring global experiences to our campus

**Administration:** The vice president for academic affairs has general administrative responsibility for international programs, working through the director of international programs.

Administration of January Term off-campus courses abroad is also the responsibility of the director of international programs. The director will hold a concurrent faculty appointment in an appropriate department, and occasionally teach during the academic year as warranted.

All courses offered during the semester abroad programs, language major programs, and January term or summer sessions are subject to the approval of the Faculty Assembly. In addition, the Modern Languages Department must approve special programs abroad for language majors.

When it is appropriate to establish educational partnerships with institutions abroad, the director of international programs shall, in consultation with the vice president for academic affairs, negotiate such arrangements that are then subject to ratification by the appropriate university officer.

**Evaluation:** The program is evaluated through faculty oversight, student evaluation, on-site reviews and outcomes assessment.

Further information about International Programs at Linfield University can be found at: [linfield.edu/ipo](http://linfield.edu/ipo).

## **CHAPTER IX**

### **TRUSTEES AND ADMINISTRATION**

## **CHAPTER IX: TRUSTEES AND ADMINISTRATION**

### **IX.1 ORGANIZATIONAL STRUCTURE**

The current administrative organizational chart for the university is provided in the Linfield University Fact Book accessible online at <http://www.linfield.edu/research/fact-book-online.html>.

### **IX.2 THE BOARD OF TRUSTEES**

The following are taken from the Bylaws of Linfield University (see Appendix N):

1. The Board of Trustees of the University (referred to herein as the “Board”) shall consist of not less than three (3) and not more than forty (40) members. [*Art. IV, Sec. 1*]
2. The President of the University shall be a member of the Board ex officio. One position on the Board shall be filled from nominations by the faculty for a two-year term. One position on the Board shall be filled from nominations made by the student body for a one-year term. All such nominations shall be submitted to the Board only after approval by the Committee on Trustees. The remaining positions on the Board shall be filled from nominations made by the Committee on Trustees or any member of the Board at any meeting of the Board. Such positions shall be for staggered three-year terms. If elected at the annual meeting, a Trustee’s term shall commence on July 1 of the year of election; if elected at any other meeting, a Trustee’s term shall commence immediately upon election and shall end on June 30 following the third anniversary of the election. No person shall be entitled to serve on the Board merely by virtue of being nominated and all Trustees shall be elected by the Board. Regardless of how nominated, no Trustee serves as a representative of any organization other than the University and each Trustee’s responsibilities as a Board member shall be solely to the University. [*Art. IV, Sec. 2*]
3. There shall be seven standing committees of the Board, namely: (1) Executive Committee; (2) Committee on Trustees; (3) Financial Affairs; (4) University Advancement; (5) Academic Affairs; (6) Student Affairs and Enrollment; and (7) Audit Committee. The Executive Committee may create additional standing committees, subject to approval of the Board. [*Art. VII, Sec. 1*]

### **IX.3 ADMINISTRATION**

In addition to the President, other officers of the College currently authorized by the Board consist of the Vice President for Academic Affairs/Dean of Faculty, Vice President for Finance and Administration/Treasurer, Vice President for Student Affairs and Athletics/Dean of Students, Vice President for Institutional Advancement, the Vice President and General Counsel, and the Vice President for Enrollment Management/Dean of Enrollment Management. The officers are responsible for the formulation and control of the major administrative budget units of the college, and are authorized to commit the college for expenditures on property and personnel in accordance with the budget of the college. All requests for purchases of supplies or employment of staff—faculty, administration, nonexempt staff, or students—must be authorized by one of these administrators.

A brief description of the responsibilities of a number of the college's administrators follows. These are only general summaries and do not constitute official job descriptions. The first group constitutes the college officers:

**The President** is the chief executive officer of the College, with responsibility for articulating and carrying out its mission. The President shall be the head of all educational departments of the College, with authority thereover and shall exercise such supervision and direction as will promote said departments' effectiveness and efficiency. The President shall be the official medium of communication between the Faculty Assembly and the Board, and between the students and the Board.

The President shall recommend to the Board all promotions, tenure and sabbaticals for the faculty.

The President shall be responsible for the discipline of the College and for carrying out all measures officially agreed upon by the Faculty Assembly concerning matters committed to it by the Board, and for executing such measures concerning the internal administration of the College as the Board may enact.

**The Vice President for Academic Affairs/Dean of Faculty** exercises supervision over the educational departments and programs of the college. The dean is responsible for the assignment of all teaching responsibilities to the faculty of the college and for providing information for the Personnel Committee. The dean is responsible for the execution of all educational policies prescribed by the Faculty, including requirements for admission, courses of study, conditions of graduation, scholarships, and prizes. The dean oversees the faculty evaluation system and is responsible for the administration of faculty development and instructional improvement programs. The dean is responsible to the President for the preparation and supervision of an annual budget for the academic departments of the college and the administrative offices reporting to her/him.

**The Vice President for Finance and Administration/Treasurer/CFO** shall, subject to the direction and supervision of the President and the oversight of the Board, have charge of and be responsible for the financial affairs of the college and shall keep the President and Board informed thereof.

**The Vice President for Institutional Advancement** provides leadership and direction in all phases of fund-raising, public relations, and alumni affairs.

**The Vice President for Student Affairs and Athletics/Dean of Students** exercises supervisory control over extra-curricular programs and the residential community at the college. The dean is responsible for the administration of rules of conduct and investigates cases of misconduct and carries out disciplinary action deemed appropriate.

**The Vice President for Enrollment Management/Dean of Enrollment Management** is responsible for supervising admissions and recruitment, financial aid, campus work programs, and research related to retention of students.

**The Vice President and General Counsel** is responsible for providing advice and coordinating representation in college legal matters, including policies and procedures, student affairs, academic programs, employment, contracts, real property, privacy, international agreements, and regulatory compliance.

Other major administrative positions:

**The Director of Online and Continuing Education** is responsible for the administration of the current off-campus baccalaureate degree programs in management, international business, business information systems, accounting, and marketing; is involved in developing new clientele, primarily off-campus, and initiating new programs to serve them (through processes established by the Faculty Assembly); markets new, non-traditional offerings as well as traditional liberal arts courses; coordinates the summer session; and oversees the office of conferences. The director, with oversight of academic departments, continually develops a pool of qualified adjunct faculty and regular faculty appropriate for new programs and locations; works with various committees of the Faculty Assembly; and administers the budget for the Online and Continuing Education.

**The Chief Technology Officer** serves the Linfield community by identifying and meeting current and future needs for hardware, software, and networks for voice and data.

**The Associate Dean(s) of Faculty** work in cooperation with the Dean of Faculty to advance and sustain a sound curriculum, plan responsibly for course offerings and strategic initiatives, budget according to college priorities, and maintain a healthy faculty development program. The associate deans serve as ex officio members of whatever faculty- and college-wide committees serve best for the scope of responsibilities assigned. The position is normally held for a three-year term.

**The Dean of Nursing.** As the senior administrator and chief academic officer of the Portland campus, the dean helps plan for the future of the campus and guides and oversees the progress of the campus, including assisting the officers of the college in coordinating the administrative work of the campus and evaluating campus administrators. He or she prepares and recommends the campus operating budget, works in the area of external relations with the various publics of the campus, and serves as liaison with the administration of the Good Samaritan Hospital and Medical Center. He or she serves as convener of Professional Development Committees on the Portland campus, reporting to the Dean of Faculty. Duties also include routine administrative matters (such as course scheduling) pertaining to Portland campus course offerings and working with the Dean of Faculty to determine staffing levels required for the Portland campus. The dean convenes meetings of the Portland faculty, administration, or staff as necessary for coordination of campus business.

**The Registrar** is responsible for the administration of all student academic records. In conjunction with the Dean of Faculty, the Registrar is responsible for the preparation of official reports on the academic performance of students and the transmission of transcripts to authorized persons. The Registrar is administratively responsible to the Dean of Faculty for the scheduling of classes and to the President for the maintenance and provision of official records. He or she administers the survey of graduating seniors and the five-year alumni survey.

**The Library Director** has responsibility for providing library services to support the educational program of the college. The director is responsible for the acquisition and maintenance of books and other library materials under policies established by the faculty. The director has responsibility for the work of all employees of the library.

**The Director of International Programs** has responsibility for developing, administering, and evaluating international programs, principally the semester abroad programs, the academic year programs at affiliated foreign universities, and the January Term travel programs. In carrying out these responsibilities the director works with the Curriculum Committee, the International Programs Committee, the Department of Global Languages and Cultural Studies, and individual faculty and staff. The director is also responsible for international students and visitors at Linfield and for administering special international programs both here and abroad.

**The Director of Facilities and Auxilliary Services** is responsible for the management of physical plant resources, services, and personnel.

**The Controller** directs accounting, student accounts, and related functions.

#### **IX. 4            PRESIDENT’S ADVISORY COUNCIL**

The President’s Advisory Council advises the president on college-wide policies and initiatives. Membership includes the president, vice president for academic affairs, chair of the Faculty Executive Council, vice president for administration and finance, vice president for Institutional Advancement, vice president for student services, dean of enrollment management, director of the Portland campus, dean of the Online and Continuing Education, and chief technology officer.

## **CHAPTER X**

## **APPENDICES**

**APPENDIX A: HANDBOOK ACKNOWLEDGEMENT**

I acknowledge that I received a copy of the Linfield University Faculty Handbook. I also acknowledge that it is my responsibility to inform myself of the policies and procedures contained in it. I understand that if I have questions of interpretation, I should direct them to the vice president for academic affairs/dean of faculty, dean of nursing, or the associate dean of faculty.

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Print Name

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Employee's Signature

Date

cc: Employee's Personnel File



## **APPENDIX B – BEST PRACTICES FOR ONLINE PEDAGOGY**

### **Best Practices for Online Pedagogy**

Online learning presents a unique set of challenges and opportunities for instructors and students. Linfield's OCE has adopted the following pedagogical principles based in research and practice. Beneath each principle you will find a discussion of best practices.

#### **Alignment - between course objectives, learning activities and assessment**

In an effective online course learning objectives are clear and measurable and they are mapped (aligned) directly to the learning activities and assessments. Best practice for ensuring alignment include

- The instructor identifies meaningful and measurable learning objectives.
- Each module addresses one or more of the objectives.
- All learning activities lead to the achievement of the objectives.
- Assessments accurately measure student achievement of the learning objectives.
- The instructor provide many ways for students to see the connection between objectives, activities, assessments and their own achievement.

#### **Teaching presence**

In an effective online course, students do not teach themselves. The instructor is an active partner in the teaching and learning relationship and is frequently visible in the course. Initially the instructor organizes the learning activities in a way that will promote learning. Then she provides her expert understanding, shares her excitement, anticipates difficult concepts, corrects misconceptions and encourages students to think more deeply. Best practices that indicate

Teaching presence include the following:

- Course design is clear and learner centered
- Instructor content is present in each module (Concept highlights, a mini lecture, summative notes...)
- Personal contact from the instructor occurs in the first week
- Instructor ensures that student questions get answered promptly
- The instructor moderates discussions
- The instructor adds information, clarification or supplemental material as the course progresses
- Instructor provides prompt and formative feedback

#### **Engagement**

In an effective online course students are not passive recipients of information. They are actively engaged in learning. Best practices for promoting engagement include learning activities that:

- Are collaborative
- Involve choice
- Involve problem solving
- Require field research
- Involve personal reflection
- Involve peer and expert feedback
- Connected to and challenge personal experience

- Involve multiple forms of expression
- Result in higher order thinking such as analysis, synthesis, creation

### **Interaction**

In an effective online course students are not alone with their teacher. Online students benefit from the diverse experiences of their classmates. More skilled peers serve as role models for good writing and thinking. The diverse perspectives presented by peers confront and expand a student's own ideas. The answer to a peer's question is the answer to a question the student didn't know she had. Interaction among students and instructors can be achieved through:

- The Help forum
- Introductory activities
- Weekly topical discussions
- Peer commenting or assessment activities
- Group projects

### **Formative Feedback**

In an effective online course, instructors provide clear expectations and frequent constructive feedback. Students know where they stand and how they can improve. Best practices for feedback include:

- Just-in-time feedback in the first two weeks.
- Use of rubrics to highlight expectations and achievements
- Grades with comments within one week of submission deadline
- Comments on student work made privately – not in the discussion forum
- Active use of the Blackboard grade book

### **Universal Design**

An effective online learner addresses the needs of learners with a wide range of knowledge, experience, and ability (including but not limited to disability). Universal design for learning proposes that instructors meet varied learner needs by providing multiple means for students to engage in your content and demonstrate their achievements. Best practices associated with universal design include

- Easy course navigation with multiple ways to get to course components
- Multiple forms of media used to present content (text, image, audio, video)
- Text that is fully accessible and screen readable (This helps learners with visual and cognitive impairments and busy learners who “read” while making dinner.)
- Audio and video that is fully accessible with closed captioning (This helps learners with auditory impairments and those who are “listening” while their kids are sleeping.)
- Instruction and support for different ways of knowing
- Choice
- Multiple options for assessment

### **One more important consideration**

#### **Digital copyright**

Linfield University holds a high standard for academic integrity including adhering to a strict interpretation of intellectual property and copyright. Because digital files are easily shared our

common conception of educational “fair use” often does not apply online. Best practice for adhering to digital copyright includes

- Provide purchase/rental information about copyrighted texts and videos prominently in syllabi
- Embed directly into your course only resources that are in the public domain or shared through creative commons license. This includes books, images, videos
- Review your use of small segments of copyrighted works with a Linfield librarian to determine “fair use” access
- Seek permission from copyright holders when the above doesn’t apply

## APPENDIX C: RECOMMENDED INSTITUTIONAL REGULATIONS ON ACADEMIC FREEDOM AND TENURE

*The Recommended Institutional Regulations on Academic Freedom and Tenure sets forth, in language suitable for use by an institution of higher education, rules that derive from the chief provisions and interpretations of the 1940 Statement of Principles on Academic Freedom and Tenure and of the Statement on Procedural Standards in Faculty Dismissal Proceedings. The Recommended Institutional Regulations was first formulated by Committee A on Academic Freedom and Tenure in 1957. A revised and expanded text, approved by Committee A in 1968, reflected the development of Association standards and procedures. Texts with further revisions were approved by Committee A in 1972, 1976, 1982, 1990, 1999, 2005, 2006, 2009, 2013, and 2018. When such revisions have constituted a change in the Association's policies, they have been adopted by Council.*

*The current text is based upon the Association's continuing experience in evaluating regulations actually in force at particular institutions. It is also based upon further definition of the standards and procedures of the Association over the years. The Association will be glad to assist in interpretation of the regulations or to consult about their incorporation in, or adaptation to, the rules of a particular college or university.*

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### Foreword

These regulations are designed to enable the [named institution] to protect academic freedom and tenure and to ensure academic due process. The principles implicit in these regulations are for the benefit of all who are involved with or are affected by the policies and programs of the institution. A college or university is a marketplace of ideas, and it cannot fulfill its purposes of transmitting, evaluating, and extending knowledge if it requires conformity with any orthodoxy of content and method. In the words of the United States Supreme Court, "Teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die."

### 1. Statement of Terms of Appointment

- a. The terms and conditions of every appointment to the faculty will be stated or confirmed in writing, and a copy of the appointment document will be supplied to the faculty member. Any subsequent extensions or modifications of an appointment, and any special understandings or any notices incumbent upon either party to provide, will be stated or confirmed in writing, and a copy will be given to the faculty member.
- b. With the exception of special appointments clearly limited to a brief association with the institution, and reappointments of retired faculty members on special conditions, all full-time faculty appointments are of two kinds: (1) probationary appointments; (2) appointments with continuous tenure. All part-time faculty appointments are either (1) probationary appointments; (2) appointments with continuous tenure; or (3) other nontenured appointments.
- c. Except for faculty members who have tenure status, every person with a teaching or research appointment of any kind will be informed each year in writing of the renewal of the appointment and of all matters relative to eligibility for the acquisition of tenure.

### 2. Probationary Appointments

- a. Probationary appointments may be for one year, or for other stated periods, subject to renewal. The total period of full-time service prior to the acquisition of continuous tenure will not exceed \_\_\_\_

years,<sup>1</sup> including all previous full-time service with the rank of instructor or higher in other institutions of higher learning, except that the probationary period may extend to as much as four years, even if the total full-time service in the profession thereby exceeds seven years; the terms of such extension will be stated in writing at the time of initial appointment.<sup>2</sup> Scholarly leave of absence for one year or less will count as part of the probationary period as if it were prior service at another institution, unless the individual and the institution agree in writing to an exception to this provision at the time the leave is granted.

b. The faculty member will be advised, at the time of initial appointment, of the substantive standards and procedures generally employed in decisions affecting renewal and tenure. Any special standards adopted by the faculty member's department or school will also be transmitted. The faculty member will be advised of the time when decisions affecting renewal or tenure are ordinarily made and will be given the opportunity to submit material believed to be helpful to an adequate consideration of the faculty member's circumstances.

c. Regardless of the stated term or other provisions of any appointments, written notice that a probationary appointment is not to be renewed will be given to the faculty member in advance of the expiration of the appointment as follows: (1) not later than March 1 of the first academic year of service if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination; (2) not later than December 15 of the second academic year of service if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination; (3) at least twelve months before the expiration of an appointment after two or more years of service at the institution.

d. The institution will normally notify faculty members whose appointments are being renewed of the terms and conditions of their renewals by March 15, but in no case will such information be given later than \_\_\_\_\_.<sup>3</sup>

e. When a decision not to renew an appointment has been reached, the faculty member involved will be informed of that decision in writing by the body or individual making the decision; the faculty member will be advised upon request of the reasons which contributed to that decision. The faculty member may request a reconsideration by the body or individual making the decision.

f. If the faculty member so requests, the reasons given in explanation of the nonrenewal will be confirmed in writing.

g. Insofar as the faculty member alleges that the decision against renewal was based on inadequate consideration, the committee<sup>4</sup> that reviews the faculty member's allegation will determine whether the decision was the result of adequate consideration in terms of the relevant standards of the institution. The review committee will not substitute its judgment on the merits for that of the body or individual that made the decision. If the review committee believes that adequate consideration was not given to the faculty member's qualifications, it will recommend reconsideration by the body or individual that made the decision, indicating the respects in which it believes the consideration may have been inadequate. It will provide copies of its findings to the faculty member, the body or individual that made the decision, and the president or other appropriate administrative officer.

### **3. Termination of Appointment by Faculty Members**

Faculty members may terminate their appointments effective at the end of an academic year, provided that they give notice in writing at the earliest possible opportunity, but not later than May 15, or thirty days after receiving notification of the terms of appointment for the coming year, whichever date occurs later. Faculty

members may properly request a waiver of this requirement of notice in case of hardship or in a situation where they would otherwise be denied substantial professional advancement or other opportunity.

#### 4. Termination of Appointments by the Institution

a. Termination of an appointment with continuous tenure, or of a probationary or other nontenured appointment before the end of the specified term, may be effected by the institution only for adequate cause.

b. If termination takes the form of a dismissal for cause, it will be pursuant to the provisions specified in Regulation 5.

#### Financial Exigency<sup>5</sup>

c. (1) Termination of an appointment with continuous tenure, or of a probationary or other nontenured appointment before the end of the specified term, may occur under extraordinary circumstances because of a demonstrably bona fide financial exigency, i.e., a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means.

[Note: Each institution in adopting regulations on financial exigency will need to decide how to share and allocate the hard judgments and decisions that are necessary in such a crisis.

As a first step, there should be an elected faculty governance body, or a body designated by a collective bargaining agreement, that participates in the decision that a condition of financial exigency exists or is imminent and that all feasible alternatives to termination of appointments have been pursued, including expenditure of one-time money or reserves as bridge funding, furloughs, pay cuts, deferred-compensation plans, early-retirement packages, deferral of nonessential capital expenditures, and cuts to noneducational programs and services, including expenses for administration.<sup>6</sup>

Judgments determining where within the overall academic program termination of appointments may occur involve considerations of educational policy, including affirmative action, as well as of faculty status, and should therefore be the primary responsibility of the faculty or of an appropriate faculty body.<sup>7</sup> The faculty or an appropriate faculty body should also exercise primary responsibility in determining the criteria for identifying the individuals whose appointments are to be terminated. These criteria may appropriately include considerations of length of service.

The responsibility for identifying individuals whose appointments are to be terminated should be committed to a person or group designated or approved by the faculty. The allocation of this responsibility may vary according to the size and character of the institution, the extent of the terminations to be made, or other considerations of fairness in judgment. The case of a faculty member given notice of proposed termination of appointment will be governed by the following provisions.]

(2) Before any proposals for program discontinuance on grounds of financial exigency are made, the faculty or an appropriate faculty body will have opportunity to render an assessment in writing of the institution's financial condition.

[Note: Academic programs cannot be defined ad hoc, at any size; programs should be recognized academic units that existed prior to the declaration of financial exigency. The term "program" should designate a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term should designate a department or similar administrative unit that offers majors and minors.]

- (i) The faculty or an appropriate faculty body will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future years.
  - (ii) In order to make informed recommendations about the financial impact of program closures, the faculty or an appropriate faculty body will have access to detailed program, department, and administrative-unit budgets.
  - (iii) Faculty members in a program being considered for discontinuance because of financial exigency will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured, tenure-track, and contingent faculty members will be informed and invited to respond.
- (3) If the administration issues notice to a particular faculty member of an intention to terminate the appointment because of financial exigency, the faculty member will have the right to a full hearing before a faculty committee. The hearing need not conform in all respects with a proceeding conducted pursuant to Regulation 5, but the essentials of an on-the-record adjudicative hearing will be observed. The issues in this hearing may include the following:
- (i) The existence and extent of the condition of financial exigency. The burden will rest on the administration to prove the existence and extent of the condition. The findings of a faculty committee in a previous proceeding involving the same issue may be introduced.
  - (ii) The validity of the educational judgments and the criteria for identification for termination; but the recommendations of a faculty body on these matters will be considered presumptively valid.
  - (iii) Whether the criteria are being properly applied in the individual case.
- (4) If the institution, because of financial exigency, terminates appointments, it will not at the same time make new appointments, except in extraordinary circumstances where a serious distortion in the academic program would otherwise result. The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.
- (5) Before terminating an appointment because of financial exigency, the institution, with faculty participation, will make every effort to place the faculty member concerned in another suitable position within the institution.
- (6) In all cases of termination of appointment because of financial exigency, the faculty member concerned will be given notice or severance salary not less than as prescribed in Regulation 8.
- (7) In all cases of termination of appointment because of financial exigency, the place of the faculty member concerned will not be filled by a replacement within a period of three years, unless the released faculty member has been offered reinstatement and at least thirty days in which to accept or decline it.

## **Discontinuance of Program or Department for Educational Reasons<sup>8</sup>**

d. Termination of an appointment with continuous tenure, or of a probationary or other nontenured appointment before the end of the specified term, may occur as a result of bona fide formal discontinuance of a program or department of instruction. The following standards and procedures will apply.

(1) The decision to discontinue formally a program or department of instruction will be based essentially upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof.

[Note: “Educational considerations” do not include cyclical or temporary variations in enrollment. They must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the discontinuance.]

(2) Faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured, tenure-track, and contingent faculty members will be invited to participate in these deliberations.

[Note: Academic programs cannot be defined ad hoc, at any size; programs must be recognized academic units that existed prior to the decision to discontinue them. The term “program” should designate a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term should designate a department or similar administrative unit that offers majors and minors.]

(3) Before the administration issues notice to a faculty member of its intention to terminate an appointment because of formal discontinuance of a program or department of instruction, the institution will make every effort to place the faculty member concerned in another suitable position. If placement in another position would be facilitated by a reasonable period of training, financial and other support for such training will be proffered. If no position is available within the institution, with or without retraining, the faculty member’s appointment then may be terminated, but only with provision for severance salary equitably adjusted to the faculty member’s length of past and potential service, an amount which may well exceed but not be less than the amount prescribed in Regulation 8.

[Note: When an institution proposes to discontinue a program or department of instruction based essentially on educational considerations, it should plan to bear the costs of relocating, training, or otherwise compensating faculty members adversely affected.]

(4) A faculty member who contests a proposed relocation or termination resulting from a discontinuance has a right to a full hearing before a faculty committee. The hearing need not conform in all respects with a proceeding conducted pursuant to Regulation 5, but the essentials of an on-the-record adjudicative hearing will be observed. The issues in such a hearing may include the institution’s failure to satisfy any of the conditions specified in Regulation 4d. In the hearing, a faculty determination that a program or department is to be discontinued will be considered presumptively valid, but the burden of proof on other issues will rest on the administration.

## **Review**

e. In cases of termination of appointment, the governing board will be available for ultimate review.

## **5. Dismissal Procedures**

a. Adequate cause for a dismissal will be related, directly and substantially, to the fitness of faculty members in their professional capacities as teachers or researchers. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.<sup>9</sup>

b. Dismissal of a faculty member with continuous tenure, or with a probationary or other nontenured appointment before the end of the specified term, will be preceded by (1) discussions between the



faculty member and appropriate administrative officers looking toward a mutual settlement; (2) informal inquiry by the duly elected faculty committee [insert name of committee], which may, if it fails to effect an adjustment, determine whether in its opinion dismissal proceedings should be undertaken, without its opinion being binding upon the president; (3) a statement of charges, framed with reasonable particularity by the president or the president's delegate.

c. A dismissal, as defined in Regulation 5a, will be preceded by a statement of charges, and the individual concerned will have the right to be heard initially by the elected faculty hearing committee [insert name of committee].<sup>10</sup> Members deeming themselves disqualified for bias or interest will remove themselves from the case, either at the request of a party or on their own initiative. Each party will have a maximum of two challenges without stated cause.<sup>11</sup>

(1) Pending a final decision by the hearing committee, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to the faculty member or others is threatened by continuance. Before suspending a faculty member, pending an ultimate determination of the faculty member's status through the institution's hearing procedures, the administration will consult with the Faculty Committee on Academic Freedom and Tenure [or whatever other title it may have] concerning the propriety, the length, and the other conditions of the suspension. A suspension that is intended to be final is a dismissal and will be treated as such. Salary will continue during the period of the suspension.

(2) The hearing committee may, with the consent of the parties concerned, hold joint prehearing meetings with the parties in order to (i) simplify the issues, (ii) effect stipulations of facts, (iii) provide for the exchange of documentary or other information, and (iv) achieve such other appropriate prehearing objectives as will make the hearing fair, effective, and expeditious.

(3) Service of notice of hearing with specific charges in writing will be made at least twenty days prior to the hearing. The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing, but denies the charges or asserts that the charges do not support a finding of adequate cause, the hearing tribunal will evaluate all available evidence and rest its recommendation upon the evidence in the record.

(4) The committee, in consultation with the president and the faculty member, will exercise its judgment as to whether the hearing should be public or private.

(5) During the proceedings the faculty member will be permitted to have an academic adviser and counsel of the faculty member's choice.

(6) At the request of either party or the hearing committee, a representative of a responsible educational association will be permitted to attend the proceedings as an observer.

(7) A verbatim record of the hearing or hearings will be taken, and a copy will be made available to the faculty member without cost, at the faculty member's request.

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

(9) The hearing committee will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.

(10) The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the hearing committee in securing witnesses and in making available documentary and other evidence.

(11) The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and, if possible, provide for interrogatories.

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

(13) The hearing committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

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

(15) Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the governing board of the institution. The president and the faculty member will be notified of the decision in writing and will be given a copy of the record of the hearing.

(16) If the hearing committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the president. If the president rejects the report, the president will state the reasons for doing so, in writing, to the hearing committee and to the faculty member and provide an opportunity for response before transmitting the case to the governing board. If the hearing committee concludes that adequate cause for a dismissal has been established, but that an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.

## **6. Action by the Governing Board**

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

## **7. Procedures for Imposition of Sanctions other than Dismissal**

a. If the administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period, the administration may institute a proceeding to impose such a severe sanction; the procedures outlined in Regulation 5 will govern such a proceeding.

b. If the administration believes that the conduct of a faculty member justifies imposition of a minor sanction, such as a reprimand, it will notify the faculty member of the basis of the proposed sanction and provide the faculty member with an opportunity to persuade the administration that the proposed

sanction should not be imposed. A faculty member who believes that a major sanction has been incorrectly imposed under this paragraph, or that a minor sanction has been unjustly imposed, may, pursuant to Regulation 16, petition the faculty grievance committee for such action as may be appropriate.

## 8. Terminal Salary or Notice

If the appointment is terminated, the faculty member will receive salary or notice in accordance with the following schedule: at least three months, if the final decision is reached by March 1 (or three months prior to the expiration) of the first year of probationary service; at least six months, if the decision is reached by December 15 of the second year (or after nine months but prior to eighteen months) of probationary service; at least one year, if the decision is reached after eighteen months of probationary service or if the faculty member has tenure.<sup>12</sup>

This provision for terminal notice or salary need not apply in the event that there has been a finding that the conduct which justified dismissal involved moral turpitude. On the recommendation of the faculty hearing committee or the president, the governing board, in determining what, if any, payments will be made beyond the effective date of dismissal, may take into account the length and quality of service of the faculty member.

## 9. Academic Freedom and Protection against Discrimination

a. All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 *Statement of Principles on Academic Freedom and Tenure*, formulated by the Association of American Colleges and Universities and the American Association of University Professors.

b. All members of the faculty, whether tenured or not, are entitled to protection against illegal or unconstitutional discrimination by the institution, or discrimination on a basis not demonstrably related to the faculty member's professional performance, including but not limited to race, sex, religion, national origin, age, disability, marital status, or sexual orientation.

## 10. Complaints of Violation of Academic Freedom or of Discrimination in Nonreappointment

If a faculty member on probationary or other nontenured appointment alleges that a decision against reappointment was based significantly on considerations that violate (a) academic freedom or (b) governing policies on making appointments without prejudice with respect to race, sex, religion, national origin, age, disability, marital status, or sexual orientation, the allegation will be given preliminary consideration by the [insert name of committee], which will seek to settle the matter by informal methods. The allegation will be accompanied by a statement that the faculty member agrees to the presentation, for the consideration of the faculty committee, of such reasons and evidence as the institution may allege in support of its decision. If the difficulty is unresolved at this stage and if the committee so recommends, the matter will be heard in the manner set forth in Regulations 5 and 6, except that the faculty member making the complaint is responsible for stating the grounds upon which the allegations are based and the burden of proof will rest upon the faculty member. If the faculty member succeeds in establishing a prima facie case, it is incumbent upon those who made the decision against reappointment to come forward with evidence in support of their decision. Statistical evidence of improper discrimination may be used in establishing a prima facie case.

## 11. Administrative Personnel

The foregoing regulations apply to administrative personnel who hold academic rank, but only in their capacity as faculty members. Administrators who allege that a consideration that violates academic freedom or governing policies against improper discrimination, as stated in Regulation 10, significantly contributed to a

decision to terminate their appointment to an administrative post or not to reappoint them are entitled to the procedures set forth in Regulation 10.

## 12. Political Activities of Faculty Members

Faculty members, as citizens, are free to engage in political activities. Where necessary, leaves of absence may be given for the duration of an election campaign or a term of office, on timely application, and for a reasonable period of time. The terms of such leave of absence will be set forth in writing, and the leave will not affect unfavorably the tenure status of a faculty member, except that time spent on such leave will not count as probationary service unless otherwise agreed to.<sup>13</sup>

## 13. Part-Time Faculty Appointments<sup>14</sup>

a. After having been reappointed beyond an initial term, a part-time faculty member who is subsequently notified of nonreappointment will be advised upon request of the reasons that contributed to the decision. Upon the faculty member's further request, the reasons will be confirmed in writing. The faculty member will be afforded opportunity for review of the decision by a faculty committee.

b. For part-time faculty members who have served for three or more terms within a span of three years, the following additional protections of academic due process apply:

(1) Written notice of reappointment or nonreappointment will be issued no later than one month before the end of the existing appointment. If the notice of reappointment is to be conditioned, for example, on sufficiency of student enrollment or on financial considerations, the specific conditions will be stated with the issuance of the notice.

(2) When the part-time faculty member is denied reappointment to an available assignment (one with substantially identical responsibilities assigned to another part-time faculty member with less service), if the nonreappointed faculty member alleges that the decision was based on inadequate consideration, the allegation will be subject to review by a faculty body. If this body, while not providing judgment on the merits of the decision, finds that the consideration has been inadequate in any substantial respects, it will remand the matter for further consideration accordingly.<sup>15</sup>

c. Prior to consideration of reappointment beyond a seventh year, part-time faculty members who have taught at least twelve courses or six terms within those seven years shall be provided a comprehensive review with the potential result of (1) appointment with part-time tenure [where such exists], (2) appointment with part-time continuing service, or (3) nonreappointment. Those appointed with tenure shall be afforded the same procedural safeguards as full-time tenured faculty. Those offered additional appointment without tenure shall have continuing appointments and shall not be replaced by part-time appointees with less service who are assigned substantially identical responsibilities without having been afforded the procedural safeguards associated with dismissal as set forth in Regulation 5.

## 14. Graduate Student Employees

a. The length, terms, and conditions of every university appointment of a graduate student employee will be stated in writing at the time of the initial appointment. A copy of the appointment document will be supplied to the appointee.<sup>16</sup>

b. The graduate student employee on recurring appointments will be advised at the time of initial appointment of the substantive standards, expectations, and procedures generally employed at the institution in decisions affecting renewal and of any special standards adopted by the graduate student

employee's department or school. The graduate student employee will be advised of the time when decisions affecting renewals are made and will be given the opportunity to submit material believed to be helpful to an adequate consideration of his or her circumstances.

c. In a case of dismissal before the end of the period of an academic or professional appointment, the graduate student employee will be provided with a statement of reasons for the action and will have the right to a pretermination hearing before a duly constituted committee. The hearing need not conform in all respects with a proceeding conducted pursuant to Regulation 5, but the essentials of an on-the-record adjudicative hearing will be observed. In such a hearing, the administration will have the burden of showing adequate cause for dismissal.<sup>17</sup> Adequate cause for a dismissal will be related, directly and substantially, to the fitness of the graduate student employee in his or her professional capacity regarding teaching, research, or other academic duties. Dismissal will not be used to restrain graduate student employees in their exercise of academic freedom or constitutional rights.

d. Written notice of reappointment or nonreappointment will be issued to graduate student academic or professional employees no later than one month before the end of the existing appointment.

e. Graduate student academic or professional employees who are notified of nonreappointment will be advised upon request of the reasons that contributed to the decision. Upon the employee's further request, the reasons will be confirmed in writing. The employee will be afforded the opportunity for review of the decision by a duly constituted committee.

f. In a case of nonreappointment, if a graduate student academic or professional employee establishes a prima facie case to the satisfaction of a duly constituted committee that considerations that violate academic freedom or governing policies against improper discrimination based on race, sex, national origin, age, disability, marital status, or sexual orientation significantly contributed to his or her nonretention, it is incumbent on those who made the decision to come forward with evidence in support of that decision.

g. If a graduate student employee who is denied reappointment to an available academic or professional position alleges that the decision was based on inadequate consideration, the allegation will be subject to review by a duly constituted body.<sup>18</sup> If this body, while not providing judgment on the merits of the decision, finds that the consideration has been inadequate in any substantial respects, it will remand the matter, recommending to the department that it assess the merits once again, this time remedying the inadequacies of its prior consideration.<sup>19</sup>

h. Graduate student academic or professional employees will have access to the faculty grievance committee, as specified in Regulation 16.

## 15. Other Academic Staff

a. In no case will a member of the academic staff who is not otherwise protected by the preceding regulations that relate to dismissal proceedings be dismissed without having been provided with a statement of reasons and an opportunity to be heard before a duly constituted committee.<sup>20</sup> (A dismissal is a termination before the end of the period of appointment.)

b. With respect to the nonreappointment of a member of such academic staff who establishes a prima facie case to the satisfaction of a duly constituted committee that considerations that violate academic freedom, or of governing policies against improper discrimination as stated in Regulation 10, significantly contributed to the nonreappointment, the academic staff member will be given a statement of reasons by those responsible for the nonreappointment and an opportunity to be heard by the committee.

## 16. Grievance Procedure

If any faculty member alleges cause for grievance in any matter not covered by the procedures described in the foregoing regulations, the faculty member may petition the elected faculty grievance committee [here name the committee] for redress. The petition will set forth in detail the nature of the grievance and will state against whom the grievance is directed. It will contain any factual or other data that the petitioner deems pertinent to the case. Statistical evidence of improper discrimination, including discrimination in salary, may be used in establishing a prima facie case. The committee will decide whether or not the facts merit a detailed investigation; if the faculty member succeeds in establishing a prima facie case, it is incumbent upon those who made the decision to come forward with evidence in support of their decision. Submission of a petition will not automatically entail investigation or detailed consideration thereof. The committee may seek to bring about a settlement of the issue(s) satisfactory to the parties. If in the opinion of the committee such a settlement is not possible or is not appropriate, the committee will report its findings and recommendations to the petitioner and to the appropriate administrative officer and faculty body, and the petitioner will, upon request, be provided an opportunity to present the grievance to them. The grievance committee will consist of three [or some other number] elected members of the faculty. No officer of the administration will serve on the committee.

### Note on Implementation

The *Recommended Institutional Regulations* here presented will require for their implementation a number of structural arrangements and agencies. For example, the *Regulations* will need support by

1. channels of communication among all the involved components of the institution and between them and a concerned faculty member;
2. definitions of corporate and individual faculty status within the college or university government and of the role of the faculty in decisions relating to academic freedom and tenure; and
3. appropriate procedures for the creation and operation of faculty committees, with particular regard to the principles of faculty authority and responsibility.

The forms which these supporting elements assume will of course vary from one institution to another. Consequently, no detailed description of the elements is attempted in the *Recommended Institutional Regulations*. With respect to the principles involved, guidance will be found in the Association's *Statement on Government of Colleges and Universities*.

## Notes

1. Under the 1940 "Statement of Principles on Academic Freedom and Tenure," this period may not exceed seven years. However, the Association's 2001 "Statement of Principles on Family Responsibilities and Academic Work" (AAUP, *Policy Documents and Reports*, 11th ed. [Baltimore: Johns Hopkins University Press, 2015], 339–46) provides that "a faculty member be entitled to stop the clock or extend the probationary period, with or without taking a full or partial leave of absence, if the faculty member (whether male or female) is a primary coequal caregiver of newborn or newly adopted children," that "institutions allow the tenure clock to be stopped for up to one year for each child, and . . . that faculty be allowed to stop the clock only twice, resulting in no more than two one- year extensions of the probationary period."
2. The exception here noted applies only to an institution where the maximum probationary period exceeds four years.
3. April 15 is the recommended date.



4. This committee, which can be the grievance committee noted in Regulation 16, is to be an elected faculty body. Similarly, the members of the committees noted in Regulations 4c(3), 4d(4), 10, and 13 are to be elected. A committee of faculty members appointed by an elected faculty body can substitute for a committee that is elected directly.

5. See “The Role of the Faculty in Conditions of Financial Exigency,” *Policy Documents and Reports*, 292–308. The definition of “financial exigency” offered in that report and adopted here is intended to be more responsive to actual institutional conditions and extends the standard of exigency to situations not covered by Committee A’s previous definition.

6. See *The Role of the Faculty in Budgetary and Salary Matters*, in *Policy Documents and Reports*, 289–291, especially the following passages:

The faculty should participate both in the preparation of the total institutional budget and (within the framework of the total budget) in decisions relevant to the further apportioning of its specific fiscal divisions (salaries, academic programs, tuition, physical plant and grounds, and so on). The soundness of resulting decisions should be enhanced if an elected representative committee of the faculty participates in deciding on the overall allocation of institutional resources and the proportion to be devoted directly to the academic program. This committee should be given access to all information that it requires to perform its task effectively, and it should have the opportunity to confer periodically with representatives of the administration and governing board. . . .

Circumstances of financial exigency obviously pose special problems. At institutions experiencing major threats to their continued financial support, the faculty should be informed as early and specifically as possible of significant impending financial difficulties. The faculty—with substantial representation from its nontenured as well as its tenured members, since it is the former who are likely to bear the brunt of the reduction—should participate at the department, college or professional school, and institution-wide levels in key decisions as to the future of the institution and of specific academic programs within the institution. The faculty, employing accepted standards of due process, should assume primary responsibility for determining the status of individual faculty members.

7. See *Statement on Government of Colleges and Universities*, in *Policy Documents and Reports*, 117–122, especially the following passage: “Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy.”

8. When discontinuance of a program or department is mandated by financial exigency of the institution, the standards of Regulation 4c, above, will apply.

9. For cause relating to physical or mental disability, see “Accommodating Faculty Members Who Have Disabilities,” *Policy Documents and Reports*, 374–78.

10. This committee should not be the same as the committee referred to in Regulation 5b(2).

11. Regulations of the institution should provide for alternates or for some other method of filling vacancies on the hearing committee resulting from disqualification, challenge without stated cause, illness, resignation, or other reason.

12. For renewable term appointments not specifically designated as probationary for tenure, see “The Applicability of the ‘Standards for Notice of Nonreappointment’ to All Full-Time Faculty on Renewable Term Appointments,” in “Report of Committee A, 1994–95,” *Academe*, September–October 1995: 51–54.

13. See *Statement on Professors and Political Activity*, in *Policy Documents and Reports*, 39.

14. There should be no invidious distinctions between those who teach and/or conduct research in higher education, regardless of whether they hold full-time or part-time appointments or whether their appointments are tenured, tenure-track, or contingent. All faculty members should have access to the same due-process protections and procedures; Regulations 1-10, 12, and 16 therefore apply to all faculty members. The reality, however, is that distinctions do exist in the academy. For that reason, Regulation 13 contains recommendations for provisions that apply only to part-time faculty appointments. This regulation does not apply to faculty members with reduced loads who are probationary for tenure and who have the protections of academic due process that are provided in Regulation 2. It does apply to all other faculty members whose appointments are less than full time, regardless of their rank or title and of whether they are paid on a pro-rata, a per-course, or any other basis.

15. See *Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments (Policy Documents and Reports*, 94-98), especially the following passages:

It is easier to state what the standard “adequate consideration” does not mean than to specify in detail what it does. It does not mean that the review committee should substitute its own judgment for that of members of the department on the merits of whether the candidate should be reappointed or given tenure. The conscientious judgment of the candidate’s departmental colleagues must prevail if the invaluable tradition of departmental autonomy in professional judgments is to prevail. The term “adequate consideration” refers essentially to procedural rather than to substantive issues: Was the decision conscientiously arrived at? Was all available evidence bearing on the relevant performance of the candidate sought out and considered? Was there adequate deliberation by the department over the import of the evidence in the light of the relevant standards? Were irrelevant and improper standards excluded from consideration? Was the decision a bona fide exercise of professional academic judgment? These are the kinds of questions suggested by the standard “adequate consideration.”

If, in applying this standard, the review committee concludes that adequate consideration was not given, its appropriate response should be to recommend to the department that it assess the merits once again, this time remedying the inadequacies of its prior consideration.

16. Universities assume responsibilities when they accept graduate students with a promise of financial support. Graduate student employees have a legitimate expectation of fulfillment of the promise unless legitimate cause to terminate support is shown. If the cause relates to the graduate student employee’s work and/or academic performance or progress, the employee should be given sufficient time and opportunity to address the concern.

17. According to the Association’s *Statement on Collective Bargaining (Policy Documents and Reports*, 323-324), “Participation in a strike or other work action does not by itself constitute grounds for dismissal or nonreappointment or for imposing other sanctions against faculty members.”

18. For comment on the term *adequate consideration* see note 15, above.

19. Nonreappointment conditioned on inadequate academic performance as a graduate student may be reviewed in the manner provided in Committee A’s statement *The Assignment of Course Grades and Student Appeals*, in *Policy Documents and Reports*, 29-30.



20. Each institution should define with particularity who are members of the academic staff.

## **APPENDIX D: STATEMENT ON PROCEDURAL STANDARDS IN THE RENEWAL OR NONRENEWAL OF FACULTY APPOINTMENTS**

*The statement which follows, a revision of a statement originally adopted in 1971, was approved by the Association's Committee on Academic Freedom and Tenure (Committee A), adopted by the Association's Council in November 1989, and endorsed by the Seventy-sixth Annual Meeting.*

Except for special appointments clearly designated at the outset as involving only a brief association with the institution, all full-time faculty appointments are either with continuous tenure or probationary for tenure. Procedures bearing on the renewal or nonrenewal of probationary appointments are this statement's concern.

### **THE PROBATIONARY PERIOD: STANDARDS AND CRITERIA**

The 1940 Statement of Principles on Academic Freedom and Tenure prescribes that "during the probationary period a teacher should have the academic freedom that all other members of the faculty have." The Association's Recommended Institutional Regulations on Academic Freedom and Tenure prescribe further that "all members of the faculty, whether tenured or not, are entitled to protection against illegal or unconstitutional discrimination by the institution, or discrimination on a basis not demonstrably related to the faculty member's professional performance. . . ." A number of the rights of nontenured faculty members provide support for their academic freedom and protection against improper discrimination. They cannot, for example, be dismissed before the end of a term appointment except for adequate cause that has been demonstrated through academic due process—a right they share with tenured members of the faculty. If they assert that they have been given notice of non-reappointment in violation of academic freedom or because of improper discrimination, they are entitled to an opportunity to establish their claim in accordance with Regulation 10 of the Recommended Institutional Regulations. They are entitled to timely notice of non-reappointment in accordance with the schedule prescribed in the statement on *Standards for Notice of Non-reappointment*.<sup>[1]</sup>

Lacking the reinforcement of tenure, however, academic freedom and protection against improper discrimination for probationary faculty members have depended primarily upon the understanding and support of their tenured colleagues, the administration, and professional organizations, especially the American Association of University Professors. In the Statement on Government of Colleges and Universities, the Association has asserted that "faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal." Collegial deliberation of the kind envisioned by the *Statement on Government* will minimize the risk of a violation of academic freedom, of improper discrimination, and of a decision that is arbitrary or based on inadequate consideration.

Frequently, young faculty members have had no training or experience in teaching, and their first major research endeavor may still be uncompleted at the time they start their careers as college teachers. Under these circumstances, it is particularly important that there be a probationary period—a maximum of seven years under the 1940 *Statement of Principles on Academic Freedom and Tenure*—before tenure is granted. Such a period gives probationary faculty

members time to prove themselves, and their colleagues time to observe and evaluate them on the basis of their performance in the position rather than on the basis only of their education, training, and recommendations.

Good practice requires that the institution (department, college, or university) define its criteria for reappointment and tenure and its procedures for reaching decisions on these matters. The 1940 *Statement of Principles* prescribes that "the precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated." Moreover, fairness to probationary faculty members prescribes that they be informed, early in their appointments, of the substantive and procedural standards that will be followed in determining whether or not their appointments will be renewed or tenure will be granted.

The Association accordingly recommends:

1. *Criteria and Notice of Standards.* Probationary faculty members should be advised, early in their appointment, of the substantive and procedural standards generally accepted in decisions affecting renewal and tenure. Any special standards adopted by their particular departments or schools should also be brought to their attention.

#### THE PROBATIONARY PERIOD: EVALUATION AND DECISION

The relationship of the senior and junior faculty should be one of collegueship, even though nontenured faculty members know that in time they will be judged by their senior colleagues. Thus the procedures adopted for evaluation and possible notification of nonrenewal should not endanger this relationship where it exists, and should encourage it where it does not. Nontenured faculty members should have available to them the advice and assistance of their senior colleagues; and the ability of senior colleagues to make a sound decision on renewal or tenure will be enhanced if an opportunity is provided for a regular review of the candidate's qualifications. A conjunction of the roles in counseling and evaluation may be productive: for example, an evaluation, whether interim or at the time of final determination of renewal or tenure, should be presented in such a manner as to assist nontenured faculty members as they strive to improve their performance.

Any recommendation regarding renewal or tenure should be reached by an appropriate faculty group in accordance with procedures approved by the faculty. Because it is important to both the faculty member and the decision-making body that all significant information be considered, the candidate should be notified that a decision is to be made regarding renewal of appointment or the granting of tenure and should be afforded an opportunity to submit material that the candidate believes to be relevant to the decision.

The Association accordingly recommends:

2. (a) *Periodic Review.* There should be provision for periodic review of a faculty member's situation during the probationary service.

(b) *Opportunity to Submit Material.* Probationary faculty members should be advised of the time when decisions affecting renewal and tenure are ordinarily made, and they should be given the opportunity to submit material that they believe will be helpful to an adequate consideration of their circumstances.

Observance of the practices and procedures outlined above should minimize the likelihood of reasonable complaint if nontenured faculty members are given notice of nonreappointment. They will have been informed of the criteria and procedures for renewal and tenure; they will have been counseled by faculty colleagues; they will have been given an opportunity to have all material relevant to their evaluation considered; and they will have a timely decision representing the views of faculty colleagues.

## NOTICE OF REASONS

Since 1971 it has been the Association's position, reached after careful examination of advantages and disadvantages, that nontenured faculty members notified of nonreappointment should, upon request, receive a statement of the reasons for the decision. In reaching this position, the Association considered the needs both of the institution and of the individual faculty member.

A major responsibility of the institution is to recruit and retain the best-qualified faculty within its goals and means. In a matter of such fundamental importance, the institution, through the appropriate faculty agencies, must be accorded the widest latitude consistent with academic freedom, equal opportunity, and the standards of fairness. The Association recognized that the requirement of giving reasons could lead, however erroneously, to an expectation that the decision-making body must justify its decision. A notice of non-reappointment could thus become confused with dismissal for cause, and under these circumstances the decision-making body could become reluctant to reach adverse decisions which might culminate in grievance procedures. As a result there was some risk that the important distinction between tenure and probation would be eroded.

Weighed against these important institutional concerns, however, were the interests of the individual faculty members. They could be honestly unaware of the reasons for a negative decision, and the decision could be based on a judgment of shortcomings which they could easily remedy if informed of them. A decision not to renew an appointment could be based on erroneous information which the faculty member could readily correct if informed of the basis for the decision. Again, the decision could be based on considerations of institutional policy or program development which have nothing to do with the faculty member's professional competence, and if not informed of the reasons, the faculty member could mistakenly assume that a judgment of inadequate performance has been made. In the face of a persistent refusal to supply the reasons, a faculty member may be more inclined to attribute improper motivations to the decision-making body or to conclude that its evaluation has been based upon inadequate consideration. If the faculty member wished to request a reconsideration of the decision, or a review by another body, ignorance of the reasons for the decision would create difficulties both in reaching a decision whether to initiate such a request and in presenting a case for reconsideration or review.

The Association's extensive experience with specific cases since 1971 has confirmed its conclusion that the reasons in support of the faculty member's right to be informed outweigh the countervailing risks. Every notice of non-reappointment, however, need not be accompanied by a written statement of the reasons for non-reappointment. It may not always be to the advantage of the faculty member to be informed of the reasons for non-reappointment, particularly in writing. The faculty member may be placed under obligation to divulge them to the appointing body of another institution if it inquired. Similarly, a written record is likely to become the basis for continuing responses by the faculty member's former institution to prospective appointing bodies.

At many institutions, moreover, the procedures of evaluation and decision may make it difficult, if not impossible, to compile a statement of reasons which precisely reflects the basis of the decision. When a number of faculty members participate in the decision, they may oppose a reappointment for a variety of reasons, few or none of which may represent a majority view. To include every reason, no matter how few have held it, in a written statement to the faculty member may misrepresent the general view and damage unnecessarily both the morale and the professional future of the faculty member.

In many situations, of course, a decision not to reappoint will not reflect adversely upon the faculty member. An institution may, for example, find it necessary for financial or other reasons to restrict its offerings in a given department. The acquisition of tenure may depend not only upon satisfactory performance but also upon a long-term opening. Nonrenewal in these cases does not suggest a serious adverse judgment. In these situations, providing a statement of reasons, either written or oral, should pose no difficulty, and such a statement may in fact assist the faculty member in searching for a new position.

Should the faculty member, after weighing the considerations cited above, decide to request the reasons for the decision against reappointment, the reasons should be given. The faculty member also should have the opportunity to request a reconsideration by the decision-making body.

The Association accordingly recommends:

3. *Notice of Reasons.* In the event of a decision not to renew an appointment, the faculty member should be informed of the decision in writing, and, upon request, be advised of the reasons which contributed to that decision. The faculty member should also have the opportunity to request a reconsideration by the decision-making body.

## WRITTEN REASONS

Having been given orally the reasons which contributed to the decision against reappointment, the faculty member, to avoid misunderstanding, may request that they be confirmed in writing. The faculty member may wish to petition the appropriate faculty committee, in accordance with Regulation 10 of the Association's *Recommended Institutional Regulations*, to consider an allegation that the reasons given, or that other reasons which were not stated, constitute a violation of academic freedom or improper discrimination. The faculty member may wish to petition a committee, in accordance with Regulation 15 of the *Recommended Institutional*

*Regulations*, to consider a complaint that the decision resulted from inadequate consideration and was therefore unfair. The faculty member may believe that a written statement of reasons might be useful in pursuing a professional career.

If the department chair or other appropriate institutional officer to whom the request is made believes that confirming the oral statement in writing may be damaging to the faculty member on grounds such as those cited earlier in this statement, it would be desirable for that officer to explain the possible adverse consequences of confirming the oral statement in writing. If, in spite of this explanation, the faculty member continues to request a written statement, the request should be honored.

The Association accordingly recommends:

4. *Written Reasons*. If the faculty member expresses a desire to petition the grievance committee (such as is described in Regulations 10 and 15 of the Association's *Recommended Institutional Regulations*), or any other appropriate committee, to use its good offices of inquiry, recommendation, and report, or if the request is made for any other reason satisfactory to the faculty member alone, the reasons given in explanation of the nonrenewal should be confirmed in writing.

#### REVIEW PROCEDURES: ALLEGATIONS OF VIOLATION OF ACADEMIC FREEDOM OR OF DISCRIMINATION

The best safeguard against a proliferation of grievance petitions on a given campus is the observance of sound principles and procedures of academic freedom and tenure and of institutional government. Observance of the procedures recommended in this statement—procedures which would provide guidance to nontenured faculty members, help assure them of a fair professional evaluation, and enlighten them concerning the reasons contributing to key decisions of their colleagues—should contribute to the achievement of harmonious faculty relationships and the development of well-qualified faculties.

Even with the best practices and procedures, however, faculty members will at times think that they have been improperly or unjustly treated and may wish another faculty group to review a decision of the faculty body immediately involved. The Association believes that fairness to both the individual and the institution requires that the institution provide for such a review when it is requested. The possibility of a violation of academic freedom or of improper discrimination is of vital concern to the institution as a whole, and where either is alleged it is of cardinal importance to the faculty and the administration to determine whether substantial grounds for the allegation exist. The institution should also be concerned to see that decisions respecting reappointment are based upon adequate consideration, and provision should thus be made for a review of allegations by affected faculty members that the consideration has been inadequate.

Because of the broader significance of a violation of academic freedom or of improper discrimination, the Association believes that the procedures to be followed in these two kinds of complaints should be kept separate from a complaint over adequacy of consideration. Regulation

10 of the *Recommended Institutional Regulations* provides a specific procedure for the review of complaints of academic freedom violation or of discrimination:<sup>[2]</sup>

If a faculty member on probationary or other nontenured appointment alleges that a decision against reappointment was based significantly on considerations violative of (1) academic freedom or (2) governing policies on making appointments without prejudice with respect to race, sex, religion, national origin, age, disability, marital status, or sexual orientation, the allegation will be given preliminary consideration by the [insert name of committee], which will seek to settle the matter by informal methods. The allegation will be accompanied by a statement that the faculty member agrees to the presentation, for the consideration of the faculty committees, of such reasons and evidence as the institution may allege in support of its decision. If the difficulty is unresolved at this stage, and if the committee so recommends, the matter will be heard in the manner set forth in Regulations 5 and 6, except that the faculty member making the complaint is responsible for stating the grounds upon which the allegations are based, and the burden of proof will rest upon the faculty member. If the faculty member succeeds in establishing a *prima facie* case, it is incumbent upon those who made the decision against reappointment to come forward with evidence in support of their decision. Statistical evidence of improper discrimination may be used in establishing a *prima facie* case.

The Association accordingly recommends:

*5. Petition for Review Alleging an Academic Freedom Violation or Improper Discrimination.* Insofar as the petition for review alleges a violation of academic freedom or improper discrimination, the functions of the committee that reviews the faculty member's petition should be the following:

- (a) to determine whether or not the notice of nonreappointment constitutes on its face a violation of academic freedom or improper discrimination;
- (b) to seek to settle the matter by informal methods;
- (c) if the matter remains unresolved, to decide whether or not the evidence submitted in support of the petition warrants a recommendation that a formal proceeding be conducted in accordance with Regulations 5 and 6 of the *Recommended Institutional Regulations*, with the burden of proof resting upon the complaining faculty member.

## REVIEW PROCEDURES: ALLEGATIONS OF INADEQUATE CONSIDERATION

Complaints of inadequate consideration are likely to relate to matters of professional judgment, where the department or departmental agency should have primary authority. For this reason, the basic functions of the review committee should be to determine whether the appropriate faculty body gave adequate consideration to the faculty member's candidacy in reaching its decision and, if the review committee determines otherwise, to request reconsideration by that body.

It is easier to state what the standard "adequate consideration" does not mean than to specify in detail what it does. It does not mean that the review committee should substitute its own judgment for that of members of the department on the merits of whether the candidate should be reappointed or given tenure.<sup>[3]</sup> The conscientious judgment of the candidate's departmental colleagues must prevail if the invaluable tradition of departmental autonomy in professional judgments is to prevail. The term "adequate consideration" refers essentially to procedural rather than to substantive issues: Was the decision conscientiously arrived at? Was all available evidence bearing on the relevant performance of the candidate sought out and considered? Was there adequate deliberation by the department over the import of the evidence in the light of the relevant standards? Were irrelevant and improper standards excluded from consideration? Was the decision a bona fide exercise of professional academic judgment? These are the kinds of questions suggested by the standard "adequate consideration."

If, in applying this standard, the review committee concludes that adequate consideration was not given, its appropriate response should be to recommend to the department that it assess the merits once again, this time remedying the inadequacies of its prior consideration.

An acceptable review procedure, representing one procedural system within which such judgments may be made, is outlined in Regulation 15 of the *Recommended Institutional Regulations*, as follows:

If any faculty member alleges cause for grievance in any matter not covered by the procedures described in the foregoing regulations, the faculty member may petition the elected faculty grievance committee [here name the committee] for redress. The petition will set forth in detail the nature of the grievance and will state against whom the grievance is directed. It will contain any factual or other data which the petitioner deems pertinent to the case. Statistical evidence of improper discrimination, including discrimination in salary, may be used in establishing a prima facie case. The committee will decide whether or not the facts merit a detailed investigation; if the faculty member succeeds in establishing a prima facie case, it is incumbent upon those who made the decision to come forward with evidence in support of their decision. Submission of a petition will not automatically entail investigation or detailed consideration thereof. The committee may seek to bring about a settlement of the issue satisfactory to the parties. If in the opinion of the committee such a settlement is not possible or is not appropriate, the committee will report its findings and recommendations to the petitioner and to the appropriate administrative officer and faculty body, and the petitioner will, upon request, be provided an opportunity to present the grievance to them. The grievance committee will consist of three [or some other number] elected members of the faculty. No officer of administration will serve on the committee.



The Association accordingly recommends:

6. *Petition for Review Alleging Inadequate Consideration.* Insofar as the petition for review alleges inadequate consideration, the functions of the committee which reviews the faculty member's petition should be the following:

(a) to determine whether the decision of the appropriate faculty body was the result of adequate consideration, with the understanding that the review committee should not substitute its judgment on the merits for that of the faculty body;

(b) to request reconsideration by the faculty body when the committee believes that adequate consideration was not given to the faculty member's qualifications (in such instances, the committee should indicate the respects in which it believes that consideration may have been inadequate);

(c) to provide copies of its report and recommendation to the faculty member, the faculty body, and the president or other appropriate administrative officer.

#### Endnotes

1. The "Standards for Notice" are as follows:

1. *Not later than March 1 of the first academic year of service*, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination;

2. *Not later than December 15 of the second academic year of service*, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination;

3. At least twelve months before the expiration of an appointment after two or more years in the institution. (AAUP, *Policy Documents and Reports*, 9th ed. [Washington, D.C., 2001], 31.

2. Faculties processing complaints under Regulations 10 and 15 may wish to secure the further advice of the Association's Washington office.

3. As used here, "department" may refer to any institutional body or individual responsible for making a recommendation or decision on reappointment.

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## **APPENDIX E: 1958 STATEMENT ON PROCEDURAL STANDARDS IN FACULTY DISMISSAL PROCEEDINGS**

*The following statement was prepared by a joint committee representing the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors and was approved by these two associations at their annual meetings in 1958. It supplements the 1940 Statement of Principles on Academic Freedom and Tenure by providing a formulation of the "academic due process" that should be observed in dismissal proceedings. The exact procedural standards here set forth, however, "are not intended to establish a norm in the same manner as the 1940 Statement of Principles on Academic Freedom and Tenure, but are presented rather as a guide. . . ."*

*The governing bodies of the American Association of University Professors and the Association of American Colleges, meeting respectively in November 1989 and January 1990, adopted several changes in language in order to remove gender-specific references from the original text.*

### **INTRODUCTORY COMMENTS**

Any approach toward settling the difficulties which have beset dismissal proceedings on many American campuses must look beyond procedure into setting and cause. A dismissal proceeding is a symptom of failure; no amount of use of removal process will help strengthen higher education as much as will the cultivation of conditions in which dismissals rarely if ever need occur.

Just as the board of control or other governing body is the legal and fiscal corporation of the college, the faculty is the academic entity. Historically, the academic corporation is the older. Faculties were formed in the Middle Ages, with managerial affairs either self-arranged or handled in course by the parent church. Modern college faculties, on the other hand, are part of a complex and extensive structure requiring legal incorporation, with stewards and managers specifically appointed to discharge certain functions.

Nonetheless, the faculty of a modern college constitutes an entity as real as that of the faculties of medieval times, in terms of collective purpose and function. A necessary precondition of a strong faculty is that it have first-hand concern with its own membership. This is properly reflected both in appointments to and in separations from the faculty body.

A well-organized institution will reflect sympathetic understanding by trustees and teachers alike of their respective and complementary roles. These should be spelled out carefully in writing and made available to all. Trustees and faculty should understand and agree on their several functions in determining who shall join and who shall remain on the faculty. One of the prime duties of the administrator is to help preserve understanding of those functions. It seems clear on the American college scene that a close positive relationship exists between the excellence of colleges, the strength of their faculties, and the extent of faculty responsibility in determining faculty membership. Such a condition is in no way inconsistent with full faculty awareness of institutional factors with which governing boards must be primarily concerned.

In the effective college, a dismissal proceeding involving a faculty member on tenure, or one occurring during the term of an appointment, will be a rare exception, caused by individual human weakness and not by an unhealthful setting. When it does come, however, the college should be prepared for it, so that both institutional integrity and individual human rights may be preserved during the process of resolving the trouble. The faculty must be willing to recommend the dismissal of a colleague when necessary. By the same token, presidents and governing boards must be willing to give full weight to a faculty judgment favorable to a colleague.

One persistent source of difficulty is the definition of adequate cause for the dismissal of a faculty member. Despite the 1940 *Statement of Principles on Academic Freedom and Tenure* and subsequent attempts to build upon it, considerable ambiguity and misunderstanding persist throughout higher education, especially in the respective conceptions of governing boards, administrative officers, and faculties concerning this matter. The present statement assumes that individual institutions will have formulated their own definitions of adequate cause for dismissal, bearing in mind the 1940 *Statement* and standards which have developed in the experience of academic institutions.

This statement deals with procedural standards. Those recommended are not intended to establish a norm in the same manner as the 1940 *Statement of Principles on Academic Freedom and Tenure*, but are presented rather as a guide to be used according to the nature and traditions of particular institutions in giving effect to both faculty tenure rights and the obligations of faculty members in the academic community.

## PROCEDURAL RECOMMENDATIONS

### **1. Preliminary Proceedings Concerning the Fitness of a Faculty Member**

When reasons arise to question the fitness of a college or university faculty member who has tenure or whose term appointment has not expired, the appropriate administrative officers should ordinarily discuss the matter with the faculty member in personal conference. The matter may be terminated by mutual consent at this point; but if an adjustment does not result, a standing or ad hoc committee elected by the faculty and charged with the function of rendering confidential advice in such situations should informally inquire into the situation, to effect an adjustment, if possible, and, if none is effected, to determine whether in its view formal proceedings to consider the faculty member's dismissal should be instituted. If the committee recommends that such proceedings should be begun, or if the president of the institution, even after considering a recommendation of the committee favorable to the faculty member, expresses the conviction that a proceeding should be undertaken, action should be commenced under the procedures which follow. Except where there is disagreement, a statement with reasonable particularity of the grounds proposed for the dismissal should then be jointly formulated by the president and the faculty committee; if there is disagreement, the president or the president's representative should formulate the statement.

## **2. Commencement of Formal Proceedings**

The formal proceedings should be commenced by a communication addressed to the faculty member by the president of the institution, informing the faculty member of the statement formulated, and also informing the faculty member that, at the faculty member's request, a hearing will be conducted by a faculty committee at a specified time and place to determine whether he or she should be removed from the faculty position on the grounds stated. In setting the date of the hearing, sufficient time should be allowed the faculty member to prepare a defense. The faculty member should be informed, in detail or by reference to published regulations, of the procedural rights that will be accorded. The faculty member should state in reply whether he or she wishes a hearing, and, if so, should answer in writing, not less than one week before the date set for the hearing, the statements in the president's letter.

## **3. Suspension of the Faculty Member**

Suspension of the faculty member during the proceedings is justified only if immediate harm to the faculty member or others is threatened by the faculty member's continuance. Unless legal considerations forbid, any such suspension should be with pay.

## **4. Hearing Committee**

The committee of faculty members to conduct the hearing and reach a decision should be either an elected standing committee not previously concerned with the case or a committee established as soon as possible after the president's letter to the faculty member has been sent. The choice of members of the hearing committee should be on the basis of their objectivity and competence and of the regard in which they are held in the academic community. The committee should elect its own chair.

## **5. Committee Proceeding**

The committee should proceed by considering the statement of grounds for dismissal already formulated, and the faculty member's response written before the time of the hearing. If the faculty member has not requested a hearing, the committee should consider the case on the basis of the obtainable information and decide whether the faculty member should be removed; otherwise, the hearing should go forward. The committee, in consultation with the president and the faculty member, should exercise its judgment as to whether the hearing should be public or private. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matters set forth in the president's letter to the faculty member should be received.

The president should have the option of attendance during the hearing. The president may designate an appropriate representative to assist in developing the case; but the committee should determine the order of proof, should normally conduct the questioning of witnesses, and, if necessary, should secure the presentation of evidence important to the case.

The faculty member should have the option of assistance by counsel, whose functions should be similar to those of the representative chosen by the president. The faculty member should have

the additional procedural rights set forth in the 1940 *Statement of Principles on Academic Freedom and Tenure*, and should have the aid of the committee, when needed, in securing the attendance of witnesses. The faculty member or the faculty member's counsel and the representative designated by the president should have the right, within reasonable limits, to question all witnesses who testify orally. The faculty member should have the opportunity to be confronted by all adverse witnesses. Where unusual and urgent reasons move the hearing committee to withhold this right, or where the witness cannot appear, the identity of the witness, as well as the statements of the witness, should nevertheless be disclosed to the faculty member. Subject to these safeguards, statements may, when necessary, be taken outside the hearing and reported to it. All of the evidence should be duly recorded. Unless special circumstances warrant, it should not be necessary to follow formal rules of court procedure.

## **6. Consideration by Hearing Committee**

The committee should reach its decision in conference, on the basis of the hearing. Before doing so, it should give opportunity to the faculty member or the faculty member's counsel and the representative designated by the president to argue orally before it. If written briefs would be helpful, the committee may request them. The committee may proceed to decision promptly, without having the record of the hearing transcribed, where it feels that a just decision can be reached by this means; or it may await the availability of a transcript of the hearing if its decision would be aided thereby. It should make explicit findings with respect to each of the grounds of removal presented, and a reasoned opinion may be desirable. Publicity concerning the committee's decision may properly be withheld until consideration has been given to the case by the governing body of the institution. The president and the faculty member should be notified of the decision in writing and should be given a copy of the record of the hearing. Any release to the public should be made through the president's office.

## **7. Consideration by Governing Body**

The president should transmit to the governing body the full report of the hearing committee, stating its action. On the assumption that the governing board has accepted the principle of the faculty hearing committee, acceptance of the committee's decision would normally be expected. If the governing body chooses to review the case, its review should be based on the record of the previous hearing, accompanied by opportunity for argument, oral or written or both, by the principals at the hearing or their representatives. The decision of the hearing committee should either be sustained or the proceeding be returned to the committee with objections specified. In such a case the committee should reconsider, taking account of the stated objections and receiving new evidence if necessary. It should frame its decision and communicate it in the same manner as before. Only after study of the committee's reconsideration should the governing body make a final decision overruling the committee.

## **8. Publicity**

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

Announcement of the final decision should include a statement of the hearing committee's original action, if this has not previously been made known.

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**APPENDIX F: FACULTY SELF-APPRAISAL; COLLEAGUE APPRAISAL FORMS (Approved September 2013)**

**FORM 2: FACULTY SELF-APPRAISAL (including Professional Plan)**

Period included in this report: from \_\_\_\_\_ to \_\_\_\_\_

Date Submitted \_\_\_\_\_

**A. Personnel Information:**

Name \_\_\_\_\_ Rank \_\_\_\_\_ Department(s) \_\_\_\_\_

Date of Linfield appointment \_\_\_\_\_ Date of present rank at Linfield \_\_\_\_\_

Years in present rank at all institutions \_\_\_\_\_ Tenure status \_\_\_\_\_

**B. Report and Appraisal:**

Your *narrative account of and reflection on your goals and accomplishments* for the period since your last report is an important part of your evaluation file. Please provide this material for each of the three categories below. In addition to a *broad overview*, include *specific illustrations* in each case, referring to particular courses or advising context in the case of teaching, to specific projects in the case of professional achievements, and particular tasks or assignments in the case of service. (Make the *significance of your work* clear to the reader of your file.)

**1. Teaching (including advising):**

Please refer to section IV.6.1.1 Teaching Effectiveness, in the Faculty handbook for more information on teaching effectiveness in the context of faculty evaluation.

[IV.6.1.1 Teaching effectiveness will be evaluated by students, colleagues, and the department head. Self-appraisals by the faculty member concerned will also be used in the process. The faculty member should be aware that teaching effectiveness involves attention to several important areas, including:

1. knowledge of and enthusiasm for the subject matter
2. attention to the organization of courses as it relates to the level and preparation of the students
3. organization and effective use of class time
4. high expectations for each student
5. respect for students' viewpoints
6. use of effective and fair grading methods
7. what students take from their courses
8. availability for consultation with students
9. consistent and effective attention to the needs of advisees.]

**2. Professional Achievement:**

Please refer to section IV.6.1.2 Professional Achievement, in the Faculty handbook for more information on professional achievement in the context of faculty evaluation.

[IV.6.1.2 Professional achievements will be evaluated by colleagues and by the department head. Self-appraisals in the form of written descriptions of professional activity will also be used in the process. Evidence of professional achievement may include:

1. research or creative work
2. publications and artistic or professional presentations
3. peer recognition by professional societies/organizations
4. study at other institutions for additional professional credential or toward an advanced degree beyond the terminal degree Linfield requires for the discipline (see this handbook IV.11)
5. professional practice and/or development necessary to maintain competency and credentials.]

**3. Service to Linfield:**

Please refer to section IV.6.1.3 service, in the Faculty handbook for more information on service in the context of faculty evaluation.

[IV. 6.1.3 Service to Linfield, one's profession, and the community will be evaluated by colleagues and by the department head. Self-appraisals by the faculty member will also be used in the process. Evidence of service may include:

1. regular and effective participation on college-wide standing committees of the faculty
2. effective participation in departmental and divisional affairs (including service as chair where applicable)
3. work with student activities and organizations
4. direct assistance with the external relations work of the university (e.g., recruiting students, speaking to alumni groups)
5. service to the external community using professional knowledge and skills
6. service to a professional society/organization
7. service to the Online and Continuing Education.]

**C. Professional Plan:**

For the period between now and the next scheduled review and beyond, *please discuss your goals and expectations in the areas of teaching, professional achievements and service to Linfield*. Indicate *how* you hope to pursue your goals.

**PLEASE STAPLE THIS AS A COVER SHEET TO YOUR NARRATIVE SELF-APPRAISAL.**



**FORM 3: COLLEAGUE APPRAISAL**

Faculty Member to be Evaluated \_\_\_\_\_

Colleague Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Time Period to be Covered \_\_\_\_\_

Please provide in narrative form an evaluation of your colleague's work over the period indicated above in each of the university's three evaluation categories: teaching effectiveness, professional achievements, and service to Linfield.

Please state reasons for your views and what evidence you used. For teaching, are your evaluation comments based on visiting classes, and if so how many visits? Have you inspected syllabi, examination questions, talked with students, etc. For professional achievement, have you heard a professional presentation, read a research report, seen a public performance, etc. For service, have you served on a committee with the person being evaluated, seen a report s/he wrote, etc. For all categories, characterize the reference group you are using (liberal arts college faculties, Linfield faculty, etc.).

Please submit these three evaluations by \_\_\_\_\_.

Thanks for your help.

**PLEASE USE THIS PAGE AS YOUR COVER SHEET. Thank you**

### **3A. Colleague Appraisal of Teaching Effectiveness (including advising)**

Please consider the general advice about reasons and evidence provided on the cover sheet.

Please refer to section IV.6.1.1 Teaching Effectiveness, in the Faculty Handbook for more information on teaching effectiveness in the context of faculty evaluation.

[IV.6.1.1 Teaching effectiveness will be evaluated by students, colleagues, and the department head. Self-appraisals by the faculty member concerned will also be used in the process. The faculty member should be aware that teaching effectiveness involves attention to several important areas, including:

1. knowledge of and enthusiasm for the subject matter
2. attention to the organization of courses as it relates to the level and preparation of the students
3. organization and effective use of class time
4. high expectations for each student
5. respect for students' viewpoints
6. use of effective and fair grading methods
7. what students take from their courses
8. availability for consultation with students
9. consistent and effective attention to the needs of advisees.]

For the benefit of the Promotion and Tenure Subcommittee, please list the occasions in which you have had direct observation of teaching of the candidate. Please include, to whatever extent possible, the course name, course number and section, and semester of observation so that the appropriate student evaluations of teaching at that time can be referenced by the committee.

With the above as guides, please provide your appraisal of Professor \_\_\_\_\_ teaching effectiveness.

(Signature) \_\_\_\_\_ (Date) \_\_\_\_\_

### **3B. Colleague Appraisal of Professional Achievements**

Please consider the general advice about reasons and evidence provided on the cover sheet.

Please refer to section IV.6.1.2 Professional Achievement, in the Faculty handbook for more information on professional achievement in the context of faculty evaluation.

[IV.6.1.2 Professional achievements will be evaluated by colleagues and by the department head. Self-appraisals in the form of written descriptions of professional activity will also be used in the process. Evidence of professional achievement may include:

1. research or creative work
2. publications and artistic or professional presentations
3. peer recognition by professional societies/organizations
4. study at other institutions for additional professional credential or toward an advanced degree beyond the terminal degree Linfield requires for the discipline (see this handbook IV.11)
5. professional practice and/or development necessary to maintain competency and credentials.]

With the above guides, please provide your appraisal of professional achievements of Professor \_\_\_\_\_.

(Signature) \_\_\_\_\_ (Date) \_\_\_\_\_

### **3C. Colleague Appraisal of Service to Linfield**

Please consider the general advice about reasons and evidence provided on the cover sheet.

Please refer to section IV.6.1.3 service, in the Faculty handbook for more information on service in the context of faculty evaluation.

[IV. 6.1.3 Service to Linfield, one's profession, and the community will be evaluated by colleagues and by the department head. Self-appraisals by the faculty member will also be used in the process. Evidence of service may include:

1. regular and effective participation on college-wide standing committees of the faculty
2. effective participation in departmental and divisional affairs (including service as chair where applicable)
3. work with student activities and organizations
4. direct assistance with the external relations work of the university (e.g., recruiting students, speaking to alumni groups)
5. service to the external community using professional knowledge and skills
6. service to a professional society/organization
7. service to the Online and Continuing Education.]

With the above as guides, please provide your appraisal of service to Linfield by Professor

\_\_\_\_\_.

(Signature) \_\_\_\_\_ (Date) \_\_\_\_\_

## APPENDIX G: APPLICATION FOR SABBATICAL LEAVE FORM

Applications are due the first Monday of October. Applications should be submitted to the Dean's office as a single electronic file to [sabbatical@linfield.edu](mailto:sabbatical@linfield.edu).

### Please include the following components in the proposal:

\_\_\_\_I. A cover sheet that includes:

*Applicant Name*

*Academic Department*

*Project Title*

*Dates of intended sabbatical*

Clearly define whether the sabbatical is requested for a full year or for a semester (if a single semester, indicate for which semester)

*Abstract/Summary of proposal (150 words maximum)*

This abstract/summary should describe in non-technical terms the rationale for the work, the goals of the project within the field, and the benefit of the work to the faculty member.

*Workload Plan*

A brief, written statement outlining the workload plan and a signature from the department chair (or the Dean if applicant is current chair), attesting that the department supports the sabbatical and can make necessary adjustments to allow for it.

\_\_\_\_II. **A current complete *curriculum vitae***

\_\_\_\_III. **Project Description (2 pages maximum)**

Please describe the proposed research. Include in the description:

- ☐ Sufficient background to justify the need for the project
- ☐ A description of the aims or purpose of the research or creative work
- ☐ A description of how the results of the work will be disseminated  
(this could include publications, conference presentations, exhibitions of creative work, seed money for applications to external granting agencies, etc.)

\_\_\_\_IV. **Project Implementation (1 page maximum)**

Describe the manner in which goals will be accomplished. Please include a detailed timeline of project events.

\_\_\_\_V. **List previous sabbaticals (1 page maximum)**

Include dates, project title, and summary of outcomes and benefits from these activities (You may include previous sabbatical reports to satisfy this section.)

- \_\_\_\_ VI.     **Applicant’s professional development description**  
Briefly describe the role of this project in the applicant’s evolution as a professional during this time and how this project will contribute to that development (1 page maximum)

Use the checklist above to ensure the application is complete. Only complete applications will be considered.

## **APPENDIX H: FACULTY PROFESSIONAL DEVELOPMENT GRANT CHECKLIST**

*Refer to Faculty Handbook V.4.1 for more information about the kinds of projects Faculty Development Grants support.*

Applications are due the first Monday of October (fall round) and March (spring round). Applications should be submitted to the Dean's office as a single electronic file to [fdg@linfield.edu](mailto:fdg@linfield.edu).

**Please include the following components in the proposal:**

**\_\_\_\_\_ I. A cover sheet that includes:**

*Applicant(s) Name*

*Academic Department*

*Project Title*

*Dates of Project*

*Amount Requested*

*Abstract/Summary of proposal (150 words maximum)*

This abstract/summary should describe in non-technical terms the rationale for the work, the goals of the project within the field, and the benefit of the work to the faculty member.

**\_\_\_\_\_ II. A current and complete curriculum vitae to be attached at the end.**

**\_\_\_\_\_ III. Project description (2 pages maximum)**

Please describe the proposed research. Include in the description:

- Sufficient background to justify the need for the project
- A description of the aims or purpose of the research or creative work
- A description of how the results of the work will be disseminated (this could include publications, conference presentations, exhibitions of creative work, seed money for applications to external granting agencies, etc.)

**\_\_\_\_\_ IV. Project implementation description**

(2 pages maximum, including budget)

Describe the manner in which goals will be accomplished. Please include:

- A detailed timeline of project events
- A detailed budget for the project (use the budget form provided below). You may provide an additional narrative description of your budget if desired.

**\_\_\_\_\_ V. List of previous Faculty Development Grants (1 page maximum)**

Include dates, amount of money provided, project title, and summary of outcomes and benefits from these activities. (You may include previous grant reports to satisfy this section.)

\_\_\_\_VI.      **Applicant's professional development description**

(1 page maximum)

Briefly describe the role of this project in the applicant's evolution as a professional.

\_\_\_\_VII      **Workload Plan**

A brief, written statement outlining the workload plan and a signature from the department chair (or the Dean if applicant is current chair), attesting that the department supports the course release and can make necessary adjustments to allow for it.

Use the checklist above to ensure the application is complete. Only complete applications will be considered.

Please note the following when considering whether to apply for a Faculty Development Grant:

- (1) The Faculty Development Subcommittee will prioritize awards to faculty who have not received a Faculty Development Grant in the previous three years. If there are funds remaining after allocation to applicants who have not recently been funded, only then will any awards be made to recent recipients.
- (2) Faculty Development Grants are limited to tenured and tenure-track faculty, with special consideration given to those not yet tenured.
- (3) After making the distinctions above, the Faculty Development Subcommittee will prioritize projects in the following order:
  - 1.) initiation, continuation, or completion of original scholarly or creative work, according to the applicant's departmental definition of scholarship (this includes workshops and conferences at which attendance will enhance the ability of the applicant to conduct this work);
  - 2.) course development or improvement;
  - 3.) support of January Term travel course development.
- (4) Grants will be allocated within the constraints of the Dean's faculty development budget.



**FACULTY DEVELOPMENT GRANT BUDGET REQUEST FORM****Requested**Stipends

Describe what stipends will be used for

TravelDescribe (travel by air, round trip, cab, car)  
Please be specific, including datesLodging

Describe, including dates

\_\_\_\_\_ nights at \$\_\_\_\_\_/night

Per Diem

\_\_\_\_\_ days at \$55/day

EquipmentDescribe. Include also information on how this  
equipment may be used by other Linfield faculty  
and statement that the supplies/equipment are not presently  
available at Linfield University.Expendable Supplies

Describe

Course ReleaseAdjunct needed to cover course? Yes or No  
Cost of adjunct: # of credits x adjunct rate**Subtotal****Less departmental travel funds****Less other funding resources (please describe briefly)****TOTAL AMOUNT REQUESTED****Amount approved by FDC**

## **APPENDIX I: FACULTY-STUDENT SUMMER COLLABORATIVE RESEARCH GRANT APPLICATION CHECKLIST**

*Refer to Faculty Handbook V.4.2 for more information about the kinds of projects Faculty-Student Collaborative Research Grants support.*

Applications are due the first Monday of March. Applications should be submitted to the Dean's office via email to [sfcrg@linfield.edu](mailto:sfcrg@linfield.edu) as a single electronic file.

**Please include the following components in the proposal:**

— **I. A cover sheet that includes:**

*Applicant(s) Name*

*Academic Department*

*Project Title*

*Dates of Project*

*Amount Requested*

*Abstract/Summary of proposal (150 words maximum)*

This abstract/summary should describe in non-technical terms the rationale for the work, the goals of the project, and the benefit of the work to the faculty member.

— **II. A current and complete curriculum vitae to be attached at the end.**

— **III. Project Description (2 pages maximum)**

- Describe the collaborative research that you propose to complete. Include in the description:

Sufficient background to justify the need for the project

- A description of the aims or purpose of the research or creative work
- A description of the roles of the faculty member and students in the project
- A description of how the work will be disseminated (this could include publications, conference presentations, exhibitions of creative work, seed money for applications to external granting agencies, etc.)

— **IV. Project Implementation Description (4 pages maximum, including all elements below)**

Describe the manner in which you and the student(s) will accomplish your goals. Please include:

1. A detailed timeline of project events

The allowed grant period runs from the first Monday after spring Commencement to the first Monday after spring break of the following academic year. The timeline should define when the student(s) will complete the project hours.

2. A detailed budget for the project

Students can be allotted stipends at the current Oregon minimum wage plus 8.5% for benefits for up to 400 hours.

Faculty stipends will be \$2,000 for all applications

Funding for supplies and other project needs may be requested and will be allotted at the discretion of the selection committee according to available funds

\_\_\_\_ **V. List of previous Faculty-Student Collaborative Research grants (1 page maximum)**

Include dates, amount of money provided, project title, and summary of outcomes and benefits from these activities)

\_\_\_\_ **VI. Benefit of the project (1 page maximum)**

Please provide a statement describing the benefit of the project to the faculty member's long-term professional development, to students' development of skills in the field, and to Linfield's community and/or reputation. Please pay particular attention to describing the skills or knowledge set, specific for your field, which a student participating in this project will develop.

Use the checklist above to ensure the application is complete. Only complete applications will be considered.

## APPENDIX J: ACADEMIC PROGRAM REVIEW

- A. Mission: Department / program reviews at Linfield University will promote collaborative, systematic and deliberative assessment of the curriculum, the programs, the allocation of resources (both human and material), and any other issues of concern.

The review process should engage all department members in a reflective self-study. Respected colleagues will be invited to assist in the departmental review of courses and curricular connections. These reviews are meant to identify departmental/programmatic strengths and weaknesses, linkages across the institution and potential programmatic directions in light of developments their fields.

Departmental/program reviews take place on a rotating basis every seven years. Those departments/programs required to meet external accrediting review standards may request the dean to consider the accrediting review a substitute for the university review cycle. Substitutions will be determined on a case by case basis, depending upon the requirements of the accrediting review process compared to the Linfield process.

- B. The Program Review process will consist of a Self-study, an External Review and a Follow-up Plan for implementing change.
1. **Self Study:** Self studies should involve all members of the department. They should include:
    - a. Overview and mission of the program (e.g., statement of purpose, currency, coherence (systematic/logical connections among courses), uniqueness of program; goals for major/structure of curriculum; recent or impending changes)
    - b. Expectations for student learning in the major and the minor, how the department assesses these, and current outcomes based on that assessment
    - c. Curricular relationship with other departments in interdisciplinary study and other majors where appropriate; why and when the course content is needed for this department's curriculum and the effectiveness of that coursework in the learning outcomes within the department, how the department assesses these, and current outcomes based on that assessment
    - d. Contributions to the general education program of the institution; the degree to which course learning goals incorporate the general education learning goals, how the department assesses these, and current outcomes based on that assessment
    - e. Departmental contributions to strategic principles / themes, as interpreted by the department:

- (1) global/multicultural learning; integrative learning; experiential learning (e.g., internships, fieldwork, co-curricular and extra-curricular experience)
- (2) Advising (effectiveness of program of mentoring students in the major/minor)/frequency and nature of student-faculty contact outside of classroom;
- (3) Scholarly/creative/professional development of faculty; include updated CV of all faculty (adjunct, visiting and tenure track) teaching in last 3 years
- (4) Resources: sufficiency of faculty, financial and administrative support, program-specific resources, university-wide resources such as Library; physical facilities, technology, etc.)
- (5) Student outcomes: graduate school admissions, employer satisfaction, alumni satisfaction (as available)
- (6) Analysis of self-study, highlighting strengths, weaknesses and strategic questions for the External Review Team for which the department/program is specifically interested in receiving feedback

2. **External Review Process:** Appropriate logistical support for the visit will be provided by the Office of Academic Affairs.

- a. The External Review Team shall consist of one disciplinary expert from outside of Linfield, preferably from a liberal arts university similar to Linfield, and one faculty member from another academic Division at Linfield (or from another department in the Division that is substantially different from the department under review)
- b. Review team members will be nominated by the department but final selection rests with the VP for Academic Affairs/Dean of the Faculty
- c. The Self-study report will be made available to the Review Team approximately 4 weeks prior to the visit
- d. During the visit, the Team members should be provided with a tour of university facilities relevant to the program, and the opportunity to communicate with:
  - (1) VPAA/Dean plus Department Chair (once at the start and a second time just before the closing session with the department – see e. below)
  - (2) Department members as a group and individually
  - (3) Students (majors, minors)
  - (4) Colleagues from allied departments
  - (5) Library Director
  - (6) Alumni (as available)

(7) Others (e.g., Field placement supervisors, Cooperating teachers)

- e. The Review Team visit schedule will include an early orientation session and a closing session at the end of the visit, both with the department. The latter session is for the Review Team to outline verbally the observed departmental strengths and weaknesses, and to give a preliminary indication of major recommendations to be expected, as shared in the second meeting with the dean.

**3. Follow-Up**

- a. Within 5 working days, the External Review Team will provide a written version (bullet format) of the verbal remarks previously shared with the dean, chair and department at the conclusion of the visit.
- b. The Review team will provide the complete written report to the Chair of the academic program or department being reviewed and the Dean within four weeks of the visit (the payment of the final stipend is contingent upon receipt of the report). The written report should be succinct and list specific commendations and recommendations and suggested strategies/resources for the department/program to review. The External Review Team will also identify/prioritize the recommendations that are most crucial for the program under review.
- c. Departments will have approximately two weeks to review the report and append any factual corrections.
- d. Within approximately two months of the visit, there will be a follow-up meeting with the department chair and the dean to discuss explicit departmental proposed changes and the departmental task list for implementing changes.
- e. The follow-up process and timeline will be adjusted to reflect the realities of external accreditation processes.
- f. In each annual departmental report to the dean, the department/program will report on progress made in each area designated for further review.
- g. Departments that receive a review documenting significant difficulties (as determined in consultation with the dean) are expected to address those concerns expeditiously and will be supported in the completion of a “mid-course” external review within two to three years of the original review.

## APPENDIX K: SAMPLE COURSE PROPOSAL FORMS; INQS COURSE PROPOSAL FORM

### LINFIELD UNIVERSITY NEW COURSE REQUEST FORM

The Curriculum Committee follows the criteria and guidelines established in the university catalog and the Faculty Handbook when it reviews course proposals. The Faculty Handbook contains "Guidelines for Syllabus Preparation" and "Information for Professors Teaching Courses in the Linfield Curriculum."

*Courses to be offered in the summer session, fall semester, or January term must be submitted to the Curriculum Committee by the preceding February 20. Courses to be offered in the spring semester must be submitted by the preceding September 20.*

Please submit complete the course request from online and submit it electronically.

Department \_\_\_\_\_ Chair \_\_\_\_\_ Date Submitted \_\_\_\_\_

Proposed Course Title \_\_\_\_\_ Proposed Date of First Offering \_\_\_\_\_

Proposed Catalog ID \_\_\_\_\_ *Please contact the Registrar for available numbers. Note that Special Topics courses are numbered 199, 299, 399, or 499, depending on level of academic preparation desired, and must be approved as if they were new courses each time they are offered.*

Proposed Credits \_\_\_\_\_ *(University norms for assigning course credit:*

*Lecture, discussion, and seminar courses presented over a 14-week semester: One credit = about 50 minutes of class contact plus 100 minutes of outside work per week.*

*Summer or January Term: One credit = total of about 12 hours of class contact plus 24 hours of outside work. Special rules for workshops and "short courses" are described in the Faculty Handbook.)*

Where will this course be offered? (circle or "X" all that apply)      Portland      McMinnville      OCE

#### I. Course Description

A. Please attach a syllabus that creates a picture of this course for members of the Curriculum Committee and prospective students. It should contain:

- a topical outline
- a timeline
- educational goals that reflect dept. goals
- a list of relevant texts
- pedagogical approach
- resource bibliography if relevant
- criteria used for assigning grades
- disability statement
- any other information you deem important

If any Linfield Curriculum designations are requested, both the syllabus and this form (item I. D. on the next page) should explicitly state how the course fulfills catalog criteria for each designation.

B. Grading system to be used (A-F or Pass/Fail)

C. In the space below, propose catalog copy to describe this course. Consult the current catalog for style, noting particularly that complete sentences are not used. Include information about pre- or co-requisites,

whether recommended for another course or cross-listed in another department, and the frequency of offering if not offered every semester (*e.g.*, Offered fall of even-numbered years).

D. Do you wish this course to contribute to the Linfield Curriculum? Please circle or "X" all desired Linfield Curriculum designations. Explain how the course meets catalog criteria for each designation chosen. If you wish, you may paste the pertinent text from your syllabus below.

**Areas of Inquiry:**

Creative Studies (CS)

Individuals, Systems and Societies (IS)

Natural World (NW)

Ultimate Questions (UQ)

Vital Past (VP)

**Writing Intensive:**

MWI

**Diversity:**

U.S. Pluralisms (US)

Global Pluralisms (GP)

II. The Course In Its Departmental Context (expand space for answers as needed)

- A. For which students is the course designed, and how will it meet their needs?
- B. Explain the importance of this course in the departmental curriculum.
- C. Will offering this course require additional staff? If yes, please explain how your department and/or university resources will fund the additional cost. If no, explain exactly how the new course will be worked into the load of the current department staff and the consequences of doing so. Who is the likely instructor, and what are his/her qualifications to offer such a course?
- D. Are appropriate non-staff resources available? Comment on availability of equipment, library resources, and film-rental funds. If appropriate resources are not now in hand, how will they be obtained?

III. The Course In Its University-wide Context (expand space for answers as needed)

Does this course assume pre- or co-requisite coursework in another department? If so, indicate briefly how that additional teaching load will be handled (*e.g.*, "The \_\_\_\_\_ department gave assurance that anticipated additional students could be accommodated within existing sections of the prerequisite course \_\_\_\_\_.")

Is this course intended to serve other departments, majors, or the OCE program? If so, please estimate the number of such "outside" students to be served and describe the curricular significance of this course to the other program(s).

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature of Chair of originating department)



LINFIELD UNIVERSITY  
REQUEST FOR CHANGE IN EXISTING COURSE

*Courses numbered "x99" must be requested on the New Course Request Form each time they are offered*

The Curriculum Committee follows the criteria and guidelines established in the university catalog and the Faculty Handbook when it reviews course proposals. The Faculty Handbook contains "Guidelines for Syllabus Preparation" and "Information for Professors Teaching Courses in the Linfield Curriculum."

*Changes for the summer session, fall semester, or January term must be submitted to the Curriculum Committee by the preceding February 20. Changes for the spring semester must be submitted by the preceding September 20.*

Please submit complete the course request from online and submit it electronically.

Date Submitted \_\_\_\_\_ Proposed Effective Date \_\_\_\_\_

Department \_\_\_\_\_ Chair \_\_\_\_\_

**Existing Course:** Catalog ID and Title \_\_\_\_\_ Credits \_\_\_\_\_

Where will this course be offered? (circle or "X" all that apply)      Portland      McMinnville      OCE

1. Please consult both the Registrar and OCE to find out what courses in other departments or programs may be affected by a change in this course. Then "X" and fill in appropriate boxes below, or write "N/A" on table.

This course is ("X" pertinent boxes)				For / with Catalog ID	I discussed course change with Chair of dept. affected: (enter name of Chair and date of consultation)
Prereq	coreq	recomm	crosslist		

**2. Proposed changes**

(a) **Proposed** new course title, course number, added or subtracted LC designations, and/or credit:

(b) If a **change in the course description** is proposed, please provide both descriptions requested below. Include information about prerequisites *etc.* that are indicated in the boxes above. For courses not offered every semester, indicate the frequency of offering (*e.g.*, Offered fall of even-numbered years).

Existing catalog description:

Revised complete catalog description:

3. **Justification for each change** proposed in item 2. *If you wish to add one or more Linfield Curriculum designations for this course, explain how the course meets catalog criteria for each new designation requested -if helpful for this purpose, you may paste the pertinent syllabus text (see below) here.*

4. For changes other than course number or title, please attach the revised syllabus. The syllabus should contain

- a timeline
- educational goals that reflect departmental goals
- a list of relevant texts
- pedagogical approach

- resource bibliography if relevant
- criteria used for assigning grades
- disability statement
- any other information you deem important. *The syllabus should explicitly state how the course fulfills catalog criteria for each Linfield Curriculum designation it carries.*

Submitted by \_\_\_\_\_ Date \_\_\_\_\_  
(Signature of Chair of originating department)

LINFIELD UNIVERSITY  
REQUEST FOR DELETION OF COURSE

*Requests for deletion of courses must be submitted to the Curriculum Committee by the preceding February 20 to permit timely incorporation into the new catalog.*

Please submit complete the course request from online and submit it electronically.

Date Submitted \_\_\_\_\_

Department \_\_\_\_\_ Chair \_\_\_\_\_

1. Please list below the Catalog Title, Catalog ID and credit value of each course to be deleted:

Catalog Title

Catalog ID

Credit

2. Where is this course offered? (circle or "X" all that apply)    Portland                  McMinnville                  OCE

3. Please consult both the Registrar and OCE to find out what courses in other departments or programs may be affected by deletion of the courses listed above. Then "X" and fill in appropriate boxes below.

This course is ("X" pertinent boxes)				For / with Catalog ID	I discussed course deletion with Chair of dept. affected: (enter name of Chair and date of consultation)
Prereq	coreq	recomm	crosslist		

4. What is the curricular justification for deleting the courses shown above?

Submitted by \_\_\_\_\_ Date \_\_\_\_\_  
(Signature of Chair of originating department)

**LINFIELD UNIVERSITY**  
**INQUIRY SEMINAR COURSE PROPOSAL**  
(Applicable for new and revised seminars)

Inquiry Seminar Guidelines

- clear intellectual focus
- frequent student discussion: class participation and speaking (informally and formally) are figured as part of the course grade
- use of a common grammar/punctuation handbook for teaching and reference purposes
- use of informal writing to help students explore course content and articulate questions (roughly 20 pages)
- at minimum, four formal writing projects using the writing process, including provision for feedback and revision (roughly 25 pages of finished writing)
- at least one project requiring library/on-line research, hence discussion of research strategies
- discussion of ways writing situations differ according to the writer's audience and intent

Please submit this request electronically. Respond to the questions below.

Date Submitted \_\_\_\_\_ Department \_\_\_\_\_

Title of Proposed Seminar \_\_\_\_\_

Instructor \_\_\_\_\_ Campus \_\_\_\_\_

Semester in which seminar will be offered: \_\_\_\_\_

1. For newcomers to the Inquiry Seminar, participation in an early June summer workshop exploring the relationship between thinking, writing and inquiry learning is mandatory, with the carrot being a \$600 faculty development stipend awarded to first-time instructors. Please indicate your willingness to meet this requirement below OR provide a rationale for being exempted from it and possible substitution strategies (keeping in mind the strong commitment the Curriculum Committee has to this requirement as a means of achieving some degree of common purpose among the various seminars).

Will attend the June Workshop: \_\_\_\_\_

Alternative preparatory activity if I cannot attend:

2. Please provide a proposed course description of your seminar, identifying the central questions to be explored and likely texts for the course.

3. Each Inquiry Seminar is expected to contribute to the Linfield Curriculum in a second way by serving within one of the five Areas of Inquiry (Vital Past; Ultimate Questions; Images and Arts; Individuals, Systems and Societies; Natural World). Please indicate below to which of those Areas your seminar will belong, keeping in mind the guiding descriptions of each provided in the Linfield University Catalog. In addition, provide a brief justification for inclusion within the Area you have designated.

VP

UQ

CS

IS

NW

Rationale:

4. Indicate whether your seminar will carry a diversity designation—either US (U.S. Pluralisms) or GP (Global Pluralisms). Please explain your rationale for that designation.

5. Please describe the staffing implications for your department of your choosing to teach an INQS. If adjunct replacement hours will be necessary to cover the course you are dropping to teach the seminar, indicate how many.

## **APPENDIX K.1: LINFIELD CURRICULUM (LC) WORKING GROUPS – STANDARD OPERATING PROCEDURES**

These standard operating may be modified by approval of a majority of the voting members of the Curriculum Committee (CC).

**Structure of the LC Working Groups:** (adapted from III.1.5 Section 2 of Faculty Handbook)  
Each LC working group [Creative Studies (CS); Individuals, Systems, and Societies (IS); Natural World (NW); Quantitative Reasoning (QR); Ultimate Questions (UQ); Vital Past (VP); U.S. Pluralisms (US); and Global Pluralisms (GP)] consists of at least four voting members, selected according to the following criteria:

1. Each member is from a different department.
2. Each member shall have taught a course with the designation within the three years prior to serving.
3. Whenever possible, no faculty member shall serve on more than one LC Working Group.
4. Whenever possible, each LC Working Group will include a voting member from the CC.
5. Whenever possible, individual faculty members will serve for terms of no more than three consecutive years on any given LC Working Group.

Each LC Working Group shall select a chair from its four members. Whenever possible, this person shall have prior experience on the same LC Working Group. In addition, when possible, the chair will be a voting member of the CC.

### **Duties of Working Group:** (from III.1.5 Section 2 of Faculty Handbook)

- Review any proposals from courses requesting changes in LC designations
- Provide prompt feedback to the chair of CC regarding decisions of Working Group.
- When needed, advise the registrar concerning the awarding of LC credit for courses taken outside of Linfield.
- Once every four years assess a sample of the exemplars and supporting statements submitted by students to earn LC credit. The schedule for this summer rotation is as follows:
  - NW and US: Summers 2016, 2020, 2024...
  - GP and UQ: Summers 2017, 2021, 2025...
  - CS and IS: Summers 2018, 2022, 2026...
  - QR and VP: Summers 2019, 2023, 2027...
- As part of assessment, also assess a sample of exemplars submitted for the Upper Division requirements for that LC designation.
- After assessment, hold open forums and write a report on the findings of the working group, including any recommendations to change the description or learning outcomes for the designation.

**Duties of Chair:**

- Solicit feedback from Working Group about concerns over a given proposal, typically by email. Ideally, feedback should be collected within one or two weeks of receiving proposal.
- Act as liaison to Course Instructor to address concerns of Working Group, including to educate Course Instructor on expectations of Working Group
- In cases in which concerns of Working Group cannot be addressed, provide written communication to chair of CC expressing rationale for rejecting proposal
- In preparation for the summer assessment work, develop a rubric (or refine an existing one) which defines the appropriate criteria for success for each of the learning outcomes
- Submit final report to the chair of CC.

**Policies for Proposal Review:**

- Verify that stated course goals are in harmony with that particular LC designation.
- Each LC designation requested should be justified by reference to the learning outcome for that particular LC.
- If multiple designations are sought, verify that a sufficient amount of material will be covered to merit the designation of that particular LC.
- Within the syllabus, the learning outcomes should be listed, with specific rationale for which outcome will be addressed within the course.

## **APPENDIX L: LINFIELD UNIVERSITY ADMISSIONS POLICIES**

As a general policy, students are considered for admission on the basis of their potential to succeed at Linfield both academically and socially, and on their ability to contribute creatively and positively to society. Applications for admission will be judged on their merit. In addition to evaluating a required essay, teacher/counselor recommendations, co-curricular activities, and relevant life experiences, the university bases its admissions decisions on the academic guidelines listed below.

- A. The applicant cohort groups listed in this section fall under the admission purview of the Linfield admission staff.

1. Standard student admission is for students who are applying directly from high school, or who, at the time of application, do not have an established record of university attendance beyond high school (considered to be completion of multiple semesters or quarters beyond high school, with a minimum of 16 semester equivalent credits at the time of application). Current high school transcripts and official transcripts from any colleges or universities attended will be considered. Score reports from either the SAT or ACT will also be considered, if submitted. The university recognizes that the high school grade point average (GPA) is a valuable predictor of academic success at Linfield. High school GPAs are computed for each area of study in high school, with special attention given to achievement in English, mathematics, natural science, social science, and languages.

The office of admission may admit applicants in this category for whom all of the following standards hold true. Percentiles are based on all students admitted in the preceding three years.

- A. GPA above the tenth percentile, or 3.0, whichever is greater.
- B. Combined score on the College Entrance Examination Board Scholastic Aptitude Test (SAT) of above the tenth percentile and not lower than 450 on either the Verbal or the Math sections, or equivalent American College Test (ACT) scores.
- C. No other items of concern to the admissions staff, such as inconsistent performance, weak preparation in an area of study, or social or disciplinary concerns.

2. Students who have an established record of college attendance beyond high school will be admitted based primarily on official transcripts from all colleges and universities attended. For transfer students who have completed less than two years of full-time equivalent college coursework, score reports from either the SAT or ACT (if taken in high school) and a final high school transcript will also be considered.

The office of admission may admit applicants in this category who have achieved a GPA above 2.5 in transferable college-level coursework and for whom there are no other items of concern.

3. For applicants whose academic data are dated, information other than academic credentials will be considered, e.g. military service record, employment record, job related education, or learning acquired through other life experiences. A standard achievement or evaluative test may be requested.



The office of admission may admit applicants in this category if they are academically qualified to succeed at Linfield University and there are no other items of concern.

4. For international students, records of secondary school work or school-leaving certificate in addition to records of any college or university level work completed will be considered. Evidence of proficiency in English and clear indication of adequate financial resources are required.

The office of admission may admit international students if they are academically qualified to succeed at Linfield University and there are no other items of concern.

- B. All students who are not admitted by the admission staff will have a file review conducted by the director of admission and his or her designated senior staff member(s).

Students considered by the director of admission will be admitted based on their apparent potential to succeed and contribute positively to the life of the university. These students are selected after consideration of pertinent factors, including those that will allow the student to make a unique contribution to the Linfield campus community.

Students admitted by the director of admission will be required to comply with any additional provisions placed on them. Such provisions could include meeting with the assistant director of academic advising, enrolling in certain courses, and participation in programs designed to help students succeed.

The director of admission may exercise his/her best judgment to call upon the Student Policies Committee to assist in the decision-making process or decide upon any applicants of the university. While the director may call upon the committee at his/her discretion for any applicant, examples of committee input may include: special consideration applicants (i.e. Donor, Trustee and/or President referrals) and applicants for whom their academic profile is questionable but exhibit a unique ability to provide other contributions to the campus community.

Early Action applicants who are not admitted under staff-admit standards or through Student Policies Committee review may be rolled to regular decision.

**APPENDIX M: SEARCH PLAN FORMS**

**LINFIELD UNIVERSITY**  
**Office of the Dean of Faculty**

**SEARCH PLAN**  
(See attached directions. Please type.)

**Linfield: Connecting Learning, Life and Community.**

Linfield University advances a vision of learning, life, and community that

- promotes intellectual challenge and creativity,
- values both theoretical and practical knowledge,
- engages thoughtful dialogue in a climate of mutual respect,
- honors the rich texture of diverse cultures and varied ways of understanding,
- piques curiosity for a lifetime of inquiry,
- and inspires the courage to live by moral and spiritual principle and to defend freedom of conscience.

DATE \_\_\_\_\_

DEPARTMENT(S) \_\_\_\_\_

1. Position Description

Rank and Title of Position: \_\_\_\_\_

Date appointment begins: \_\_\_\_\_

Date by which appointment should be made: \_\_\_\_\_

Screening of applications will begin: \_\_\_\_\_

Description of position: (Attach copy of the position notice in standard format.)

Membership of the Search Committee:

3. Advertising and other contacts: (Please attach samples of proposed ads and letters.)

**JOURNALS AND NEWSPAPERS**

Name:

Date ad will appear:

Audience Reached:

**PLACEMENT SERVICES**

Name:

Date of Listing:

Audience Reached:

**LETTERS TO COLLEAGUES, ETC.**

**OTHERS**

4. Description of screening and selection process:

5. Criteria to be used in judging candidates:

The signatures of the Dean and department Chairs below indicate that the Search Committee has participated fully in developing this plan and knows the contents of the completed form.

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Chair(s)

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Dean of Faculty

**SAMPLE ANNOUNCEMENT**  
Assistant Professor of \_\_\_\_\_  
Linfield University  
McMinnville, Oregon 97128

Linfield University, a comprehensive college that combines a strong emphasis on the liberal arts with a commitment to professional and interdisciplinary programs, invites applications for a full-time, tenure-track Assistant Professor of \_\_\_\_\_ to begin July 2019. Responsibilities include teaching courses in \_\_\_\_\_ and engaging in professional activity.

Linfield University enrolls a diverse student body; 60% of students are New Majority students composed of students of color, first-generation, transfer, and Pell-eligible students. All applicants must demonstrate a promise of excellence in working with students from diverse backgrounds and have enthusiasm for teaching, advising, supervising, and mentoring undergraduate students.

Review of applications will begin on November 1, 2018, and continue until the position has been filled. To apply complete the online application process at <http://linfieldfaculty.applicantpool.com/jobs>.

An equal opportunity employer.

POSITION: Assistant Professor of \_\_\_\_\_, Full-time faculty position, tenure track

STARTING DATE: July 1, 2019

RANK and COMPENSATION: Assistant Professor; salary commensurate with qualifications, experience, and salary scale

RESPONSIBILITIES:

1. Teach courses in \_\_\_\_\_.
2. Assist and mentor students as faculty advisor in academic and career planning
3. Actively engage in scholarly research and professional development
4. Perform other responsibilities of a faculty member at a comprehensive undergraduate institution, including helping with student recruitment and participation in faculty governance

QUALIFICATIONS

1. Ph. D. in \_\_\_\_\_ or related field by July 1, 2019
2. College/university teaching experience, preferably beyond the teaching assistant level
3. Demonstrated commitment to teaching that values the undergraduate liberal arts experience emphasizing critical thinking, community engagement, and faculty-student collaboration
4. Evidence of and commitment to student-centered teaching and mentoring of diverse students (e.g. new majority students, first generation students, students of color, transfer students, Pell-eligible students)
5. Ability to collaborate with colleagues, students and staff and a demonstrated capacity to serve the department and the larger university community

APPLICATION PROCEDURES:

To apply, please complete the online application process at <http://linfieldfaculty.applicantpool.com/jobs> and attach the following documents:

- Letter of interest
- Curriculum vitae
- Statement of your teaching philosophy
- A statement outlining the applicant's plan for contributing to diversity and inclusion within the Linfield community
- Undergraduate and graduate transcripts (unofficial transcripts acceptable at application phase)
- Samples of professional or scholarly work
- Evidence of teaching effectiveness, preferably including syllabi and teaching evaluations
- Three letters of recommendation – Please send recommendation letters to Lisa McKinney, Recruitment Coordinator, [lmckinn@linfield.edu](mailto:lmckinn@linfield.edu) for attachment to your application

Linfield University is actively engaged in promoting, advancing, and confirming our commitment to diversity and inclusion. We believe that a diverse and vibrant Linfield contributes to academic excellence and critical thinking. We welcome applicants who bring a diversity of identity, culture, experience, perspective, and thought. All candidates are encouraged to address how their professional and lived experience, scholarship, teaching, mentorship, and/or service will build on our diversity and inclusion efforts.

\* \* \* \* \*

Linfield University is an independent, coeducational comprehensive college that combines a strong emphasis on the liberal arts with a commitment to professional and interdisciplinary programs. Linfield offers high quality academic programs and emphasizes strong support for individual students with a favorable student-faculty ratio of 10 to 1. The University is historically affiliated with the American Baptist Churches, U.S.A. and is committed to the principles of academic and religious freedom. Linfield is fully accredited by the Northwest Commission on Colleges and Universities.

The McMinnville, Oregon campus includes 79 buildings on 189 acres. A second campus, located in northwest Portland at the Legacy Good Samaritan Medical Center, is home to the School of Nursing. A third program, Linfield University Online and Continuing Education, offers students the opportunity to pursue coursework, degrees, and certificates online.

Enrollment totals more than 2,200 with students coming from 24 states and 24 countries. Linfield is ranked 1<sup>st</sup> among liberal arts colleges in the Pacific Northwest for ethnic diversity of students according to the 2017 *US News & World Report*. The University was also ranked 27<sup>th</sup> nationally by *The Economist* magazine in 2015 for future economic value based on average salaries of graduates. Linfield is consistently named to the President's Higher Education Community Service Honor Roll which recognizes commitment to civic engagement and service-learning.

Linfield places a strong emphasis on experiential education that creates a rich learning environment. Special features of the University include study abroad programs in fifteen countries; a one-month January Term for intensive study; and internships and student research opportunities in a variety of disciplines. Half of all Linfield graduates study outside the U.S. and the University pays the full airfare for every student's first study abroad experience.

McMinnville is at the heart of Oregon's wine country in the Willamette Valley. The city is 35 miles from Portland and an hour from Pacific Ocean beaches. *Sunset* magazine ranked McMinnville as a top 20 "dream town" and *Bon Appétit* rated the city one of the six "foodiest towns" in the United States. In a state famed for its incredible natural beauty, the Northwest Oregon region also provides easy access to a wide variety of outdoor recreation opportunities.

AN EQUAL OPPORTUNITY EMPLOYER

### **Instructions for Completing the Search Plan Form**

Prior to beginning a search to fill a faculty position, the attached Search Plan form must be filled out completely. As a way of proceeding, the department Chair should submit a draft to the Dean, who will present a draft to the Search Committee for consideration. A copy of the final approved plan should be made available to all members of the Search committee.

**Item 1 - Position Description:** On the position notice, describe characteristic duties, minimum qualifications, special skills, and fields of expertise expected. This is not necessarily advertising copy, the format of which may be more concise. In setting an application deadline, allow sufficient time for candidates to respond following appearance of last public advertising.

**Item 2 - Membership of Search Committee:** Guidelines for Search Committees are provided in the Faculty Handbook. Please make every attempt to meet Equal Opportunity Employer Guidelines in composition of the committee. The most tangible advantages of including minorities and women in the search process are twofold: (1) direct access to informal and formal professional networks among both groups, and (2) the creation of an environment which is equally sympathetic for all candidates interviewed.

**Item 3 - Advertising:** Attach all ad copy to the Search Plan.

Audience Reached: Indicate geographic area, professional membership, or special group (women, minorities, etc.).

Other: List personal contacts, recruitment efforts at meetings, mailings, etc. Are there internal candidates, candidates from previous searches, or unsolicited applications which will be considered? What additional efforts will be made to reach minorities and women?

**Item 4 - Screening and Selection:** In describing the screening and selection process, two things are important at each step: (1) who is making the decision and (2) the evidence (vita, references, sample of work, interview, etc.) on which it is based. Will a "seriatim" or a comparison procedure be used in on-campus interviewing? What will on-campus interviewing include? How are finalists to be ranked or the final candidate chosen?

**Item 5 - Criteria:** These should be consistent with the job description given in Item 1. The significant new ingredient here is an indication of the kind of evidence to be considered for each criterion. Valid criteria stated in advance assure fair and equal treatment in the evaluation of candidates. They should be realistically related to the job. Where an "ability" or "potential" is to be assessed (as opposed to accomplishment or past performance), it is particularly important to describe the kind of evidence or indicators to be used. Where experience may substitute for education, describe the equivalency.



## ADJUNCT SEARCH PLAN FORM

### LINFIELD UNIVERSITY Office of the Dean of Faculty SEARCH PLAN

#### **Linfield: Connecting Learning, Life and Community.**

Linfield University advances a vision of learning, life, and community that

- promotes intellectual challenge and creativity,
- values both theoretical and practical knowledge,
- engages thoughtful dialogue in a climate of mutual respect,
- honors the rich texture of diverse cultures and varied ways of understanding,
- piques curiosity for a lifetime of inquiry,
- and inspires the courage to live by moral and spiritual principle and to defend freedom of conscience.

DATE \_\_\_\_\_

DEPARTMENT(S) \_\_\_\_\_

1. Position Description

Term(s) for which the position is available: \_\_\_\_\_

Screening of applications will begin: \_\_\_\_\_

Chair of search: \_\_\_\_\_

Membership of the Search Committee for review of applicants:

1. Interview(s) to be conducted by:

2. Course(s) to be taught:

3. Application materials: Must include letter of application and curriculum vita

4. Advertising and other contacts: (Please attach samples of proposed ads and letters.)

## **JOURNALS AND NEWSPAPERS**

Name:

Date ad will appear:

Audience Reached:

## **LETTERS TO COLLEAGUES, ETC.**

The signatures of the Dean and department Chairs below indicate that the Search Committee has participated fully in developing this plan and knows the contents of the completed form.

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Chair(s)

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Dean of Faculty

**APPENDIX N: BYLAWS OF LINFIELD UNIVERSITY (June 23, 2020)**

**BYLAWS OF  
LINFIELD UNIVERSITY**

**(An Oregon Nonprofit Corporation  
Referred to herein as the "University")**

**ARTICLE I**

**SEAL**

The corporate seal of the University, if any, shall be in such form as the Board of Trustees may approve from time to time.

**ARTICLE II**

**PURPOSE**

The primary purpose of the University shall be to operate a university level educational institution offering such educational programs and degrees as the Board of Trustees may from time to time determine.

**ARTICLE III**

**EXERCISE OF CORPORATE POWERS**

All of the University's powers shall be exercised by or under the authority of, and the affairs of the University managed under the direction of, the Board of Trustees. All authorities and responsibilities not specifically delegated under these Bylaws shall remain with the Board of Trustees.

**ARTICLE IV**

**BOARD OF TRUSTEES**

Section 1. Size of Board. The Board of Trustees of the University (referred to herein as the "Board") shall consist of not less than three (3) and not more than forty (40) members.

**Section 2. Composition of Board.** The President of the University shall be a member of the Board ex officio. One position on the Board shall be filled from a nomination made by faculty for a two-year term. One position on the Board shall be filled from a nomination made by the student body for a one-year term. All such nominations shall be submitted to the Board only after approval by the Committee on Trustees. The remaining positions on the Board shall be filled from nominations made by the Committee on Trustees or by any member of the Board at any meeting of the Board. Such positions shall be for staggered three-year terms. If elected at the annual meeting, a Trustee's term shall commence on July 1 of the year of election; if elected at any other meeting, a Trustee's term shall commence immediately upon election and shall end on the June 30 following the third anniversary of the election. No person shall be entitled to serve on the Board merely by virtue of being nominated and all Trustees shall be elected by the Board. Regardless of how nominated, no Trustee serves as a representative of any organization other than the University and each Trustee's responsibilities as a Board member shall be solely to the University.

**Section 3. American Baptist Participation on the Board.** Six positions on the Board (excluding emeritus and honorary members) shall be reserved for members of an American Baptist Church or who have been recommended by a regional or national organization of the American Baptist Churches, U.S.A. Provided, however, that the foregoing minimum does not preclude there being more than six members of the Board at any time who are members of an American Baptist Church or who have been recommended by a regional or national organization of the American Baptist Churches, U.S.A. The legitimacy of the Board or the validity of any of its actions, however, shall not be affected because the Board at any time has less than six members who are members of an American Baptist Church or who have been recommended by a regional or national organization of the American Baptist Churches, U.S.A.

**Section 4. Special Voting Requirements for Amendment.** Notwithstanding anything in these bylaws to the contrary, the provisions of sections 3 and 4 of this Article may not be amended without (in addition to the other current requirements for Bylaw amendment) a two-thirds affirmative vote of then serving members of the Board who are members of an American Baptist Church or whose nominations resulted from a recommendation by a regional or national organization of the American Baptist Churches, U.S.A. The Committee on Trustees shall maintain and provide to the Executive Committee upon request a list of the current Board members entitled to participate in this special voting requirement.

**Section 5. Emeritus Trustees.** The Board may, from time to time, elect to the status of Emeritus Trustee current or former members of the Board. Emeritus Trustees shall normally have served a minimum of fifteen years on the Board with unusual effectiveness, and shall have made significant contributions in one way or another to the life and development of the University and its mission. Emeritus Trustees shall be privileged to attend meetings of the Board, to serve on committees, and to participate in

all discussions and deliberations of the Board. Emeritus Trustees shall be accorded all other privileges of a regular Trustee, but shall not have the legal responsibilities of trusteeship or voting rights.

**Section 6. Honorary Trustees.** The Board may, from time to time, elect persons to honorary status. Honorary Trustees shall be privileged to attend meetings of the Board as they may desire and to participate in all discussions and deliberations of the Board. Honorary Trustees shall not have the legal responsibilities of trusteeship or voting rights.

**Section 7. Removal.** Any elected Trustee may be removed with or without cause by the affirmative vote of two-thirds of those members of the Board of Trustees who are present and voting at a regular or special meeting of the Board of Trustees.

## **ARTICLE V**

### **MEETINGS OF THE BOARD**

**Section 1. Regular and Special Meetings.** The regular annual meeting of the Board shall be held during the Spring of each year; a regular meeting shall be held during the Fall of each year; a regular meeting shall be held during the Winter of each year; said Board meetings shall be held in McMinnville, Oregon unless the Executive Committee designates a different place for the meetings of the Board; and the definite time of the meetings shall be fixed by the Chair of the Board or the President of the University.

(1.1) A schedule of the date, time and place of the regular Board and Committee meetings shall be adopted for each fiscal year at a meeting of the Board or the Executive Committee and a copy of such schedule shall be provided to each trustee. No further notice of any such regular meeting shall be required. Other meetings of the Board or any Committee, if any, are special meetings and shall require notice as provided in these Bylaws.

(1.2) Regular or special meetings of the Board or any Committee may be held in or out of the state of Oregon.

(1.3) Any or all Trustees may participate in any telephonic regular or special meeting of the Board or in any Committee meeting by, or conduct the meeting through, use of any means of communication by which all Trustees participating may simultaneously hear each other during the meeting. A Trustee participating in a meeting by this means is deemed to be present in person at the meeting.

**Section 2. Call and Notice of Meetings.** Regular meetings of the Board or any Committee may be held without notice, except as provided in subsection (1.1) of this section. Special meetings of the Board must be preceded by at least seven days' notice to each Trustee of the date, time and place of the meeting. Special meetings of any Committee must be preceded by at least two days' notice to each Committee member of the date, time and place of the meeting. Notice of a special meeting shall describe the purpose of the special meeting. Special meetings of the Board may be called at any time by the Secretary upon the request of the Chair of the Board, the President of the University, or five members of the Board.

(2.1) Notice of any special meeting of the Board or any committee may be oral or written unless otherwise specified in the Articles or these bylaws for a particular kind of notice.

(2.2) Notice may be communicated in person, by telephone, or other form of wire or wireless communication, including facsimile or e-mail, or by mail or private carrier, including publication in a newsletter or similar document mailed to a Trustee's address. If these forms of personal notice are impracticable, notice may be communicated by a newspaper of general circulation in the area where the meeting is to be held, or by radio, television, or other form of public broadcast communication.

(2.3) Written notice is effective when mailed if it is mailed postpaid and is correctly addressed to the Trustee's address shown in the University's current records of its Trustees. Facsimile notice and e-mail notice are effective when sent, if transmitted to the Trustee's facsimile number or e-mail address shown in the University's current record of Trustees. Oral notice is effective when communicated if communicated in a comprehensible manner.

(2.4) A Trustee may at any time waive any notice required by these bylaws, the Articles of Incorporation or applicable state law. Except as provided in subsection (2.5) of this section, the waiver must be in writing, must be signed by the Trustee entitled to the notice, must specify the meeting for which notice is waived and must be filed with the minutes or the corporate records.

(2.5) A Trustee's attendance at or participation in a meeting waives any required notice to such Trustee of the meeting unless the Trustee, at the beginning of the meeting, or promptly upon the Trustee's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting.

**Section 3. Quorum and voting.** A majority of the number of Trustees then serving shall constitute a quorum for any regular or special meeting of the Board.

(3.1) If a quorum is present when a vote is taken, the affirmative vote of a majority of Trustees present when the act is taken is the act of the Board. A Trustee is considered present regardless of whether the Trustee votes or abstains from voting.

(3.2) A Trustee who is present at a meeting of the Board or a Committee, sub-committee thereof or Ad Hoc committee of the Board when corporate action is taken is deemed to have assented to the action taken unless:

(a) The Trustee objects at the beginning of the meeting, or promptly upon the Trustee's arrival, to holding the meeting or transacting the business at the meeting;

(b) The Trustee's dissent or abstention from the action taken is entered in the minutes of the meeting; or

(c) The Trustee delivers written notice of dissent or abstention to the presiding officer of the meeting before its adjournment or to the University immediately after adjournment of the meeting. The right of dissent or abstention is not available to a Trustee who votes in favor of the action taken.

**Section 4. Agenda.** The Chair of the Board and the President of the University, with the assistance of the Secretary, shall prepare and submit the agenda of any meeting of the Board.

**Section 5. Conduct of Meeting.** The Chair of the Board shall preside at the meetings of the Board. Except to the extent inconsistent with applicable law, these Bylaws or any Standing Rules then in effect, the then current edition of Roberts' Rules of Order shall govern the conduct of meetings of the Board.

## **ARTICLE VI**

### **EXECUTIVE COMMITTEE**

**Section 1. Size and Composition of Executive Committee.** The Executive Committee shall consist of the President, Chair of the Board, Vice Chair[s] of the Board and Secretary, if the Secretary is also a Trustee, all of whom shall be members ex officio, and four or more other members of the Board elected by the Board.

**Section 2. Role of Executive Committee - General.** The Executive Committee shall govern and manage the affairs and business of the University in accordance with the Articles of Incorporation, these Bylaws, and directives of the Board.



**Section 3. Conduct Between Board Meetings.** The Executive Committee shall, when the Board is not in session, arrange for the execution of orders and resolutions not otherwise specifically committed or provided for, and in accordance with the general policy of the Board, shall have the care and direction of matters pertaining to the welfare of the University, and especially shall discharge such duties as the Board may assign to it from time to time. It shall make formal report of its actions to the Board at its next regular meeting. The Chair of the Board shall be the chair of the Executive Committee unless it is inconvenient or inexpedient for said Chair of the Board to act.

**Section 4. Call and Conduct of Meetings.** Meetings of the Executive Committee shall be held at the call of the Chair of the Board or the President of the University, or three other members of the Executive Committee. The provisions of Article V relating to notice of meetings (where notice is required), waiver of notice, quorum requirements, voting and conduct of meetings apply to meetings of the Executive Committee.

**Section 5. Effect of Waiver of Notice.** When all members of the Executive Committee are present at any meeting, however called and noticed, and sign a written consent thereto on the records of such meeting, or if a majority of the members are present, and if those not present sign in writing a waiver of notice of such meeting, whether prior to or after holding of such meeting, which said waiver shall be filed with the Secretary, the transactions thereof are as valid as if at a meeting regularly called or noticed.

## **ARTICLE VII**

### **OTHER COMMITTEES**

**Section 1. Standing Board Committees - General.** There shall be seven standing committees of the Board, namely: (1) Executive Committee; (2) Committee on Trustees; (3) Financial Affairs; (4) University Advancement; (5) Academic Affairs; (6) Student Affairs and Enrollment; and (7) Audit Committee. The Executive Committee may create additional standing committees, subject to approval of the Board.

**Section 2. Committee on Trustees.** The role of the Committee on Trustees is to assure that the composition of the full Board is consistent with the Bylaws and relevant to the strategic needs and direction of the University. Its principal responsibilities include the development and recommendation of strategies, policies and practices that select, orient, educate, organize, motivate and assess the performance of the Trustees. The Committee shall include at least two Trustees who are members of an American Baptist Church.



**Section 3. Financial Affairs Committee.** The role of the Financial Affairs Committee is to ensure the fiscal stability and long-term economic health of the University. The principal responsibilities of the Committee include: (i) monitoring the University's financial operations; (ii) overseeing annual and long range operating budgets; (iii) reviewing and submitting to the full board requests and plans for borrowing; (iv) reviewing and submitting to the full board capital budgets; (v) ensuring that accurate and complete financial records are maintained; (vi) recommending investment policies to the Board; (vii) management of investment assets; (viii) ensuring the adequacy and condition of capital assets; (ix) overseeing plant debt; and (x) assessing and recommending adequate levels of funding for plant maintenance. The Committee may establish one or more subcommittees to assist in carrying out its responsibilities.

**Section 4. University Advancement Committee.** The role of the University Advancement Committee is to provide leadership and oversight in establishing policies and plans for the public relations and communications, alumni and other external constituents, and fundraising efforts of the University. The Committee assists in raising funds through charitable gifts and grants to ensure the financial health of the University and the satisfaction of the goals the Board establishes from time to time as necessary to satisfy the University's mission. The Committee's principal responsibilities include: (i) creating within the board an awareness of the importance of private giving; (ii) setting goals for trustee giving and actively engaging in trustee solicitation; (iii) setting fund raising goals and assessing progress; (iv) participating in the development process; (v) examining trends and analyzing implications for the future; and (vi) establishing fund raising policies.

**Section 5. Academic Affairs Committee.** The role of the Academic Affairs Committee is to ensure that appropriate policies have been developed and approved to fulfill the academic mission of the University. These policies should set forth processes for determining what the students learn and how they learn it; the effectiveness of teaching and learning; selection of deans of the University's schools and colleges, faculty selection, promotion, tenure, recognition, assessment, reward and development and academic standards and requirements. The principal responsibilities of the Committee include ensuring that (i) the academic program is consistent with the University's mission and strategies; (ii) the academic budget reflects the University's academic priorities; (iii) the faculty policies and procedures complement academic priorities; (iv) the academic programs are appropriate for its students; (v) the University assesses the effectiveness of its academic programs.

**Section 6. Student Affairs and Enrollment Committee.** The role of the Student Affairs and Enrollment Committee is to provide policy guidance to promote a safe and healthy environment that encourages academic success and assures that the students enjoy a high quality of life on campus. The Committee is charged with bringing student concerns, viewpoints and needs to the attention of the full board and the officers of the University. The principal responsibilities of

the Committee include (i) representing students' interests in all policy decisions made by the board; (ii) ensuring the provision of adequate financial resources to support a comprehensive student affairs program; (iii) ensuring that board policies keep pace with students' changing needs; (iv) promoting the campus as a community; (v) ensuring that the activities and plans of the enrollment services division of the University are in accordance with the mission and goals of the University; and (vi) ensuring that the Committee stays updated on trends and patterns of enrollment within the University and in the entire higher education environment.

Section 7. **Audit Committee.** The primary role of the Committee is to provide oversight of the University's financial practices, internal controls, financial management, risk management, and standards of conduct, and to present for Board ratification audited financial statements that the Committee has accepted. In doing so, it is the responsibility of the Committee to maintain free and open means of communication between the Trustees, the independent auditors and the University's financial management.

Section 8. **Notice and Quorum.** The provisions of Article V relating to notice of meetings (where required), waiver of notice, conduct of meetings and voting apply to each of the standing committees, sub-committees thereof and Ad Hoc committees. A majority of the Trustee members of a standing committee, sub-committee thereof and of Ad Hoc committees shall constitute a quorum for any regular or special meeting. The Chair of the Board and the President shall be counted toward the quorum requirement if present.

Section 9. **Other Committees.** The Chair of the Board or President may create "ad hoc" committees which may, but need not, consist solely of Board members. No such Committee shall exercise any power of the Board not specifically delegated to it by the Board.

## ARTICLE VIII

### OFFICERS

Section 1. **Identification of Officers.** The officers of the Board shall consist of the Chair of the Board, one or more Vice Chairs of the Board, President, Secretary, and such other assistants or other officers as may be designated by the Board. The officers shall have the powers described in these Bylaws but shall at all times be subject to the authority and direction of the Board.

Section 2. **Election of Officers.** Other than the President, the officers shall be elected at the annual meeting of the Board, and shall hold office for a one-year term commencing on July 1 of the year of election and until their respective successors shall have been duly elected and qualified or until removed by the Board, if earlier. The President shall serve at the pleasure of the Board. Vacancies in any office arising from any cause may be filled by the Board at any regular or special meeting.

Section 3. **Chair of the Board.** The Chair of the Board shall sign all diplomas and shall execute, in the absence of the President, with the Secretary attesting, contracts and instruments authorized or issued by authority of the Board or the Executive Committee requiring signature.

Section 4. **Vice Chair(s).** The Vice Chair of the Board, in the absence or disability of the Chair, shall perform all the duties of the Chair of the Board. During any period in which there are more than one Vice Chairs serving, the order in which they shall have the authority to act shall be designated at the time of their election, by designating them as first or second Vice Chair.

Section 5. **President.** The President shall exercise the usual executive powers pertaining to the office of the President and shall perform such other duties as the Board may from time to time designate. Additional duties of the President are specifically set forth in Article IX below.

Section 6. **Secretary.** The Secretary shall perform the usual duties pertaining to the office. The Secretary shall keep full and correct minutes of all meetings of the Board and shall be the custodian of all documents committed to the Secretary's care. The Secretary shall have the custody of the corporate seal and shall attest all documents requiring the seal.

Section 7. **Assistant Secretary.** The Assistant Secretary, in the absence or disability of the Secretary, shall perform all of the duties of the Secretary of the Board.

Section 8. **Qualifications.** Officers of the Board other than the Chair and any Vice Chair(s) need not be Trustees.

## ARTICLE IX

### **PRESIDENT OF THE UNIVERSITY**

**Section 1. Role and Responsibilities - General.** The President of the University shall be a member of the Board, ex officio, and shall be the chief executive officer of the University, with responsibility for articulating and carrying out its mission, including the College of Arts and Sciences, the School of Business, the School of Nursing, and such other colleges or schools as may be established by the Board. Except as otherwise provided in these Bylaws, the Provost, the Deans, the members of the faculty, and the vice presidents are appointed by the President in accordance with established administrative and faculty personnel policies and as reported to the Board for its consent. The President has authority, within the limitations of the budget and University policy (including established administrative, staff, and faculty personnel policies), to create and fill any administrative or academic positions the President deems necessary or convenient for the effective functioning of the University. The President shall be the head of all educational departments of the University, with authority there over and shall exercise such supervision and direction as will promote said departments' effectiveness and efficiency.

The President shall recommend to the Board all faculty promotions, tenure and sabbaticals after appropriate consultation with the head of the appropriate faculty body, the Provost and Dean of the particular school or college, and in accordance with established faculty personnel policies and procedures.

The President shall be responsible for the discipline of the University and for carrying out all measures officially agreed upon by the faculty concerning matters committed to it by the Board, and for executing such measures concerning the internal administration of the University as the Board may enact.

The President shall be responsible for the creation and implementation of a communications policy for the dissemination of University information both internally and externally.

**Section 2. Reports to Board.** The President shall make an annual report to the Board of the work and condition of the University, and from time to time shall give to the Board reports upon the condition of the University, and shall present for their consideration such measures, as the President shall deem necessary or expedient for its welfare.

**Section 3. Vacancy.** In case of vacancy in the office of President of the University, or the absence of the President or inability to serve, the Board may appoint an interim President of the University. Pending such appointment, the Chair of the Board shall appoint a member of the administration or faculty to serve as acting President until a President or interim President is appointed and ready to serve.

## ARTICLE X

### **OTHER OFFICERS OF THE UNIVERSITY**

**Section 1. Officers Authorized.** Officers of the University authorized by the Board shall be the Provost and Vice President for Academic Affairs and the Vice President for Finance and Administration/Treasurer. Other officers of the University shall be such officers or assistant officers appointed by the President as reported to the Board for its consent.

**Section 2.** The Vice President for Finance and Administration/Treasurer shall, subject to the direction and supervision of the President and the oversight of the Board, have charge of and be responsible for the financial affairs of the University and shall keep the President and Board informed thereon.

**Section 3.** The Provost and Vice President for Academic Affairs shall, subject to the direction and supervision of the President and the oversight of the Board, have charge of and be responsible for oversight of all educational affairs and activities, academic personnel and research of the University and shall keep the President and Board informed thereon.

## ARTICLE XI

### **THE FACULTY ASSEMBLY**

**Section 1. General.** The Faculty Assembly shall be a deliberative and legislative body empowered by the Board to perform certain functions in the educational life of the University.

**Section 2. Composition.** Members of the Faculty Assembly shall include (a) the President of the University and the Provost and Vice President for Academic Affairs, and the Deans, (b) members of the faculty with the academic rank of Professor, Associate Professor, Assistant Professor or Instructor who hold academic-year contracts calling for at least 40 percent of a full work load, and (c) those librarians who have academic rank, and whose positions call for at least 40 percent of a full work load as professional librarians during the academic year.

Additional ex-officio members of the Faculty Assembly may be approved by the Faculty Assembly, and shall be chosen from those offices of the University whose specified duties call for the devotion of large fractions of time to activities of a direct educational nature.

All members of the Faculty Assembly shall be eligible to vote in the Faculty Assembly.

**Section 3. Meetings.** The Faculty Assembly shall meet at regular intervals during the academic year, shall elect such officers as are required to conduct its business, shall make such Bylaws and other rules of procedures as are needed and shall provide for such committees as are required.

**Section 4. Academic Responsibilities.** The Faculty Assembly shall prescribe, with the concurrence of the President, subject to approval by the Board, requirements for admission, courses of study, conditions of graduation, the nature of degrees to be conferred, rules and methods of conduct of educational work of the University, and maintenance of a suitable environment for learning and professional activity; shall recommend to the Board candidates for academic degrees; review and discuss names of finalists for honorary degrees; and shall recommend to the President candidates for fellowships, scholarships, and prizes. The Faculty shall advise the President and the Board on standards of faculty competence and ethical conduct; shall recommend to the President candidates for faculty appointment; and recommend to the President and the Provost candidates for tenure, promotion, and the granting of faculty status.

**Section 5. Responsibilities Regarding Student Organizations.** The Faculty Assembly shall establish, with the concurrence of the President, policies for the regulation of student publications, intercollegiate athletics, and musical, dramatic, forensic, political, and similar student organizations. The Faculty Assembly shall further advise and cooperate with the faculty advisors and officers of administration responsible for carrying out these policies.

**Section 6. Responsibilities Regarding Student Conduct.** The Faculty Assembly shall advise the President and appropriate officers of the administration regarding policies governing conduct of students in extra-curricular activities. The Faculty Assembly shall further advise and cooperate with the officers of the administration responsible for investigating cases of student misconduct or violations of the rules of the University by students and for disciplining students for such violations.

## **ARTICLE XII**

### **INDEMNIFICATION OF OFFICERS AND TRUSTEES**

**Section 1. Scope of Indemnification.** Subject to Section 2 through 4 of this Article, each person who at any time has served or serves as a Trustee, elected officer, or employee of the University shall be indemnified by the University against liabilities incurred as a result of and expenses (including attorneys' fees) reasonably sustained in the defense or in the compromise or settlement of any civil, criminal, or other action, suit, or proceeding in which said person may become involved as a part or with which said person may be threatened by reason of being or having been a Trustee, officer, or employee of the University; provided,



- (a) The conduct of the individual was in good faith;
- (b) The individual reasonably believed that the individual's conduct was in the best interests of the University, or at least not opposed to its best interests; and
- (c) In the case of any criminal proceeding, the individual had no reasonable cause to believe the conduct of the individual was unlawful.

An individual's conduct with respect to an employee benefit plan for a purpose the individual reasonably believed to be in the interests of the participants in and beneficiaries of the plan is conduct that satisfies the requirements of subsection (b) of this Section. The termination of a proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent is not, of itself, determinative that the individual did not meet the standard of conduct described in this section.

**Section 2. Limits on Indemnification.** No person shall be entitled to indemnification under this Article:

- (a) In connection with a proceeding by or in the right of the University in which the person was adjudged liable to the University; or
- (b) In connection with any other proceeding charging improper personal benefit to the person in which the person was adjudged liable on the basis that personal benefit was improperly received by the person.

Indemnification permitted under this Article in connection with a proceeding by or in the right of the University is limited to reasonable expenses incurred in connection with the proceeding.

**Section 3. Specific Authorization Required.** No right to indemnification shall accrue to any person under this Article unless authorized by law and unless and until authorized in the specific case after a determination has been made that indemnification of the person is permissible in the circumstances because the person has met the standard of conduct set forth in Section 1 of this Article and ORS 65.391. A determination that indemnification of a person is permissible shall be made:

- (a) By the Board by majority vote of a quorum consisting of Trustees not at the time parties to the proceeding;
- (b) If a quorum cannot be obtained under subsection (a) of this Section, by a majority vote of a committee duly designated by the Board, consisting solely of two or more Trustees not at the time parties to the proceeding; or
- (c) By special legal counsel selected by the Board or its committee in the manner prescribed in subsection (a) or (b) of this Section or, if a

quorum of the Board cannot be obtained under subsection (a) of this Section and a committee cannot be designated under subsection (b) of this Section, the special legal counsel shall be selected by majority vote of the full Board including Trustees who are parties to the proceeding.

Authorization of indemnification and evaluation as to reasonableness of expenses shall be made in the same manner as the determination that indemnification is permissible, except that if the determination is made by special legal counsel, authorization of indemnification and evaluation as to reasonableness of expenses shall be made by those entitled under subsection (c) of this Section to select counsel.

**Section 4. Notice to Attorney General.** No determination or authorization under Section 3 may be made until 20 days have elapsed after the effective date of written notice to the Attorney General of the State of Oregon of the proposed indemnification.

**Section 5. Mandatory indemnification.** The University shall indemnify a person who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which the person was a party because of being a Trustee, Officer or employee of the University against reasonable expenses actually incurred by the person in connection with the proceeding.

## **ARTICLE XIII**

### **AMENDMENTS AND STANDING RULES**

**Section 1. Amendment.** Subject to the provisions of Article IV Section 4, these Bylaws may be amended by the Board at any regular or special meeting thereof. At least ten days prior to any regular or special meeting at which it is proposed to amend the Bylaws, notice shall be sent to each Trustee setting forth the proposed amendments to the Bylaws.

**Section 2. Standing Rules.** The Board may, from time to time, adopt standing rules with respect to any matter governed by these Bylaws. A list of current standing rules shall be maintained by the Secretary and copies thereof shall be kept with these Bylaws.

APPROVED AND ADOPTED by the Board of Trustees at its regular meeting held the 23<sup>rd</sup> day of June, 2020.

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Dr. Miles K. Davis, President

Attest:

Rev. Erika Marksbury, Secretary



## **APPENDIX O:        POLICIES AND PROCEDURES OF THE LINFIELD UNIVERSITY HEARING BOARD**

### **Referrals**

1. A faculty member, like any member of the college community, may refer a case to a residence hall judicial council or to the dean of students. Such referral must be made in writing, and must specify the regulation which has allegedly been violated, the person or persons against whom the charge is brought, and witnesses, if any.
2. The Linfield University Hearing Board may refuse to hear a case referred to it if it deems that case to be the proper business of a living unit judiciary, and may refer the case to that judiciary.
3. A living unit judiciary may waive jurisdiction of a case referred to it if it deems that case to be the proper business of the University Hearing Board, and may request that the council hear the case. Upon receipt of such a referral, the council may:
  - a. Hear the case.
  - b. Remand the case back to the original judiciary.

### **Procedures**

Any student accused of violating a regulation\* shall have the right to appear before one or more duly constituted judicial persons or bodies. All such hearings shall adhere to the basic fundamentals of due process as stated below:

1. The student shall be notified by an appropriate official of the university or the living unit that he or she is accused of violating a regulation.
2. The student shall be notified that he or she may elect one of three courses of action:
  - a. The student may admit the alleged violation, and request, in writing, that the dean of students take whatever action seems appropriate.
  - b. The student may admit the alleged violation, and request a hearing before the appropriate judicial body.
  - c. The student may deny the alleged violation, in which case a hearing will be held by the appropriate judicial body.
3. The student shall be entitled to an expeditious hearing of the case.
4. The hearing shall be of an informal nature and need not adhere to formal rules of procedure or technical rules of evidence followed by courts of law.
5. At least 72 hours prior to the hearing the student shall be entitled to the following:
  - a. Written notification of the time and place of the hearing.
  - b. Written statement of the charges of sufficient specificity to enable the student to prepare his/her defense.
  - c. A copy of the procedures as outlined here.

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\* Understood not to include academic policies, except that cases of academic dishonesty may be heard. See Chapter VI.

6. The student shall be entitled to appear in person and to present a defense to the judicial body, and may call witnesses in his or her behalf. The student may also elect not to appear before the judicial body. Should the student elect not to appear, the hearing shall be held in his or her absence.
7. The student shall be entitled to assistance from any member of the university faculty, staff, or student body. If a lawyer is to be consulted, such a person may give any advice he/she believes pertinent, but he or she may not enter into the proceedings of the judicial body.
8. The student or his or her advisor shall be entitled to ask questions of the judicial body or any witness.
9. The student shall be entitled to refuse to answer questions.
10. A record of the hearing shall be made.
11. The student and all other non-members of the judicial body will be excused prior to the body's deliberations of the case.
12. The findings and recommendations of the judicial body will be presented in writing to the dean of students, who will in turn notify the student of the judicial decision. Notification of decision shall be accomplished by requesting the student to appear at the appointed time at the dean's office. If the student does not appear at the appointed time, notification will be accomplished by mail.

Cases heard by living unit judiciaries which involve possible violations of living unit regulations only (as opposed to all-university regulations) will be filed with the dean, but decisions may be communicated in writing directly to the student.

## **Appeals**

Any student having been accused of violation of a university regulation and having had a hearing before a judicial body may appeal the decision to a second judicial body as follows:

1. A decision arrived at following a hearing by a living unit judiciary may be appealed to the dean of students or to the University Hearing Board. Such an appeal must be lodged in writing with the dean of students within seven days of notification of the original decision and must specify the reasons for which the appeal is made.
2. A decision arrived at following a hearing by the dean of students but not having had a previous hearing by a living unit judiciary, may appeal to the University Hearing Board. Such an appeal must be lodged in writing with the chairperson of the conduct board within seven days of notification of the original decision, and must specify the reasons for which the appeal is made.

In cases where the decision has included suspension or expulsion, the judiciary having made this decision, must forward this recommendation to the president but only after a student has been given an opportunity to appeal. No first hearing decision of suspension or expulsion can be forwarded to the president until the eighth day after the notification of the original decision.

## **Conduct of the Hearing**

In order to provide equity and efficiency in the administration of judicial procedures, especially in light of the problems of continuity and consistency that are created by the annual turnover on the University

Hearing Board, the following guidelines for the operation of the council have been created. These guidelines should be interpreted in the light of the philosophy and procedures stated above.

The hearing shall be conducted in accordance with the following general format:

1. The chairperson of the University Hearing Board shall inform the student of the procedure to be followed at the hearing.
2. The chairperson shall then read the charges against the student and shall ask the student if he/she understands the charges and whether or not he/she concurs with them. If the student concurs, the council shall then consider the charges as accurate and hear any information which the student may present in mitigation or explanation.
3. If the student does not concur, the council shall then hear the evidence in support of the charges. After presentation of the evidence in support of the charges the student shall have the opportunity to:
  - a. Present evidence in refutation of any or all the charges.
  - b. Present any other relevant information.
  - c. Question witnesses testifying in support of the charges.
4. The student may ask questions of the University Hearing Board Members. Members may ask questions of the student charged as well as of any witness testifying at the hearing.
5. The student and all other non-members of the council will be excused, excepting the dean of students, who is to be consulted concerning penalty.
6. The council will deliberate and formulate its findings and recommendations.

### **Post-Hearing**

The findings and recommendations of the conduct board will be presented in writing to the dean of students within 24 hours unless the decision is a recommendation of suspension or expulsion, which must be made to the president, again within a 24-hour period.

### **Findings and Recommendations**

After hearing a case, the conduct board may decide as follows:

1. Not Responsible: no violation of a regulation has been proved.
2. Responsible: a violation of a regulation has been proved. In this case, the conduct board may recommend a number of sanctions, individually or in a combination, including:
  - a. warning: an official reprimand.
  - b. probation: a condition that stipulates that any further violations of regulations may result in a suspension. Length of probation will be specified.
  - c. probation with terms: a condition that adds to regular probation stipulations that may deny the student certain privileges or requires certain actions of him.
  - d. restitution or reimbursement for damages to or misappropriation of property.
  - e. assigned work.
  - f. suspension: separation from the university for a definite or indefinite period of time.
  - g. dismissal: permanent separation from the university.
  - h. other action that may seem appropriate for any given case.

## **Responsibilities of the Chairperson**

The chairperson of the University Hearing Board has the following responsibilities:

1. To notify the student of charges brought against him or her and to provide him or her with a copy of the university's judicial procedure.
2. To make all arrangements for the hearing, including time, place, notification of persons involved, and a record of the hearings. Secretarial support will be provided by the executive secretary to the dean of students.
3. To decide all procedural matters during the hearing in accordance with established written guidelines and normal due process.
4. To control the conduct of the hearing with the authority to exclude any person who refuses to comply with the rules or determinations of the Chair.
5. To prepare or cause to be prepared in writing the findings and recommendations of the council, and to deliver them to the dean of students within 24 hours of the hearing.

## **Confidentiality**

Both the content and the outcome of a hearing shall be considered confidential, no member of the council shall discuss a student's role in an incident except with other members of the conduct board.

The right of the university community to knowledge of the work of the conduct board shall be met through the release of summary outcomes of cases which do not mention the names of individuals.

In certain cases, the public nature of the violation of regulations or the student's own public admission of guilt may bring public attention to a case, but this does not alter the confidentiality of the judicial proceedings.

## **Presidential Prerogative**

As the final administrative authority for the university, the president has and must have the authority to act in emergencies without consultation with any other person or judiciary and suspend any student who is acting in a manner which he feels is contrary to and of a dangerous character to the university as an institution or to persons belonging to or associated with the university community.

## **APPENDIX P: POLICIES ON MEALS, LODGING, AND MILEAGE IN CONNECTION WITH ADMINISTRATIVE TRAVEL, RECRUITING ADMINISTRATORS, AND ENTERTAINING CAMPUS VISITORS**

Travel policy for faculty professional travel has since 1998 been in line with that for administrative travel creating one single policy across the university (see XI.6 in chapter 1 for full policy).

### **FOOD AND LODGING EXPENSES DURING TRAVEL**

This section pertains to all travel by administrators and faculty members, whether for professional development or business.

**Meals.** -- When an employee is traveling away from home overnight, or incurs expenses for three consecutive meals, payment for meals will be on a per diem basis, the amount derived from State of Oregon policies. The per diem amount currently is \$55.00.

When the conditions for the per diem are not met, reimbursement will be on an individual meal basis, as follows:

Breakfast	\$13.75
Lunch	\$13.75
Dinner	\$27.50

Exceptions will be made in cases where the incurring of additional expense is beyond the individual's control because the travel is to a high-cost area or the meals must be taken at the conference site. In all cases, however, the individual is expected to recognize that the university has limited resources and make every effort to minimize added expense.

**Lodging.** -- Employees will be reimbursed for actual lodging costs but should choose modestly priced accommodations. Exceptions will be made for high-cost conference sites where the choice of location is not within the control of the employee. Wherever possible, faculty members are encouraged, at conferences, to share and to split costs of lodging with colleagues from Linfield or from sister institutions.

**Mileage reimbursement.** -- Employees are urged to use university vehicles wherever possible since insurance is not available to the university to cover private vehicles, and the individual's own policy would have to be called upon. Reservations for university vehicles in McMinnville are made through the motor pool in the Facilities office, and in Portland through the Registration office.

Use of an employee's automobile on University business will be reimbursed at the current Internal Revenue Service mileage rate less \$.02 and the university rate will change annually on January 1. This mileage rate is in lieu of actual gas and maintenance costs. Reimbursement for two or more persons traveling in the same private automobile shall be limited to the mileage reimbursement to the driver.

## **RECRUITMENT OF NEW UNIVERSITY EMPLOYEES**

**Meals.** -- Most meals should be taken in Dillin Commons, where a private room may be reserved. Because it may be desirable for candidates to see the wider community, costs for an off-campus meal for up to four persons may be charged to the university. This meal may be at the Michelbook Country Club if arrangements are made in advance with the president to do so. Reimbursable meal costs are to be similar to the out-of-state figures specified above under travel, making it possible to eat at most, but perhaps not all restaurants in McMinnville and Portland.

**Lodging.** -- Lodging may be arranged at McMinnville motels or guest houses. The host is expected to determine the best rate available.

## **ENTERTAINING UNIVERSITY GUESTS**

Faculty, administrators and others who are responsible for entertaining visitors, guests, and supporters of the university are expected to use their best judgment and discretion in selecting restaurants and menus which suit the circumstances, recognizing the limited resources of the university. It is expected that meal costs not exceed those authorized for travel (above).

When acting on official university business and while representing the university, with approval of the president (or, when delegated, the dean of faculty) with official guests, employees may consume and be reimbursed for appropriate alcohol purchases. No reimbursements will be made for lunchtime purchases. “Appropriate” will be construed as one drink per person per dinner.

The president must pre-approve (or delegate to the dean of faculty pre-approval for) alcohol reimbursements covering specific university events, not identified in the paragraph above, including department-based activities.

## **REQUESTS FOR REIMBURSEMENT**

Requests for reimbursement for travel, recruitment, and entertainment expenses are to be documented by receipts or credit card slips that include information about the number of persons for meals or lodging for whom reimbursement is requested. Written justification for any requested exceptions to the dollar limitations above should be provided. There is no guarantee that such requests will be approved, and hassles can be avoided by securing approval in advance for exceptions.

For further information regarding the university travel policy, see:

<https://www.linfield.edu/assets/files/accounts-payable/Travel%20Policy-7.1.19-PerDiem.pdf>

**CHAPTER XI**  
**ANNUAL SUPPLEMENT**

**Academic Calendars  
Fall 2020 through Spring 2024  
Linfield College**

Academic calendars (Fall 2020-Spring 2024) may be found here:

<http://www.linfield.edu/academics/academic-calendars.html>



## 2020-21 Meeting Schedule

August 24, 2020	FEC
August 31, 2020	Faculty Assembly
September 7, 2020	NA (Labor Day – no classes on Portland campus)
September 14, 2020	FEC
September 21, 2020	Division Meetings
September 28, 2020	FEC
October 5, 2020	Faculty Assembly
October 12, 2020	FEC
October 19, 2020	Division Meetings
October 26, 2020	FEC
November 2, 2020	Faculty Assembly
November 9, 2020	FEC
November 16, 2020	Division Meetings
November 23, 2020	NA (Thanksgiving Break)
November 30, 2020	FEC
December 7, 2020	Faculty Assembly
December 14, 2020	FEC

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February 1, 2021	FEC
February 8, 2021	Faculty Assembly
February 15, 2021	FEC
February 22, 2021	Division Meetings
March 1, 2021	FEC
March 8, 2021	Faculty Assembly
March 15, 2021	FEC
March 22, 2021	NA (Spring Break)
March 29, 2021	Division Meetings
April 5, 2021	FEC
April 12, 2021	Faculty Assembly
April 19, 2021	FEC
April 26, 2021	Division Meetings
May 3, 2021	FEC
May 10, 2021	Faculty Assembly
May 17, 2021	FEC

## 2020-21 Faculty Standing Committees

### CURRICULUM

Brittany Teahan	Chair 22
A: Joan Paddock	AH 21
B: Masayuki Itomitsu	AH 22
A: Sreerupa Ray*	NSM 22
B: Sarah Coste	NSM 21
A: Julie Fitzwater	PDX 21
B: Kiki Fornero	PDX 22
A: Kyle Putnam *	SBS 22
B: John Sagers	SBS 21

### PERSONNEL

Michael Crosser	Chair 21
Sonia Ticas*	AH 22
Andrea Reinkemeyer	AH 21
Megan Bestwick*	NSM 22
Chuck Dunn	NSM 21
Cheryl Langford	PDX 22
Marcella Gowan	PDX 21
TBD	SBS 22
Yanna Weisberg	SBS 21

### PLANNING & BUDGET

Virlena Crosley*	Chair 22
Brian Winkenweder	AH 22
Greg Jones	NSM 22
Elizabeth Straus	PDX 21
TBD	SBS 21
Anna Keeseey	AHcpbc 21
Chris Dahlvig	SBScpbc 22
Cisco Reyes	NSMcpbc 23
Patrice O'Donovan*	PDXcpbc 22

### STUDENT POLICIES

Denise Farag	Chair 21
Leonard Finkelman	AH 21
Jennifer Bransfield*	PDX 22
Eric Schuck*	SBS 22
Andrew Baggett	NSM 21
Natalie Welch	Fac. Athletic Rep.

### FACULTY EXECUTIVE COUNCIL

Sharon Bailey Glasco	Chair 22
David Sumner	AH 21
Jennifer Heath	NSM 21
Morgan Torris-Hedlund	PDX 22
Kay Livesay	SBS 22
Amy Orr	Faculty Secretary 21
Daniel Pollack-Pelzner	Faculty Trustee 21

\* = second term (four-year limit unless serving as chair)

## Faculty Jury Pool 2020-21

Position/Division	Name	Term Ends (This is when a new representative should begin a term)
Chair	Steve Bernhisel*	Fall 2021
At-Large	Laura Kenow*	Fall 2021
At-Large	Joe Wilkins	Fall 2022
NSM	Jen Nordstrom	Fall 2021
AH	TBD	Fall 2023
SBS	Rainer Seitz	Fall 2022
PDX	Henny Breen	Fall 2023

\*Second Term

## **LINFIELD 2020-2021 FACULTY BY DEPARTMENT**

(Revised 9-11-20)

### **MC MINNVILLE CAMPUS**

#### **ART & VISUAL CULTURE**

Brian Winkenweder – P (chairperson)  
Belle Bezdicek – Vis. Artist

#### **BIOLOGY**

Shanna Bowman - aP  
J. Christopher Gaiser – P  
Kathryn Lee – Vis. aP  
Sreerupa Ray - aP  
Catherine Reinke - AP  
John Syring – P  
Chad Tillberg – P  
Jeremy Weisz – AP (chairperson)

#### **BUSINESS**

Virlena Crosley – AP  
Dahlvig, Christopher - aP  
Denise Farag – AP  
Amber Gribbins – Vis. aP  
Michelle Nelson – P  
Russ Paine – Vis. aP  
Kyle Putnam - aP  
Madeline Romero – Vis. AP  
Gayatree Sarma – Vis. aP  
Rainer Seitz - aP  
Natalie Welch - aP

#### **CHEMISTRY**

Elizabeth Atkinson – P (chairperson)  
Andrew Baggett - aP  
Megan Bestwick – AP  
Brian Gilbert – P  
Tom Reinert - P  
Kristin Ziebart – Vis aP

#### **COMPUTER SCIENCE**

Daniel Ford – aP (chairperson)

#### **ECONOMICS**

Randy Grant – P  
Eric Schuck - P  
Jeffrey Summers –P (chairperson)  
Brittany Teahan -AP

#### **EDUCATION**

Kena Avila – AP  
Steven Bernhisel- AP  
Carrie Kondor – (chairperson)  
Mindy Larson – P  
Tonda Liggett – Vis. AP  
Gennie VanBeek - AP

#### **ENGLISH**

Reshmi Dutt-Ballerstadt – P  
Jamie Friedman - AP  
Anna Keesey – P  
Rachel Norman - aP  
Daniel Pollack-Pelzner – P  
David Sumner – P (chairperson)  
Joe Wilkins - P

#### **ENVIRONMENTAL STUDIES**

Nancy Broshot- P (chair; also Biology)  
William Fleeger – Vis. AP

#### **GLOBAL LANGUAGES and CULTURE STUDIES (incl. ELCP)**

Tania Carrasquillo - AP  
Masayuki Itomitsu – AP (chairperson)  
Marie Mofin Noussi – AP  
Sandra Terra - aP  
Sonia Ticas – P

#### **HEALTH, HUMAN PERFORMANCE, ATHLETICS**

Sarah Coste – AP  
Larry Doty - AP  
Greg Hill - AP  
Laura Kenow - P  
Jeff McNamee – P (chairperson)  
Gabriel “Cisco” Reyes – AP  
Daniel Zajic - aP

#### **HISTORY**

Sharon Bailey Glasco – AP  
John Sagers – P  
Rachel Schley - aP  
Lissa Wadewitz – P (chairperson)

## **JOURNALISM and MEDIA STUDIES**

Kevin Curry – aP  
Jennifer Rauch – Vis. aP  
Lisa Weidman – AP

## **LIBRARY**

Maureen Barney – Vis. Information Literary Librarian  
Patricia Love – Vis. User Experience and Online Learning Librarian  
Kathleen Spring – AP

## **MATHEMATICS**

Stephen Bricher – P  
Malek Daaboul – Vis. aP  
Charles Dunn – P  
Michael Hitchman – P (chairperson)  
Damon Hohnadel – Vis. aP  
Xiaoyue Luo – P  
Jennifer Nordstrom – P

## **MUSIC**

Anton Belov - AP  
Joan H. Paddock – P  
Andrea Reinkemeyer – AP  
Johnandrew Slominski - aP  
Anna Song – AP (chairperson)

## **PHILOSOPHY**

Kaarina Beam - aP  
Leonard Finkelman - AP  
Jesús Ilundáin-Agruzza – P (chairperson)

## **PHYSICS**

Michael Crosser – P  
Jennifer Heath – P (chairperson)  
Joelle Murray – AP  
Tianbao Xie – P

## **POLITICAL SCIENCE**

Nicholas Buccola – P  
M. Patrick Cottrell—P (chairperson)  
Dimitri Kelly - AP  
Dawn Nowacki – P

## **PSYCHOLOGY**

Lee Bakner – P (chairperson)  
Megan Kozak - AP  
Jennifer Linder – P  
Kay Livesay – AP  
Tanya Tompkins – P  
Yanna Weisberg - AP  
Judith Zatkin – Vis. aP

## **RELIGIOUS STUDIES**

David Fiordalis – AP (chairperson)  
Jennifer Williams - aP

## **SOCIOLOGY AND ANTHROPOLOGY**

Hillary Crane – AP  
Robert Gardner – P (chairperson)  
Amy Orr – P  
Jeff Peterson – AP

## **THEATRE and COMMUNICATION ARTS**

Janet Gupton – AP  
Derek Lane – Vis. aP  
Lindsey Mantoan - aP  
Brenda DeVore Marshall - P  
Jackson Miller – P (chairperson)

## **PORTLAND CAMPUS**

### **LIBRARY**

Patrice O'Donovan - P

### **NURSING**

Linda Anzalone – Vis. aP

Susan Bell - aP

Jennifer Bransfield – Vis. aP

Henny Breen – P

Virginia Connell – Vis. aP

Kathryn Crabtree – Vis. aP

Sandra Davis – aP

Erin Ehly – Vis. aP

Julie Fitzwater – aP

Jordan Ferris – Vis. aP

Ingrid Flanders – Vis. aP

Kiki Fornero - aP

Marcella Gowan - AP

Monica Haj – Vis. aP

Kimberly Jones – P (chairperson)

Kimberly Kintz – AP

Kathryn Kuskie – Vis. aP

Cheryl Langford – AP

Gary Laustsen - P

Samantha Madden

Naomi Pitcock – Vis. AP

Donna Potts – Vis. aP

Paul Smith – AP

Elizabeth Straus – Vis. aP

Morgan Torris-Hedlund – aP

Vu Truong – Vis. aP

Ericka Waidley – aP

Jacqueline Webb - AP

Pamela Wheeler – P

Mindy Zeitzer – Vis. aP

### **ACADEMIC DEPARTMENT CHAIRPERSONS - MC MINNVILLE CAMPUS**

**ART (ARTS)** –Brian Winkenweder  
**BIOLOGY** – Jeremy Weisz  
**BUSINESS** – Jennifer Madden  
**CHEMISTRY** – Liz Atkinson  
**COMPUTER SCIENCE** – Dan Ford  
**ECONOMICS** - Jeff Summers  
**EDUCATION** – Carrie Kondor  
**ENGLISH** – David Sumner  
**ENGLISH LANGUAGE & CULTURE PROGRAM (ELCP)** –Wendy Sagers  
**ENVIRONMENTAL STUDIES** – Nancy Broshot  
**GLOBAL LANGUAGES and CULTURE STUDIES (GLCS)** –Masa Itomitsu  
**HEALTH/HUMAN PERFORMANCE/ATHLETICS (HHPA)** – Jeff McNamee (FA); Laura Kenow (SP)  
**HISTORY** – Lissa Wadewitz  
**INQS** – Rachel Norman  
**JOURNALISM and MEDIA STUDIES** – Lisa Weidman  
**MATHEMATICS** – Michael Hitchman  
**MUSIC** – Anna Song  
**PHILOSOPHY** – Jesús Ilundáin-Agruzza  
**PHYSICS** – Jennifer Heath  
**POLITICAL SCIENCE** – Patrick Cottrell  
**PSYCHOLOGY** – Lee Bakner  
**RELIGIOUS STUDIES** – David Fiordalis  
**SOCIOLOGY & ANTHROPOLOGY (SOAN)** – Rob Gardner  
**THEATRE & COMMUNICATION ARTS (TCA)** – Jackson Miller  
**WINE STUDIES** – Greg Jones

### **ACADEMIC DEPARTMENT CHAIRPERSONS - PORTLAND**

**Nursing** – Kim Jones

### **DIVISION CHAIRPERSONS**

**Humanities** – David Sumner  
**Portland Campus** – Morgan Torris-Hedlund  
**Science Division**– Jennifer Heath  
**Social & Behavioral Sciences** – Kay Livesay

### **2020-2021 SABBATICALS**

#### **Full Year:**

Megan Kozak

#### **Fall Semester:**

Xiaoyue Luo

#### **Spring Semester:**

Stephen Bricher  
Nick Buccola  
Hillary Crane  
Jeff McNamee  
Andrea Reinkemeyer  
Chad Tillberg

## Disability Statement

All syllabi **MUST** include the following disability statement (*updated August 2014*).

### *McMinnville:*

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is temporarily located in Malthus Hall, Room 3 (503-883-2562), and will relocate to Melrose Hall 020 during the semester. We will email notification to all students and faculty when this occurs. We also encourage students to communicate with faculty about their accommodations.

### *Portland and DCE:*

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations contact Cheri White, Program Director of Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Loveridge Hall, Room 24, (503-413-8219). We also encourage students to communicate with faculty about their accommodations.



## **VOTING MEMBERS OF THE FACULTY ASSEMBLY**

Pursuant to the Faculty Assembly Bylaws and implementing actions in effect as of the start of the 1995-96 academic year, the voting members of the Faculty Assembly are as follows:

1. All members of the teaching staff with academic rank and appointments of 0.40 FTE or more;
2. All librarians with academic rank and appointments calling for service as a professional librarian of 0.40 FTE or more during the academic year;
3. The President and the Vice President for Academic Affairs/Dean of Faculty;
4. Dean of the School of Nursing, Dean of Student Services, Director of Online and Continuing Education, Director of Counseling Services, Director of International Programs, and Registrar.

The Vice President for Academic Affairs/Provost will keep the Presiding Officer and Secretary of the Faculty Assembly, and the chairperson of the Faculty Executive Council apprised of the total number of members so that the proper quorum will be employed for each meeting of the Faculty Assembly.

**Linfield College**  
**2019-2020 Compliance Officers**

**Institutional Animal Care and Use  
Committee**

Sarah Coste, Chair  
Pioneer 116  
[scoste@linfield.edu](mailto:scoste@linfield.edu)  
Ext. 2481

**NCAA Compliance Officer**

Jane Samuels  
Athletic Complex 215  
[jsamuels@linfield.edu](mailto:jsamuels@linfield.edu)  
Ext. 2372

**Environmental Health and Safety Director**

Erik Stenehjem  
Facilities Bldg. 106  
[estenehjem@linfield.edu](mailto:estenehjem@linfield.edu)  
Ext. 2431

**Institutional Review Board (Human  
Subjects Research)**

Kay Livesay, Chair  
Pioneer 105  
[klivesa@linfield.edu](mailto:klivesa@linfield.edu)  
Ext. 2708

**Laser Safety Officer**

Luis Barajas Lopez  
Graf 102  
[lbarajaslopez@linfield.edu](mailto:lbarajaslopez@linfield.edu)  
Ext. 2433

**Faculty Athletic Representative**

Natalie Welch  
TJ Day 204  
[nwelch@linfield.edu](mailto:nwelch@linfield.edu)  
Ext. 2401

**Title IX Officer**

Susan Hopp  
Melrose 110  
[shopp@linfield.edu](mailto:shopp@linfield.edu)  
Ext. 2588

**Title IX Deputy Coordinators**

Jeff Mackay  
Melrose 110  
[jmackay@linfield.edu](mailto:jmackay@linfield.edu)  
Ext. 2436

Brenda DeVore Marshall  
Ford T105  
[bmarshall@linfield.edu](mailto:bmarshall@linfield.edu)  
Ext. 2290

Mary Ann Rodriguez  
Melrose 105  
[mrodrigu1@linfield.edu](mailto:mrodrigu1@linfield.edu)  
Ext. 2627

Jane Samuels  
Athletic Complex 215  
[jsamuels@linfield.edu](mailto:jsamuels@linfield.edu)  
Ext. 2372

**CPBC Members, Guests and Staff  
2020-2021**

<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>Membership, Guest/Standing Invitation, Staff</b>
Susan	Agre-Kippenhan	Provost & Vice President of Academic Affairs (Co-Chair)	Member
Mary Ann	Rodriguez	Vice President for Finance & Administration/CFO (Co-Chair)	Member
Virlena	Crosley	Chair, Faculty Planning & Budget Committee	Member
Cisco	Reyes	Faculty Rep Until New Faculty Structure is Established	Member
Anna	Keeseey	Faculty Rep Until New Faculty Structure is Established	Member
Chris	Dahlvig	Faculty Rep Until New Faculty Structure is Established	Member
Patrice	O'Donovan	Faculty Rep Until New Faculty Structure is Established	Member
Craig	Haisch	Staff Council Rep Until New Structure is Established	Member
Lisa	Knodle-Bragiel	Staff Council Rep Until New Structure is Established	Member
Darrell	Driver	Staff Council Rep Until New Structure is Established	Member
Paula	Terry	Staff Council Rep Until New Structure is Established	Member
Caitlyn	Connely	Associated Students of Linfield University Representative	Member
Sean	Webster	Associated Students of Linfield University Representative	Member
Dave	Dillon	Trustee	Member
Kimberly	Jones	Dean of Nursing	Member
Jennifer	Madden	Dean of Business	Member
Joe	Wilferth	Dean of Arts & Sciences	Member
Mary	Piper	UBC Support	Support Staff



## **FACULTY**

### **Benefits Overview**

**Effective April 1, 2020**

**This document is a summary of benefits. It does not take the place of a specific vendor Summary Plan Description (SPD), the Faculty Handbook or the Common Chapter of the Employee Handbook for benefit or eligibility details.**

**Eligibility:** As a faculty member, if you are hired on the 1<sup>st</sup> day of the month, your benefits will be effective immediately, otherwise, your benefits will begin on the 1<sup>st</sup> day of the following month of your hire date. Most benefits require enrollment within 31 days of your eligibility. Part-time faculty of .5 or greater receives a percentage of benefits based upon their FTE. Information specific to each benefit regarding coverage options, eligibility and monthly premiums will be reviewed during benefits orientation.

#### **Insurance Options:**

Please refer to the attached 2020-21 Medical Benefits and Rates Comparisons for a summary of the different plan provisions.

#### **Medical Kaiser Permanente** ([www.kp.org/addedchoice](http://www.kp.org/addedchoice))

- **Option #1:** PPO Deductible
- **Option #2:** Health Saving Account (PPO)

#### **Medical Kaiser Permanente** ([www.kp.org](http://www.kp.org))

- **Option #1:** HMO No Deductible
- **Option #2:** HMO Deductible

#### **Vision Plan:**

- **VSP Network** ([www.vsp.com](http://www.vsp.com))

#### **Dental Plans:**

- **Principal Network:** PPO Plan (self-insured plan)
- **Willamette Dental:** HMO Plan ([www.willamettedental.com](http://www.willamettedental.com))

#### **Insurance Premium Allowance**

- Employees will receive a flat amount monthly based on their medical insurance election to purchase medical, dental & vision coverage for themselves and/or their eligible dependents. This amount is prorated for less than full-time.
  - ✓ Employee Only: \$755.00
  - ✓ Employee & Spouse: \$945.00
  - ✓ Employee & Child: \$875.00
  - ✓ Employee & Family: \$1350.00
- Employee is responsible for insurance premium after their flat amount is exhausted.
  - Additional insurance premium will be deducted pre-tax from the employee's monthly paycheck.
  - Any unused premium allowance not used for medical, dental, or vision will be forfeited.
- Your Medical election can be different from Dental & Vision.
  - **For Example:** Employee Only medical coverage; Employee & Family for dental and Employee Only for vision.
- **Opting Out of Medical Coverage**
  - \$100 monthly amount. Amount is considered earned income and is taxable.
  - This amount is prorated for less than full time.





- You are still eligible to enroll into Dental & Vision coverage, but not eligible for a premium allowance. Employee fully responsible for these premiums. Premium would be a payroll pre-tax deduction.

**Flexible Spending Account:** This program allows employees to set aside a portion of pre-tax dollars from their monthly paycheck for health care and/or dependent care. Reimbursements are through a debit card or mail in reimbursement form. Health Care 2020 IRS maximum contribution limit is \$2,750. Dependent Care 2020 IRS maximum contribution limit is \$5,000 for individuals or married couples filing jointly, or \$2,500 married filing separately. The FSA has a maximum \$500 carryover of any remaining FSA funds not reimbursed. Any amounts above \$500 will be forfeited.

**Health Saving Account:** You must be enrolled in the Kaiser Permanente HSA medical plan to be eligible to contribute into a Health Savings Account (HSA). Contribution limits for 2020 HSA Plan are \$3,550 if enrolled as an individual and \$7,100 if enrolled with 1 or more dependents. There is also a Catch-Up Contribution of \$1,000 if you are 55 or older. Employee will never lose access to HSA even if they leave Linfield. These funds are never forfeited.

**Life & Voluntary Insurance:** All eligible employees receive \$50,000 of group life insurance paid 100% by Linfield. This plan has an age reduction schedule that starts at age 65 (35% reduction) and an additional reduction of 15% at age 70. Everyone starts at \$50,000 and then the reductions are applied. Employees may purchase additional voluntary life insurance for themselves, spouse/ domestic partner or children via payroll deduction. The same age reduction schedule is applied to the voluntary life plan as well.

**Other Voluntary Insurance options:** Employees have three supplemental voluntary benefit plans that they can choose to participate in:

- Critical Illness (1) and/or Accident (2) Plans. These plans would pay the member flat dollar amounts for specific illnesses and accidents. These are non-taxable payments to the member that they can use toward their medical deductibles and co-pays, as well as any other out-of-pocket expenses.
- Legal and/or Identity Protection Plan (3).

**Short-Term Disability Insurance (STD):** 100% paid by Linfield with no cost to the employee. Following a thirty day (30) waiting period paid at 100% of base wages by Linfield, on day 31 STD pay at 66 2/3% of the employee's base wages, up to a maximum of \$6,000. Short-term disability, including the 30 day waiting period, may continue up to 24 weeks. All employer paid benefits coverage will continue for up to 6 months during the time-period the employee is approved for short-term disability coverage.

**Long-Term Disability Insurance (LTD):** Linfield pays 100% of the cost of LTD for eligible employees. The waiting period is the first 180 days of disability. Long-term disability is paid at 66 2/3% of the employee's base wages, up to a maximum of \$6,000. The only benefits Long Term Disability provides is the University retirement contribution paid by Principal Insurance Company at 8%.

**Retirement Account Plan:** Linfield University will contribute 9% of your eligible gross wages into your 403(b) retirement plan the pay period following your one (1) year anniversary with the University. Employees shall receive credit for service performed for an institution of higher education immediately prior to hire by Linfield University, providing the Employee received Employer Contributions under the prior Employer's retirement plan in the twelve-month period immediately preceding the Employee's hire by Linfield University. Linfield College has a 5-year vesting schedule, 20% per year beginning from date of



hire. You may begin contributing personal contributions via payroll deductions immediately. Linfield offers both pre-tax and post-tax options for contributions. All Faculty hired before July 1, 2019 will continue to receive a 12% contribution of eligible gross wage into your 403(b) retirement plan, with no required vesting period.

**Payroll:** The pay period for Faculty members is on the 5<sup>th</sup> of the month for the prior months' work. If the 5th falls on a Saturday or Sunday, the pay date will be the Friday before. Linfield strongly encourages all employees to enroll in direct deposit as their payment method. Employees have the ability to direct deposit funds to multiple accounts.

**Tuition Remission:** All regular (qualifying) status faculty .50 FTE and above, and their eligible dependents, spouse/legal domestic partner are eligible for full or partial Tuition Remission commencing with the semester or term after the one (1) year anniversary of the employee's effective (qualifying) date of hire. Visiting faculty with (2) two years of continuous service .50 FTE and above, and their eligible dependents, spouse/legal domestic partner are eligible for full or partial tuition remission commencing with the semester or term after the second (2<sup>nd</sup>) year anniversary of the employee's effective (qualifying) date of hire. Adjunct faculty or employees on special contracts do not qualify for tuition remission. See full tuition remission policy for details at [Tuition Remission](#).

**Tuition Exchange:** All regular (qualifying) status faculty .83 FTE and above, and eligible dependents, spouse/legal domestic partner are eligible for tuition exchange commencing with the semester or term after the three (3) year anniversary of the employee's effective (qualifying) date of hire. Visiting faculty with (3) three years of continuous service .83 FTE and above, and their eligible dependents, spouse/legal domestic partner are eligible for tuition exchange commencing with the semester or term after the third (3<sup>rd</sup>) year anniversary of the employee's effective (qualifying) date of hire. Adjunct faculty or employees on special contracts do not qualify for tuition exchange. See full tuition exchange policy for details at [Tuition Exchange](#).

**Sabbatical:** Sabbatical leaves are granted at the discretion of the University. Any faculty member who has given full-time service or regular part-time service to the University for six (6) years shall be eligible for consideration for sabbatical leave.

**Other Benefits:**

- Employee Assistance Program
- Travel Assistance
- The athletics complex is available to Linfield employees and their families.
- Employees receive a 20% discount on general merchandise and clothing purchases at the Barnes & Noble College bookstore.
- Employees and their families may use the library facilities to borrow books, documents, and various media.
- Faculty members receive a \$2 discount each on two tickets for theatrical events with their Linfield ID.
- Faculty and their family members with Linfield ID may enter for free all Linfield Athletic events on the McMinnville Campus, except Linfield NCAA playoffs.
- Faculty may be eligible to request a subscription to Microsoft Office 365 and/or Adobe Creative Cloud.

*This is an overview of benefits currently offered by Linfield University, and may be changed, modified, or revoked at any time, with or without advance notice. This summary does not imply an employment contract.*