



WHITWORTH
UNIVERSITY

WHITWORTH UNIVERSITY

FACULTY HANDBOOK
2024

Revised by the faculty and administration, approved by the Faculty Assembly, and ratified by the board of trustees in April 2024.

(The most current edition of the Faculty Handbook is posted on the academic affairs website under Faculty Resources.)

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TERMINOLOGY

Throughout this Handbook, the title “provost” designates the chief academic officer of the university, whatever alternate or additional titles may be attached to the office or person at a given time (e.g., vice president for academic affairs, dean of faculty, etc.). References to “academic affairs” shall be understood to refer to the office of the provost. References to “dean” or “deans” shall be understood to refer to the academic deans in the schools and colleges of the university.

References to “the administration” shall be understood to refer, as appropriate to the circumstances, to the provost acting in consultation with, or under authority delegated by, the president of the university, or the president acting alone or in consultation with others under the powers of the office as delegated by the board of trustees.

“Ex-officio” membership, for purposes of this Handbook, implies the right to attend and have a voice in the committee or other body in which one has ex-officio status, but not necessarily the right to vote. Committees or other bodies may choose to extend the right to vote to their ex-officio members, unless non-voting status is specified in the Handbook.

1 FACULTY CLASSIFICATION AND RANKS

1.1 CLASSIFICATIONS

All persons hired for a role that specifically requires teaching contact with students or professional library responsibilities and which does not command an hourly wage will be classified as regular faculty, lecturers and adjunct faculty, administrative faculty, or emeritus/emerita faculty.

1.1.1 REGULAR FACULTY

Regular faculty designates those persons whose major assignment is the teaching of regular courses as listed in the university catalog or the performance of professional librarian responsibilities. To qualify for this designation a person must:

1. a. teach on a full-time Track I, II, or III contract with at least twelve credits each year (or the equivalent) or hold a full-time professional librarian appointment, or
b. teach on a part-time Track II or III contract (five to nineteen credits including any non-teaching responsibilities). These individuals are eligible for promotion but are not eligible for tenure, or
c. teach as a visiting faculty member. These individuals are appointed by the provost, in consultation with the dean and department chair, for a one year appointment, which can be renewed, and
2. be paid according to the published faculty salary schedule.

All such individuals are given an academic rank and are voting members of the Faculty Assembly and are eligible to serve on faculty committees.

1.1.2 LECTURERS AND ADJUNCT FACULTY

Occasionally in some departments and frequently in others, the need arises for more teachers than those who are appointed to regular faculty positions. Such departments may meet their teaching need with the appointment of persons to part-time positions. These positions arise because of one or more of the following: inability of departments to fill all of their allotted tenure-track or non-tenure-track positions, reassigned time granted to regular faculty to accomplish assigned duties other than teaching, leaves of absence, illness, specialty courses, unbalanced enrollments in fall versus spring, and the like.

Lecturers and adjunct faculty designates those persons who are appointed to teach specific courses for which they are academically qualified, but who do not bear other responsibilities of regular faculty as specified in Section 6 (advising, scholarship, or faculty governance), unless contractually specified. To qualify for this designation a person must:

1. a. be paid on a per-credit basis according to established adjunct or lecturer remuneration rates, or
b. teach courses in addition to one's primary employment in other areas of the university (e.g., student development, chapel, administration);
2. be supportive of the mission and goals of the university and be adjudged by reasonable process to be academically qualified to function as a collegiate educator.

Lecturers and adjunct faculty are welcome at faculty meetings, but do not have voting privileges. These persons are not eligible for regular faculty rank or tenure.

1.1.3 ADMINISTRATIVE FACULTY

The president, provost, the associate provost, deans, and the vice president for student life have faculty status as administrative faculty by virtue of these positions.

Other individuals can be designated as administrative faculty if their assignment involves (a) a mix of teaching, coaching, or professional librarian responsibilities and 50 percent or more administrative duties relating to a major academic area or function, or (b) 100 percent administrative duties with responsibility over a major academic area or function. The decision on whether to assign an individual whose assignment meets these criteria to regular faculty status or administrative faculty status is normally made at the time of appointment by the provost in consultation with the president and others as appropriate, based on the following additional factors:

- The percentage of duties considered administrative in nature;
- The best interest, on balance, of both the institution as a whole and the academic area or function concerned, when considering the rights and responsibilities attending each type of status;
- The ability and commitment of the individual to satisfy the requirements for faculty rank, promotions, tenure, etc., alongside the demands of his or her administrative duties;
- The need to dissociate salary from the faculty compensation system.

An individual who has had regular faculty status within his or her current assignment shall not be required to relinquish it.

A regular faculty member who moves into a position designated as administrative faculty thereby relinquishes regular faculty status, but does not relinquish any rights secured by tenure to return to regular faculty status, unless waived as a condition of the administrative appointment.

Administrative faculty are not awarded rank by virtue of this status or by virtue of their administrative positions. Courtesy rank may be awarded based on previously attained academic rank. Administrative faculty are not subject to or eligible for the faculty evaluation processes outlined in Section 7.

Administrative faculty share the following faculty rights, privileges, and responsibilities:

- Voice and vote in Faculty Assembly
- The right to serve on faculty committees and task forces other than those excluded below, and any others in which their administrative status is apt to present a conflict of interest
- The right to apply for faculty development funds as they apply to classroom and research projects but not to their administrative duties.

Administrative faculty do not share the following rights, privileges, and responsibilities of regular faculty:

- Faculty ranks (other than courtesy rank as defined above)
- Eligibility for promotion
- Tenure
- Sabbaticals and study leaves (except as may be provided under policies for administrative personnel that are outside the scope of this Handbook).

- Eligibility to be elected or appointed to any of these committees: Faculty Promotion and Tenure, Faculty Review, Faculty Affairs, Faculty Economic Welfare, Faculty Executive.

1.1.4 EMERITI FACULTY

Emeritus or emerita faculty designates faculty members who have retired from full-time professional activity and have received this title by action of the board of trustees. They are afforded voice and vote in the Faculty Assembly. If such persons elect to continue to teach formal courses, they are remunerated as adjunct or as part-time faculty. In special circumstances the emeriti faculty may return to full-time teaching as a lecturer or as visiting professor.

1.1.5 SPECIAL FACULTY STATUS

Faculty status may be granted to certain professional employees of the university by the president of the university upon the recommendation of the provost. The awarding of this status shall be noted in the employment contract of the individual and gives the individual the right to the use of academic titles. It does not confer any other faculty privileges otherwise defined in this Handbook.

1.2 ASSIGNMENT OF FACULTY RANK

Assignment of faculty rank depends on the faculty member's qualifications, achievement, and the track assignment at the time of appointment.

Regular faculty members on a Track I or II assignment are appointed to a rank as instructor, assistant professor, associate professor, or professor. Regular faculty members on a Track III assignment are appointed to a rank as coach I, coach II, senior coach, or master coach. The initial placement is made by the administration at the time of employment and is based on educational level and previous experience, as defined in the guidelines set forth in this Faculty Handbook. If the initial appointment is to be to a rank above assistant professor, coach II, or if transferable experience is a component of the appointment, the provost will review the appointment with the dean and department chair, and with the chair of the Faculty Promotion and Tenure Committee or his/her designee, who may request that the committee be permitted to submit a recommendation regarding such an appointment (Section 3.3.3).

1.2.1 ASSIGNMENT OF RANK FOR TRACK I AND TRACK II FACULTY

Four rank designations apply to regular faculty members at Whitworth University on Tracks I and II:

Instructor
Assistant Professor
Associate Professor
Professor

The following criteria represent the expectations in degrees and experience both for assigning rank at the time of appointment and for determining eligibility to apply for promotion (as in the case of promotion, evaluative factors outlined in Section 7.5 will contribute to decisions about assigned rank at the time of appointment). The doctorate is the most desirable academic qualification for employment. In disciplines where the doctorate is not common, other terminal qualification may be recognized for

hiring, promotion, and tenure (See Appendix D for exceptions to the terminal degree requirements for teaching faculty by discipline). In disciplines where professional or vocational experience is highly beneficial to the University, an individual who has achieved certain other attainments may be eligible for employment and/or promotion without terminal degree qualifications. Distinctive professional achievement, experience, or related education other than terminal degree qualification may be evaluated in considering qualifications of faculty members for appointment—such as art works, artistic performances, musical compositions, dramatic productions, scientific research, significant leadership, or similar efforts—when these factors exceed ordinary expectations.

Faculty hired at Whitworth are expected to be capable of meeting the standards for faculty retention specified in Section 7.3.1.

1.2.1.1 INSTRUCTOR

Minimum qualifications: a master's degree.

1.2.1.2 ASSISTANT PROFESSOR

Minimum qualifications:

A. An earned doctorate.

OR

B. Doctoral qualification by a specialized accrediting agency or terminal degree appropriate to the discipline (Appendix D).

1.2.1.3 ASSOCIATE PROFESSOR

Minimum qualifications:

A. An earned doctorate, doctoral qualification by a specialized accrediting agency, or a terminal degree appropriate to the discipline (Appendix D).

AND

B. Six years of teaching experience at the rank of assistant professor on a full-time basis at an accredited four-year college or university. However, candidates who receive a rating of “1” during their pre-tenure (in the case of Track I faculty—see 7.3.3.3) or first quadrennial review (in the case of Track II or III faculty—see 7.3.4.4) shall be eligible for promotion with five years of teaching experience at the rank of assistant professor.

The FPTC may choose to recommend outstanding candidates with only four years of teaching experience for promotion to associate professor during the pre-tenure review for extraordinary performance. Faculty may not apply for the rank of associate professor during the pre-tenure review process, but the committee may choose to recommend promotion at its discretion if it finds that the candidate has met the standards for promotion to associate professor (Section 7.5.4). Such a recommendation is a mark of special distinction to be granted only in very rare cases with the concomitant approval of the provost, the president, and the board of trustees.

1.2.1.4 PROFESSOR

Minimum qualifications:

A. An earned doctorate, doctoral qualification by a specialized accrediting agency, or a terminal degree appropriate to the discipline (Appendix D).

AND

B. Five years of teaching experience at the rank of associate professor.

1.2.2 ASSIGNMENT OF FACULTY RANK FOR TRACK III FACULTY

Four rank designations apply to regular faculty members at Whitworth University on Track III:

Coach I

Coach II

Senior Coach

Master Coach

The following criteria represent the expectations in degrees and experience both for assigning rank at the time of appointment and for determining eligibility to apply for promotion (as in the case of promotion, evaluative factors outlined in Section 7.5 will contribute to decisions about assigned rank at the time of appointment). Because Whitworth University is an academic institution the master's degree is a desirable academic qualification for employment. For Track III faculty, other qualifications may be recognized for hiring and promotion (professional playing experience or soccer licensing levels, for instance). Distinctive professional achievement, experience, or related education other than advanced degree qualification may be evaluated in considering qualifications of faculty members for Track III appointment—such as professional playing or coaching experience, Olympic Development work—when these factors exceed ordinary expectations.

Faculty hired at Whitworth are expected to be capable of meeting the standards for faculty retention specified in Section 7.3.1.

1.2.2.1 COACH I

Minimum qualifications: bachelor's degree

1.2.2.3 COACH II

Minimum qualifications: master's degree

1.2.2.4 SENIOR COACH

Minimum qualifications:

A. Master's degree

AND

B. Five years of coaching experience at the rank of coach II (or equivalent) on a full-time basis at an accredited four-year college or university.

1.2.2.5 MASTER COACH

Minimum qualifications:

A. Master's degree

AND

B. Must be currently serving as a head coach of a Whitworth intercollegiate athletics team.

AND

C. Five years of coaching experience at the rank of senior coach (or equivalent) on a full-time basis at an accredited four-year college or university.

1.3 TYPES OF FACULTY APPOINTMENTS

1.3.1 REGULAR FACULTY

All appointments are made through contracts or letters of appointment. Each full-time, regular faculty appointment is identified as a tenure track (Track I), a non-tenure track (Track II), or a coaching contract assignment (Track III).

1.3.1.1 TRACK I – TENURE TRACK

Track I is designated for full-time faculty members who by reason of their education and experience anticipate full qualification for tenure consideration and who seek long-term regular appointments. Until tenure has been granted, appointments are made for single academic years. By March 1 of the first year, the faculty member will be notified in writing if a contract will not be offered for the following academic year. During the second year such a notice is provided by December 31, and in subsequent years until tenure is granted, such notice is given by September 1. After two years of service, a Track I faculty member is entitled to twelve months' notice of the non-renewal of an appointment. Not later than at the end of the sixth contract year, written notice is given as to whether tenure will be granted. Evaluations are made by the Faculty Promotion and Tenure Committee as detailed in Section 7.

1.3.1.2 TRACK II – NON-TENURE TRACK

Track II is designated for the appointment of faculty members whose appointment is not the result of a national search or who have a part-time contract, but unlike lecturers retain the duties of scholarship, advising, and governance, or whose position is not defined as Track I or Track III. Track II appointments are made on a yearly basis. Salaries and benefits are as described in Section 4. Track II faculty members receive first, second, and fourth year evaluations as defined in Section 7 and every fifth year thereafter once two successful quadrennial reviews are completed.

1.3.1.3 TRACK III — COACHING FACULTY

Coaching faculty designates those persons whose primary assignment is the coaching of athletics teams sponsored by the university. Track III coaches must be hired as a result of a national search and retain the duties of scholarship, advising, and service in addition to their coaching responsibilities. Part-time teaching may also be a part of a Track III appointment, but this requirement will be specified in a faculty member's appointment letter. Track III appointments are made on a yearly basis. To qualify for this track a person must:

1. Be assigned as a coach for a university sponsored athletics team on a full or part-time basis.
2. Be paid according to the published faculty salary schedule.

1.3.1.4. CLINICAL FACULTY

The designation Clinical Faculty (e.g. Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor) may be used for Track I or Track II faculty who are qualified through professional experience and/or licensure or certification, to discharge the majority of their teaching duties within a clinical professional or pre-professional program. The designation "Clinical" is used for faculty members who provide primarily practical instruction and application of applied knowledge such as clinical teaching, clinical supervision, clinical administration, etc. Clinical faculty have specialized training, licensure or certification appropriate to the program, and experience in a professional healthcare field. Clinical faculty often remain engaged in ongoing clinical practice, which may be required in certain disciplines. Clinical faculty have all the rights and responsibilities of faculty in their appointed track. Clinical Faculty scholarly expectations may differ from non-Clinical Faculty within the same program or department (see white paper on clinical faculty). Thus a description of scholarship (see 7.2.3) appropriate for Clinical Faculty must be maintained by each program or department with Clinical Faculty. The designation Clinical Faculty is not synonymous with other faculty designations such as "Professor of Practice".

To be classified as a "Clinical Faculty" the following criteria must be met:

1. The faculty member must hold professional licensure or certification in the field of the appointment, e.g. a state licensed healthcare provider or board-certified practitioner.
2. The faculty member must hold a minimum of a master's degree. A doctoral degree may be required in some disciplines. Clinical Faculty may have a clinical doctorate in lieu of an academic doctorate.
3. The position must be approved as a "Clinical Faculty" position by the provost.

1.3.1.5 TRANSFERRING TO TRACK I FROM TRACK II

If a Track II position is changed to Track I, it must be filled through a national search, unless the current position holder was appointed as a result of a national search. The requirement of a national search may be waived, by action of the provost in agreement with Faculty Executive, for a faculty member who has served in a Track II appointment for a minimum of seven full-time years or equivalent and is deemed to have a record of distinguished service.

Transfer of an appointment to Track I does not ensure tenure, but initiates the process toward tenure review. A faculty member who has been transferred to Track I (whether as the result of a national search or under the waiver provision) may be reviewed for pre-tenure in the first year on Track I if otherwise eligible, and for tenure no sooner than in the third year on Track I.

1.3.1.6 VISITING FACULTY

In consultation with the dean and department chair, the provost may appoint appropriately qualified scholars to departmental teaching responsibilities as visiting faculty. Visiting faculty are assigned a rank appropriate to their qualifications. Such appointments will normally last for no more than four years.

1.3.2 TYPES OF LECTURER AND ADJUNCT FACULTY APPOINTMENTS

1.3.2.1 ADJUNCT, SENIOR ADJUNCT, AND DISTINGUISHED ADJUNCT APPOINTMENTS

Adjunct instructors, senior adjunct instructors, and distinguished adjunct instructors are appointed on a course-by-course basis, may not teach more than twelve credits per academic year (Fall Term, Jan Term, and Spring Term) for Whitworth University and are not eligible for benefits. Summer Term teaching is excluded from this credit load limitation. Recruitment and appointment procedures for adjuncts are addressed in Sections 3.4 and 3.6. Criteria and process for promotion to senior adjunct and distinguished adjunct are outlined in Section 7.8.1.

1.3.2.2 LECTURERS AND SENIOR LECTURERS

Lecturers and senior lecturers carry a teaching load of between 13 and 21 credits during the academic year (Fall term, Jan Term, and Spring Term), carry no advising, scholarship, or governance responsibilities, and are eligible for salary and some selected benefits on a pro-rated basis. Benefits for lecturers and senior lecturers are described in a document entitled "Summary Guide to Employee Benefits for Lecturers" which is available in academic affairs or the human resources office. Lecturer and senior lecturer appointments may be renewable at the discretion of the university, but they are not continuing appointments.

Lecturers may carry a teaching load of between 13 and 21 credits per academic year (this may include credit load or other forms of compensation for lab supervision, practicum oversight, etc.). This type of appointment should be used only in cases where neither an adjunct appointment nor a regular faculty appointment can adequately take account of the individual's qualifications, needs of the university, or special conditions of employment; in cases where a department is known to have a long-term need for an additional faculty position, every effort should be made to fill that need with a regular faculty appointment as soon as feasible. Recruitment and appointment procedures for lecturers are addressed in Sections 3.4 and 3.6. Compensation is addressed in Section 4.3. Criteria for promotion to senior lecturer are outlined in Section 7.8.2.

1.3.3 ENDOWED POSITIONS

Occupants of named or endowed chairs and professorships have full rights as faculty members and are covered by all provisions of the Faculty Handbook. They shall follow the procedures for the particular track to which they are assigned at hire or creation of the chair position.

1.3.4 EXCEPTIONAL APPOINTMENTS

The requirements for each rank are not meant to exclude consideration for the truly exceptional individual whose professional contributions are so significant that strict adherence to formal requirements is clearly inappropriate.

1.3.5 FACULTY EMERITUS STATUS

In recognition of meritorious service to the University, on recommendation of the dean to Faculty Promotion and Tenure Committee, then to the provost, to the president, and subject to approval of the board of trustees, a faculty member upon retirement from active teaching may be designated emeritus. Nominees for emeritus status shall normally have served at least 10 years at Whitworth University and have attained the rank of associate professor or professor.

2 FACULTY PARTICIPATION IN UNIVERSITY GOVERNANCE

Faculty decision-making is to be guided by the university's mission and goals, and the governance system outlined below is designed to implement these goals. Faculty participation in the decision-making process of the university is through the Faculty Assembly, the Faculty Executive, and the faculty committees. The faculty has non-voting representation on the standing committees of the board of trustees. Representatives to the board committees are assigned by the Faculty Executive. The president of the faculty or designate meets with the Academic Affairs Committee of the Board and addresses the board at regular meetings.

2.1 UNIVERSITY-WIDE GOVERNANCE

Whitworth's mission is to provide its diverse student body an education of the mind and heart, equipping its graduates to honor God, follow Christ, and serve humanity. Grounded in the Reformed and Evangelical traditions through its covenant relationship with the Presbyterian Church, Whitworth embraces a variety of Christian perspectives among its faculty and staff. This community of Christian scholars is committed to pursuing the challenging task of integrating faith perspectives into all aspects of life and learning. Whitworth aspires to be a community shaped by intellectual curiosity, faith development, civil debate, thorough discussion, and a call to love one's neighbor.

The following governance structures seek to implement the mission of Whitworth through formal relationship among the faculty, administration, staff, and students.

Operating within the constitution and by-laws of the university, which define the responsibilities and authority of the board of trustees, the board committees, and the president, the president's cabinet constitutes the highest internal level of decision-making authority. Decision-making within the five divisions of the university (Academic Affairs, Student Life, Admissions and Financial Aid, Institutional Advancement, Finance and Administration) is regulated by policies and manuals approved by the cabinet and the board, such as this Faculty Handbook, and all such processes are reported to the cabinet through the respective vice presidents. Decisions which have broad financial implications, campus-wide impact, and/or relate to or affect the academic and biblical integrity of the university as expressed in the mission and goals statement, require the endorsement of the cabinet. The cabinet may form committees and task forces to address such broad issues and concerns; such committees and task forces report to the cabinet.

2.2 ACADEMIC AFFAIRS GOVERNANCE

Decision-making within the academic affairs division of the university takes place through the following structure:

- 2.2.1 The Academic Leadership Council
 - 2.2.1.1 Governance Calendar and Academic Time Schedule Committee (GCATS)
- 2.2.2 The Faculty Assembly
- 2.2.3 The Faculty Executive
 - 2.2.3.1 The Faculty President
 - 2.2.3.2 The Faculty Vice President

- 2.2.3.3 The Faculty Secretary
- 2.2.4 Major Standing Committees
 - 2.2.4.1 Graduate Education Curriculum Committee
 - 2.2.4.2 Undergraduate Education Curriculum Committee
 - 2.2.4.3 Curricular Committees Subgroups
 - 2.2.4.4 Teaching, Learning and Assessment Committee
 - 2.2.4.5 Faculty Economic Welfare Committee
 - 2.2.4.6 Faculty Research and Development Committee
 - 2.2.4.7 Faculty Promotion and Tenure Committee
 - 2.2.4.8 Faculty Review Committee
- 2.2.5 Other Faculty Assembly Committees
 - 2.2.5.1 Nominating Committee
 - 2.2.5.2 Faculty Affairs Committee
 - 2.2.5.3 Library and Information Resources Committee
 - 2.2.5.4 Student Life Committee
 - 2.2.5.5 Graduate Committee
 - 2.2.5.6 Speakers and Artists Program Committee
 - 2.2.5.7 Social Committee
- 2.2.6 Academic Departments
 - 2.2.6.1 School of Education
 - 2.2.6.2 School of Business
 - 2.2.6.3 School of Continuing Studies
 - 2.2.6.4 College of Arts and Sciences
 - 2.2.6.5 Intercollegiate College of Nursing
- 2.2.7 Department Chairperson
- 2.2.8 Faculty Athletic Representative

Generally, a faculty member shall serve on no more than two standing committees simultaneously and shall not chair more than one committee or task force.

The faculty president is a member ex-officio of all faculty committees with the exception of the Faculty Promotion and Tenure, Faculty Review and Faculty Affairs Committees. The president of the university is an ex-officio member of all faculty committees with the exception of the Faculty Executive and the Faculty Economic Welfare, Faculty Promotion and Tenure, Faculty Review, and Faculty Affairs Committees. The provost is an ex-officio member of all faculty committees with the exception of the Faculty Executive, the Faculty Economic Welfare Committee, and the Faculty Affairs Committee.

The provost may be invited to meet with the Faculty Executive or any faculty committee on a non-voting basis.

2.2.1 THE ACADEMIC LEADERSHIP COUNCIL (ALC)

The Academic Leadership Council, comprised of department chairs, program directors, and invited administrators, upholds the university's educational goals through oversight of all academic disciplines, while facilitating and promoting collaboration across departmental lines. It is chaired by the faculty vice president and provost or provost's designee. It is responsible for big picture planning, oversight and the communication of academic vision to individual departments. Other responsibilities include determining academic calendars and schedules, administrative policy and procedures, and curriculum. The Faculty

Assembly, the Faculty Executive, and the provost may assign further responsibilities to this group. The Academic Leadership Council collaborates closely with UECCo/GECCo and receives reports via the vice chairs of UECCo/GECCo on a regular basis.

Duties of the Academic Leadership Council:

- Perform long range planning and focus on philosophical questions related to departments, programs, and excellence across the curriculum, e.g. graduate programs, off campus programs and course offerings, improving academic excellence, quality improvement of academic departments, interdepartmental exchanges, issues of curriculum support and delivery, faculty student ratio, overloading, departmental administrative structure, etc.
- Provide mentoring and training of department chairs for academic leadership, classroom evaluations, faculty reviews, etc.
- Function in an advisory role to the UECCo/GECCo vice chairs who attend Academic Leadership Council meetings.
- Propose changes to the Faculty Handbook.
- Oversee and approve academic calendars and schedules as proposed by the Governance Calendar and Academic Time Schedule Committee.
- Create task force groups to look at issues (e.g. Jan Term task force).
- Serve as an advisory group to the provost.

Membership of ALC includes chairs of all academic departments and programs, designated directors, academic deans, the provost, the associate provost, the chair of the Graduate Committee, the vice chairs of UECCo/GECCo, the registrar, plus three student representatives (appointed by ASWU).

2.2.1.1 GOVERNANCE CALENDAR AND ACADEMIC TIME SCHEDULE COMMITTEE (GCATS)

GCATS is a subcommittee of the Academic Leadership Council, and addresses issues of concern regarding the academic calendar and governance time schedule. As in other areas of governance, the faculty and the administration share the responsibility for determining the academic calendar and governance time schedule.

- Collaborates with the Academic Leadership Council and the administration on changes to the schedule, including the weekly class schedule, academic schedule, governance schedule, etc.
- Sends recommendations to department chairs concerning changes and refinements to the academic and governance time schedules.
- Hears petitions regarding the time schedule and makes recommendations regarding approval of the petitions to department chairs.

The members of GCATS are appointed by the Academic Leadership Council, and members from specific areas are appointed by their departments. Terms of service on GCATS are two-year terms with appointments staggered so that there is continuity on the subcommittee. The chair of GCATS is a faculty member and is elected from within the subcommittee and the chair serves a two-year term.

The membership of the committee consists of representatives from the faculty, administration, registrar's office, financial aid office, and ASWU:

- One athletics department faculty member representative.
- One music department faculty member.

- One faculty member from any of the science departments that teach lab courses. Whenever a science faculty member is needed, the Academic Leadership Council will coordinate with the various science departments to select a representative.
- One representative from the graduate or continuing studies programs
- One faculty or administrative representative from education.
- One student representative from ASWU.
- The registrar or representative.
- One representative from the financial aid office.
- One representative from academic affairs.
- Two additional faculty members may be appointed at the discretion of the GCATS chair.

2.2.2 THE FACULTY ASSEMBLY

The Faculty Assembly meets to deliberate and decide major policy issues. Reports from committees or administrators may be presented in writing to the Faculty Assembly by way of the Faculty Executive.

Duties of the Faculty Assembly:

- Make major policy decisions regarding university curriculum, resulting in changes in the university catalog.
- Receive reports from its standing committees and task forces. Committees will report action items to faculty president for inclusion on the action agenda.
- Approve action items that come to the floor.
- Approve all Handbook changes that come to the floor.
- Approve changes to general education requirements.
- Formulate the sense of the faculty in issues such as faculty economic welfare, faculty staffing policies and procedures, promotion and tenure, and other university concerns, and present them to the administration and the board of trustees, as well as to committees.
- Conduct elections to faculty standing committees, and to elect the president, vice president, and secretary of the faculty.
- Determine who, other than regular faculty, will be granted voice and/or vote in the Faculty Assembly, and regularly to review such decisions.
- Appoint task forces to attend to faculty business.

The decisions of the Faculty Assembly resulting in changes in the university catalog and the Faculty Handbook require the ratification of the cabinet and the president, and when stipulated by the constitution and by-laws of the university or held necessary by the president, are submitted for final approval to the board of trustees. All regular faculty members are expected to attend Faculty Assembly.

2.2.2.1 MEMBERSHIP

All those defined as regular faculty in Section 1.1.1 are voting members of the Faculty Assembly. Emeriti faculty, as defined in Section 1.1.5, are voting members of the Faculty Assembly. Administrative faculty as defined in Section 1.1.3 have voice and vote in Faculty Assembly.

The dean of spiritual life shall have the right to vote in Faculty Assembly, if that person's academic qualifications would make him or her eligible to teach at Whitworth, and if his or her contract requires teaching a minimum of six credits per year.

At the beginning of each academic year, the faculty president publishes a list, in consultation with the provost, of all Faculty Assembly voting members.

The following persons are regularly invited to the meetings of the Faculty Assembly as guests and as such have voice but not vote:

- Two representatives of the WSU College of Nursing.
- Administrative and student life personnel who are committee members.

2.2.2.2 QUORUM

Sixty percent of the regular faculty (as defined by section 1.1.1) not currently on sabbatical or a leave of absence shall make a quorum for a Faculty Assembly meeting.

2.2.2.3 MEETINGS

Meetings of the Faculty Assembly are held monthly with specific dates announced at the beginning of each long term by the faculty president. The president of the faculty presides; in his or her absence, he or she appoints the vice president or another member of the Faculty Executive to function as president pro tempore. The minutes are recorded by the faculty secretary and distributed to all assembly members. The Faculty Executive establishes the agenda and distributes a written meeting announcement with the agenda prior to each meeting.

Special Faculty Assembly meetings called for the purpose of voting on action items must be announced by the faculty president in writing to the members forty-eight hours prior to the meeting. Such meetings may be convened by the Faculty Executive at its initiative, or at the written request of at least ten regular faculty members. At such special assembly meetings, only those items announced in the written notice will be the order of the day.

The Faculty Assembly normally votes by open ballot. The Assembly will vote by secret ballot at the discretion of the faculty president, of Faculty Executive, or by request of a faculty member to the faculty president.

2.2.2.4 TASK FORCES

The Faculty Executive and the Faculty Assembly may constitute and appoint task forces for particular assigned tasks; the faculty president ordinarily appoints their members. All Faculty Assembly standing committees (except Faculty Promotion and Tenure and Faculty Review) and appointed task forces and committees report regularly to the Faculty Assembly.

2.2.2.5 REPORTS

Committees and task forces will take minutes on their meetings and send a copy of all minutes to the faculty president and the faculty secretary.

2.2.3 THE FACULTY EXECUTIVE

The Faculty Executive is comprised of the faculty president, vice president, secretary, and the chairs of the following major standing committees: Faculty Research and Development Committee; Undergraduate Education Curriculum Committee; Graduate Education Curriculum Committee; Teaching, Learning and Assessment Committee; and the Faculty Economic Welfare Committee.

Duties of the Faculty Executive:

- Monitor the governance process, ensuring that business is assigned to the appropriate committee.
- Prepare the agenda for the Faculty Assembly.
- Collaborate with Academic Affairs to create the faculty governance and start-up calendars annually.
- Handle other business referred by the Faculty Assembly or the administration of the university.
- Meet as necessary with the provost to coordinate the academic governance processes of the university.
- Provide advice and counsel to the provost.
- Appoint the Faculty Social Committee.
- Form task forces and appoint ad hoc committees and faculty representatives on all-university committees as needed.

2.2.3.1 THE FACULTY PRESIDENT

The president of the faculty is elected by the Faculty Assembly from a ballot prepared by Nominating Committee. This election takes place at the last Faculty Assembly of the fall in even-numbered years, for a two-year term to begin on the following June 1. The person may not be reelected to consecutive terms. This position comes with a course release of 3 semester credits for the academic year. The timing of the release and the course should be determined in consultation with the dean, the faculty member, and the faculty member's chair.

Duties of the faculty president:

- Chair all meetings of the Faculty Assembly and Faculty Executive.
- Prepare the agenda of the Faculty Executive.
- Represent the faculty at the meetings of the board of trustees, Academic Affairs Committee of the Board, and when invited, on the cabinet.
- Ensure the functioning of the Undergraduate Education Curriculum Committee; Graduate Education Curriculum Committee, the Teaching, Learning and Assessment Committee, the Faculty Promotion and Tenure Committee, the Faculty Research and Development Committee, the Faculty Affairs Committee, the Faculty Economic Welfare Committee, and the Faculty Nominating Committee.
- Appoint and monitor the task forces of the Faculty Assembly.
- Consult with the provost in the planning of faculty retreats, new faculty orientation, and other university events involving the faculty.
- Address the board of trustees at regular meetings.

2.2.3.2 THE FACULTY VICE PRESIDENT

The vice president of the faculty is nominated by the Nominating Committee for election at the next to last Spring Term meeting of the Faculty Assembly and is elected to serve for a two-year term and may not be reelected to consecutive terms.

Duties of the faculty vice president:

- Collaborate with Academic Affairs to ensure all approved changes are implemented in the Faculty Handbook.

- Co-chair meetings of the Academic Leadership Council with the provost or provost's designee, and coordinate with the provost to formulate the agenda.
- Serve as president pro tem when the president is unable to fulfill his or her duties.

2.2.3.3 THE FACULTY SECRETARY

The faculty secretary is elected by the Faculty Assembly for a two-year term and may not be reelected to consecutive terms.

Duties of the faculty secretary:

- Assist the faculty president in administrative tasks.
- Keep records and minutes of all formal deliberations of the Faculty Assembly and Faculty Executive.
- Coordinate all official communications to the faculty about Faculty Assembly business.
- Correspond on behalf of the Faculty Assembly and the Faculty Executive.
- Supervise the appropriate filing, in the office of the provost, of the minutes of all committees and task forces that report to the Faculty Assembly.
- Ensure a proper historical record of faculty activities is kept for the archives.

2.2.4 MAJOR STANDING COMMITTEES

The Faculty Assembly elects the chairs of each major standing committee (except for the FPTC and FRC) for a three-year term. The chairs of these committees (except for the FPTC and FRC) serve on the Faculty Executive. The Nominating Committee shall submit nominations for any vacancies.

The Major Standing Committees:

- Undergraduate Education Curriculum Committee [UECCo]
- Graduate Education Curriculum Committee [GECCo]
- The Teaching, Learning and Assessment Committee [TLAC]
- The Faculty Economic Welfare Committee [FEW]
- The Faculty Research and Development Committee [FRD]
- The Faculty Promotion and Tenure Committee [FPTC]
- The Faculty Review Committee [FRC]

All recommended changes in curricular matters or other questions of policy approved by a major standing committee will be reported directly to all faculty prior to the assembly at which they are intended to be approved. These proposed changes in writing would consist of a rationale and explanation, the nature of the proposed change, plus a summary of the arguments for and against. These proposals will be sent out at least six calendar days before the assembly, thus allowing interested parties to respond to the committee leadership and work through difficulties before the issue reaches the assembly floor. In addition, to ensure that faculty are aware of upcoming issues in committee meetings, UECCo, GECCo and TLAC agendas will be published in advance and minutes of each major standing committee will be distributed via email or other electronic distribution.

The actions of each of the major standing committees are components of the academic decision-making process of the university and are reported to the Faculty Assembly either as reports for acceptance (where no further action is required) or as resolutions or recommendations for Faculty Assembly debate and vote. The minutes of UECCo, GECCo, and TLAC, of the Academic Leadership Council, and of the

Faculty Assembly, constitute the official record of the academic decision-making process; they must be approved by a majority vote of the quorum of their respective memberships at an officially convened meeting. The formal record of these minutes is maintained in the office of the provost. All action items of FEW and FRD must come to the Faculty Assembly for approval, thereby constituting the official record within the Faculty Assembly minutes.

Except for the Faculty Promotion and Tenure Committee, and the Faculty Review Committee, the chair of a major standing committee is nominated from the whole faculty by the Nominating Committee and elected by the Faculty Assembly for a three-year term. Chairs may not be re-elected to consecutive terms. Each of the four chairs serves on the Faculty Executive. From its faculty membership, each major standing committee elects a vice chair, and a secretary. It also elects the members of its standing committees ensuring appropriate rotation to provide continuity in these committees. It may establish other committees and task forces to carry out its business, and the chairperson ordinarily appoints their members. Each major standing committee establishes rules of procedure for its internal functioning.

The Faculty Promotion and Tenure Committee and the Faculty Review Committee elect their own chairs annually.

The Faculty Executive and the Faculty Assembly may constitute and appoint task forces and committees for particular assigned tasks; the faculty president ordinarily appoints their members.

The Faculty Assembly elects the membership of the Faculty Assembly standing committees (Nominating, Faculty Promotion and Tenure, Faculty Research and Development, Faculty Economic Welfare, Faculty Affairs, Faculty Review, TLAC, UECCo, and GECCo) as well as the faculty president, vice president, secretary, and the chairpersons of the major standing committees.

Elections to faculty offices and to the Faculty Executive are normally for three years; committee memberships are normally for three years.

The Faculty Assembly may appoint non-faculty members to its committees.

2.2.4.1 GRADUATE EDUCATION CURRICULUM COMMITTEE (GECCo)

The GECCo will:

- Consider and refine the vision of what our institutional graduate curriculum should be.
- Consider graduate curricular change and balance in the context of our identity as a community of Christian scholars committed to excellent teaching and to the integration of faith and learning.
- Share with faculty best practices to enhance curriculum.
- Evaluate and approve:
 - All new graduate courses,
 - Proposed changes to existing graduate courses,
 - Proposed new or changes to graduate experiential learning opportunities,
 - Proposed changes to graduate programs of study, including off-campus programs, and
 - Proposed new graduate programs of study.
- Collaborate with the Graduate Committee to discuss how curriculum fits into larger graduate education oversight and visioning at Whitworth.

- Collaborate with the Undergraduate Education Curriculum Committee (UECCo) to discuss issues that have university-wide curricular concern that transcends degree level.
- Develop and oversee policies pertaining to graduate curricular matters. Decide on petitions relating to curricular matters (graduation requirements, academic policies and procedures) when there is some question as to how the petition should be handled.

The GECCo is not responsible for assessing financial viability or availability of resources for proposed programs or courses. Such assessment must be completed by departments or appropriate administrators before the GECCo will evaluate the proposal.

2.2.4.1.1 MEMBERSHIP OF THE GECCO

Voting membership:

GECCo members are elected out of the following program areas:

- Business: 1 member
- CAS/Applied Health (MSAT/DPT/OTD): 2 members from different programs
- CAS/Theology: 1 member
- Education: 2 members from different programs

Faculty Assembly will vote to elect representatives as needed at the last Faculty Assembly of the academic year. All elected members serve three-year terms. Faculty Executive may appoint up to two additional voting members from the faculty at the GECCo Chair's request. Appointed members serve one-year terms and may be reappointed.

Non-voting members:

- Registrar or representative
- Provost or representative
- Representative from off-campus programs
- Representative from the Dornsife Center
- Representative from the Library
- Deans of CAS, Education, Business, School of Continuing Studies or representatives
- One graduate student representative appointed by the Graduate Committee
- GECCo chair-elect and GECCo chair. However, the chair may cast the deciding vote in the case of a tie.

Quorum: Fifty percent of the voting membership shall make a quorum for a GECCo meeting.

2.2.4.1.2 LEADERSHIP OF THE GECCO

The GECCo chair serves a three-year term. The chair is not a program area representative and does not prohibit another elected member from his or her area. The chair is a member of the Faculty Executive Committee. This position comes with a course release of 3 semester credits for the academic year. The timing of the release and the course should be determined in consultation with the faculty member, the faculty member's chair, and the faculty member's dean. The administrative staff of Academic Affairs will provide support to the GECCo chair as needed.

The chair moderates the meetings of the Committee, solicits volunteers for appointed positions and arranges for the training of members regarding curricular issues, development and best practices.

The GECCo chair-elect serves a one-year term while observing the work of the chair to ensure a smooth transition. The chair-elect is elected from a ballot prepared by the Nominating Committee at the April Faculty Assembly of the spring of the current chair's second year. As with the chair, the chair-elect is not a program area representative and does not prohibit another elected member from his or her area. The chair-elect term is separate from the three years of the chair term.

The GECCo Graduate Committee liaison is selected by the GECCo from within its elected membership for a one-year term. The liaison attends the meetings of the Graduate Committee and delivers regular reports. The liaison will also seek feedback from the Graduate Committee regarding any proposed policy changes under consideration by the GECCo.

2.2.4.2 UNDERGRADUATE EDUCATION CURRICULUM COMMITTEE (UECCo)

The UECCo Committee will:

- Consider and refine the vision of what our institutional undergraduate curriculum should be, including the Shared Curriculum.
- Consider undergraduate curricular change and balance in the context of our identity as a community of Christian scholars committed to excellent teaching and to the integration of faith and learning.
- Share with faculty best practices to enhance curriculum.
- Evaluate and approve:
 - All new undergraduate courses,
 - Proposed changes to existing undergraduate courses,
 - Requests for shared curriculum designations,
 - Proposed new or changes to undergraduate experiential learning opportunities,
 - Proposed changes to majors, minors, and undergraduate programs of study, including off-campus and Continuing Studies programs, and
 - Proposed new undergraduate programs of study.
- Oversee the Shared Curriculum, including Core. The director of the Shared Curriculum should report to UECCo annually and, as appropriate, recommend revisions for consideration by UECCo.
- Oversee the writing program. The director of the writing program should report to UECCo annually and, as appropriate, recommend revisions to that program for consideration by UECCo.
- Develop and oversee policies pertaining to undergraduate curricular matters. Decide on petitions relating to curricular matters (graduation requirements, academic policies and procedures) when there is some question as to how the petition should be handled.
- Collaborate with the Graduate Education Curriculum Committee (GECCo) to discuss issues that have university-wide curricular concern that transcends degree level.

The UECCo is not responsible for assessing financial viability or availability of resources for proposed programs or courses. Such assessment must be completed by departments or appropriate administrators before the UECCo will evaluate the proposal.

2.2.4.2.1 MEMBERSHIP OF THE UECCo

Voting membership:

UECCo members are elected out of the following disciplinary clusters:

- Education: 1 elected representative
- Business: 1 elected representative
- Humanities and Fine Arts (Art, English, History, Music, Philosophy, Theatre, Theology, World Languages and Cultures): 2 elected representatives from different departments
- Math and Sciences (Biology, Chemistry, Health Science, Kinesiology, Math and Computer Science, Engineering and Physics): 2 elected representatives from different departments
- Social Sciences (Communication Studies, Library, Political Science, Psychology, Sociology): 2 elected representatives from different departments

The number of representatives from each cluster is meant to be approximately proportional to the number of undergraduate faculty members in that cluster. Faculty Executive should periodically review this distribution and propose adjustments when appropriate.

Faculty Assembly will vote to elect representatives as needed at the last Faculty Assembly of the academic year. All elected members serve three-year terms. Faculty Executive may appoint up to two additional members as requested by the UECCo chair. Appointed members serve one-year terms and may be reappointed. If no elected member has experience teaching in the School of Continuing Studies, an appointed position should be used whenever possible to ensure that representation.

Non-voting members:

- Registrar or representative
- Provost or representative
- Representative from off-campus programs
- Representative from the Dornsife Center
- Representative from the Library
- Deans of CAS, Education, Business, School of Continuing Studies or representative
- Two student representatives appointed by ASWU
- UECCo chair-elect and UECCo chair. However, the chair may cast the deciding vote in the case of a tie.

Quorum: Fifty percent of the voting membership shall make a quorum for a UECCo meeting.

2.2.4.2.2 LEADERSHIP OF THE UECCo

The UECCo chair serves a three-year term. The chair is not a cluster representative and does not prohibit another elected member from the same department. The chair is a member of the Faculty Executive Committee. This position comes with a course release of 3 semester credits for the academic year. The timing of the release and the course should be determined in consultation with the faculty member, the faculty member's chair, and the faculty member's dean. The administrative staff of Academic Affairs will provide support to the UECCo chair as needed.

The chair moderates the meetings of the Committee, solicits volunteers for appointed positions and arranges for the training of members regarding curricular issues, development and best practices.

The UECCo chair-elect serves a one-year term while observing the work of the chair to ensure a smooth transition. The chair-elect is elected from a ballot prepared by the Nominating Committee at the April Faculty Assembly of the spring of the current chair's second year. As with the chair, the chair-elect is not considered a cluster representative and does not prohibit another elected member from the same department. The chair-elect term is separate from the three years of the chair term.

The UECCo will select one member from within its elected membership to serve as liaison to the Academic Leadership Council for a one-year term. This liaison should be a current department chair whenever possible. The liaison attends the meetings of the Academic Leadership Council and delivers regular reports. The liaison will also seek feedback from the Academic Leadership Council regarding any proposed policy changes under consideration by the UECCo.

2.2.4.3 CURRICULAR COMMITTEES SUBGROUPS

Two subgroups will serve the combined curricular committees:

Curriculum Chairs subgroup: This group will be comprised of the GECCO chair, the UECCo chair, the chair elects (if present), the accreditation liaison (ALO) and the registrar (or representative). It will meet at the beginning of each semester to determine if any upcoming discussion points are universal to both groups, or if the registrar or ALO has concerns that are relevant to both groups. This subgroup may meet more frequently if needed.

Issues that may prompt a chairs subgroup meeting may include (but are not limited to):

- University-wide policy changes with undergraduate and graduate implications
- Accreditation concerns that apply to both undergraduate and graduate programs
- New or changed Step-Up programs involving graduate work taken to fulfill undergraduate requirements (and vice versa)
- Crosslisted undergraduate/graduate courses

Academic policies and appeals: This subgroup deals with curricular policies and appeals regarding those policies when there is some question as to how they should be resolved. This subgroup meets on an as-needed basis.

The Whitworth University registrar has the delegated authority to see that students adhere to the academic policies and requirements specified in the catalog. Academic petitions are requests for exceptions to graduation requirements, regular academic policies and procedures. Exceptions are not granted to supersede policies and procedures because of an inconvenience.

The appeals process provides students and faculty with the possibility of a response outside the normal bounds of policy when extenuating circumstances are judged to warrant such a response. The process for submitting academic petitions are available on the registrar's website.

Duties of the Curricular Committees Academic Policies & Appeals Subgroup include:

- Review existing curricular policies (i.e. policies regarding transfer of courses or credits, alternative credit, AP or CLEP credits, substitution of course/experience for SC credit, request for early exam, plagiarism, amount of upper division work required for a major, etc.) as needed.
- Develop new curricular policy proposals as needed. Departments or programs may propose policies for consideration, or the registrar may raise issues that need policy, or the Academic

Leadership Council or Graduate Committee may identify an area of need. New policies are sent to either the GECCo or the UECCo with rationale for final approval. The APA subgroup does not set policy but does make recommendations to the GECCo or UECCo, which then makes the final decision. Before making a final decision on proposed policy changes:

- In the case of undergraduate policy, the ALC liaison of UECCo will report the policy change proposals to the Academic Leadership Council and receive that group's feedback and recommendations
- In the case of graduate policy, the Graduate Committee liaison of GECCo will report the policy change proposals to the Graduate Committee and receive that group's feedback and recommendations.
- Review appeals to petitions that have been denied by the registrar's office. All decisions of the Academic Policies and Appeals Subgroup regarding student petitions are final and binding.
- Other responsibilities as deemed necessary by the associate provost.

Voting membership: Associate provost, two faculty members appointed by the Curriculum Chairs subgroup in the consultation with the associate provost.

Non-voting members: registrar or representative.

2.2.4.4 TEACHING, LEARNING AND ASSESSMENT COMMITTEE (TLAC)

The Teaching, Learning and Assessment Committee (TLAC) fosters the pedagogical development of the faculty as professionals, with a focus on effective teaching practices, including the integration of faith and learning. The Committee also reviews and supports program assessment for all academic programs in collaboration with the Director of Assessment and Accreditation.

Duties of TLAC:

- Assessment
 - Enhance faculty understanding of student learning and learning outcomes and assessment and assessment techniques.
 - Conduct regular reviews of the assessment strategies of all academic programs in order to determine whether stated learning outcomes are being adequately assessed and met. Every program is reviewed on a set schedule of at least once every three years. As a result of this review, TLAC provides feedback identifying strengths and areas for improvement in program assessment processes and practices. These reviews include reviewing the existence and implementation of an assessment plan for all Student Learning Outcomes and the effectiveness of assessment practices, especially related to making changes based on collected evidence to improve student learning.
 - Monitor processes for evaluating teaching effectiveness, such as Student Evaluations of Teaching.
- Teaching/Learning
 - Support the development of effective and innovative teaching among the faculty through faculty professional development initiatives.
 - Advise the provost and other campus leaders on matters concerning the research and development of excellent and effective teaching.
 - Promote excellent pedagogy through recognitions such as teaching awards.

TLAC membership is comprised of voting, ex-officio, and advisory members:

- Voting membership: Eleven faculty, one designated representative from student life and one student representative (appointed by ASWU). If not represented among the membership, an additional voting member with teaching responsibilities in graduate programs will be appointed by Faculty Executive. Each year three faculty are elected in spring to serve a three-year term, and one member is appointed by Faculty Executive to serve a two-year term. Alternate years one of the three elected will be the chair, chosen in a separate, earlier ballot and will serve as chair-elect for one year before assuming the role of chair. The committee will choose a vice chair and secretary from among its elected members.
- Non-voting members (ex-officio, advisory): the Director of Assessment and Accreditation, the Director of Shared Curriculum, and the Director of the Center for Faith and Learning. If not represented in the membership, an appropriate representative of the writing program will be chosen by TLAC. An additional non-voting member may be chosen by the provost.

2.2.4.5 THE FACULTY ECONOMIC WELFARE COMMITTEE (FEW)

The Faculty Economic Welfare Committee advocates and cultivates the economic well-being of faculty as a whole.

The Faculty Economic Welfare Committee is a Faculty Assembly standing committee which consists of three members and a chair elected by the faculty to three-year terms, based upon a slate submitted by the Nominating Committee. Terms of office will be so arranged that never more than one new member will be elected in the same year. No member may serve more than six and a half consecutive years. The election for a new FEW chair will occur during the fall of the current chair's last year of service. The newly elected chair will serve as chair elect and collaborate with the current chair during the spring of the current chair's last year of service. The new FEW chair will then serve a three year term in addition to the half-year of service as chair elect.

Duties of the Faculty Economic Welfare Committee:

- Determine the sentiments of all Whitworth faculty in matters relating to the economic well-being of its members.
- Conduct a continuing study of the salary trends at Whitworth University as compared to various appropriate categories of institutions of higher learning.
- Carry out investigations concerning the internal structure of faculty compensation, fringe benefits, insurance plans, or any other matters of possible economic concern, with recommendations to the faculty.
- Report annually to the faculty concerning its findings on faculty economic welfare, with subsequent reporting of faculty actions or resolutions to the cabinet and to the president, and when appropriate to the Academic Affairs Committee of the Board (See 4.1.1).
- Work with the administration in the development of an equitable and workable faculty compensation structure, including the regular review and improvement of that structure, making this structure available to all new and continuing faculty.
- Make confidential examinations of the records of the university concerning faculty salaries, particularly in instances where errors in the administration of the compensation structure may have been made, with subsequent clarification, which may include a correction of such errors, or a change in the structure, or the initiation of a faculty grievance process through the Faculty Affairs Committee.

- Review the compensation and benefits policies and procedures of the university, as described in the faculty benefits handbook, preparing proposed changes and improvements for approval by the Faculty Assembly, and presenting such Faculty Assembly actions to the administration for negotiation and action.

Customarily the chair of this committee, or another faculty member designated by the Faculty Executive, is the faculty delegate to the Finance or Academic Affairs Committee of the Board of Trustees.

2.2.4.5.1 FACULTY REPRESENTATIVE ON RETIREMENT INVESTMENT COMMITTEE

The Faculty Economic Welfare Committee will recommend a faculty representative to serve on the Retirement Investment Committee. FEW's recommendation will be considered by the Faculty Executive, who will then forward the recommendation to the Whitworth University president, who will make the final appointment to the committee. This representative will serve a term of 3 years on the Retirement Investment Committee.

2.2.4.6 THE FACULTY RESEARCH AND DEVELOPMENT COMMITTEE (FRD)

The Faculty Research and Development Committee fosters the intellectual and scholarly growth of faculty and cultivates the intellectual ethos of the university. The Faculty Research and Development Committee is a faculty standing committee which consists of four members and a chair elected by the faculty, based upon a slate submitted by the Nominating Committee. Membership on the committee is for three-year terms. One-to-two members will be elected each year to maintain a membership of four faculty and one FRD chair.

It is the responsibility of this committee to foster the academic and scholarly development of the faculty. This committee reviews proposals for sabbaticals from regular, full-time faculty, and makes recommendations to the administration. The committee solicits faculty research proposals from regular faculty and recommends the disbursement of budgeted research funds to the administration. The committee plans and carries out faculty development days, in consultation with the provost. The committee advises the provost on matters concerning the scholarly research and development of faculty. The Faculty Assembly, Faculty Executive, and provost may assign other responsibilities to this committee. The committee reports on its actions to the Faculty Assembly.

2.2.4.6.1 INSTITUTIONAL REVIEW BOARD (IRB)

The Institutional Review Board is a subcommittee of the Faculty Research and Development Committee. IRB safeguards the rights and welfare of all human research subjects pursuant to Title 45 Code of Federal Regulations, Part 46. The college requires all research involving human subjects that meets the federal definition of research to submit an application to the IRB for review prior to recruiting subjects or beginning research. Written approval from the IRB is required before recruiting subjects or beginning the research project. This approval must be renewed annually for on-going projects. Additionally, the IRB must be notified if any substantive changes are made to the research protocol or if any adverse events occur as a result of the research.

2.2.4.6.1.1 DUTIES OF THE IRB

- Reviews faculty, staff and student applications for research with human subjects.

- Takes action on research projects (actions may include approval, approval pending changes or disapproving a research projects. As per federal guidelines, IRB disapproval of a research project may not be overridden.
- Provides education for faculty, staff and students about human subjects research policies and procedures that appear in the Appendix.
- Reports to the Faculty Research and Development committee through its chair.
- Informs the Faculty Research and Development Committee and the provost each semester of approved and unapproved research proposals categorized by academic discipline and identifies any trends in campus research practices.

2.2.4.6.1.2 MEMBERSHIP OF THE IRB

- IRB membership will include both primary alternate members
 - Primary at large members, as required by federal government guidelines:
 - At least one physical/natural scientist.
 - At least one faculty member not a scientist (non-physical/natural scientist.)
 - At least one colleague knowledgeable about special research populations i.e. children, mentally ill, prisoners, etc.
 - At least one community member not directly connected to the institution.
 - At least one colleague knowledgeable of institutional and federal regulations. The IRB administrator will fill this assignment as ex officio member of IRB. The IRB administrator is appointed by the provost.
 - Primary departmental members:
 - Each academic department that submitted at least eight expedited or full board proposals in the previous academic year involving human subjects shall provide a committee member if their department is not already represented by the above configuration in category one. These departments may rotate department membership each year if they wish, provided they staff the committee with qualified people. However, such rotation must result in one person serving for the entire academic year.
 - Alternate members:
 - Alternate members can provide expertise in any of the areas specified for primary members. Per federal guidelines, alternate members must be listed on the IRB roster, but will not count towards the determination of a quorum. However, alternate members can replace primary members when they are unavailable and/or specific expertise is needed. In such cases, alternate members count toward fulfilling the quorum requirements of the IRB meeting.
 - The Director of Sponsored Programs will serve as a non-scientist alternate member as needed.
- Primary at large members will be appointed by Faculty Executive in consultation with the provost.-Primary departmental members will be nominated by the department and approved by Faculty Executive.
- Primary at large and departmental members shall serve staggered three-year terms.
 - Departments may rotate department membership each year if they wish, provided they staff the IRB committee with qualified people. However, such rotation must result in one person serving for the entire academic year.
- Primary members must be regular faculty (with the exception of the community member). Adjuncts and lecturers may not serve on the IRB committee.

- The chair will be a faculty member elected by the committee with the approval of the provost.
- A vice chair and secretary will be elected by the IRB committee.

2.2.4.6.2 INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)

The Institutional Animal Care and Use Committee is a subcommittee of the Faculty Research and Development Committee. IACUC is responsible for oversight of the animal care and use program and its components as described in the Public Health Service (PHS) Policy on Humane Care and Use of Laboratory Animals (Policy) and the Guide for the Care and Use of Laboratory Animals, in accordance with the guidelines set forth from the National Institutes of Health (NIH) and the Office of Laboratory Animal Welfare (OLAW).

The college requires all research involving vertebrate, non-human animal subjects that meets the federal definition of research to submit an application to the IACUC for review prior to beginning the proposed research. Written approval from the IACUC is required before beginning the research project, including annual renewals for on-going projects, according to federal guidelines.

Additionally, the IACUC must be notified if any substantive changes are made to the research protocol or if any adverse events occur, to the animals or care workers, as a result of the research or regular animal care.

Definitions:

Chair – The committee chair will facilitate the proposal review processes, organize regular meetings, guide facility inspections and submit semi-annual reports.

Administrator - The administrator is charged with being familiar with institutional and government regulations, and with informing the committee of regulatory changes as they occur.

Committee Members – Members will be responsible for participating in the proposal review process, facility inspections and meeting attendance.

Institutional Official (IO): At Whitworth University this is the Provost/Executive Vice President.

2.2.4.6.2.1 DUTIES OF THE IACUC

As stated by the Office of Laboratory Animal Welfare (OLAW), the oversight functions of IACUC include ongoing assessment of animal care and use. IACUC responsibilities include:

- Review, at least semiannually, the institution's program for the humane care and use of animals.
- Inspect, at least semiannually, the institution's animal facilities.
- Informs the Faculty Research and Development committee and the provost/IO annually of approved research proposals, as well as unapproved research proposals, categorized by academic discipline, and identifies any trends in campus research practices.
- Review animal welfare concerns.
- When necessary, make recommendations to the IO on any aspect of the animal program, facilities, or personnel training.

- Review and approve those components of the federal Public Health Service (PHS) policy, or supported activities, that are related to the care and use of animals.
- Review and approve proposed significant changes to the use of animals in ongoing activities.
- When necessary, authorize suspension of research activities involving animals.

2.2.4.6.2.2 MEMBERSHIP OF THE IACUC

The IACUC membership must consist of at least five members, who will be appointed by the Faculty Executive in consultation with the provost. Members shall serve three-year terms that may be renewed upon approval of the IACUC chair, the Faculty Executive and the provost. Committee membership must include an IACUC administrator, appointed by the Dean of CAS and tasked with knowing relevant institutional and federal regulations and with tracking regulatory changes, who will serve as an ex-officio member of this group.

The membership must include the following:

- Four regular faculty members;
- An IACUC member (drawn from its regular faculty appointees) who serves as chair and is elected by the committee itself;
- At least one colleague knowledgeable of relevant institutional and federal regulations; the IACUC administrator will fill this role;
- One veterinarian with training or experience in laboratory animal science and medicine, who has direct or delegated authority and responsibility for activities involving animals at the institution; this individual may be part of the Whitworth faculty or may be an outside veterinarian consulted on a case-by-case basis or consulted due to a conflict of interest for the faculty veterinarian;
- One practicing scientist experienced in research with animals;
- One member whose primary concerns are in a nonscientific area (e.g., ethicist, lawyer, member of the clergy); the Director of Sponsored Programs may serve as a non-scientist alternate member as needed; and
- One member, nominated by the committee for confirmation by the Faculty Executive in consultation with the provost, who is not affiliated with the institution other than as a member of the IACUC.

2.2.4.6.3 INSTITUTIONAL BIOSAFETY COMMITTEE (IBC)

The Institutional Biosafety Committee is a subcommittee of the Faculty Research and Development Committee. IBC oversees the review of research involving recombinant or synthetic nucleic acid molecules according to guidelines set forth by the National Institutes of Health (NIH). The university requires all researchers proposing work involving recombinant or synthetic nucleic acid molecules, according to the federal definition, to submit an application to the IBC for review prior to beginning the proposed research. In accordance with federal guidelines, written approval from the IBC is required before beginning the research project, including annual renewals.

Definitions:

Chair – The committee chair will facilitate the proposal review processes, organize regular meetings, guide facility inspections and submit semi-annual reports.

Administrator - The administrator is charged with being familiar with institutional and government regulations, including informing the committee of regulatory changes as they occur.

Committee member – Members will be responsible for participating in the proposal review process, facility inspections and meeting attendance.

2.2.4.6.3.1 DUTIES OF THE IBC

- Reviews faculty, staff and student applications for research with recombinant or synthetic nucleic acid molecules.
- Takes action on research projects; actions may include approval, approval pending changes or disapproval of a research project. As per federal guidelines, decisions of the IBC may not be overridden.
- Informs the Faculty Research and Development committee and the provost annually of approved research proposals, as well as unapproved research proposals, categorized by academic discipline, and identifies any trends in campus research practices.

2.2.4.6.3.2 MEMBERSHIP OF THE IBC

The IBC membership must consist of at least five members, who will be appointed by the Faculty Executive in consultation with the provost and the current IBC chair. Members shall serve three-year terms that may be renewed upon approval of the IBC chair, the Faculty Executive and the provost. Membership must also include an IBC administrator (appointed by the Dean of CAS) who will serve as an ex-officio member of this group.

The membership must include the following:

- At least three regular faculty members;
- A total membership that provides appropriate recombinant and synthetic nucleic acid expertise, including, as needed, plant and animal expertise and biosafety expertise;
- A chair, elected by the committee from among its members, who, in accordance with NIH guidelines, is a faculty member with expertise in recombinant or synthetic nucleic acid research;
- At least one colleague knowledgeable of relevant institutional and federal regulations; the IBC administrator will fill this role as an ex-officio member of the IBC;
- In accordance with National Institutes of Health (NIH) guidelines, at least two community members, nominated by the committee for confirmation by the Faculty Executive in consultation with the provost, who are not affiliated with the institution other than as members of the IBC.
- One member whose primary concerns are in a nonscientific area (e.g., ethicist, lawyer, member of the clergy); the Director of Sponsored Programs may serve as a non-scientist alternate member as needed.

2.2.4.7 THE FACULTY PROMOTION AND TENURE COMMITTEE (FPTC)

The Faculty Promotion and Tenure Committee evaluates and recommends faculty for promotion and tenure in order to acknowledge and encourage faculty achievement and to ensure standards of excellence.

Although the Faculty Promotion and Tenure Committee does not report to the Faculty Assembly or to the Faculty Executive, it is placed at this point in recognition of its importance to faculty self-governance.

Duties of the Faculty Promotion and Tenure Committee:

- Conduct the evaluations of faculty in their pre-tenure review, faculty requesting promotion in rank, and faculty eligible for tenure.
- Prepare recommendations to the administration regarding these decisions.
- Implement the evaluation procedures defined elsewhere in this Handbook.

The provost calls the first meeting in May of each year, at which time a chairperson and secretary are selected by vote of the committee. At the May meeting the provost presents the list of eligible faculty for pre-tenure review, tenure, and promotion to the committee. Responsibilities are assigned to individual committee members (7.6). Beginning at that first meeting, the committee initiates the evaluation procedure for all eligible faculty. The committee proposes revisions in the evaluation procedures defined in this Handbook to the Faculty Assembly. The committee reconvenes in September to begin the evaluation procedure for all eligible faculty.

The work of this committee is confidential. The committee's records are maintained by the academic affairs office. In consultation with the human resources office, the Faculty Promotion and Tenure Committee will have access to the university attorney or to an attorney of their choice in matters not clearly addressed by the Handbook or with legal issues.

Membership: The Faculty Promotion and Tenure Committee consists of six tenured faculty members of whom at least three hold the rank of full professor, plus the provost as an ex-officio member. The committee's composition shall include at least one elected male and one elected female member at all times. Its members are elected by the Faculty Assembly to three-year terms in elections held in the spring, for which the Nominating Committee prepares a slate of candidates. A member of this committee seeking promotion during his or her term of office will be replaced during the year in which the evaluation takes place; the selection of a one-year replacement will be handled by the Nominating Committee in the procedure described in 2.2.5.1. The election procedure will guarantee that there is rotation of membership so that normally two members will be elected each year.

2.2.4.8 FACULTY REVIEW COMMITTEE (FRC)

The Faculty Review Committee evaluates Track II and III colleagues in order to acknowledge and encourage faculty achievement and to ensure standards of excellence. Though different from the other Faculty Assembly standing committees in that it does not report to the Faculty Assembly or to the Faculty Executive, it is placed at this point in recognition of its importance to faculty self-governance.

The Faculty Review Committee is a Faculty Assembly standing committee which consists of four members. At least two members must be tenured faculty members. The other two members are either tenured faculty or Track II or III colleagues with at least seven years teaching experience at Whitworth

University. The committee's composition shall include at least one elected male and one elected female member at all times. Its members are elected by the Faculty Assembly to three-year terms in elections held in the spring, for which the Nominating Committee prepares a slate of candidates. A member of this committee up for review during his or her term of office will be replaced during the year in which the evaluation takes place; the selection of a one-year replacement will be handled by the Nominating Committee in the procedure described in 2.2.5.1. The election procedure will guarantee that there is rotation of membership.

The provost calls the first meeting in May of each year, at which time a chairperson and secretary are selected by vote of the committee. The provost presents the list of eligible faculty for fourth year review to the committee at the May meeting. Responsibilities are assigned to individual committee members. It is the task of this committee to conduct the evaluation of Track II and III faculty in their review every fourth year (7.7).

The work of this committee is confidential. The committee's records are maintained by the academic affairs office.

2.2.5 OTHER FACULTY ASSEMBLY COMMITTEES

Each other Faculty Assembly standing committee elects its own chairperson for a one-year term of office. The chair prepares the agenda for the committee, announces and convenes the meetings, maintains the minutes and records of the committee's business or appoints a secretary to do so, coordinates the committee's business with the Faculty Executive and the administration, when appropriate, and reports on behalf of the committee to the Faculty Assembly. The chair may appoint a chair pro tempore when he or she must be absent from a committee meeting. The chair's term of office concludes at the beginning of the first meeting of the committee in the Fall Term, unless specified otherwise.

Other Faculty Assembly Committees:

- Nominating Committee
- Faculty Affairs Committee
- Library and Information Resources Committee
- Student Life Committee
- Graduate Committee
- Speakers and Artists Program Committee
- Social Committee

2.2.5.1 THE NOMINATING COMMITTEE

The Nominating Committee is an elected committee which prepares ballots for the Faculty Assembly elections with an eye to equitable sharing of governance duties. The committee's three members are elected to three-year terms, with one member rotating in/out each academic year. The most senior committee member will be appointed Chair for that academic year and will serve as liaison with Faculty Executive. The Chair will also report and manage elections during Faculty Assembly meetings unless they are on the ballot, in which case another member of Nominating Committee will act in their place.

Duties of Nominating Committee:

- Prepare ballots for faculty offices (president, vice-president, secretary, and the major standing committee chairs).
- Prepare ballots for the Faculty Assembly's election of faculty standing committees.
- Prepare ballots for other committees/task forces when requested by Faculty Executive.
- May advise the Faculty Executive with regard to involving all faculty in appropriate governance functions.
- Prepare and count ballots.

The following Faculty Assembly committees are elected by the Faculty Assembly, based upon nominations prepared by the Nominating Committee:

- Undergraduate Education Curriculum Committee (UECCo) – Members serve three-year terms. Membership is determined by the number of full-time faculty (defined as Track I, Track II and Visiting) in each disciplinary cluster, as follows:
 - 1-22 faculty: 1 representative
 - 23-37 faculty: 2 representatives
 - 38-52 faculty: 3 representatives
 - 53-67 faculty: 4 representatives
 - 68+ faculty: 5 representatives
- Graduate Education Curriculum Committee (GECCo) – one representative from each graduate area, nominated by those areas and recommended by the Graduate Committee, for three-year terms.
- Teaching, Learning and Assessment – six members for three-year terms including the chair-elect in alternate years.
- Faculty Economic Welfare – four members for three-year terms.
- Faculty Research and Development – four members for three-year terms.
- Faculty Promotion and Tenure – six members for three-year terms.
- Faculty Review – four members for three-year terms.
- Nominating – three members for three-year terms.
- Faculty Affairs – three members for three-year terms.

2.2.5.1.1 ELECTIONS

Ballots for Faculty Assembly elections of committee members are prepared by the Nominating Committee. All elections are by written or electronic ballot, unless this procedure is waived by a vote of the assembly. In order for an election to take place, a quorum of the Faculty Assembly membership must be present. A simple majority of the quorum present elects. If a member of a standing committee with no more than six months of his or her term remaining needs to be replaced, the Faculty Executive may appoint a faculty member to fill the vacancy. Such an appointment shall be made in consultation with the Nominating Committee, except for vacancies on GECCo and UECCo, in which case the appropriate cluster would be consulted.

Faculty elections proceed in the following manner:

The Nominating Committee prepares ballots for all elections of faculty officers and members of faculty standing committees. At the last Faculty Assembly of the fall, the faculty president is elected with term of service to begin at the end of that academic year. At the next to last Faculty Assembly of the academic year, the faculty elects the vice president, the faculty secretary, the members of the Faculty Promotion and Tenure Committee, the members of the Faculty Economic Welfare Committee, and the

chairs of the other major standing committees (GECCo, UECCo, TLAC, FRD, and FEW). The president is elected in the fall of even-number years for a two-year term, while the vice president and secretary are each elected in spring of even-numbered years for a two-year term.

Before the last Faculty Assembly meeting of the academic year, the Faculty Executive announces all rotations of membership of major standing committees, and these committees, in their composition for the coming academic year, convene in order to elect their vice chairpersons and secretaries.

At the last Faculty Assembly meeting of the academic year, the faculty elects all the other committees and positions for which it is responsible. The faculty president announces the composition of the Faculty Executive for the next academic year, based upon elections of the committee chairpersons and the vice president.

2.2.5.2 THE FACULTY AFFAIRS COMMITTEE

The Faculty Affairs Committee (FAC) is a faculty standing committee that consists of three tenured members, elected annually in the spring for three-year terms. Elections are so arranged that one new member is elected each year. No member shall serve more than three consecutive years. Committee members shall not come from the same department. The FAC's composition shall include at least one male and one female member at all times.

2.2.5.2.1 ACTIVATION

The Faculty Affairs Committee is activated by the Faculty Executive acting on its own initiative or at the request of a faculty member or the administration. While the Faculty Executive's role in this process is not to pre-adjudicate any issue before activating the Faculty Affairs Committee, the Faculty Executive shall only activate the FAC after first determining that the issue raised is substantial, is properly considered by the FAC pursuant to the provisions of this Handbook, and warrants activating the Faculty Affairs Committee. If the request to activate the Faculty Affairs Committee comes from a tenured faculty member who has been given notice of termination, the request must be granted automatically. The Faculty Executive must meet in executive session to activate the Faculty Affairs Committee.

Faculty members who request the Faculty Affairs Committee shall supply the faculty president with a written statement of appeal or grievance that sets forth the faculty member's reasons for requesting activation of the Faculty Affairs Committee.

2.2.5.2.2 DUTIES

It is the responsibility of the Faculty Affairs Committee to receive, review, assess, and recommend the resolution of appeals or grievances submitted in writing by any member or group of members of the faculty. The Faculty Affairs Committee does not make policy. The FAC does, however, make recommendations to the Faculty Executive and the administration regarding appeals of evaluation or termination decisions and propose solutions, seek to build consensus, and, in grievance cases brought before it, encourage Biblical reconciliation.

2.2.5.2.3 DEFINITIONS AND RESOLUTION OF AMBIGUITIES

Here and throughout the Handbook, the following definitions apply to actions involving activation of the Faculty Affairs Committee:

2.2.5.2.3.1 “Appeal” refers to a request for review of a negative evaluation decision (regarding promotion, tenure, pre-tenure, or quadrennial review) or a termination decision. Appeals are to be distinguished from requests for reconsideration made to the same body (FPTC or FRC) or individual(s) (the provost and/or president) that originally rendered the decision.

2.2.5.2.3.2 “Grievance” refers to a request for review of a matter not involving evaluation or termination decisions or any other decision for which an appeal (as defined above) would be the appropriate vehicle for recourse. “Grievance” refers to a formal claim of, and request for redress for, a breach, misinterpretation, or misapplication of policy or procedure, or an infringement of the rights of a party as set forth in this Handbook. As a formal action, grievance is made under Section 11.5 and is to be distinguished from a complaint, which is addressed more informally among the parties concerned, always with the involvement of an ombudsperson, as described in Sections 11.2 through 11.4.

2.2.5.2.3.3 Any ambiguity as to whether a particular complaint, grievance, reconsideration, or appeal procedure applies to a given situation shall be resolved by the provost in consultation with Faculty Executive, or by the provost alone if Faculty Executive is a party to the issue. If the provost is party to the issue, the ambiguity shall be resolved by Faculty Executive.

2.2.5.2.4 PROCESS

Faculty Affairs Committee procedures specific to particular categories of appeal or to grievances are set forth in Section 7.7 (for appeals of evaluation decisions), Section 10.4.4 and 10.6.4 (for appeals of termination decisions), and Section 11.5 (for grievance actions).

In its process, the Faculty Affairs Committee will strive for openness in its communication and avoid unnecessary use of confidentiality. However, it generally will not reveal to the appellant or grievant or to other parties documents written or testimony provided on condition or expectation of confidentiality without the author's or speaker's explicit consent.

2.2.5.2.5 LEGAL CONSULTATION

When legal consultation is imperative, including on matters not clearly addressed by the Handbook, Faculty Affairs Committee has access to an attorney of its choice. In considering termination decisions the Faculty Affairs Committee should refrain from consulting the college attorney to avoid a potential conflict of interest.

2.2.5.2.6 REPORTING AND RECOMMENDATION

- The Faculty Affairs Committee shall write a report of its review and assessment and submit it to the Faculty Executive. This report shall include a recommendation on specific action steps to resolve a dispute. The report may elaborate on the rationale for the committee's recommendation at its discretion. The Faculty Executive may request clarification, additional work, or dialogue prior to accepting a final report from the Faculty Affairs Committee.
- The Faculty Executive will distribute the final report and recommendation to key parties which must include the appellant or grievant and the provost. The Faculty Affairs Committee may recommend to Faculty Executive or to the appropriate administrator such changes in policy or practice as might prevent similar problems from occurring in the future. The deliberations and records of the Faculty Affairs Committee are confidential.

This committee, at its discretion at any point, may present to the Academic Affairs Committee of the Board of Trustees any matter that would require the informing and/or action of that committee or the board of trustees. The Faculty Executive and the administration shall be informed of all matters being taken to the board.

2.2.5.2.7 CONFLICTS OF INTEREST

Faculty Affairs Committee members must recuse themselves when a case before the Faculty Affairs Committee involves a department colleague, relative, or close friend, or otherwise presents a conflict of interest in the opinion of the individual FAC member or of a majority of the FAC. The faculty president, in consultation with Faculty Executive, will select a replacement for the recused Faculty Affairs Committee member to serve on that particular case.

Any time the Faculty Affairs Committee is activated, the Faculty Executive Committee should ensure there are no conflicts of interest present among Faculty Affairs Committee members or among Faculty Executive Committee members participating in the decision whether to activate.

2.2.5.3 LIBRARY AND INFORMATION RESOURCES COMMITTEE (LIRC)

Duties of LIRC:

- To advise the director of the library and the provost on any matters relating to the operation of the library and to the provision of information media in all formats, including print and electronic, in support of the university's academic programs.
- To advocate for the needs and perspectives of teaching faculty and students with the library staff.
- To advocate for the library with the university administration and with the faculty at large.
- To report as needed to the Faculty Assembly or other faculty committees.

Membership: LIRC shall consist of the director of the library, one additional library or information resources faculty or staff member, five faculty members from among the library liaisons, which have been selected by departments and programs, plus one student representative appointed by ASWU. A meeting of all library liaisons shall be called by the director of the library near the beginning of each academic year to elect members to LIRC. LIRC should include a diverse membership that is representative of departments or disciplines within the humanities, social sciences, natural sciences, and professional programs. The director of the library will serve as LIRC chair. Terms are for one year but renewable indefinitely.

2.2.5.4 STUDENT LIFE COMMITTEE

The Student Life Committee addresses issues of interface between the faculty and student life and may serve as a hearing body for student appeals. The committee consists of two members appointed by Faculty Executive plus the vice president for student life and other representatives from the student life division and the student body. Term of appointment is two years.

2.2.5.5 GRADUATE COMMITTEE

The work of the Graduate Committee is to promote the quality, consistency and cohesiveness of graduate programs, and to make recommendations regarding the stewarding of graduate resources in support of Whitworth's mission. The Graduate Committee addresses common curricular questions,

drafts and revises graduate policies and procedures (subject to approval by deans), and provides recommendations to both the Academic Leadership Council and the GECCo regarding issues relevant to graduate programs. Decisions of the Graduate Committee are informed by strategic goals of the University with respect to: (1) new programs being proposed; and (2) resources available to sustain quality programs and increase the feasibility and viability of such programs.

Voting members include three members appointed by Faculty Executive, including at least one who regularly teaches in a graduate program and one who does not; directors and assistant directors of graduate programs; deans for each school/college, or their designees. The associate vice president for continuing studies and graduate admissions, the registrar, and the associate provost serve in an ex officio capacity. Terms for the appointed positions are two years.

2.2.5.6 SPEAKERS AND ARTISTS PROGRAM COMMITTEE

The Speakers and Artists Program Committee (S&A) oversees the educational program that brings visiting speakers and programs to campus. It receives an annual budget from Academic Affairs and reports to the Faculty Executive Committee. S&A communicates program plans to the Faculty Assembly for informational purposes.

The five-member committee is comprised of: the S&A committee chair (elected in odd-year April assemblies); two elected member positions (one elected each May assembly); two appointed member positions (one appointed by the S&A chair in consultation with Faculty Executive each academic year); and two student representatives (appointed by ASWU). Term of all S&A appointment is two years.

2.2.5.7 FACULTY SOCIAL COMMITTEE

The Faculty Social Committee plans and conducts social events for faculty to get better acquainted. The committee comprises two members appointed by Faculty Executive plus the provost. Term of appointment is two years.

2.2.6 ACADEMIC DEPARTMENTS

An academic department consists of all regular faculty, lecturers, and adjunct faculty appointed to it by the administration. Regular faculty members have voice and vote in all departmental meetings; lecturers and adjunct faculty are invited to departmental meetings and have voice but no vote. Regular faculty members may be members of more than one department by virtue of their appointments.

The academic department is responsible for (1) curriculum review and development within the discipline, subject to the necessary approvals through the governance system, and (2) the coordination of all academic concerns such as scheduling, faculty assignments, budgeting, etc., within the department. The department routes its decisions through the relevant committees or the Academic Leadership Council as appropriate.

The academic department relates its discipline to the liberal arts goals of the university and the other disciplines which are taught within the university. It develops an academic community for the students who select a major or minor program within its discipline. Each department is represented by its chair in the Academic Leadership Council.

2.2.6.1 THE SCHOOL OF EDUCATION

The school of education consists of the department of graduate studies in education and the department of teacher education. Also included in the school is the center for gifted education and teacher enrichment. The two academic departments function as do other academic departments on campus, and the chairs of these departments function as do other department chairs. The dean of the school of education oversees the operation of the school and reports to the provost.

2.2.6.2 THE SCHOOL OF BUSINESS

The school of business consists of the departments of economics and business, organizational management, and the graduate studies in business. The three academic departments function as do other academic departments on campus, and the chairs of these departments function as do other department chairs. The dean of the school of business oversees the operation of the school and reports to the provost.

2.2.6.3 THE SCHOOL OF CONTINUING STUDIES

The school of continuing studies consists of the all degree completion programs. The director of the evening teacher certification (ETC) program reports to the dean of the school of education. The director of the organizational management (OM) program reports to the dean of the school of business. The associate vice president for graduate admissions and continuing studies oversees the operation of the school and reports to the provost.

2.2.6.4 THE COLLEGE OF ARTS AND SCIENCES

The college of arts and sciences consists of the departments of art, biology, chemistry, English, health sciences, history, communication studies, engineering and physics, kinesiology, mathematics and computer science, music, philosophy, political science, psychology, sociology, theatre, theology, and world languages and culture. The chairs of these departments function as do other chairs. The dean of the college of arts and sciences oversees the operation of the college and reports to the provost.

2.2.6.5 WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING

The faculty of the Washington State University College of Nursing (CON) constitute the nursing faculty for Whitworth University. These CON faculty members are employees of Washington State University. As such, all matters of appointment, salary and employee benefits, evaluation, rank and tenure are handled by WSU. Two CON faculty members are appointed by the dean of the CON to the Whitworth Faculty Assembly. These representatives have voice but not vote in academic and curricular matters.

2.2.7 THE DEPARTMENT CHAIRPERSON

The department chairperson is appointed by the dean, in consultation with the faculty in the department. Recognizing that no single pattern is appropriate for all departments, flexibility in terms of length of service will be permitted. At the same time, a three-year appointment is the norm, although appointments are renewable.

2.2.7.1 DUTIES

The department chairperson shall exercise leadership in the following ways:

- prepare and oversee the departmental budget;
- prepare day and evening course schedules for the coming year and beyond;
- call and lead departmental meetings;
- attend the Academic Leadership Council and report on its action to the departmental meeting;
- oversee the departmental curriculum, initiating quality review procedures and strategies to improve the departmental program(s);
- review curricular proposals for new courses and recommend those qualified to the appropriate subgroup of UECCo and GECCo and to the dean;
- assist new faculty members in their orientation to the university, to the department, and their roles on the Whitworth faculty; work with the individuals so as to provide the best opportunities for success;
- conduct the first- and second-year evaluations, and provide written reports to the Faculty Promotion and Tenure Committee and the Faculty Review Committee for all formal evaluations of department members;
- actively encourage good performance by departmental personnel and deal with situations of unsatisfactory performance; recommend reappointment/ non-reappointment of all non-tenured departmental personnel to the dean and provost;
- typically serve as primary seeker for search committees seeking teaching and other staff for the department;
- hire day and evening adjunct faculty and lecturers in coordination with the appropriate academic administrator;
- review independent study proposals and coordinate the supervision of these and other field studies;
- supervise support personnel and work/study student(s);
- share coordination of the formal, periodic departmental review process with the academic affairs office;
- coordinate library ordering or delegate this function to another faculty member;
- oversee maintenance of equipment and inventories assigned to the department;
- read the names of departmental majors and those with related areas of concentration at the graduation ceremony;
- be attentive to departmental faculty loads and the timing of leaves of absence and sabbatical leaves so as to maintain a reasonable and workable balance among departmental members and a balance between university needs and individual strengths;
- meet annually with the dean to evaluate the department's performance and contribution to the university, and to develop a plan for improvement and assistance, if necessary;
- direct the departmental self-study.

The department chairperson may, with the approval of the dean, delegate various of these duties to other members of the department. The department may develop a collegial form of decision-making in which all of these duties are apportioned among its members. The chair is responsible for all formal reporting, to the Academic Leadership Council, and to the dean. Department chairs should examine the department chairs handbook, which provides further guidance on how to carry out their tasks and duties.

2.2.7.2 COMPENSATION

Department chairpersons do not receive an additional stipend for the above-listed responsibilities. Instead, compensation normally is in the form of reduced teaching and committee loads. The extent of the load reduction will vary depending on the number of departmental faculty, the complexity of departmental affairs, and the instructional needs of the department. The appropriate reduction will be determined by the dean and provost in consultation with the individual department chairperson.

2.2.7.3 EVALUATION

The dean will work with each department chair to assure that he/she is doing effective work and that the department has adequate resources. Whenever a department chair is being evaluated for promotion or tenure, the dean shall file a letter with the Faculty Promotion and Tenure Committee regarding the quality and quantity of the individual's work as a chairperson.

2.2.8 FACULTY ATHLETIC REPRESENTATIVE (FAR)

The FAR shall:

- be appointed by the president of the university to represent the university in the development of sound educational policies for athletics, and shall report to the president;
- serve a three-year (renewable) term;
- have a budget in academic affairs to cover travel and telephone;
- be a regular member of the faculty, but not directly aligned with the athletic department of the university;
- have this assignment included on his or her course load sheet, and be granted a course release of 3 semester credits every two years (or 4.5 credits for the three year term). If the FAR serves only one three-year term, a four credit release will be granted. If the FAR serves two consecutive terms, a course release of 9 credits can be spread out over the full six year term. The timing of the release and the course should be determined in consultation with the dean, the faculty member, and the faculty member's chair.

The FAR shall:

- ensure that athletics does not intrude on the academic progress of students, and on the other side, that academics doesn't preclude an athlete from regular and reasonable participation in their sport;
- help any new athletic director (AD) or coach, as well as any new registrar or president, to become familiar with both conference and national rules and regulations;
- represent the faculty as a whole and serve as a liaison with all committees of the university that relate to athletics;
- participate in search and screening activities for athletic personnel;
- work closely with the AD in all athletic policy matters.

The FAR shall:

- be the university's voting representative at national, district, and conference meetings;
- function as a university liaison with other outside publics regarding athletics.

2.2.9 INTELLECTUAL PROPERTY COMMITTEE

The Intellectual Property Committee will be convened by the provost whenever he or she receives a Disclosure of Patentable Invention. Members of the Intellectual Property Committee are the provost or appointed designee, a representative of the office of sponsored research, and four faculty members (at

least two from STEM disciplines and at least one from the school of business), to be appointed by the provost. The Intellectual Property Committee will meet within thirty (30) days of receipt of a Patentable Invention Disclosure Form to evaluate the Invention and determine the disposition of Inventions in which the University has proprietary interest. A decision to exercise this right will be transmitted in writing to the inventor within ninety (90) days of the date of disclosure of the Invention to the Intellectual Property Committee.

- A. If the Intellectual Property Committee decides to pursue a patent, it may recommend the University alone, or with the assistance of an external organization such as a technology transfer company, make applications for patent. Title to any and all such patent applications and resulting patents shall be held by the University.
- B. Each Covered Person agrees to sign and provide any and all documents and provide any assistance reasonably necessary to obtain any patent protection or other protection the University may seek for any applicable Invention.
- C. The Intellectual Property Committee may decide to enter into agreements with the inventor(s) of an Invention or any other third party for the purpose of commercializing an Invention. Such agreements may include, among other things, licensing the Invention, assigning the Invention, or taking equity in a spin-off business that intends to commercialize the Invention.

If the Committee decides not to patent an Invention, or not to commercialize a patented Invention, the University will release to the inventor(s) its interest in the Invention in writing. However, the University will get a perpetual, royalty free license to use such released Invention for internal, research or non-commercial purposes.

3 FACULTY RECRUITING AND APPOINTMENT

3.1 GENERAL PRINCIPLES FOR FACULTY RECRUITING AND APPOINTMENT

The following principles will provide guidance in the administration of the procedures governing recruitment and appointment of regular and administrative faculty.

3.1.1 CHRISTIAN SCHOLARS

The faculty should consist of competent and professionally active scholars who are articulate Christians demonstrating a personal commitment and practice of the Christian faith and excellent teachers who are committed to the mission and goals of the Christian liberal arts university.

3.1.2 ACADEMIC COMMUNITY

The faculty should form a cohesive academic community characterized by strong and well-balanced academic departments in which the integrity of the curriculum in all the disciplines offered by the university is guaranteed.

3.1.3 STEWARDSHIP

Recognizing that the offering of the various disciplines requires varying levels of financial investment, the university will strive for careful stewardship of its resources while guaranteeing liberal arts curriculum of the highest quality.

3.1.4 DISCIPLINES OFFERED

The university will equip today's graduates to meet the challenges of our society and world by offering disciplines that are generally acknowledged to be appropriate to a liberal arts education today.

3.1.5 LONG-RANGE PLAN

In consultation with Faculty Executive and the Academic Leadership Council, the deans and provost develop and maintain a long-range plan for faculty staffing.

3.1.6 TITLE IX

The university is committed to developing a faculty which includes a balanced representation of well-qualified, committed, and competent women and ethnic minority faculty members. The following Title IX statement is the university's official policy:

Whitworth University continues its policy of nondiscrimination on the basis of sex in compliance with Title IX of the Education Amendment of 1972 in all activities and programs under its sponsorship. In addition, the university administers all actions without regard to race, color, national origin, age, or disability as defined by law.

These policies apply to application and selection for admission as well as application for employment and all other personnel actions.

3.1.7 COLLEGIAL DECISION MAKING

Although final decisions regarding programs and staffing are the responsibility of the administration, these decisions will be made in consultation with the faculty. The provost discusses recruitment and appointment decisions with the appropriate committees, deans, the department chairs, and the Faculty Executive committee. In this, as in all other governance procedures of the university, the administration and faculty are jointly committed to collegial decision-making resulting in the highest possible level of consensus.

3.1.8 PROVOST ROLE IN DIRECTING RECRUITMENT AND HIRING

The recruitment and appointment of regular faculty is directed by the provost in accordance with the procedures stated in the sections which follow.

3.2 PROCEDURES FOR THE RECRUITMENT OF REGULAR FACULTY

3.2.1 PERMISSION TO RECRUIT

Permission to proceed with the recruitment of a faculty person either to fill a vacancy or to staff a newly created position is requested by the provost and given by the president. The creation of a new position is authorized by the president. The creation of an endowed position is governed by the administrative policy for endowed chairs, but no endowed chair can be defined in a way which contradicts the principles and procedures, including evaluation procedures as defined in Section 7.6.

3.2.2 FORMAL APPOINTMENT

The formal appointment of all regular faculty is made by the Board of Trustees on the basis of a recommendation from the administration.

3.2.3 POSITION DESCRIPTION

The department concerned develops, in consultation with the dean and other affected departments, a position description. The director of human resources who serves as the university's equal employment opportunity officer will be consulted as early as possible in the process of drafting the position description and will provide counsel to the department in its preparation of the description. When this position description has been approved by the provost and the director of human resources, the search may commence. The position description will clearly describe the responsibilities of the position and the necessary qualifications of the successful appointee. Among these qualifications will always be a clear description of the anticipated commitment of a faculty person to the university's mission and goals as a Christian liberal arts university in the reformed and evangelical traditions, as well as one's commitment to the essential standards of equal opportunity and a personal commitment to the Christian faith.

3.2.4 SEARCH COMMITTEE

A search committee is appointed by the provost upon recommendation by the dean. The committee typically includes the chair of the department as primary seeker, other members of the department, all of whom have responsibility for the university's diversity hiring goals, and, at least one faculty person from another academic department. Where desirable, other members of the university community who can contribute expertise to the search may be invited to serve. Where possible, at least one student is appointed to each search committee.

A pool of candidates is created through advertising the availability of the position and through an aggressive search carried out by the members of the committee and the dean, supported by the office of human resources.

3.2.5 PERMISSION FOR CANDIDATE CAMPUS VISIT

Candidates are screened on the basis of their written dossiers, references, transcripts, teaching evaluations, and telephone interviews. Before choosing finalists for campus interviews, the search committee must be confident that such candidates are fully qualified for the position as outlined in the position announcement. Interviews on campus are arranged with a small number of final candidates; such visits are approved in advance by the provost. The office of human resources issues guidelines regarding approved expenses after consultation with the provost.

3.2.6 CAMPUS VISIT

During the campus visit, the search committee conducts extensive interviews with each candidate, arranges for observed teaching experiences, and establishes a visitation program appropriate to the call and discipline. The human resources office will participate in the interview of each candidate invited to the campus. The provost and the president will interview each finalist personally, normally for one hour each. The search committee will arrange campus visits in such a way as to guarantee equitable and similar schedules for each candidate. The human resources office provides support for the arrangement of such visits.

3.2.7 CAMPUS VISIT EXPENSES

The university pays all the costs of an authorized campus visitation, including the meal costs of university personnel who meet with the candidate for official parts of the program planned to include meals, providing these plans have been authorized in advance by the provost. The spouse of the candidate may be included in a campus visit with the authorization of the provost. One meal for the entire search committee with the candidate may be included in the campus visit. In its planning, the search committee will exercise careful stewardship of university resources.

3.2.8 RECOMMENDATION FOR HIRE

Following the campus visit, the search committee recommends those finalists who would be, in the committee's view, the acceptable appointees to the provost. This recommendation must be in ranked order.

3.2.9 ABBREVIATED SEARCH PROCESS FOR SPECIAL CIRCUMSTANCES

If the position is less than full-time or for a period shorter than nine (9) months, the search process may be abbreviated, provided approval of an alternative process is received in advance from the provost, with the endorsement of the director of human resources. Similarly, if vacancies occur too late in the academic year to permit sufficient time for a careful search for a permanent replacement, temporary appointments may be made. In such cases, abbreviated procedures may be established, providing these procedures have prior approval by the provost, and the director of human resources. Candidates selected in an abbreviated procedure must re-apply for a position (in order to remain in that position) when a full search is then initiated at a later date.

3.3 PROCEDURES FOR THE APPOINTMENT OF NEW REGULAR FACULTY

3.3.1 PROVOST RECOMMENDATION TO THE PRESIDENT

The provost recommends a final appointment to the president, who authorizes the appointment.

3.3.2 EXTENSION OF AN OFFER OF APPOINTMENT

When the president has authorized an appointment, the provost extends the invitation of the university to the selected candidate personally or by telephone, with written confirmation immediately following. The provost may delegate this action to the primary seeker.

3.3.2.1 COMMUNICATION WITH OTHER FINALISTS

The provost informs all other finalists that they have not been chosen. This duty may be delegated to the chair of the search committee or the director of human resources, when appropriate.

3.3.2.2 FINAL SEARCH PAPERWORK

Upon completion of a successful search, the primary seeker turns in to the provost all formal documents of the search committee. The provost reviews the file and retains those records which are important for the faculty file of the new faculty member. All other formal documents of the search committee including applications of unsuccessful candidates are to be retained for four years.

3.3.3 RANK AND SALARY PLACEMENT

The provost has the responsibility for assigning rank and placement on the faculty salary schedule based upon an evaluation of the candidate's previous professional career and transferable experience and in accordance with the criteria for faculty rank.

3.3.4 TRANSFERABLE EXPERIENCE FOR PROMOTION AND TENURE

In evaluating transferable experience towards promotion and tenure, the guidelines for faculty compensation (Section 4) may apply. In appointments above assistant professor or with transferable experience, the provost consults with the chair of the Faculty Promotion and Tenure Committee in the process of making the assignment of rank and step and may also consult with the dean or department

chair. A written record of such recommendations by the committee chair and/or department chair is kept in the candidate's evaluation file. The provost establishes the initial contract (see Section 3.5) with the candidate and confirms all arrangements in writing, copies of which become a part of the individual's official faculty file.

3.3.4.1 GENERAL PRINCIPLES REGARDING TRANSFERABLE EXPERIENCE

In accordance with professional canons, Whitworth University acknowledges the transferability, for promotion and tenure decisions, of equivalent experience in any accredited institution of higher education. It also acknowledges the transferability, for rank and promotion but not tenure decisions, of experience outside of higher education when relevant to the faculty member's teaching assignment. When transferable experience is a component of an appointment, the provost will review the appointment with the chair of the Faculty Promotion and Tenure Committee or his/her designee before the conclusion of appointment negotiations, and with the department chair if appropriate. If transferable experience outside higher education is involved, the chair of the Faculty Economic Welfare Committee may also be consulted. A written record of the agreement on the transfer of equivalent experience is placed in the faculty person's file together with the initial contract. (The calculations for tenure and promotion may result in a value of full-time equivalent experience years different from the value utilized for the faculty salary schedule.)

3.3.4.2 TRANSFERABLE EXPERIENCE FROM ACCREDITED FOUR-YEAR INSTITUTIONS

Persons bringing years of experience from other accredited four-year institutions will receive one-year-for-one-year equivalent credit towards tenure and promotion, with the following exceptions: the rank of full professor will normally be awarded only following a formal evaluation by the Faculty Promotion and Tenure Committee, and tenure will only be awarded following the pre-tenure and tenure reviews as specified in Section 7.

3.3.4.3 TRANSFERABLE EXPERIENCE FROM PART-TIME TEACHING AT ACCREDITED FOUR-YEAR UNIVERSITIES

Part-time teaching (as defined in Section 1.1.1) in an accredited four-year university, whether at Whitworth or elsewhere, will be computed into tenure and promotion calculations at the value of seven part-time courses for one full-time equivalent year. The faculty member must be the instructor of record for the course (not a TA). In those teaching areas where laboratory, activity, or other load considerations are generally computed in a way other than semester credits, the Faculty Promotion and Tenure Committee reserves the option of modifying the seven course per full-time year stipulation appropriately. (The calculations for tenure and promotion may result in a different value of full-time equivalent experience years than the value utilized for the faculty salary schedule.)

3.3.4.4 EQUIVALENT EXPERIENCE FOR PROMOTION TO ASSISTANT AND ASSOCIATE PROFESSOR

Equivalent experience is considered as defined under Section 1.2 for promotion to associate professor. A new faculty member may enter the faculty at this rank. Or, needing one more year of experience, the faculty member could be reviewed for promotion to associate professor during the second year at Whitworth, thus setting aside the second-year departmental evaluation.

3.3.4.5 EQUIVALENT EXPERIENCE FOR PROMOTION TO PROFESSOR

Equivalent experience is considered as defined under Section 7.5.1 for promotion to the rank of professor except for the following limitation: A faculty member may not normally enter the faculty at the rank of professor. To achieve this, a faculty member must teach two full years, be reviewed for the promotion no earlier than the third year, and move into the professorship no earlier than the fourth year.

The limitation with regard to appointment to the rank of professor can be waived by the provost in consultation with FPTC for someone with a national reputation for scholastic and teaching excellence, appropriate and evaluated experience elsewhere, and demonstrated compatibility with the Christian mission and goals of the university. Although an exception for hiring at full professor may occur, tenure is only awarded to faculty meeting the criteria for tenure in Section 7 after completing the tenure review no sooner than in the fourth year of service at Whitworth University.

3.4 PROCEDURES FOR THE RECRUITMENT AND APPOINTMENT OF LECTURERS AND ADJUNCT FACULTY

3.4.1 AUTHORIZATION OF APPOINTMENT

As a part of the approval of the departmental budget for a fiscal year, the dean and provost authorizes the appointment of adjunct faculty and the reappointment of current lecturers.

3.4.2 SEARCH PRIMARY SEEKER

The department chair or the academic administrator responsible for a specific program functions as the primary seeker, in consultation with members of the academic department whose discipline is represented by the position description.

3.4.3 CANDIDATE RECRUITMENT

The primary seeker seeks qualified candidates, making particular efforts to guarantee a desirable representation of women and minorities in the pool. The primary seeker assembles files on possible candidates and arranges for interviews with those best qualified.

3.4.4 ADJUNCT HIRING RECOMMENDATION

In the case of adjunct faculty whose appointment is for courses in the undergraduate day university, the primary seeker makes the recommendation to the dean, who makes the appointment. The department chair makes the offer to the adjunct faculty.

3.4.5 HIRING ADJUNCTS WHO ARE UNIVERSITY EMPLOYEES

Within the university there may be adjunct positions in a department for persons from administrative offices or other academic departments. Such positions and appointments to them need the recommendation of the department, the approval of the provost and the supervising vice president.

3.4.6 LECTURER HIRING RECOMMENDATION

In the case of lecturers, the primary seeker makes the recommendation to the dean and the provost, forwarding the candidate's application materials, including the candidate's faith statement, to them for review. Upon approval from the provost, the dean makes the appointment. Academic affairs will maintain a complete file on all lecturers.

3.4.7 REGULAR FACULTY TEACHING IN GRADUATE OR CONTINUING STUDIES

Regular faculty members may be employed to teach in the graduate or continuing studies programs on a per-credit basis.

3.4.8 HIRING OF RETIRED FACULTY

Retired regular faculty may be appointed lecturers or adjunct faculty. The search process is not necessary; the primary seeker (or department chair) recommends the appointment to the dean, who makes the appointment.

3.4.9 APPOINTMENT TO DISTINGUISHED ADJUNCT OR SENIOR LECTURER

Appointments may also be made at the ranks of distinguished adjunct or senior lecturer for those adjuncts or lecturers who provide evidence of superior teaching, have achieved the highest level of distinction in their professions, or make a unique contribution to the educational environment at Whitworth University.

3.5 THE CONTRACT FOR THE INITIAL AND CONTINUING APPOINTMENT OF REGULAR FACULTY

3.5.1 CONTRACTUAL STATUS OF FACULTY HANDBOOK

All regular faculty are appointed under formal agreements with the university which are contained in the faculty contract. The Faculty Handbook is regarded as a part of every faculty contract, and the signatures of faculty and administrators on these contracts represent their commitment to abide by the stipulations both of the contract and of the Handbook.

3.5.2 CONTENTS OF THE REGULAR FACULTY CONTRACT

The contracts issued to regular faculty members confirm the appointment, state the credit load for the contract period, describe all other special obligations to be undertaken by the faculty member, confirm track, tenure status, rank, and salary step. Contracts for regular faculty are signed by the provost and the president, before they are presented to the faculty member for his or her signature. The faculty member and the university each retain one signed copy.

3.5.3 EXTENSION OR MODIFICATION OF REGULAR FACULTY APPOINTMENT

Any subsequent extension or modification of an appointment, or any special understandings, or any notices incumbent upon either party to provide, will be stated and confirmed in writing in addenda to the contract.

3.5.4 CONTRACT CONTENTS OF PART-TIME REGULAR FACULTY APPOINTMENTS

Contracts for regular faculty on a part-time appointment ("contracted faculty"; see 4.2) will stipulate the appointed rank and salary placement and specify that such appointments are non-tenure track and shall be renewed annually. Otherwise all the regulations of this section apply.

3.5.5 REGULAR FACULTY CONTRACT DISTRIBUTION DATE

Contracts for the new fiscal year will be issued no later than June 1. A deadline for the return is indicated when the contract is offered, which may upon application be extended.

3.5.6 ADJUSTMENT OF NEW FACULTY SALARY AFTER JUNE 1

When negotiating with a new regular faculty person, the provost may provide a contract for the coming fiscal year before knowing the faculty salary scale for that new year. The candidate's signature upon such a contract represents a commitment to join the faculty during the following academic year, with the understanding that the salary may be recalculated and a revised contract issued when the new faculty salary scale has been established. The university may increase new faculty salaries, in line with increases for existing faculty, after the June 1 contract, but it may not lower the salary once the initial contract is signed.

3.6 CONTRACT DEFINITIONS FOR REGULAR FACULTY

3.6.1 TENURE AND THE TRACK I FACULTY CONTRACT

Beginning full-time faculty members on Track I will receive one-year contracts without tenure for a probationary period of six years if there is no transferable prior university faculty experience or a minimum of four years if they bring transferable experience (Section 7.5.3.4). The term of the probationary period shall be set forth in the faculty member's initial contract (as described in Section 7.1.3). During their final probationary year each Track I faculty member will undergo a tenure review (Section 7.5-7.6). At the time of the awarding of the contract for the year that follows the tenure review, the faculty member will be informed in writing whether he or she will be on a tenured appointment beginning with that year. If tenure has not been granted, that will be the faculty member's final contract year.

After the expiration of the probationary period and a successful tenure review conducted by the faculty and sustained by the administration and the Board of Trustees, Track I faculty will have continuous tenure. A tenured faculty member may only be separated from the university through resignation (Section 10.2), retirement (Section 10.3), prolonged illness or disability (Section 10.6.2), dismissal for non-performance of contractual obligations (Section 10.6.1.1.5), dismissal for adequate cause (Section 10.6.1.1), dismissal for incompetence (Section 10.6.1.1.4), dismissal for moral turpitude (Section 10.6.1.1.6), or termination for financial exigency or curricular change (10.6.3). Tenure at Whitworth

University is intended to protect tenured faculty against non-reappointment or separation except described in Sections 10 and 11 below and subject to the procedures set forth therein.

3.7 THE CONTRACT FOR THE APPOINTMENT OF LECTURERS AND ADJUNCT FACULTY

3.7.1 ISSUING OF ADJUNCT CONTRACTS

Contracts for the appointment of adjunct faculty are prepared by the appropriate school or college. The provost signs all adjunct faculty contracts on behalf of the university. The issuing office maintains a file for the adjunct faculty under its supervision.

3.7.2 ISSUING OF LECTURER CONTRACTS

Contracts for the appointment of lecturers and senior lecturers are prepared by the office of the provost. The provost signs all lecturer and senior lecturer contracts on behalf of the university. Academic affairs maintains files for the lecturers and senior lecturers.

3.7.3 CONTENTS OF ADJUNCT CONTRACTS

The contract for adjunct faculty members specifies the course to be taught, the number of teaching load credits, the days and times of the class meetings, and any other special conditions related to the appointment. The adjunct's signature on a contract signifies assent to the conditions and stipulations printed on the back of the contract, and to the relevant portions of this Handbook.

3.7.4 CONTENTS OF LECTURER CONTRACTS

The contract for lecturers specifies the number of credits the lecturer is contracted to teach in an academic year and any other special conditions related to the appointment. The lecturer's signature on a contract signifies assent to the conditions and stipulations printed on the back of the contract, and to relevant portions of this Handbook.

3.7.5 ACADEMIC YEAR CREDIT LIMITATION FOR ADJUNCT FACULTY

An adjunct faculty person cannot teach more than twelve credits per academic year (Fall Term, Jan Term, and Spring Term) at Whitworth without the permission of the provost. In the event that an adjunct faculty person who teaches both in the day university and in the continuing studies program should be contracted by various offices of the university to teach more than twelve credits per academic year, such a credit load may not be construed as a basis for petition for inclusion in the regular faculty.

3.7.6 OVERLOAD CONTRACTS FOR REGULAR FACULTY

When regular faculty teach as adjunct faculty, either in the continuing studies programs or as a course overload in the day university, a separate overload faculty contract is prepared in accordance with the stipulations of this section. A copy of all overload contracts is kept in the regular faculty member's file.

3.8 PROCEDURES FOR REHIRING RETIRED FACULTY

If the needs of the university and the interests and abilities of the faculty member warrant, a faculty member or emeritus faculty member may be hired on a part-time or adjunct basis beyond the date of retirement. Such appointments are made through one-year contracts which must be approved yearly by the Academic Affairs Committee of the Board of Trustees.

4 GUIDELINES FOR FACULTY COMPENSATION

In the computation of faculty salaries at the time of appointment, one full year of professional activity as an educator at the post-secondary level with a full load (equivalent to 21 semester credits) transfers as one full year of experience at Whitworth with corresponding placement on the faculty salary scale. Postsecondary teaching activity in other roles (adjunct faculty, summer university programs, etc.) can be accumulated to arrive at the equivalent of full years. Supervised postsecondary teaching activity as a graduate teaching fellow or assistant in graduate school, carried out while completing doctoral work, will not count as transferable equivalent experience; autonomous or unsupervised teaching responsibilities may be acceptable.

Ordinarily, two full years of professional activity as an educator below the postsecondary level will transfer as one full year of collegiate experience for the computation of salary. Exceptions shall be made in cases where teaching experience below the postsecondary level is a prerequisite or a highly desirable qualification for one's university teaching assignment.

Ordinarily, three full years of professional activity in an enterprise allied to one's academic discipline but not within an academic institution will transfer as one year, unless that activity may be regarded as research at a level comparable to academic work, in which case, it may transfer on a one year to one year basis. Other exceptions may be made in cases where non-academic experience is a prerequisite or a highly desirable qualification for one's teaching assignment.

The calculations for tenure and promotion may result in a value of full-time equivalent years different from the value utilized for the faculty salary schedule.

4.1 COMPENSATION FOR REGULAR FACULTY ON FULL-TIME APPOINTMENTS

4.1.1 REGULAR FACULTY SALARY SCHEDULE

Compensation for regular faculty members is made according to the faculty salary schedule. Proposals for changes in the salary schedule and other conditions of employment are made to the Faculty Assembly by the Faculty Economic Welfare Committee (see 2.2.4.5). The Faculty Assembly presents its proposals in the form of resolutions to the administration through the provost. The provost makes his or her recommendation on faculty compensation to the cabinet and the president. The faculty is also represented at the regular meetings of the Finance and Administration Committee of the Board by the chair of the Faculty Economic Welfare Committee, who, in consultation with the provost, may prepare and present information relating to faculty compensation.

It is the responsibility of the Faculty Economic Welfare Committee to review the internal structure of the faculty salary schedule and to make recommendations for changes and improvements in its arrangement to the Faculty Assembly, and through the provost to the administration.

4.1.2 PROCEDURE FOR CONTRACT ISSUANCE

The procedure for the issuance of contracts is defined in Section 3.5.

4.1.3 REGULAR FACULTY CONTRACT PAYMENT DISTRIBUTION

Regular faculty members are paid in 12 equal payments for the work done during the academic year.

4.1.4 REGULAR FACULTY TEACHING IN CONTINUING STUDIES AS PART OF CONTRACTED LOAD

Regular faculty members may arrange to teach one or more of the courses of their contracted course load in the school of continuing studies. Such arrangements must be approved by the department chair, by the responsible administrator of the school of continuing studies program, and the appropriate dean. No additional compensation will be paid for such courses.

4.1.5 REDUCTION OF PAID OUT SALARY FOR INCOME TAX ADVANTAGES

The contracted faculty member may arrange the reduction of the paid out salary in order to gain income tax advantages, to deposit tax-sheltered funds, and to increase contributions to the retirement plan. Such arrangements require the completion of a written agreement with the vice president for business affairs.

4.2 COMPENSATION FOR REGULAR FACULTY ON PART-TIME APPOINTMENTS

Regular faculty members may be employed to teach for the university on a part-time contract basis ("contracted faculty") as defined in 1.1.1.1b. The provost will establish the contracted partial salary as the stated proportion of the assigned rank and step on the faculty salary schedule. The proportion is computed as tenths of scale depending upon the responsibilities beyond classroom instruction or its equivalent which are described in the contract. Benefits and tuition waivers are available in direct proportion to the amount of the contract. All partial contracts will specify the assigned rank and step and indicate that such appointments are non-tenure track. Such appointments are renewable on a yearly basis.

4.3 COMPENSATION FOR LECTURERS AND ADJUNCT FACULTY

4.3.1 LECTURER AND ADJUNCT SALARY SCHEDULES

The compensation amount for a semester credit taught by a lecturer or adjunct faculty person in any university program is established by the provost in consultation with the Academic Leadership Council. Variable rates of compensation may be approved for varying levels of education and rank.

4.3.2 LECTURER AND ADJUNCT CONTRACT PAYMENT DISTRIBUTION

The contracted adjunct instructional salary is divided into equal monthly payments over the employment period. The employment period may be one of the following:

Fall term	September through December (four payments)
Jan term	January (one payment)
Spring term	February through May (four payments)

Academic year September through May (nine payments)

Summer term various course periods as described in the summer calendar

In the case of lecturers, instructional salary payments are divided over the 12 month year (August through July).

4.3.3 COURSE ENROLLMENT REQUIREMENTS FOR CONTRACTS

For the payment of full compensation, the required enrollment in a course is eight students, and the university reserves the right to cancel courses with fewer students. The university and the instructor may agree to continue courses with fewer than eight with the instructor's salary pro-rated to the number of students enrolled. The dean may decide that courses essential to program requirements in a given year will carry full compensation regardless of enrollment.

4.3.4 CONDITIONS FOR LECTURERS AND ADJUNCT FACULTY SUPERVISING INDEPENDENT STUDIES

Independent studies are not usually offered through lecturers and adjunct faculty. Any independent studies being undertaken must be approved by the department chair and the dean. Lecturers and adjunct faculty will receive compensation for overseeing approved independent studies.

4.3.5 BENEFITS FOR LECTURERS AND ADJUNCTS

Fringe benefits and tuition remission are not available to adjunct faculty. Benefits for lecturers and senior lecturers are described in a document entitled "Summary Guide to Employee Benefits for Lecturers" which is available in academic affairs or the human resources office.

4.4 COMPENSATION FOR GRADUATE ASSISTANTS

Graduate assistants may be salaried and/or receive a tuition waiver according to the programming and budgeting plan of the employing department. The salary figures are set by the provost in accordance with the requirements of the specific position.

5 PROFESSIONAL RIGHTS AND RESPONSIBILITIES OF FACULTY MEMBERS

5.1 BASIC UNDERSTANDINGS OF COLLEGIAL CHARACTER

5.1.1

The educational philosophy of Whitworth University defines the work of the faculty as a service to God and to persons. Each member is expected to be a scholar, a teacher, an academic advisor, a full participant in faculty governance responsibilities, a collegial member of the department and Whitworth University community, and an example of Christian commitment and spirituality.

5.1.2

The teaching and conduct of Whitworth faculty shall be in harmony with the mission and goals of the university and with the spirit and objectives of Christian higher education as defined by the following statements:

5.1.2.1

Whitworth University believes in the value and validity of empirical and humanistic approaches to the various fields of knowledge when these approaches are employed with freedom, with honesty, with scrupulous care, and with proper respect for their potentialities and limits. It believes also that an essential part of all enduring wisdom comes from God-given disclosures and that collegiate education must be built upon such foundations.

5.1.2.2

Because it holds knowledge and wisdom to be aspects of an indivisible whole, Whitworth believes that it must provide faculty members who are dedicated to a reverent search for truth, who accept by faith the revelation of God in Jesus Christ, who by His help attempt to live and teach in His spirit, and who accept excellence in scholarship, instruction and student guidance as their divine calling.

5.1.2.3

Whitworth University confesses the historic faith of the Church and stands unequivocally for its fundamental principles. We believe the scriptures of the Old and New Testaments to be the inspired Word of God and the only infallible rule of faith and practice. We believe in the sovereignty of God, in the deity of Jesus Christ, our only Savior and Lord, in His work of redemption on the Cross, and in the Holy Spirit who dwells in every believer and who guides the church in its mission to the world.

5.1.2.4

All members of the campus community are expected to respect the university, its regulations, its property, and the rights of others. Open statements of honest disagreement are encouraged in the academic community provided they respect the rights and the dignity of others.

5.2 STANDARDS OF CONDUCT

5.2.1

Whitworth University seeks to inspire within its community a high standard of conduct on the basis of Christian ideals. Its members are expected to respect the university, its regulations, and property, and to respect the rights of others. They are expected at all times to behave in a collegial manner that reflects positively upon themselves personally and upon Whitworth University.

5.2.2

Whitworth University expects its faculty to respect the community values which are established for students in residence on campus.

5.3 PROFESSIONAL STANDARDS AND ETHICS

The following statement, based on the 1987 American Association of University Professors (A.A.U.P) statement on Professional Ethics (see A.A.U.P Policy Documents & Reports, 1995 ed., pp. 105-6) is endorsed by the university.

5.3.1 SCHOLARLY RESPONSIBILITY

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

5.3.2 FACULTY CONDUCT WITH STUDENTS

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

5.3.3 FACULTY CONDUCT WITH COLLEAGUES

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the

governance of their institution. Professors do not interpose themselves between other faculty and their students unless asked to do so by the colleague or appropriate administrator. When asked to intervene, professors avoid any possibility of doing an injustice.

Fully committed to personal and professional integrity, professors regard their positions – as teacher, department chair, committee member or chair – as a trust that one does not abuse by autocratic methods, by partiality, by exploitation of position or power, or by any other unethical practices. As supervisors, professors regard all members of the university community as persons of worth and dignity who have the right to courteous and thoughtful treatment.

5.3.4 FACULTY CONDUCT OUTSIDE OF THE UNIVERSITY

As members of an academic institution, professors seek above all to be effective teachers and scholars. Professors recognize that one's personal life and extramural statements unavoidably reflect upon the university, and they strive to uphold the standards of the university in their personal lives. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5.3.5 FACULTY CONDUCT AS PRIVATE PERSONS

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

5.4 ACADEMIC FREEDOM

Whitworth University guarantees academic freedom for all faculty members. Guided by a deep conviction of the worth and dignity of the advancement of knowledge, faculty members recognize that their primary responsibility to their subject is to seek and to state the truth. Therefore, the development and improvement of scholarly competence is a high priority; the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge is accepted, and intellectual honesty is practiced. Other interests must never seriously hamper or compromise the freedom of inquiry.

5.4.1 FREEDOM IN RESEARCH

The Whitworth University teacher is entitled to full freedom in research and the publication of results, subject to the adequate performance of other academic duties. Research for pecuniary return should be based upon an understanding with the university administration. The Whitworth faculty member is

entitled to freedom in the classroom but should not introduce controversial matter which has no relation to the subject of the course.

5.4.2 SCOPE AND LIMITS OF FREEDOM IN PUBLIC SPEAKING

Faculty are citizens, members of learned professions, and part of an educational institution. They should be free from institutional censorship or discipline when speaking or writing, but they should recognize that the public may judge the profession and the institution by the statements that are made.

Therefore, accuracy, appropriate restraint and respect for the opinions of others are appropriate, and every effort should be made to indicate that they are not speaking for the institution.

5.4.3 POLITICAL INVOLVEMENT

To exercise their rights and duties as citizens, faculty members 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, provided adequate notice is given and the period away is not excessive. The terms of such leaves of absence will be set forth in writing, and the leave will not affect tenure status unfavorably, except that time spent on such leave will not count as probationary service unless otherwise agreed to.

5.5 OTHER FACULTY RESPONSIBILITIES

Faculty research and teaching projects are subject to the provisions of the Human Subjects Protection policy, the Conflict of Interest policy and the Misconduct in Science policy. Text of these policies is available from the office of sponsored programs.

Faculty are subject to the relevant provisions of the Employee Handbook for Faculty and Staff. In the event of a conflict, the Faculty Handbook shall take precedence over the Employee Handbook for Faculty and Staff in matters of procedure and policy.

Faculty are subject to the Academic Policies document distributed by academic affairs.

6 INSTRUCTIONAL RESPONSIBILITIES OF FACULTY MEMBERS

6.1 THE FACULTY LOADS OF REGULAR FACULTY

Regular faculty are expected to teach, advise students, continue scholarly pursuits, and participate in university governance. The granting of teaching load credit equivalency for responsibilities other than teaching (e.g. chair of large departments, administrative assignments, coaching, etc.) is subject to the approval of the department chair, dean and the provost. Load adjustments must be negotiated between the dean and the provost and may reflect the particular interests or abilities of a faculty member. Faculty members should strive to avoid excessive non-teaching involvements which could detract from teaching quality.

6.2 TEACHING RESPONSIBILITIES AND LOADS OF REGULAR FACULTY

Regular faculty are expected to teach the equivalent of 21 semester credits per year. This includes the teaching of a Jan-term class that normally counts for three semester credits. Release from Jan-term teaching responsibilities due to chair release, mini-sabbatical, load distribution in adjacent semesters, or course release for any other purpose must be approved by the dean. Science labs taught in tandem with a lecture class will count as half the number of lab contact hours. As a rule, class sizes are expected to average from fifteen to no more than thirty students. Within this range, specific limits may be set by the instructor in consultation with the department chair. Courses with fewer than eight students must be approved by both the department chair and the dean. If courses are cancelled, the faculty member, the department chair, and the dean will negotiate a load reassignment.

6.3 ADVISING RESPONSIBILITIES

6.3.1 ADVISING POLICY

Each faculty member generally serves as academic advisor to no more than twenty-five (25) students, although a faculty member may opt to advise more students rather than accept other non-instructional assignments. Academic advising is considered one of the most important responsibilities of the faculty member. Regular times are set aside for advising at registration time. The advisor is also expected to provide guidance as needed during the entire term and to maintain an understanding of the academic policies of the institution as stated in the university publications.

6.3.2 ADVISING PROCEDURES

The initial advisor assignment is overseen by the director of first-year programs, in consultation with the registrar and the director of admissions. Faculty may be recruited and trained to serve as specialized freshman advisors. After reviewing the admissions' file and the student's stated areas of interest, advising loads are distributed among regular faculty members, or where relevant to those faculty serving as freshman advisors, as equally as possible. When advising students, the advisor is expected to process exceptions to stated curricular policies within the major or area of concentration through the academic department concerned. The advisor will insure that any exceptions to general university

requirements, total credits for graduation, and other related matters are reviewed by the registrar's office. All authorized curricular exceptions and other commitments are preserved in writing in the student's advising file and in the student's file in the registrar's office.

6.3.3 ADVISING EVALUATION

Evaluation of advising is included in colleague evaluations used for promotion, pre-tenure, tenure, and post tenure review evaluations.

6.4 THE ENHANCEMENT OF TEACHING EXCELLENCE THROUGH SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Each faculty member is expected to participate in continued study and/or research in his or her discipline, in order to guarantee the continuing enhancement of one's excellence as a teacher. The continuing professional growth of faculty members is a shared responsibility of the university and the individual faculty member (see Section 5.3.1). Although teaching and scholarship are portrayed in some settings as opposing entities, we see them as inherently connected and therefore expect scholarship to be part of every regular faculty member's vocation. In keeping with a growing consensus in the academy and Whitworth's own definition of scholarship (ratified by Faculty Assembly in 1997), we encourage, support, and reward any of the four distinct yet overlapping types of scholarship—the scholarship of discovery, the scholarship of teaching, the scholarship of application, and the scholarship of synthesis. Each of these requires intelligence, training, discipline, and hard work. Each also finds formal expression in the production of scholarly products, which we define as work that is publicly disseminated and subject to careful peer review when and where appropriate.

6.4.1 SCHOLARSHIP OF DISCOVERY

The scholarship of discovery is what academics have traditionally meant when they speak of original research. It involves the creation, discovery, or advancement of new knowledge by means of the tools and disciplined practices of one's academic field. We understand this type of scholarship to include producing new bodies of creative material in the literary, visual, and performing arts. It also occurs during consulting work as academics interact with professionals to expand a field of knowledge. Scholarship of discovery is directed toward one's peers in the discipline or profession. The primary venues for its products include peer-reviewed academic journals or conference presentations, public exhibitions or performances, academic presses, and professional adjudication panels.

6.4.2 SCHOLARSHIP OF TEACHING

The scholarship of teaching must not be confused with ongoing study of one's discipline, which is expected of all faculty. This specialized scholarship, which only some faculty will pursue, involves sustained inquiry into teaching practices and students' learning in ways that allow other educators to build on one's findings. Scholarship of teaching is directed toward other teachers, in one's field and beyond. Venues for its products will range from conference and workshop presentations to professional journals and books.

6.4.3 SCHOLARSHIP OF APPLICATION

The scholarship of application must, in turn, not be confused with the service role of faculty offering consultation on the existing state of knowledge in their field. This scholarly enterprise is devoted specifically to investigating how existing knowledge in one's field can be responsibly applied to new problems. This type of scholarship is particularly appropriate in, though not limited to, the professional schools. Scholarship of application is directed both to the immediate setting of the issues addressed and, through the scholarly product which results, to one's peers as an instructive example. Venues for its products run the gamut from professional journals and conferences to adoption for actual applications in business and industry.

6.4.4 SCHOLARSHIP OF SYNTHESIS

The scholarship of synthesis focuses investigation on possible connections within and across disciplines. This can be done in a variety of ways, such as: by reviewing the current findings of an entire field and highlighting the pattern that emerges, by conducting interdisciplinary and collaborative work, or by articulating a larger vision by which isolated facts in one's field can be conveyed to non-specialists. All of these efforts attempt to overcome the isolation and fragmentation of academic disciplines, as well as their often perceived irrelevance for contemporary civic and church life. At Whitworth we place a particular value on that scholarship of synthesis which investigates the relationship of Christian theology and tradition to particular disciplinary issues. The audience for scholarship of synthesis includes both the academic world, across the scholarly disciplines, the Church, and the general public. In keeping with this broad audience, its products will find a range of appropriate venues.

6.5 PARTICIPATION IN UNIVERSITY GOVERNANCE

Each faculty member usually has no more than one standing committee, unless an appropriate load adjustment has been negotiated with the dean and provost. Participation in task forces and ad hoc committees is voluntary.

6.6 OTHER FACULTY RESPONSIBILITIES

6.6.1 OFFICE HOURS

Each faculty member is expected to schedule at least six office hours per week and to post them.

6.6.2 STUDENT ORGANIZATIONS

Normally a faculty member will advise no more than one student organization.

6.6.3 ACADEMIC CONVOCATIONS

All faculty are expected to participate in commencement, the baccalaureate service, and academic convocations.

6.6.4 NOTIFICATION OF ABSENCE FROM CAMPUS

When it is necessary to be away from the campus during the regular academic year because of illness, professional travel, etc., faculty members should notify their department chair. Faculty members who are invited to serve in professional organizations outside of the university community entailing significant absences from campus will present the responsibility with its time demands to one's department chair and colleagues and to the dean before accepting the appointment. Such a responsibility may be approved if no more than 10 percent of one's instructional duties during a semester will be missed, the department chair agrees to the appointment, and the departmental colleagues are willing to provide course coverage without being unduly inconvenienced.

7 FACULTY EVALUATION

Evaluation of faculty performance advances three distinct purposes:

- clarifies institutional expectations for performance and provides timely feedback for faculty performance in teaching, advising, scholarship, service, and congruence with the mission of the institution;
- provides a basis for decisions concerning rank, retention and non-renewal, tenure, and similar status decisions;
- aids faculty and administrators in planning jointly for the best use of faculty gifts and talents.

Evaluation is understood as an ongoing process that addresses the conduct of class sessions, advising appointments, scholarship, and a variety of other activities as set forth below.

7.1 CODE OF CONDUCT FOR FACULTY EVALUATION

Both the university community and the individual are affected by the results of evaluations, especially those concerning tenure and promotion. It is recognized that in the evaluation process self-interest will be a prominent factor, information will be incomplete, and objectivity will be difficult to attain. These realities call for certain standards of conduct which promote the common interest, generate trustworthy information, and minimize bias. Good standards of conduct make it possible for all persons involved in the evaluation process to faithfully perform their duties, to trust that others will faithfully perform their responsibilities, and to accept the results with respect.

7.1.1 PRINCIPLES WHICH APPLY TO ALL PARTICIPANTS

The university strives for a consensus between faculty, administration, and the board of trustees in evaluation decisions and develops procedures which foster the collegiality which is appropriate to the university's mission and goals. Because mutual respect of participants and concern for personal and institutional needs are core values at Whitworth, these decisions will be based on principles of inquiry rather than on adversarial principles. The following principles apply to all participants in evaluation of performance, especially those who participate in tenure and promotion decisions—applicant, mentor, colleagues, departmental peers, department chairs, deans, FPTC, FRC, provost, president, and board of trustees:

- A. Rationale for recommendations and decisions will be directly supportable with respect to the published standards.
- B. Evaluation will be based upon a body of evidence.
- C. At each stage of the evaluation process, participants have the obligation to assure that the evidence used is relevant and substantial.
- D. During the evaluation process all evaluators (peers, department chairs, administrators, trustees) should avoid giving assurances as to the specific outcome of the evaluation process.
- E. Evaluators who have not studied the evidence in a given case will disqualify themselves from voting for recommendations or decisions in that case.
- F. To encourage candid evaluation, protect individual reputations, and allow for objectivity and fairness, all participants will use discretion in communication.

- G. Evidence of faculty performance as well as any disciplinary information (such as findings on sexual harassment) shall be included as evidence at every stage of the evaluation process.
- H. Hearsay or information submitted anonymously will not be admitted to the evaluation process.
- I. Information considered, discussion, and vote(s) during the evaluation process will be kept confidential within the institution (although all participants should be aware that confidentiality cannot be assured if a decision becomes the subject of an agency or court proceeding).
- J. Communication of the recommendations and decisions to those directly affected will be direct and candid, yet sensitive to personal well-being of faculty under evaluation.

7.1.2 PRINCIPLES WHICH APPLY TO SPECIFIC PARTICIPANTS

Candidates for Evaluation

- A. Shall provide full documentation as required for each decision process.
- B. Shall avoid inappropriate discussion of the evaluation with members of the Faculty Promotion and Tenure Committee or Faculty Review Committee.
- C. Shall provide additional information promptly if requested.
- D. Shall receive clear, candid feedback on their performance based on established standards and evidence at regular intervals specified in the Faculty Handbook.
- E. May respond to evaluation decisions at each stage of the evaluation process with written responses to be made part of the candidate's evaluation file going forward. Candidate responses will be considered in subsequent evaluation decisions.

Mentors, Peers, and Colleagues

- A. Are encouraged to help the candidate to understand the process of evaluation.
- B. May help the candidate for evaluation in building an effective case.
- C. Shall avoid improper communication (e.g. exerting undue influence, lobbying, gossiping, wheedling) with those directly involved in the evaluation and recommendation.

Department Chair or designee

- A. Shall engage in frank, comprehensive, and ongoing discussion with the candidate regarding the candidate's performance in relation to the standards for the decision to be made.
- B. Shall help the candidate to understand the process of evaluation.
- C. Shall draft written communication at each stage of the evaluation process which summarizes fairly the performance of the faculty member based on established standards and evidence.
- D. Shall communicate the results of developmental evaluations orally and in writing to the candidate and forward these results of the written evaluation to the provost.

Evaluation Committee Members (FRC and FPTC)

- A. Shall refrain from informally discussing any case with persons outside the committee at any stage of the process. However, the committee may delegate to its members the task of interviewing a member of the Whitworth community to seek additional information.
- B. Shall disclose any potential conflicts of interest to the committee.

- C. Shall recuse themselves from voting upon recommendations or decisions in any case for which they have not studied the evidence.
- D. Shall excuse themselves from discussion and voting in FPTC or FRC when they believe that objectivity would be extremely difficult.
- E. May, without conflict of interest, assist department chair and peers by sharing observations and information relevant to a faculty member's performance.
- F. Shall have one point of influence in evaluation decisions. Members who choose to write a peer evaluation letter for a candidate must recuse themselves from the committee deliberation and decision.
- G. Shall jointly produce a written summary of the rationale for the committee's recommendation, to be kept in the applicant's personnel file.
- H. Shall submit their recommendation to the provost.

Provost

- A. Shall serve as a resource for the candidate for evaluation (through such activities as annual evaluations, ongoing discussions of the candidate's professional development, and interpretation of institutional standards, collecting of evidence).
- B. Shall ensure that evaluations occur according to the principles and standards outlined in the Faculty Handbook.
- C. Shall speak before the FRC and FPTC about specific candidates for evaluation.
- D. Shall convey the written recommendations of the FPTC and FRC to the president.
- E. Shall submit a separate written recommendation to the president, i.e. either accepting or rejecting the recommendation of the committee.
- F. Shall report to the FPTC and FRC committee chairs any recommendation at variance with that of the committee.
- G. Shall report to the FPTC and FRC official communications with the candidate concerning the specific evaluation decisions of the provost, the president, and the board of trustees.

The President

- A. Shall report in writing to the provost that the president has adopted the recommendations of the provost, or the reason(s) for declining to adopt the recommendations of the provost.
- B. The president or provost (if designated by the president) shall report recommendations on promotion and tenure from the president, provost, and the committees to the Academic Affairs Committee of the Board of Trustees.
- C. If the president decides not to recommend a candidate for promotion or tenure the president's decision, accompanied by a written statement of the rationale for this decision ends the evaluation process. (Subject to the candidate's right to appeal set forth in Section 7.7.)

The Board of Trustees

- A. Shall adhere to principles established in this Code of Ethics and Principles for Faculty Evaluation, shall keep evidence and information confidential, and shall report back to the president or provost (if designated by the president) its deliberations and decisions.
- B. All evaluation decisions of the board of trustees are final and binding and shall constitute the final and binding decision of the institution with respect to issues of promotion, tenure, retention, non-retention, termination or dismissal.

7.1.3 TIMELINE AND SCHEDULE FOR FACULTY EVALUATION, PRE-TENURE REVIEW, TENURE, PROMOTION, AND QUADRENNIAL REVIEW

The timeline for evaluation will be specified on the back of the faculty member's first faculty contract. This schedule may be revised in writing by mutual consent of the faculty member, the provost, and the appropriate evaluation committee chair.

7.1.4 EVALUATION OF FACULTY IN MIXED TEACHING AND ADMINISTRATIVE ROLES

In some cases, faculty members are hired as, or are appointed to, roles that involve apportioning their time between teaching duties and administrative duties. In cases where such appointments or assignments involve 6 credits or more of administrative reassigned time for a role other than department chair, a memorandum of understanding should be crafted by the faculty member's direct administrative supervisor that addresses any of the following elements that are relevant to the position:

1. The position description for the administrative role.
2. Specification of any additional resources provided by the university to enable the execution of the role (additional lab space, office space, program assistant support, amount of administrative reassigned time or course load reduction, additional compensation, etc.).
3. The annual evaluation procedure for the administrative work.
4. Appropriate modifications or specifications on the tenure and promotion evaluation.

The memorandum of understanding should be reviewed and approved by the provost, chair of FPTC (in the case of Track I faculty) or FRC (in the case of Track II and III faculty), relevant dean(s) and department chair(s) before being signed by the faculty member and his or her supervisor. A copy of the memorandum should be placed in the faculty member's file held in Academic Affairs and be provided to the Faculty Tenure and Promotion Committee as a context that shapes the faculty member's pre-tenure, tenure, promotion and to the Faculty Review Committee as a context for quadrennial reviews.

7.1.5 RESOLUTION OF ALL OTHER PROCEDURAL AMBIGUITIES FOR FACULTY EVALUATION, PRE-TENURE REVIEW, TENURE, PROMOTION, AND QUADRENNIAL REVIEW

No handbook is unambiguous in every circumstance and no procedure is so universally applicable that it cannot cause problems in unique cases. In such cases the Faculty Executive, in consultation with the provost, has the delegated authority to resolve disputed procedural issues, determine which procedure applies to a specific decision or dispute, or extend deadlines and stay proceedings during an evaluation, or appeal process.

7.1.6 VARIANCE OF EVALUATION CRITERIA OR PROCEDURES IN UNUSUAL CASES

There may be cases where the evaluation criteria or procedures specified in this section clearly cannot be applied, or cannot be applied without serious distortion of their intent, due to the unusual nature of a faculty member's duties or unusual circumstances of his or her appointment. In such cases, the provost, in consultation with the department chair, or area dean, and the chair of FPTC or FRC as

applicable, may adapt the criteria or the procedures as appropriate, staying as close as possible to their spirit and intent. The variance shall be stated in writing and copies provided to the candidate and to the FPTC or FRC as applicable.

7.2 CRITERIA FOR FACULTY EVALUATION

Just as our mission is holistic—seeking to promote the intellectual, personal, and spiritual development of the whole person—the dimensions involved in faculty evaluation are holistic. These dimensions divide naturally into four categories for faculty performance. The first criterion involves considerations of the faculty member’s collegial character, professional conduct, and of his or her congruence with the mission of Whitworth. This criterion is essential for continuing employment as a regular faculty member at Whitworth. The second, third, and fourth criteria are rooted in the historic expectations of faculty performance and address the faculty member’s competence and his or her contribution to Whitworth, the broader academy, and society at large. Since teaching is the paramount responsibility of faculty at Whitworth, effectiveness in this area will be weighted most heavily in evaluation of faculty performance. These performance criteria apply to all stages of the faculty evaluation process for regular faculty, although expectations for the level of achievement for these standards vary depending upon rank and experience.

7.2.1 MISSION, CONDUCT, AND COLLEGIAL CHARACTER

Evidence of congruence with the mission of Whitworth, standards of ethical professional conduct, and collegial character.

7.2.1.1 Mission: Whitworth faculty will provide evidence of a vital commitment to the spirit and objectives of Whitworth’s Christian educational mission (defined in Section 5.1.2).

7.2.1.2 Professional Conduct: Whitworth faculty will model professionalism. Faculty are expected to be self-monitoring and make all reasonable efforts to fulfill their contractual duties (Section 6). They are also expected to conform to guidelines on Standards of Conduct and Professional Ethics (Section 5.2, 5.3, and 5.5).

7.2.1.3 Collegial Character: Faculty members are expected to model respectful and constructive interaction—even in dissent—in their dealings with students, staff persons, fellow faculty, and administrators (Section 5.1).

7.2.2 TEACHING AND ADVISING

Evidence of superior teaching and effective advising designed to achieve positive student outcomes. This category includes all of the following dimensions of the teaching enterprise:

7.2.2.1 demonstration of the skills in the craft of teaching, and a commitment to ongoing assessment and cultivation of one's skills in this craft; and

7.2.2.2 demonstration of an ability to cultivate student interest in the subject matter and a high degree of student effort and engagement; and

7.2.2.3 evidence of respect for student differences as well as a capacity to listen to students’ viewpoints and manifest a sympathetic understanding of their needs; and

7.2.2.4 evidence of awareness of the relationships of one's discipline to the liberal arts, other academic disciplines, and the professions; and

- 7.2.2.5** evidence of accessibility and competence for advising students on academic and vocational matters; and
- 7.2.2.6** evidence of sufficient academic breadth and professional versatility to permit the candidate to respond appropriately to future changes in departmental offerings, to new university curricular thrusts, and to national trends in the candidate's discipline; and
- 7.2.2.7** the ability to communicate possible implications of Christian convictions for one's discipline, and possible implications of central claims in one's discipline for Christian faith and life.

7.2.3 SCHOLARSHIP

Evidence of an ongoing program of professional study, scholarly production, and self-improvement in conformity with the definition of scholarship adopted by Whitworth faculty (Section 6.4). 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 some among the disciplines and professions. To insure sufficient flexibility and integrity in the evaluative process, each department (or school) develops and maintains a description of: 1) the types of scholarship, 2) the particular kinds of public scholarly products, and 3) the types of peer review that are most common and valued within their discipline, including interdisciplinary scholarship, and scholarship that emphasizes the integration of faith and learning; 4) a sense of the trajectory of a productive scholar in their discipline at institutions like Whitworth; and 5) distinctions between the expectations for Track I, II, and III faculty (if applicable, including distinctions for Clinical Faculty). The description must be approved by the Faculty Research and Development Committee before it is used as a standard for evaluating faculty in that department (or school). This evaluation will consider the various dimensions of the scholarly enterprise including evidence of an ongoing program of professional study; evidence of professional engagement with one's academic discipline and/or profession; evidence of scholarly products that have been publicly disseminated; evidence of scholarly products that have been publicly disseminated and subject to peer review; evidence of disciplinary peer recognition. All requirements should be interpreted according to what is appropriate in the relevant academic discipline.

7.2.4 SERVICE

Evidence of a commitment to service to the university and community.

While course instruction and the scholarship that supports it are the primary expectations of regular faculty, there is also a legitimate expectation that faculty will contribute service within the institutional networks that support the vocation of a faculty member. Evidence of service to the institution is essential for favorable evaluation and advancement, yet all of the following forms of service are valued by Whitworth.

7.2.4.1 SERVICE TO THE INSTITUTION

All regular faculty members are expected to assume reasonable service roles in the operation of the institution. Specific roles will differ some by individual and over the course of one's career.

- A. All regular faculty are expected to attend specified department and/or school, and Faculty Assembly meetings.
- B. All faculty are expected to participate on committees and task forces at the various levels of the university—department/school, faculty, and campus-wide.
- C. As needed and equipped, faculty are expected to assume faculty leadership positions.

- D. Other valued roles include work such as, but not limited to: assisting the office of admissions in student recruitment, being an advisor to student organizations, participating in student enrichment activities, and serving as a mentor to faculty colleagues.

7.2.4.2 SERVICE BEYOND THE INSTITUTION

- A. Service to the guild: Whitworth values service to the larger academy to which it is connected and to the web of scholarly, professional, and accrediting bodies that support higher education. Individual faculty members may be selected at times to take leadership roles in these bodies.
- B. Service to the community: In keeping with our mission of engaging the culture and community, Whitworth encourages all of its members, including faculty, to find ways of serving in our surrounding communities.
- C. Service to religious institutions: in keeping with our commitment to promoting an education of mind and heart, Whitworth values service to churches and religious institutions (e.g. faith-based non-governmental organizations or parachurch organizations) in and beyond the Spokane community.

7.2.5 COACHING AND ADVISING (TRACK III ONLY):

Evidence of superior coaching and effective advising designed to achieve positive student outcomes. This category includes all of the following dimensions of the coaching enterprise:

- 7.2.5.1** demonstration of the skills in the craft of coaching, and a commitment to ongoing assessment and cultivation of one's skills in this craft; and
- 7.2.5.2** demonstration of an ability to have teams progress throughout the season and reach their potential; and
- 7.2.5.3** evidence of respect for student differences as well as a capacity to listen to students' viewpoints and manifest a sympathetic understanding of their needs; and
- 7.2.5.4** evidence of awareness of the relationships of one's sport to the liberal arts, other academic disciplines, and the professions; and
- 7.2.5.5** evidence of accessibility and competence for advising students on academic and vocational matters; and
- 7.2.5.6** evidence of competitive success and commendation, demonstrated through the winning of conference championships, NCAA post-season berths, coach of the year awards, a sustained record of competitive success, athletic and academic All-Conference, All-Region and All-American honors, and the team's reflection upon the university; and
- 7.2.5.7** the ability to communicate possible implications of Christian convictions for one's sport, and possible implications of central claims in one's sport for Christian faith and life.

7.3 EVALUATIONS FOR REGULAR FACULTY WITHOUT TENURE

A vital and professionally competent faculty is a key to the academic strength of the University. Evaluations are conducted under the supervision of the provost. Expected duties for regular faculty are described in Sections 5 and 6 of this handbook. Criteria for faculty development and performance are outlined in Section 7.2.

Minimum standards for retention of untenured faculty are specified in Section 7.3.1. Evaluations may result in non-renewal of the faculty contract. Policies and procedures for non-renewal are specified in Section 10.3 of the Faculty Handbook.

7.3.1 STANDARDS FOR FACULTY RETENTION

Indispensable competencies — the following activities are expected of all regular faculty who wish to be retained at Whitworth. The following standards do not by themselves constitute a sufficient basis for promotion or tenure and they presuppose congruence with the mission, professional conduct, and collegial character outlined in Section 7.2.1.

7.3.1.1 TEACHING AND ADVISING

Faculty present material which is current, accurate, and appropriate to the course; demonstrate an ability to express themselves clearly and concisely; demonstrate an ability to cultivate student interest in the subject matter and a high degree of student effort and engagement; demonstrate an appreciation and respect for students and their individual needs and differences; reveal a capacity to listen to students and respond to students' viewpoints and needs; communicate an awareness of the discipline's relationship to the liberal arts and to a Christian worldview.

7.3.1.2 COACHING

Coaches use current best-practice coaching strategies; demonstrate an ability to express themselves clearly and concisely; demonstrate an ability to assist student athletes in athletic and personal development and provide motivation and support to assist student athletes in reaching both personal and team goals; demonstrate an appreciation and respect for student athletes and their individual needs and differences; reveal a capacity to listen to student athletes and respond to student athletes' viewpoint and needs; communicate an awareness of the relationship of athletics to a Christian liberal arts education.

7.3.1.3 SCHOLARSHIP

Faculty remain current in their field by means of an ongoing program of professional study and engagement with their respective profession; have depth of scholarship sufficient for their own area of specialization and breadth sufficient for understanding the full implications of a liberal arts education.

7.3.1.4 SERVICE

Faculty promote the objectives and programs of Whitworth; work cooperatively as a member of their department; exercise responsibility in attending faculty meetings, assigned committees, and other service obligations.

7.3.2 ANNUAL EVALUATION OF UNTENURED FACULTY

To assist faculty members in their personal and professional growth, department chairs are expected to meet annually with untenured faculty (Tracks I, II, and III). All untenured regular faculty members are reviewed by the department chair at the conclusion of each academic year. Should the department chair be the subject of the evaluations, his/her area dean will appoint a regular faculty member as designee to fulfill the evaluative functions that would normally be filled by the department chair for the evaluations in Section 7.3.2. Annual evaluations are based on data submitted by faculty members to

their supervisor on the Faculty Scholarship Report (Appendix C), the Faculty Professional Development Plan (see Appendix C), student evaluations, review of professional papers, publications, creative work, and performance. Faculty members are responsible for keeping their department chair apprised of their ongoing professional plans and accomplishments.

Department chairs will complete an Annual Faculty Evaluation Form (Appendix C) based on the evidence from student evaluations, classroom visits, observations by faculty colleagues, and evidence provided by the faculty member. Department chairs will share this evaluation with the untenured faculty member in a conference. The department chair and faculty member under review will submit the original copy of the signed Annual Evaluation Form and supporting materials to the provost after review by their dean. The faculty member under review may also append comments to the evaluation form. This process must be completed by May 31st.

Annually, department chairs are asked to submit to their dean a recommendation regarding the reappointment of any untenured faculty member. See Appendix C.4 for the Faculty Reappointment Form. The dean submits the final recommendation to the provost's office.

The chair should comment specifically in his or her annual faculty evaluation on the progress being made by the faculty member to attain the goals and objectives associated with the faculty member's track, years of service, and status. Any problems or concerns in the attainment of goals and objectives outlined in the university reviews should be documented in the annual evaluation (for example, if significant concerns about teaching have been raised in previous evaluations, chair and/or peer teaching evaluations may be gathered again as in the pre-tenure or quadrennial review).

Of particular note for Track I faculty in the year following the pre-tenure review will be the development of the faculty member as a scholar. The department chair should meet with the faculty member for a discussion of progress being made toward a successful tenure application.

7.3.2.1 FIRST-YEAR EVALUATION (TRACKS I, II, AND III)

The first-year evaluation requires a mid-year review in addition to activities outlined for the annual review.

Mid-year Evaluation

During the first semester of appointment, the department chair (or designee) will observe two class sessions, and review student evaluations from all courses at the end of the term. In January the department chair (or designee) will review these materials with the first-year faculty member and complete and submit the Recommendation for Faculty Reappointment (Appendix C). The form will be submitted to the dean by February 15th and forwarded on to the provost's office. A reappointment decision will be communicated to the faculty member by the provost no later than March 15th.

First Annual Evaluation

During the second semester of appointment, the department chair (or designee) will observe at least one class session. At the end of the first year the department chair will evaluate first-year faculty using the Annual Faculty Evaluation Procedure (7.3.2) by the Standards for Faculty Retention articulated in Section 7.3.1. The annual review must be completed and submitted to the appropriate dean by May 31 and materials submitted by June 10 to the academic affairs office.

7.3.2.2 SECOND-YEAR EVALUATION (TRACKS I, II, AND III)

This review typically is developmental and is to be completed at the end of the second year of faculty service. For the faculty member who is new to the professoriate, this review will focus primarily on the faculty member's development as a teacher and contributor to institutional life; plans for scholarly development will also be addressed. Reviews for those already acclimated to faculty life will focus on growth in all four of the criteria for faculty evaluation described in the Faculty Handbook (7.2). In the event that the faculty member applies for promotion or participates in a pre-tenure review in the 2nd year of employment, those reviews replace the departmental assessment. The assessment will be comprised of the following elements:

1. An initial conference between the faculty member, the department chair, and their dean in which the entire review process and its long-term significance is explained at the beginning of the fall semester during the second year of appointment.
2. The annual Faculty Scholarship Report and Faculty Development Plan, along with an updated curriculum vita.
3. A complete set of student evaluations gathered from all classes taught during all three terms of the second year of teaching.
4. One in-class peer evaluation by a faculty colleague appointed by the department chair in consultation with the faculty member.
5. An in-class peer teaching evaluation by the department chair (or designee).

Based on the foregoing information, the department chair will prepare the second-year evaluation on the annual faculty evaluation form for the faculty member. The chair will consult with their dean in preparing these comments, and the dean may choose to append a separate set of second-year evaluation comments if warranted. The department chair and dean will then meet with the faculty member to discuss the complete evaluation. If non-renewal is warranted or possible, the faculty member is to be apprised of this in this same conference, and the dean will inform the provost. Second-year evaluations are normally completed by May 31 but must be done in advance of the re-appointment deadline on June 30 (Section 10.4.3).

7.3.2.3 ANNUAL EVALUATIONS AFTER THE SECOND YEAR (TRACKS I, II, AND III)

Annual evaluations after the second year will be conducted by the department chair using the Annual Evaluation Procedure and Form (7.3.2). This review is intended to give feedback about faculty performance and follow up any concerns that may have been raised in earlier reviews. FPTC or FRC reviews conducted in any year take the place of the annual review. Annual reviews must always be completed by May 31st.

7.3.3 PRE-TENURE EVALUATION OF TRACK I FACULTY

The pre-tenure evaluation takes place during the spring of the third year of a faculty member's appointment, but it can take place as early as the second year for those who come to Whitworth with transferable experience toward tenure.

The primary purpose of the pre-tenure evaluation is formative—to allow candidates to assess their strengths and weaknesses in the company of their colleagues. This process is intended to be an encouragement to the faculty member while at the same time clarifying Whitworth's standards of professional and personal performance. Candidates should be aware, however, that the Faculty

Promotion and Tenure Committee is also required by Handbook policy to make a finding whether it is probable that candidates will meet the standards for tenure. In extraordinary circumstances, the FPTC is further mandated and required to recommend termination. This evaluation, conducted in the early spring of the third year of employment, focuses broadly on development and growth in all four criteria for faculty evaluation (7.2). While continuing to show development in teaching, the candidate must show evidence of professional growth, both as a teacher and a scholar, professional, performer, or artist. This should begin to include evidence of professional activity and recognition outside the university (see 7.2.3). Should the department chair be the subject of the evaluation, normally FPTC will appoint a regular faculty member as designee to fulfill the evaluative functions that would otherwise be filled by the department chair for the pre-tenure evaluation.

The portfolio of materials submitted for this review is comprised of the following elements:

1. An updated curriculum vita.
2. The two most recent Faculty Development Plans.
3. An in-class peer teaching evaluation from outside the faculty member's department recommended by the department chair, dean, and FPTC, in consultation with the faculty member. When deemed necessary, the dean and the department chair in consultation with the chair of FPTC may arrange alternatives to peer teaching evaluations for faculty who instruct students in non-traditional settings (e.g., coaching, ensembles, music lessons, and library).
4. An in-class peer teaching evaluation from the department chair (or designee), approved by the FPTC.
5. A complete set of student evaluations gathered from all classes taught during the previous academic year, and a narrative summary of the evaluations prepared by the department chair.
6. The narrative self-assessment will include the following components:
 - a. A brief essay in which you describe your faith, and its continuing development related to your vocation as a Christian professor. Specifically, please speak to the challenges and growth you experienced in your faith journey and how it informs or confirms your choice of vocation. You may choose to share tenets of your faith tradition or specific life events. The goal is to help the committee understand your faith development and how that faith strengthens your conviction in your work as a Christian professor (or coach for Track III) and scholar. Consult Section 5.1, for the statement on Basic Understandings.
 - b. A brief essay that explains your philosophy of teaching (or coaching) within your discipline and how your faith informs that approach. This essay should speak not only to your specific beliefs about teaching (or coaching) and your instructional practice; it should also address the intersections of your faith and pedagogical practices in the classroom (or on the field). In addition, include commentary on your assessment of your effectiveness as a teacher addressing feedback received from peers, students and supervisors. Include a brief narrative outlining changes you have made over time to one course, or a specific area of coaching, as a result of your self-assessment activities. The essay should also describe areas of strength and areas that need further refinement.
 - c. A brief description of your service to your department, the university, professional guild, church and local community (as described in the "Faculty Handbook Standard of Performance: 7.2.4 Service"). Explain how your service complements your vocation as Christian professor.
 - d. A brief description of the scholarly products and the relationship between your scholarly production and the university's definition of scholarship utilizing the categories

described in the Faculty Handbook, Section 6.4 and 7.2.3. Your narrative should help the committee and your peers to understand the products that have been publicly disseminated and those that have been subject to peer review.

7. The portfolio will also include at least four letters from regular Whitworth faculty. At least two must come from within the department, one must come from outside the department, and at least two must be from tenured faculty (from inside or outside the department). The candidate, department chair, and associate provost will develop an agreed list of proposed letter writers and submit the list to the dean for feedback. After review of the list, the list will be forwarded to the provost, and the committee and provost will appoint a list of faculty peer letter writers to provide adequate expertise, breadth, and diversity of representation. The provost and FPTC will select the final evaluators, but are not limited to the list developed by the candidate and department chair.

For pre-tenure reviews all regular and administrative faculty members are given the opportunity to submit letters of evaluation for any person under review. These letters must address the evaluation criteria, be evidence based, and must be signed. The names of the unsolicited letter writers will not be revealed to the candidate, except where in extraordinary circumstances, in the opinion of FPTC and the provost, the disclosure of the substance of the letter and identity of the letter writer is necessary to ensure a full and fair pre-tenure review process. The candidate will, in any case, have an opportunity to respond to substantive issues contained in letters prior to or during the interview process if those issues may have a bearing on the outcome.

8. Supplemental materials may be submitted and may include the following:
 - a. Representative syllabi from courses you have taught at Whitworth.
 - b. Samples of scholarly products the candidate has produced (particularly since coming to Whitworth), noting the role of peer review.
 - c. A description of the types of service roles the candidate has taken on since coming to Whitworth.
 - d. Any further supporting documents (external reference letters, commendations, reviews, and so on) which the candidate may wish to include.

7.3.3.1 ADDITIONAL EVIDENCE

The FPTC may, at its own discretion, request additional evidence from the faculty member, seek clarification in writing from a candidate or evaluator, conduct additional classroom observations, consider any new evidence that arises subsequent to the application, and request interviews with faculty colleagues or the faculty member under review.

The candidate may request to submit additional positive evidence after the due date for the application. The decision to accept the additional evidence is made by the committee chair in consultation with the provost. If new evidence arises after the committee's decision, the candidate can incorporate that in a request for reconsideration to the committee or to the administration (Sections 7.3.3.4 and 7.3.5).

If negative evidence should arise between the committee's recommendation on pre-tenure review and the final decision by the administration, the provost in consultation with FPTC may reconvene the committee to examine the new evidence and, if warranted, change the committee's recommendation.

When new evidence arises during the course of a pre-tenure review, or where circumstances warrant, the provost, in consultation with the FPTC, may extend time periods and deadlines to ensure a full and fair pre-tenure review process.

7.3.3.2 CANDIDATE INTERVIEWS

FPTC interviews with the candidate are a required part of the evaluation process. Interviews and other requested documentation may clarify evidence in the dossier or help to enhance the committee's understanding of the faculty member's performance.

7.3.3.3 PRE-TENURE REVIEW DECISION FROM FPTC

To prepare its recommendation, the FPTC reviews the entire evaluation dossier and also has access to all evaluation materials from previous years (annual evaluations, student evaluations, etc.). The report is written in the form of a letter to the candidate. The letter is hand delivered or mailed to the candidate and must be delivered or postmarked by the first day of finals week in spring semester. A copy of the letter is provided simultaneously to the provost.

The committee report is written in a way that will protect the confidentiality of those persons who have provided testimony bearing on the committee's recommendation.

For the pre-tenure evaluation, the committee's recommendation will state that:

1. there is substantial evidence of progress toward tenure; or
2. there is evidence of progress toward tenure, though there are some matters that should be addressed prior to tenure review; or
3. there is some evidence of progress toward tenure, but there are serious problems that must be addressed prior to tenure review; or
4. the appointment should not be renewed subject to provisions in Section 10.4.

The committee will substantiate its recommendation and, if it identifies weaknesses or serious problems, it will provide suggestions for improvement.

Should a candidate undergoing a pre-tenure review receive a ranking of 4, the candidate may follow the process for requesting reconsideration outlined in 7.3.3.4.

The candidate has the right to send a written response to the evaluation to the provost regardless of whether he or she has filed a request for reconsideration.

7.3.3.4 REQUEST FOR RECONSIDERATION OF FPTC'S RECOMMENDATION FOLLOWING PRE-TENURE REVIEW

Should the candidate disagree with the findings on which a negative recommendation (ranking of 4) is based, he or she will be given ten calendar days after the receipt of the findings to file a written request for reconsideration to the committee, accompanied by appropriate documentation. FPTC will review the request and decide whether to change its original recommendation. A letter announcing the committee's decision about reconsideration will be sent to the candidate no later than June 15th. A copy of this letter will be sent to the provost together with a copy of the request for reconsideration and copies of accompanying documentation or, if more practical, a list of items that have been added to the

file. Administrative action will follow any such resolution of a request for reconsideration (Section 7.3.5).

7.3.4 QUADRENNIAL REVIEW OF TRACK II AND TRACK III FACULTY

Faculty Review Committee review of Track II and III faculty will be conducted every four years from the date of faculty hire. This review, conducted in the early spring of the fourth year of employment, focuses broadly on development and growth in all four criteria for faculty evaluation (7.2). This process is intended to be an encouragement to the faculty member while at the same time clarifying Whitworth's standards of professional and personal performance. In extraordinary circumstances, the FRC is further mandated and required to recommend termination. If a promotion evaluation by FPTC occurs, then the next quadrennial review will take place four years later.

Track II and III faculty will be reviewed annually until their second quadrennial review in their eighth year. Should they receive a ranking of 1 for the first and second FRC reviews and receive a successful promotion review, they may elect to forego annual reviews, unless an annual review is requested by the dean. A successful promotion review shall be considered as equivalent to a 1 in the FRC review.

Should a faculty member receive a ranking lower than 1 in any quadrennial review the faculty member will receive annual reviews until the next quadrennial review.

While continuing to show development in teaching, the candidate must show evidence of professional growth as a teacher, servant, scholar, performer, professional, or artist. Track II and III faculty interested in promotion should begin to include evidence of professional activity and recognition outside the university (see 7.2.3). Should the department chair be the subject of the evaluation, the FRC normally will appoint a regular faculty member as designee to fulfill the evaluative functions that would otherwise be filled by the department chair for the quadrennial review.

The portfolio of materials submitted for this review is comprised of the following elements:

1. An updated curriculum vita.
2. The two most recent Faculty Development Plans
3. An in-class peer teaching evaluation from outside the faculty member's department recommended by the department chair, dean, and FRC, in consultation with the faculty member. When deemed necessary, the provost and the department chair in consultation with the chair of FRC may arrange alternatives to peer teaching evaluations for faculty who instruct students in non-traditional settings (e.g., coaching, ensembles, music lessons, and library). If the faculty member being evaluated is in a Track III appointment, this could be a team evaluation completed by the Athletic Director.
4. An in-class peer teaching evaluation from the department chair (or designee), approved by the FRC.
5. A complete set of student evaluations gathered from all classes taught during all terms of the previous academic year and a narrative summary of the evaluations prepared by the department chair.
6. The narrative self-assessment will include the following components:
 - a. A brief essay in which you describe your faith, and its continuing development related to your vocation as a Christian professor. Specifically, please speak to the challenges and growth you experienced in your faith journey and how it informs or confirms your choice of vocation. You may choose to share tenets of your faith tradition or specific life

events. The goal is to help the committee understand your faith development and how that faith strengthens your conviction in your work as a Christian professor (or coach for Track III) and scholar. Consult Section 5.1, for the statement on Basic Understandings.

- b. A brief essay that explains your philosophy of teaching (or coaching) within your discipline and how your faith informs that approach. This essay should speak not only to your specific beliefs about teaching (or coaching) and your instructional practice; it should also address the intersections of your faith and pedagogical practices in the classroom (or on the field). In addition, include commentary on your assessment of your effectiveness as a teacher addressing feedback received from peers, students and supervisors. Include a brief narrative outlining changes you have made over time to one course, or a specific area of coaching, as a result of your self-assessment activities. The essay should also describe areas of strength and areas that need further refinement.
 - c. A brief description of your service to your department, the university, professional guild, church and local community (as described in the "Faculty Handbook Standard of Performance: 7.2.4 Service"). Explain how your service complements your vocation as Christian professor.
 - d. A brief description of the scholarly products and the relationship between your scholarly production and the university's definition of scholarship utilizing the categories described in Sections 6.4 and 7.2.3. Your narrative should help the committee and your peers to understand the products that have been publicly disseminated and those that have been subject to peer review.
7. For Track III faculty, a letter from the Athletic Director.
 8. The portfolio will also include at least four letters from regular Whitworth faculty. At least two must come from within the department, one must come from outside the department, and at least two must be from tenured faculty or Track II/III faculty who have completed at least two successful FRC reviews (from inside or outside the department). The candidate, department chair, and associate provost will develop an agreed list of proposed letter writers and submit the list to the dean for feedback. After review of the list, the list will be forwarded to the provost, and the committee and the provost will appoint a list of faculty peer letter writers to provide adequate expertise, breadth, and diversity of representation. The provost and FRC will select the final evaluators, but are not limited to the list developed by the candidate and department chair.
 9. Supplemental materials may be submitted and may include the following:
 - a. Representative syllabi from courses you have taught at Whitworth
 - b. Samples of scholarly products the candidate has produced (particularly since coming to Whitworth), noting the role of peer review where it is relevant.
 - c. A description of the types of service roles the candidate has taken on since coming to Whitworth.
 - d. Any further supporting documents (external reference letters, commendations, reviews, and so on) which the candidate may wish to include.

7.3.4.2 ADDITIONAL EVIDENCE

The FRC may, at its own discretion, request additional evidence from the faculty member, seek clarification in writing from a candidate or evaluator, conduct additional classroom observations, consider any new evidence that arises subsequent to the application, and request interviews with faculty colleagues or the faculty member under review.

The candidate may request to submit additional positive evidence after the due date for the application. The decision to accept the additional evidence is made by the committee chair in consultation with the provost. If new evidence arises after the committee's decision, the candidate can incorporate that in a request for reconsideration to the committee or to the administration (Sections 7.3.4.5 and 7.3.6).

If negative evidence should arise between the committee's recommendation on quadrennial review and the final decision by the administration, the provost in consultation with FRC may reconvene the committee to examine the new evidence and, if warranted, change the committee's recommendation.

When new evidence arises during the course of quadrennial review, or where circumstances warrant, the provost, in consultation with the FRC, may extend time periods and deadlines to ensure a full and fair review process.

7.3.4.3 CANDIDATE INTERVIEWS

FRC interviews with the candidate are a required part of the evaluation process. Interviews and other requested documentation may clarify evidence in the dossier or help to enhance the committee's understanding of the faculty member's performance.

7.3.4.4 QUADRENNIAL REVIEW DECISION FROM FRC

To prepare its recommendation, the FRC reviews the entire evaluation dossier and also has access to all evaluation materials from previous years (annual evaluations, student evaluations, etc.). The evaluation is focused on the Criteria for Faculty Evaluation (Section 7.2) and the Standards for Faculty Retention (Section 7.3.1). The report is written in the form of a letter to the candidate. The letter is hand delivered or mailed to the candidate and must be delivered or postmarked by April 1st. A copy of the letter is provided simultaneously to the provost.

The committee report is written in a way that will protect the confidentiality of those persons who have provided feedback bearing on the committee's recommendation.

In their written assessment to the faculty member the FRC may recommend:

1. The colleague is performing commendably in all areas of responsibility.
2. There are weaknesses the colleague needs to address before the next quadrennial review.
3. There are serious problems the colleague needs to address before the next quadrennial review.
4. There are concerns serious enough that the appointment should not be renewed subject to provisions in Section 10.4.

The committee will substantiate its recommendation and if it identifies remediable weaknesses or serious problems, will provide suggestions for improvement.

Faculty who receive a ranking of 2 or 3 will need to continue with annual review until the next FRC review.

Should a candidate receive a ranking of 4 from the FRC, the candidate may follow the process for requesting reconsideration outlined in 7.3.4.5.

The candidate has the right to send a written response to the evaluation to the provost regardless of whether he or she has filed a request for reconsideration.

7.3.4.5 REQUEST FOR RECONSIDERATION OF FRC'S RECOMMENDATION FOLLOWING QUADRENNIAL REVIEW

Should the candidate disagree with the findings on which a negative recommendation (ranking of 4) is based, he or she will be given ten calendar days to file a written request for reconsideration to the committee, accompanied by appropriate documentation. FRC will review the request and decide whether to change its original recommendation. A letter announcing the committee's decision about reconsideration will be sent to the candidate no later than April 30th. A copy of this letter will be sent to the provost together with a copy of the request for reconsideration and copies of accompanying documentation or, if more practical, a list of items that have been added to the file. Administrative action will follow any such resolution of a request for reconsideration (Section 7.3.5).

7.3.5 ADMINISTRATIVE ACTION ON PRE-TENURE AND QUADRENNIAL REVIEWS FOR ALL REGULAR FACULTY

Pre-tenure and quadrennial evaluation recommendations are reported to the provost, who makes the final decision in consultation with the president.

Unless pertinent deadlines have been extended by the provost in consultation with FPTC or FRC, the administration's decision is to be communicated in writing to the candidate by June 30 in the case of pre-tenure reviews, and by May 15 in the case of quadrennial reviews.

If the provost does not accept the committee's ranking, the provost will supply the candidate and committee with a written rationale.

7.3.6 FOLLOW-UP TO ADMINISTRATIVE ACTION ON PRE-TENURE AND QUADRENNIAL REVIEWS

Following the administration's communication of its decision, the candidate may, within ten working days, file a written request for reconsideration to the administration only if (a) he or she has not previously filed a request for reconsideration to FPTC or FRC, or (b) the administration has changed the committee ranking, or (c) there is pertinent and significant new information not previously available. The administration will respond in writing to a request for reconsideration.

If the ranking affirmed or determined by the administration is a 4, the candidate may file an appeal pursuant to the appeals process of the faculty (Section 7.7). For all other rankings, the administration's decision is final and binding. In the event of an appeal, the administration's decision subsequent to the appeal is final and binding.

If, upon the administration's final decision, the ranking is less than 1, the candidate should have a meeting with the provost to discuss the reasons for the ranking and steps needed to address weaknesses. Copies of letters from the committee and provost will be made available to the faculty member's department chair for developmental purposes.

If warranted, and absent any prior extension of deadlines, a non-renewal decision by the provost must be communicated to the candidate no later than June 30 (Section 10.4).

7.3.7 POST-QUADRENNIAL REVIEW OF TRACK II AND TRACK III FACULTY

Every fifth year after receiving two successful quadrennial reviews in the fourth and eighth (or subsequent) years, Track II and Track III faculty members will undergo a formal review by the college or school dean and three colleagues. The purpose of this review is to assess the effectiveness of Track II and Track III faculty in meeting Whitworth's mission; identify future resources for supporting the faculty member's development; and document and acknowledge faculty achievement and continued professional growth.

At the start of the academic year, the provost reviews a list of faculty to determine who are due for review. The college or school dean is responsible for arranging and conducting this review. The procedure must include peer evaluations.

7.3.7.1 SELF-EVALUATION REPORT

The faculty member under review will prepare a written self-evaluation report for the dean. The report will include reflection on the faculty member's teaching, advising, service, scholarship and congruence with Whitworth's mission, as well as a five-year plan for professional growth.

7.3.7.2 COLLEAGUE EVALUATION

The faculty member will solicit evaluations from his or her department chairperson, and from two other colleagues, one from inside and one from outside the department. The committee must include at least one man and at least one woman. Department chairs, who are under review, will have a total of three evaluators. Two of the evaluators will be from inside the chair's department and one will be outside the department. The committee must include at least one man and at least one woman. The evaluators will complete a form provided by the dean. This form includes discussion of the faculty member's congruence with the mission, teaching and advising, and quality of scholarship and service. If necessary, evaluators may request additional information.

7.3.7.3 INTERVIEW

The faculty member will meet with the college or school dean, the department chair, and the other two evaluators. During this interview, the dean and colleagues will discuss the faculty member's self-report and colleague evaluations. This interview is an opportunity to commend the faculty member for effective and important contributions to the university and to discuss professional growth and improvement.

7.3.7.4 SUMMARY ACTIONS

Following the meeting, the faculty member writes a summary to articulate his or her full understanding of the commendations and areas that have been highlighted for professional growth and improvement. This summary will then be sent to the dean with a copy to the provost. The dean reads the summary, provides additional information or clarifies discrepancies if needed, gives a copy to the faculty member, and places it in the faculty member's evaluation file. The provost will inform the faculty member when the process is complete.

If the provost, in consultation with the dean, determines the faculty summary does not show full understanding of substantive areas in need of professional growth and improvement, then the faculty member must meet with the provost and dean for further discussion or clarification.

If the post-quadrennial review is unsatisfactory (the faculty member is not meeting performance standards or there is substantive disagreement between the faculty member and the committee, regarding areas in need of improvement) further steps are warranted. In this case, the dean, the faculty member, and the review committee will meet to discuss areas of concern. The faculty member will have the opportunity to respond and to suggest additional information which may be gathered. When information is complete, a second meeting will be held to indicate (1) the review is now satisfactory, or (2) the review is not satisfactory. If the review is not satisfactory, the faculty member will be required to undergo a quadrennial review the following year.

7.4 CRITERIA FOR PROMOTION

The structure of academic ranks at Whitworth University is in broad agreement with the system of academic ranks observed at most American institutions of higher learning. In its implementation of the rank and promotion system, the university interprets the criteria for faculty evaluation from the dual perspective of the university's mission and goals and the commitment to each faculty member's personal professional growth and development. Promotion through the academic ranks is a reward for a faculty member's contributions and development, and signifies the institution's expectation that the contributions and development will continue.

7.4.1 ELIGIBILITY FOR PROMOTION

Minimum qualifications for appointment to the various ranks are detailed in Section 1.2. Because these are minimum qualifications, it is expected that all will be met before the application for promotion is submitted, and that qualitative evaluation of evidence will be a part of each promotion decision.

Service at Whitworth University as a lecturer or adjunct faculty member or other contracts/letters of employment issued by the university including overload contracts, and leaves of absence shall not accrue toward time qualifications for promotion.

Equivalency for terminal degrees is detailed in Section 1.2 and Appendix D.

Each candidate for promotion to the rank of professor shall have served a minimum of two years at Whitworth before the year of application. For purposes of calculating length of Whitworth service and time at rank, a single fractional load which is .75 FTE (full-time equivalent) or greater shall be rounded up to 1. For multiple years at loads of .75 or greater, fractional loads shall be added. When this latter process results in the individual's missing the eligibility threshold by .25 or less, the total may be rounded upward.

7.4.2 CRITERIA FOR PROMOTION

Promotion evaluation will utilize the criteria for evaluating teaching faculty described in Section 7.2. The foundational expectations about professional conduct, collegial character and congruence with mission remain an essential criterion in every promotion evaluation (Section 7.2.1), but the primary focus of

these evaluations will be the set of considerations related to the candidate's competence and contribution in the areas of teaching, scholarship, and service.

7.4.3 PROMOTION TO ASSOCIATE PROFESSOR/SENIOR COACH

Promotion to associate professor/senior coach recognizes a faculty member as maturing in his or her role. For promotion to associate professor a faculty member must demonstrate evidence of strength in teaching (or in coaching for Track III) in accordance with the standard of teaching (or coaching) specified in 7.4.3.1, and provide evidence of emerging strength in scholarship and service. Successful candidates for this promotion will demonstrate:

7.4.3.1 TEACHING

Evidence of strength in teaching (or coaching) is indicated by sustained superior teaching (or coaching) effectiveness and demonstrated achievement in all areas specified in standard 7.2.2 (for coaching, standard 7.2.5).

7.4.3.2 SCHOLARSHIP

Evidence of emerging strength in scholarship would include an active scholarly agenda which shows promise and has resulted in completed scholarly products. Typically, this would include works that have been peer reviewed and publicly disseminated (e.g. through publication, performance, exhibition, display, or public application).

7.4.3.3 SERVICE

Evidence of emerging strength in this area would be indicated by service to the department and institution as outlined in standard 7.2.4.1. Service to the guild, community, or religious institutions is also highly valued and may supplement, though not replace, university service.

7.4.4 PROMOTION TO PROFESSOR/MASTER COACH

Promotion to professor/master coach designates a faculty member as an established teacher and scholar, who is recognized as such by peers in his or her field, and who serves as a model for others in the vocation of the professor. For promotion to professor a faculty member must provide evidence of strength in teaching (or in coaching for Track III), scholarship, and service, but demonstrate excellence in one of these three areas. Successful candidates for this promotion will demonstrate:

7.4.4.1 TEACHING

Evidence of strength in teaching (coaching) is indicated by sustained superior teaching (coaching) effectiveness and demonstrated achievement in all areas specified in standard 7.2.2 (for coaching, standard 7.2.5). Evidence of excellence in this area may be indicated by a recognition that the faculty member in question is among the most accomplished teachers (coaches) at Whitworth; and that the faculty member is recognized by students, administrators, and peers for making a distinguished contribution to student learning at Whitworth.

7.4.4.2 SCHOLARSHIP

Evidence of strength in scholarship would include an ongoing scholarly agenda that has resulted in a sustained pattern of scholarly products that have been peer reviewed and publicly disseminated (e.g. through publication, performance, exhibition, display, or public application). Evidence of excellence in this area would be indicated by scholarship that meets the standards for strength and is also recognized as having made an important contribution to the field by disciplinary peers, as attested to by letters from Whitworth colleagues and an outside scholar in the field, and optional additional evidence.

7.4.4.3 SERVICE

Evidence of strength in service includes a pattern of service and leadership in appropriate departmental and institutional service roles specified in standard 7.2.4. Service to the guild, community, or religious institutions is also highly valued and may supplement, though not replace, university service. Evidence of excellence in this area would be indicated by a history of significant service and leadership in multiple roles such as department chair, standing committee chair, directorship, task force chair, faculty exec, or exceptional departmental or interdepartmental leadership in significant projects such as new program development, curriculum development and assessment. Significant leadership in the guild, community, or religious institutions is also highly valued and may supplement, though not replace, university service.

7.5 DEFINITION AND CRITERIA FOR TENURE

7.5.1 TENURE AT WHITWORTH

Tenure at Whitworth University is understood as a symbol of stability, of the integrity of the community, and of the joint commitment of every tenured member of the community to the mission of the university. The individual, before applying for tenure, has expended considerable time and energy in personal and professional development, has demonstrated compatibility with the mission and institutional climate of Whitworth University, and has been evaluated numerous times. Application for tenure signifies that the individual wishes to be considered a permanent member of the Whitworth community.

7.5.2 TENURE RIGHTS AND CONDITIONS

The institution, in granting tenure, recognizes that tenure confers on the faculty member continuous contract rights (Section 3.6) and implies the faculty member's acknowledgment of continuing responsibility to the community for faithful discharge of duty.

Both parties understand that tenure provides protection for the individual against non-reappointment (Section 10.4), as well as partial protection in other circumstances. After the expiration of a probationary period, Track I faculty should have permanent or continuous tenure, and a tenured faculty member may only be separated from the university through resignation (Section 10.2), retirement (Section 10.3), prolonged illness (Section 10.6.2), dismissal for violation or non-performance of contractual obligations (Section 10.6.1.1.5), dismissal for adequate cause (Section 11.2.1), dismissal for incompetence (Section 10.6.1.1.4), dismissal for moral turpitude (Section 10.6.1.1.6), or termination due to financial exigency or curricular change (10.6.3).

For a Track I faculty member, failure to achieve tenure results in termination of one's academic career at Whitworth University. The administration is responsible for the final tenure decision, utilizing a recommendation from the Faculty Promotion and Tenure Committee as an important facet in its deliberation. In cases of appeal of a tenure decision to the board of trustees, all board decisions are final and binding.

7.5.3 PREREQUISITES FOR TENURE CONSIDERATION

7.5.3.1 APPOINTMENT TYPE

Only faculty with Track I appointments (Section 1.3.1.1) will be considered for tenure and, consequently, undergo a pre-tenure review (Section 7.3.3).

7.5.3.2 PRE-TENURE REVIEW REQUIREMENT

All faculty on Track I must undergo a pre-tenure review, conducted by the Faculty Promotion and Tenure Committee, before undergoing a tenure review. There must be at least a one-year period between the pre-tenure review and the tenure review with no exception.

7.5.3.3 REVIEW TIMELINE

For faculty who begin their academic careers at Whitworth University on Track I, the pre-tenure review occurs in the third year after completing two years at Whitworth. The tenure review occurs in the sixth year, after completing five years at Whitworth.

7.5.3.4 TRANSFERABLE EXPERIENCE AND REVIEW TIMELINE

Faculty who bring transferable experience from other institutions, or who transfer to Track I from another track, must have five full-time years total experience at a four-year accredited institution of higher education, including at least three full years at Whitworth, to be considered for tenure. Their pre-tenure review may occur as early as the second year at Whitworth provided they have three years total full-time experience. The probationary period in these instances and schedule for pre-tenure and tenure review shall be noted in the faculty member's initial contract.

7.5.3.5 WAIVING TRANSFERABLE EXPERIENCE

Faculty who bring transferable experience may waive their right to be reviewed at their earliest eligibility.

7.5.3.6 POSTPONEMENT OF PRE-TENURE

Normally, faculty may not postpone their pre-tenure review beyond their third year on Track I at Whitworth, or their tenure review beyond their sixth year on Track I at Whitworth. Exceptions may be made for faculty who are granted Family Medical Leave during their first six years of service or for other good cause shown, as determined by the provost in consultation with the department chair or dean. This exception must be requested in writing, and a revised schedule will be placed on the faculty contract. Faculty that request an extension to the pre-tenure review may not count any leave year as time toward promotion.

7.5.3.7 TERMINAL DEGREES AND TENURE

Normally, candidates for tenure shall have completed a doctorate. Exceptions may be made for persons in fields where other degrees and/or credentials are deemed equivalent to doctoral qualification (Appendix D). In addition, the exceptions allowed for the various ranks may be admissible for tenure consideration as well.

7.5.3.8 MINIMUM RANK FOR TENURE

Candidates for tenure shall have at least the rank of assistant professor.

7.5.3.9 EXCEPTIONS TO ABOVE REQUIREMENTS FOR TENURE

Exceptional individuals with demonstrated experience and competence for whom the above requirements are inappropriate may be considered for tenure evaluation upon special request.

7.5.4 CRITERIA FOR TENURE

Tenure evaluation will utilize the criteria for evaluating teaching faculty described in Section 7.2. In light of the long-term nature of the tenure commitment, assessment of the candidate's character and congruence with the mission of Whitworth University will be a particular focus of this evaluation. Consideration of the candidate's competence and contribution will be concerned with assessing both the candidate's current strengths and the evidence that the candidate will maintain and build on these strengths when granted the benefits of the tenure relationship.

To receive tenure a faculty member must demonstrate evidence of strength in teaching in accordance with the standard of teaching specified in 7.5.4.1 and provide evidence of emerging strength in scholarship and service. Successful candidates for tenure will demonstrate:

7.5.4.1 TEACHING

Evidence of strength in teaching is indicated by sustained superior teaching effectiveness and demonstrated achievement in all areas specified in standard 7.2.2.

7.5.4.2 SCHOLARSHIP

Evidence of emerging strength in scholarship would include an active scholarly agenda which shows promise and has resulted in completed scholarly products. Typically, this would include works that have been peer reviewed and publicly disseminated (e.g. through publication, performance, exhibition, display, or public application).

7.5.4.3 SERVICE

Evidence of emerging strength in this area would be indicated by service to the department and institution as outlined in standard 7.2.4.1. Service to the guild, community, or religious institutions is also highly valued and may supplement, though not replace, university service.

7.6 PROCEDURES FOR PROMOTION AND TENURE

During the spring semester, the Faculty Promotion and Tenure Committee and the provost shall announce the deadline date for promotion applications. Faculty members who have met the criteria for eligibility for promotion or tenure or both (Refer to Sections 1.2 and 7.5.3) and believe that they have demonstrated the strengths required for promotion or tenure or both (Refer to Sections 7.4 and 7.5) may apply to the provost and the Faculty Promotion and Tenure Committee for consideration in the Fall of the year in which they achieve eligibility.

Faculty are responsible for initiating their consideration for promotion by submitting a timely application. Faculty wishing to be evaluated for promotion or tenure prior to a year in which an application would be required must notify the provost and the Faculty Promotion and Tenure Committee in writing by April 15th that they wish to be evaluated in the following fall. When an evaluation for tenure is not optional, the provost's office will notify the faculty member and the Faculty Promotion and Tenure Committee of the required evaluation. The application must be accompanied by the materials specified in the Application for Promotion (Appendix C), and the Promotion/Tenure Checklist (Appendix C).

7.6.1 FACULTY PROMOTION AND TENURE COMMITTEE PLANNING

During the spring semester, the provost and the Faculty Promotion and Tenure Committee coordinate to establish the list of faculty who are due for evaluations during the next fall semester. Responsibilities are assigned to the committee with the provost's office providing support services as needed.

Before the end of spring semester, the committee sends a memo to the faculty members who are due for evaluation, explaining the procedure, and providing relevant application guidelines.

The FPTC committee chair and the provost also coordinate with the department chair to derive a list of peer evaluators internal and external to the department. The committee also collaborates with the department chair, provost, and dean to appoint two peer teaching evaluators who will attend classes in the fall and report to the committee. The names of colleagues who will write evaluation reports are sent to the committee for approval by June 1.

The committee appoints a committee liaison for the candidate, provides a checklist and application for the candidates, and provides to the colleague evaluators an outline for their reports (see Appendix C). The committee liaison meets with the candidate to discuss the process, the timeline, and any factors which might affect a request for promotion or tenure review, including but not limited to transferable experience. Should the department chair be the subject of the evaluation, FPTC normally will appoint a regular faculty member as designee to fulfill the evaluative functions that would otherwise be filled by the department chair for the promotion or tenure review.

7.6.2 CANDIDATE'S FILE

The candidate will prepare an application file that addresses the criteria for evaluation (Section 7.2) and the criteria for promotion (Section 7.5.3-7.4.5) or tenure (Section 7.5.4) by including the following items:

1. An application form for promotion or tenure with a current curriculum vitae, highlighting that the candidate has the appropriate degree and years of experience to qualify for promotion and/or tenure (as established in Section 1.2 and 7.6.3),
2. The two most recent Faculty Development Plans.
3. An in-class peer teaching evaluation from outside the faculty member's department recommended by the department chair, dean, and FPTC, in consultation with the faculty member. When deemed necessary, the provost and the department chair in consultation with the chair of FPTC may arrange alternatives to peer teaching evaluations for faculty who instruct students in non-traditional settings (e.g., coaching, ensembles, music lessons, and library). If the faculty member being evaluated is in a Track III appointment, this could be a team evaluation completed by the Athletic Director.
4. An in-class peer teaching evaluation from the department chair (or designee), approved by the FPTC.
5. A complete set of student evaluations gathered from all classes taught during both semesters of the previous academic year, and a narrative summary of the evaluations prepared by the department chair.
6. The narrative self-assessment will include the following components:
 - a. A brief essay in which you describe your faith, and its continuing development related to your vocation as a Christian professor. Specifically, please speak to the challenges and growth you experienced in your faith journey and how it informs or confirms your choice of vocation. You may choose to share tenets of your faith tradition or specific life events. The goal is to help the committee understand your faith development and how that faith strengthens your conviction in your work as a Christian professor (or coach for Track III) and scholar. Consult Section 5.1 for the statement on Basic Understandings.
 - b. A brief essay that explains your philosophy of teaching (or coaching) within your discipline and how your faith informs that approach. This essay should speak not only to your specific beliefs about teaching (or coaching) and your instructional practice; it should also address the intersections of your faith and pedagogical practices in the classroom (or on the field). In addition, include commentary on your assessment of your effectiveness as a teacher addressing feedback received from peers, students and supervisors. Include a brief narrative outlining changes you have made over time to one course, or a specific area of coaching, as a result of your self-assessment activities. The essay should also describe areas of strength and areas that need further refinement.
 - c. A brief description of your service to your department, the university, professional guild, church and local community (as described in the "Faculty Handbook Standard of Performance: 7.2.4 Service"). Explain how your service complements your vocation as Christian professor.
 - d. A brief description of the scholarly products and the relationship between your scholarly production and the university's definition of scholarship utilizing the categories described in Sections 6.4 and 7.2.3. Your narrative should help the committee and your peers to understand the products that have been publicly disseminated and those that have been subject to peer review.
7. Letters of evaluation from all regular faculty department colleagues and selected faculty peers. The collection of letters must meet the following criteria:
 - a. At least five letters must come from regular faculty.
 - b. For promotion to associate professor or professor and for tenure all regular faculty members within the candidate's department are required to write an evaluation of the candidate. In consultation with the provost and the department chair, the FPTC may

exempt first-year faculty, visiting faculty, or other special cases. When there are more than six non-exempted regular faculty in the candidate's department, six evaluators will be selected by the chair of FPTC together with the provost and the department chair, with input from the candidate.

- c. At least three letters must come from faculty with tenure (inside or outside the department).
- d. At least one letter must come from outside the department.
- e. If the faculty member being evaluated is in a Track III appointment, one letter must come from the Athletic Director.

The candidate, department chair, and associate provost will develop an agreed list of proposed letter writers and submit the list to the dean for feedback. After review of the list, the list will be forwarded to the provost, and FPTC, and the committee and provost will appoint a list of faculty peer letter writers to provide adequate expertise, breadth, and diversity of representation. The provost and FPTC will select the final evaluators, but are not limited to the list developed by the candidate and department chair.

All solicited evaluators should have access to all original student evaluations from the previous year, submitted evidence of scholarship, self-assessment narratives, and a copy of the applicant's current vita for preparation of their letters of recommendation. These materials will be available from the academic affairs office or from the department chair. These materials must be available to evaluators no later than September 15.

8. Supplemental materials may include the following optional materials:
 - a. Representative syllabi from courses you have taught at Whitworth.
 - b. Samples of scholarly products the candidate has produced (particularly since coming to Whitworth), noting the role of peer review.
 - c. A description of the types of service roles the candidate has taken on since coming to Whitworth.
 - d. Any further supporting documents (external reference letters, commendations, reviews, and so on) which the candidate may wish to include.
9. For tenure reviews, all regular and administrative faculty members are given the opportunity to submit letters of evaluation for any person under review. These letters must address the evaluation criteria, be evidence based, and must be signed. The names of the unsolicited letter writers will not be revealed to the candidate except where in extraordinary circumstances, in the opinion of the provost and FPTC, disclosure of the substance and/or the identity of the letter writer is necessary to ensure a full and fair tenure review process. The candidate will, in any case, have an opportunity to respond to substantive issues contained in letters prior to or during the interview process if those issues may have a bearing on the outcome.
10. When applying for promotion to full professor, at least one letter (solicited by the office of the provost) offering evaluation of the candidate's competence and scholarly contribution by peers in the candidate's field at appropriate institutions outside of Whitworth.
11. When applying for promotion to full professor, candidates should provide a short paragraph ranking him/herself in the areas of teaching, scholarship, and service. The paragraph should describe how the candidate has met Handbook criteria 7.4.5 for promotion.

7.6.3 ROLE OF LIAISON

A non-tenured applicant for promotion will be assigned a liaison from the FPTC to advise the faculty member in the preparation of materials for promotion and/or tenure. The mentor will complement the applicant's department chair (or designee) in guiding the applicant's gathering of evidence and preparation of their case for promotion. The candidate shall be informed that the liaison is a voting member of the committee.

7.6.4 ADDITIONAL EVIDENCE

The committee may, at its own discretion, request additional evidence from the faculty member, seek clarification in writing from a candidate or evaluator, conduct additional classroom observations, consider any new evidence that arises subsequent to the application, and request interviews with faculty colleagues or the faculty member under review.

The candidate may request to submit additional positive evidence after the due date for the application. The decision to accept the additional evidence is made by the committee chair in consultation with the provost. If new evidence arises after the committee's decision, the candidate can incorporate that in a request for reconsideration to the committee or to the administration (Sections 7.6.7 and 7.6.9).

If negative evidence should arise between the committee's recommendation on promotion or tenure and the final decision by the administration, the provost in consultation with FPTC may reconvene the committee to examine the new evidence and, if warranted, change the committee's recommendation. If negative evidence arises after the administration's decision but before final action by the board of trustees, the administration may reconvene FPTC to examine the new evidence and, if warranted, the committee may change its recommendation to the administration and/or the administration may change its recommendation to the board of trustees.

When new evidence arises during the course of a tenure and/or promotion review, or where circumstances warrant, the provost, in consultation with the FPTC, may extend time periods and deadlines to ensure a full and fair review process.

7.6.5 CANDIDATE INTERVIEWS

FPTC interviews with the candidate are a required part of the evaluation process. Interviews and other requested documentation may clarify evidence in the dossier or help to enhance the committee's understanding of the faculty member's performance.

7.6.6 THE FPTC RECOMMENDATION ON PROMOTION OR TENURE

Based upon the evidence gathered during the process of evaluation, the Faculty Promotion and Tenure Committee will make a written recommendation for or against regarding promotion, and/or tenure to the provost.

The Faculty Promotion and Tenure Committee responds in writing to each candidate informing the candidate of the committee's recommendation. In addition, the committee may offer information that will aid the faculty member's future development. . The letter is hand delivered or mailed to the

candidate and must be delivered or postmarked by the first day of finals week in fall semester. A copy of the letter is provided simultaneously to the provost.

For the tenure evaluation, the committee's recommendation will state:

1. that the candidate is qualified for tenure; or
2. that the candidate is not qualified for tenure.

For the promotion evaluation, the committee's recommendation will state:

1. that the candidate is qualified for promotion; or
2. that the candidate is not qualified for promotion.

The committee will substantiate its recommendation(s) and, if there are remediable weaknesses, will provide suggestions for improvement.

Should the committee recommend against promotion or tenure, the candidate may, but need not, follow the process for requesting reconsideration by the FPTC as outlined in 7.6.7.

The candidate has the right to send a written response to the evaluation to the provost, regardless of whether he or she has filed a request for reconsideration.

7.6.7 REQUEST FOR RECONSIDERATION OF FPTC'S RECOMMENDATION ON PROMOTION OR TENURE

Should the candidate disagree with the findings on which a negative recommendation on promotion or tenure is based, he or she will be given ten calendar days to file a written request for reconsideration to the committee, accompanied by appropriate documentation. The FPTC will review any such request and decide whether to change its original recommendation. A letter announcing the committee's decision on reconsideration will be sent to the candidate by January 15. A copy of this letter will also be sent to the provost together with a copy of the request for reconsideration and copies of accompanying documentation or, if more practical, a list of items that have been added to the file. Administrative action will follow any such resolution of a request for reconsideration (Section 7.7.5).

7.6.8 ADMINISTRATIVE ACTION ON PROMOTION AND TENURE DECISIONS

After receiving a recommendation from the committee, plus the results of any request for reconsideration, the provost will decide to recommend or not recommend the candidate to the president for promotion and/or tenure. The president will decide to recommend or not recommend the candidate to the board of trustees.

The decisions by the provost and president must be communicated in writing to the candidate by January 31st. The provost also informs the department chair, dean, and the committee of the outcome.

In the case that promotion to a higher rank is not accepted when recommended to the administration, the provost will supply the candidate with a written rationale for such action. This provision allows the candidate to make whatever adjustments were perceived as needed in the unsuccessful original evaluation.

If the provost and president concur with the recommendation of the Faculty Promotion and Tenure Committee to promote or award tenure, then the president will make this recommendation to the Academic Affairs Committee of the Board of Trustees at the spring meeting. Negative recommendations on promotion or tenure are also conveyed to the Academic Affairs Committee of the Board of Trustees for its final decision. Decisions of the board of trustees on promotion and tenure are final and binding.

Promotion and tenure are officially awarded with an affirmative vote of the board of trustees at the spring meeting.

7.6.9 REQUEST FOR RECONSIDERATION OF ADMINISTRATIVE ACTION ON PROMOTION OR TENURE

Following the president's communication of a negative decision on promotion or tenure, the candidate may, within ten working days, file a written request for reconsideration to the president only if (a) he or she has not previously filed a request for reconsideration to FPTC, or (b) the administration has not accepted the committee's positive recommendation, or (c) there is pertinent and significant new information not previously available. The president will respond in writing to a request for reconsideration, either changing or reaffirming the decision.

Following the administration's decision about tenure or promotion – and after resolution of any requests for reconsideration – the candidate may take recourse to the appeals process of the faculty (Section 7.7).

7.6.10 REAPPLYING FOR PROMOTION

Candidates not recommended for promotion will not be re-evaluated for promotion until the following academic year. This provision allows the candidate to make whatever adjustments were perceived as needed in the unsuccessful original evaluation. If candidate has been denied twice in successive years, or denied promotion to associate professor during their pre-tenure review, the candidate must wait two academic years before applying for the same promotion.

7.7 APPEALS OF EVALUATION DECISIONS

7.7.1 INITIATING AN APPEAL

If the president has upheld or rendered a negative decision on promotion or tenure or a ranking of 4 on a pre-tenure review or quadrennial review, and the candidate has unsuccessfully pursued a request for reconsideration to FPTC or FRC as applicable (Sections 7.3.3.4, 7.3.4.5, or 7.6.7) and/or to the administration when permissible (Sections 7.3.6, 7.6.9), the candidate may appeal the decision to the Faculty Affairs Committee. The appeal is initiated by way of a request to the Faculty Executive to convene the Faculty Affairs Committee for this purpose (see Section 2.2.5.2.1). The appeal must be received by the faculty president within ten working days of the president's negative decision.

Appeal of an evaluation decision may proceed, when applicable, after a notice of non-reappointment issued by the administration as a result of the evaluation. However, required timelines for notification of non-reappointment shall be considered as met by the administration's original notice, unaffected by any subsequent appeal. Faculty members appealing a decision based on the recommendation of the

Faculty Promotion and Tenure Committee or Faculty Review Committee will not have access to confidential letters of recommendation or other records deemed confidential by those committees, unless the FAC votes to request these materials or the provost, in consultation with the FPTC, determines that disclosure of such material is necessary to ensure a full and fair appeal process.

7.7.2 PERMISSIBLE GROUNDS FOR APPEAL

Appeals of evaluation decisions may be based on one or more of the following grounds:

1. Violations of Handbook policies or other established university policies or procedures.
2. Credible evidence that the decision violates Whitworth's non-discrimination policies.
3. Alleged violation of academic freedom.
4. Emergence of significant new evidence that is pertinent to the case.

The Faculty Affairs Committee is not authorized to re-do the evaluation or to substitute its judgment on the merits of the evaluation outcome for that of FPTC, FRC, or the administration. Its authority is limited to reviewing processes and resulting decisions for any of the above grounds on reconsidering the outcome.

7.7.3 FACULTY AFFAIRS PROCESS

The Faculty Affairs Committee shall commence its consideration of the appeal as soon as possible and shall complete its work within 20 working days of being convened by the Faculty Executive, unless granted an extension by the Faculty Executive.

The Faculty Affairs Committee reviews the evidence presented by the appellant, the provost, and the relevant review committee to determine whether policies and procedures were properly followed, including, when relevant, whether there is credible evidence of discrimination or violation of academic freedom. It may also consider, when applicable, new evidence that has emerged since the decision and determine whether it is pertinent to the case. This review process must include an interview with the appellant and the provost. In considering appeals of evaluation decisions, FAC may petition the Faculty Promotion and Tenure Committee or Faculty Review Committee for information that will ensure a full and fair appeal process. The FPTC and FRC, as they deem appropriate without violating the confidentiality and integrity of the evaluation process, may elect to share information with the Faculty Affairs Committee. However, the Faculty Affairs Committee does not have routine access to the records of FPTC or FRC. At the committee's discretion, the review may include interviewing other witnesses and persons with significant insight regarding the appeal.

7.7.4 FACULTY AFFAIRS ACTION

The Faculty Affairs Committee shall prepare a written report of its review and/or investigation on the appeal in accordance with Section 2.2.5.2.4. The report may (a) uphold the decision of the administration; (b) recommend that the administration reverse or reconsider its decision; (c) recommend that the FPTC or FRC be reconvened to reconsider their decision. The report of the Faculty Affairs Committee will state the reasoning behind its recommendation. The report shall be provided to the Faculty Executive, which will distribute the final report and recommendation to key parties including the appellant and the provost.

7.7.5 ADMINISTRATIVE ACTION FOLLOWING APPEAL

The provost and president will consider the Faculty Affairs Committee recommendation, then make their decision and communicate that decision within ten working days of receipt of the FAC report to the faculty member and to the Faculty Affairs Committee. For pre-tenure and quadrennial reviews, the president's decision at this stage is final and binding. For promotion and tenure reviews, the president's decision at this stage is conveyed as a recommendation to the board of trustees, with copies sent to the candidate and the FAC. The board of trustees' decision is final and binding.

7.8 THE EVALUATION OF LECTURERS AND ADJUNCT FACULTY

7.8.1 EVALUATION OF LECTURERS AND ADJUNCT FACULTY

Department chairs/directors are responsible for the supervision and evaluation of lecturers and adjunct faculty. Department chairs (or designees) are expected to review course syllabi, conduct classroom observations. Department chairs/directors shall meet with lecturers and adjunct faculty to analyze classroom observations, course data and student evaluations on a regular basis (at minimum, for every 30 credit hours taught and at least once when the instructor is teaching a course for the first time). Prior to promotions to senior adjunct, senior lecturer, or distinguished adjunct, department chairs/directors (or designees) are expected to gather feedback, conduct a minimum of one peer evaluation with each eligible lecturer and adjunct faculty member and complete required documentation as prescribed in the Faculty Handbook (7.8.5). Once promoted, department chairs/directors shall continue supervision and evaluation including one peer evaluation for each 30 semester credits taught.

7.8.2 PROMOTION OF LECTURERS AND ADJUNCT FACULTY

Promotion of lecturers and adjunct faculty is intended to reward teaching excellence and institutional commitment. Promotion decisions for lecturers and adjunct faculty are made after the end of the Spring Term and will apply to future appointments. Once they have been promoted, senior adjuncts, distinguished adjuncts, and senior lecturers retain these ranks when reappointed in their category after an employment hiatus.

7.8.3 QUALIFICATIONS FOR PROMOTION TO SENIOR ADJUNCT

At least 30 semester credits of teaching at Whitworth as an adjunct are to be completed before promotion to the rank of senior adjunct. The evaluation for this promotion may occur in the academic year that the 30 semester credits are completed. A graduate degree is normally required at this level. Exceptions may be made for persons in fields where other degrees and/or credentials are traditionally accepted as terminal or excellent professional experience directly related to courses taught. Promotion to senior adjunct status does not imply the existence of a permanent teaching relationship with the university. The criteria for promotion to senior adjunct faculty status are as follows:

7.8.3.1 TEACHING

evidence of superior teaching and educational abilities;

7.8.3.2 COLLEGIALITY

evidence of the ability to work constructively and competently – even in dissent – with department colleagues, members of the administration, and any other individuals and groups within the candidate’s sphere of contact;

7.8.3.3 MISSION COMMITMENT

evidence of the candidate’s commitment to the university’s mission and goals and its educational philosophy; and

7.8.3.4 PROFESSIONAL RIGHTS AND RESPONSIBILITIES

evidence of the candidate’s concurrence with and implementation of the “professional rights and responsibilities of faculty members,” described in Section 5.

7.8.4 PROMOTION TO DISTINGUISHED ADJUNCT OR SENIOR LECTURER STATUS

The qualifications for a senior adjunct are assumed when considering promotion to distinguished adjunct, and for lecturer when considering promotion to senior lecturer. At least 80 semester credits of teaching as a senior adjunct or lecturer at Whitworth are to be completed before a senior adjunct or lecturer is minimally qualified for promotion to the rank of distinguished adjunct or senior lecturer. The evaluation for this promotion may occur in the year that the 80 semester credits are completed. Promotion to distinguished adjunct or senior lecturer status does not imply the existence of a permanent teaching relationship with the university. The criteria for promotion to distinguished adjunct or senior lecturer status are as follows:

7.8.4.1 TEACHING

evidence of superior teaching and educational abilities;

7.8.4.2 ACHIEVEMENT IN ACADEMIC, SCHOLARLY, OR PROFESSIONAL FIELD

evidence of a high level of achievement in an academic, scholarly, or professional field that complements the senior adjunct’s or lecturer’s primary teaching responsibility;

7.8.4.3 COLLEGIALITY

evidence of the ability to work constructively and competently – even in dissent – with department colleagues, members of the administration, and any other individuals and groups within the candidate’s sphere of contact;

7.8.4.4 MISSION COMMITMENT

evidence of the candidate’s commitment to the university’s mission and goals and its educational philosophy and a mature understanding of and commitment to the Christian faith; and

7.8.4.5 PROFESSIONAL RIGHTS AND RESPONSIBILITIES

evidence of the candidate’s concurrence with and implementation of the “professional rights and responsibilities of faculty members,” described in Section 5.

7.8.5 PROCEDURES FOR PROMOTION OF LECTURERS AND ADJUNCT FACULTY

By March 1, the provost will prepare a list of lecturers and adjunct faculty eligible for promotion and distribute it to department chairs. Department chairs are to seek the input of department's regular faculty and notify the lecturer and adjunct faculty member if promotion is warranted. It is the department chair's responsibility to assist the lecturer or adjunct faculty member in the preparation of a promotion dossier.

The lecturer or adjunct faculty member will prepare, with assistance of department chair, a promotion dossier which includes:

1. an updated vita,
2. a brief self-evaluation essay addressing how the faculty member meets criteria in 7.8.3 or 7.8.4,
3. student teaching evaluations from the last four courses taught at Whitworth,
4. in-class peer teaching evaluation completed by department chair or dean,
5. in-class peer teaching evaluation completed by department faculty member,
6. and a letter of evaluation from the department chair describing the recommendation of the department's regular faculty and addressing the candidate's performance on each of the criteria for promotion.

The dossier will be submitted to the Faculty Promotion and Tenure Committee no later than April 15. The committee will consider the dossier for promotion and send its recommendation to the provost who will make the final decision no later than June 1.

7.9 POST-TENURE REVIEW OF TRACK I FACULTY

Every fifth year after receiving tenure, all Track I faculty members will undergo a formal review by the college or school dean and three colleagues. The purpose of this review is to address the effectiveness of post-tenure faculty in meeting Whitworth's mission; identify future resources for supporting the faculty member's development; and document and acknowledge post-tenure faculty achievement and continued professional growth.

If a faculty member applies for promotion within the five-year period between post tenure reviews, or if they apply for promotion the same year they are to undergo post tenure review, the promotion review with the FPTC will function as the post tenure review. The five-year clock will reset with the promotion review regardless of the decision recommended by FPTC.

At the start of the academic year, the provost reviews a list of faculty to determine who are due for review. The college or school dean is responsible for arranging and conducting this review. The procedure must include peer evaluations.

7.9.1 SELF-EVALUATION REPORT

The faculty member under review will prepare a written self-evaluation report for the dean. The report will include reflection on the faculty member's teaching, advising, service, scholarship and congruence with Whitworth's mission, as well as a five-year plan for professional growth.

7.9.2 COLLEAGUE EVALUATION

The faculty member will solicit evaluations from his or her department chairperson, and from two other colleagues, one from inside and one from outside the department. The committee must include at least one man and at least one woman. Department chairs, who are under review, will have a total of three evaluators. Two of the evaluators will be from inside the chair's department and one will be outside the department. The committee must include at least one man and at least one woman. The evaluators will complete a form provided by the dean. This form includes discussion of the faculty member's congruence with the mission, teaching and advising, and quality of scholarship and service. If necessary, evaluators may request additional information.

7.9.3 INTERVIEW

The faculty member will meet with the college or school dean and department chair and the other two evaluators. During this interview, the dean and colleagues will discuss the faculty member's self-report and colleague evaluations. This interview is an opportunity to commend the faculty member for effective and important contributions to the university and to discuss professional growth and improvement.

7.9.4 SUMMARY ACTIONS

Following the meeting, the faculty member writes a summary to articulate his or her full understanding of the commendations and areas that have been highlighted for professional growth and improvement. This summary will then be sent to the dean with a copy to the provost. The dean, reads the summary, provides additional information or clarifies discrepancies if needed, gives a copy to the faculty member, and places it in the faculty member's evaluation file. The provost will inform the faculty member when the process is complete.

If the provost, in consultation with the dean, determines the faculty summary does not show full understanding of substantive areas in need of professional growth and improvement, then the faculty member must meet with the provost and dean for further discussion or clarification.

If the post-tenure review is unsatisfactory (the faculty member is not meeting performance standards or there is substantive disagreement between the faculty member and the committee, regarding areas in need of improvement) further steps are warranted. In this case, the dean, the faculty member, and the review committee will meet to discuss areas of concern. The faculty member will have the opportunity to respond and to suggest additional information which may be gathered. When information is complete, a second meeting will be held to indicate (1) the review is now satisfactory, or (2) the review is not satisfactory and the faculty member will need to work with their dean to develop a plan for improvement to be approved by the provost with input from the review committee. The results of that plan will be reviewed in a meeting with the faculty member by the committee at a future date designated in the plan for improvement.

7.10 END-OF-YEAR REVIEW OF TENURED FACULTY

If serious and/or repeated performance problems (see 7.2) of a tenured faculty member have been called to the faculty member's attention, yet continue to occur, the provost in consultation with the

dean and department chair, may require an end-of-year review using the Annual Evaluation Procedure and Form (see 7.3.2).

7.11 THE REVIEW AND EVALUATION OF AN ENDOWED CHAIR

Faculty in endowed chairs are subject to the normal provisions for their appointment as either Track I or Track II or Track III.

7.12 THE REVIEW AND EVALUATION OF REGULAR FACULTY WITH ADMINISTRATIVE DUTIES

Regular faculty whose appointment includes an administrative component will be evaluated as faculty on the schedule and using the procedures appropriate to their appointment track (Track I, Track II, or Track III).

In the case where the faculty appointment is full-time, the evaluation should and normally will include some assessment of the administrative duties, but should focus on the individual's broader role as a faculty member. Evaluation will follow the same criteria for faculty evaluation listed in Section 7.6. Additional evaluation of the administrative role may occur outside the faculty evaluation process at the direction and discretion of the provost or other administrator to whom he or she reports.

In the case where an individual has a part-time faculty contract plus a separate part-time administrative or staff contract, evaluations under the faculty evaluation process will concentrate on faculty responsibilities only. The part-time administrative or staff responsibilities are to be evaluated separately under university policies and procedures applicable to the specific position.

Where faculty are assessed with substandard administrative skills or performance of duties, the provost can relieve the faculty member of his or her administrative duties. The administrative duties will be reassigned and the faculty member will return to full-time teaching duties.

8 PROFESSIONAL DEVELOPMENT OF FACULTY

8.1 PROFESSIONAL ORGANIZATIONS, CONFERENCES, TRAVEL, AND RESEARCH

8.1.1 PROFESSIONAL ORGANIZATIONS

Membership in professional societies and attendance at professional conferences are encouraged as a part of career development. Departments may include in their budgets the membership dues for a primary professional society for full-time faculty who have completed two years of instruction with a satisfactory second-year evaluation, with the limitation that only one membership per faculty member will be paid for with university funds. Otherwise, faculty members are expected to pay for their own memberships. Where memberships are required by administrative duties or other special assignments which serve the interests of the university more than those of the department or the faculty person's particular discipline, arrangements for the payment of such fees by the university may be made with the provost.

8.1.2 FACULTY TRAVEL

The university funds a travel allowance in order to support faculty travel costs connected to attendance at professional meetings or other professional growth opportunities. The university seeks to provide funds so that each faculty member may attend a professional meeting every two years. The administration establishes guidelines for the amounts which can be made available for faculty travel in a given fiscal year. If a faculty member is delivering a scholarly paper or participating actively in a scholarly activity, travel may be funded more frequently. All travel requests are submitted on the appropriate form, prior to the planned travel and as early as possible in the academic year, to the provost who evaluates them in terms of their potential benefit to the faculty member and/or the university. University funds may not be used for international travel to countries with State Department warnings currently issued due to concerns for the faculty member's safety and the university's limits related to insurance and assumed liability. Approval is based on the appropriateness of the requested travel and the availability of funds which are budgeted for this purpose. This budget is managed by academic affairs.

8.1.3 FACULTY RESEARCH

The university provides funds for the independent research of faculty members and actively seeks additional sources of support for such activities. Applications for allotments for faculty research must be submitted to the Faculty Research and Development Committee, which evaluates such requests and makes recommendations to the administration for the disbursement of research funds (see Section 2.2.4.6).

8.2 FACULTY DEVELOPMENT ON CAMPUS

The responsibility for faculty development on campus is shared by the provost, associate provost, director of teaching, learning, and faith integration, and the Faculty Research and Development

Committee (see Section 2.2.4.6). Conferences for professional growth, institutional maintenance, and faculty planning are arranged each year. A fall retreat and one professional day (faculty development day) each semester occur each year, and faculty are expected to participate in these conferences. The Faculty Executive is responsible for the planning and implementation of the faculty retreat at the beginning of the Fall Term (2.2.3). The Faculty Research and Development Committee plans and conducts the faculty development days, for which the provost provides budgeted funds. Initiatives of faculty to provide for other faculty development events may be directed to the Faculty Research and Development Committee. The provost undertakes to find sources of funding for faculty development, beyond the university budget, through grants and external fund-raising.

8.3 SABBATICAL LEAVES

8.3.1 PURPOSE

Whitworth believes that the continued scholarship and intellectual renewal of its faculty are necessary and desirable. Therefore, the university provides the means for faculty to engage in research, study, creative activities, cross-cultural studies and contacts with scholars outside the Whitworth University community. It is important to model lifelong learning. It is likewise important that assurance of highest quality instruction be provided for both the university and the individual. Sabbatical leaves provide opportunities for individuals and corporate growth through these activities.

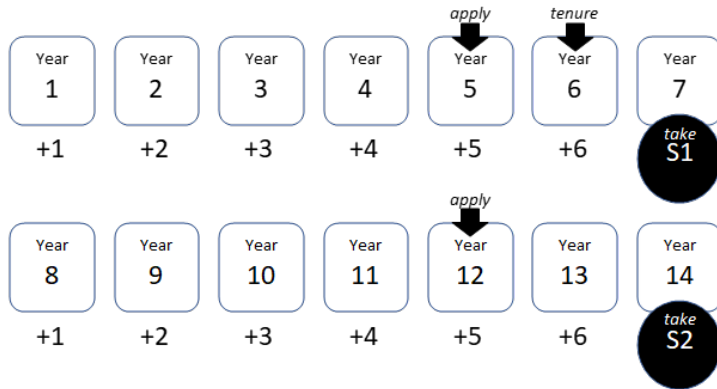
8.3.2 SABBATICAL ELIGIBILITY

All Track I and Track II faculty are eligible to apply for sabbatical leaves. The university expects eligible faculty to take sabbatical leave every seven to twelve years to ensure ongoing professional development, but a faculty member will not be forced to take sabbatical. The year a faculty member becomes eligible to take sabbatical is dependent on a number of individual and university factors, as outlined in the scenarios below. Sabbatical application timelines are addressed in 8.3.3.

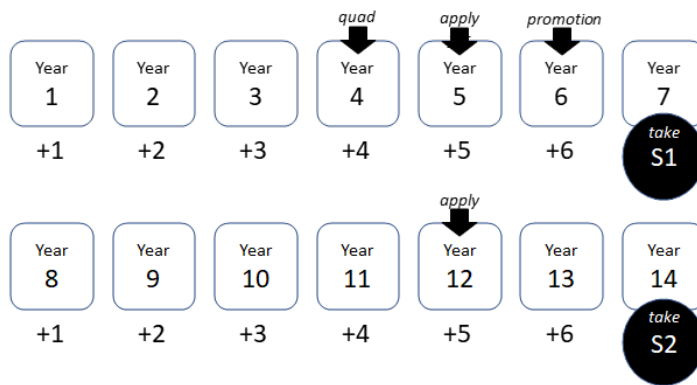
In the diagrams that follow, “+#” reflects an academic year of work counted toward the next sabbatical, and “S#” reflects an academic year in which a sabbatical is taken. These diagrams use review, promotion, and tenure milestones for context, but the specifics of those timelines are discussed elsewhere in the Handbook.

8.3.2.1 Baseline Eligibility. All Track I and Track II faculty are eligible to take their first sabbatical in their seventh year after working at Whitworth for six years, contingent upon receiving tenure (Track I) or a promotion (Track II). Track II faculty also have the option to take their first sabbatical in their ninth year after completing two successful quadrennial reviews (promotion may be substituted for second review). All Track I and Track II faculty are eligible for their second and subsequent sabbaticals after working for six more years after the sabbatical year; the clock for the next sabbatical starts the academic year after the year in which the sabbatical is taken.

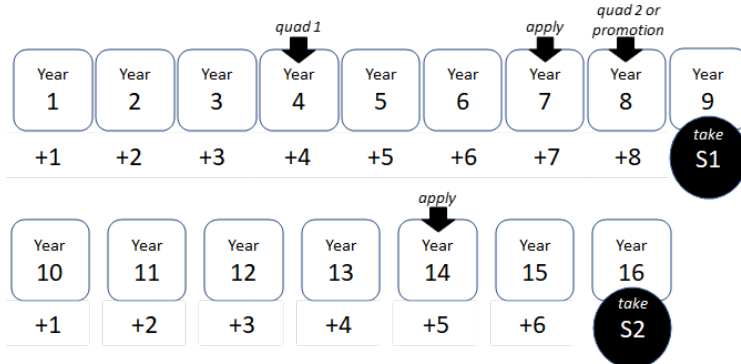
8.3.2.1.1 A baseline Track I scenario includes working years 1-6, receiving tenure in year 6, taking sabbatical in year 7, then starting to count the next 6-year eligibility set in year 8.



8.3.2.1.2 A baseline Track II scenario includes a faculty member working years 1-6, having a successful quadrennial review in year 4 and promotion in year 6, taking sabbatical in year 7, then starting to count the next 6-year eligibility set in year 8.



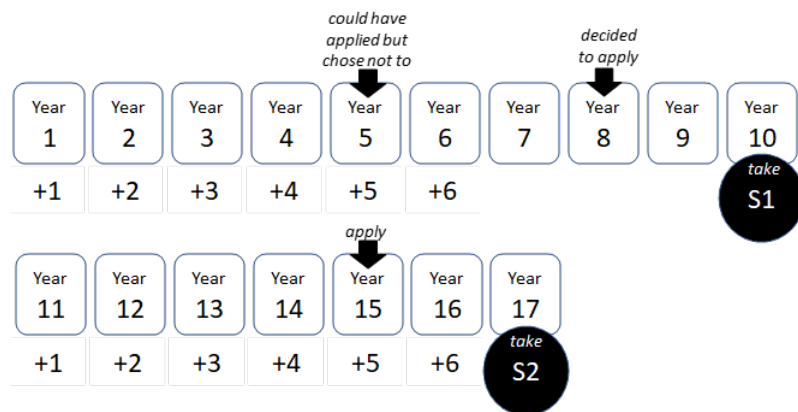
8.3.2.1.3 An alternative Track II scenario which may be selected by faculty includes working years 1-8, having a successful quadrennial review in year 4 and successful quadrennial review or promotion in (or by) year 8, taking sabbatical in year 9, then starting to count the next 6-year eligibility set in year 10.



8.3.2.2 Sabbatical Application Deferred per Faculty Request: While strongly encouraged to take regular sabbaticals as they are eligible, faculty members are not required to take sabbaticals. Nor are faculty required to apply the first year they are eligible to do so. Once a faculty member has completed the required set of working years and reviews as described in 8.3.2.1, the faculty member remains eligible to

apply for the next sabbatical at their will, but does not accrue additional eligibility toward future sabbaticals until a sabbatical is actually taken.

In the example scenario below, a faculty member was eligible to take their first sabbatical in Year 7, but chose to defer taking their sabbatical three years until Year 10 for personal (not departmental or university) reasons:



8.3.2.3 Approved Sabbatical Postponed per Faculty Request: Once approved for a sabbatical, faculty are expected to take that sabbatical in the year for which it was approved. Because there are annual limits to the number of available sabbatical slots and unused slots/funding does not carry over from year to year (see 8.3.7.4), requesting changes to the year in which a sabbatical was previously approved can be problematic for multiple reasons. First, there may not be available slots for the year requested, which may require the faculty member to delay longer than desired. Additionally, requesting a move to a future year may leave an unused sabbatical slot that could have gone to another colleague or may take away a future slot from upcoming eligible applicants. For these reasons, faculty-requested changes to previously approved sabbatical dates cannot be guaranteed.

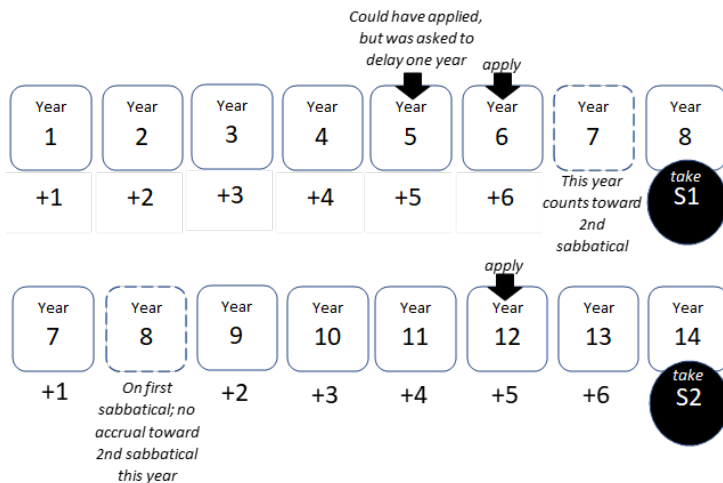
However, there may be extenuating circumstances that make this situation unavoidable. In these cases, faculty and their department chair/program director should contact the Faculty Research and Development committee and Academic Affairs to discuss an alternate sabbatical date. Because it is faculty-initiated, the faculty member will not accrue additional eligibility toward future sabbaticals until a sabbatical is actually taken.

8.3.2.4 Sabbatical Postponed per University Request: At times faculty may be requested or required to delay their sabbatical due to departmental, program, or university resource constraints that may impact the delivery of the academic program, e.g. when multiple faculty in the same department are eligible to take sabbatical the same year. In these circumstances, department chairs/program directors and area deans will work with the impacted faculty members to develop an equitable plan that may include one or more faculty members delaying their next sabbatical per university request.

This scenario can also happen when a faculty member is entitled to a sabbatical and applies but their sabbatical is not authorized in the applied-for year because of the established quota (section 8.3.7.4.) To ensure a faculty member whose sabbatical is delayed per university constraints is not disadvantaged by this arrangement, the eligibility timeline for their subsequent sabbatical will account for the university-imposed delay. Once a faculty member has completed the required set of working years and

reviews as described in 8.3.2.1, any additional years of work before the sabbatical can be taken will be counted toward their subsequent sabbatical.

In the example scenario below, a faculty member who originally was eligible to take sabbatical in year 7 is asked to delay their sabbatical one year by their department. Both the year they apply and the year they take their first sabbatical are moved out one year; however, the timing of their second sabbatical is not affected. This adjustment accounts for the university-imposed delay and still results in two sabbaticals in a 14-year period.



8.3.2.5 Impact to Sabbatical Eligibility When Application is Not Accepted: In very rare circumstances sabbatical applications are submitted that do not meet the evaluation criteria given in 8.3.4 and are rejected. Faculty are encouraged to seek additional feedback from the Faculty Research and Development committee and provost and to resubmit the following year. As in 8.3.2.3, in this situation the faculty member will not accrue additional eligibility toward future sabbaticals until a sabbatical is actually taken.

8.3.2.6 Transferrable Service: Faculty who join the Whitworth faculty from other institutions do not transfer sabbatical eligibility they may have earned at their prior institution to accelerate their sabbatical eligibility when they start at Whitworth unless this was specifically negotiated by the faculty member in the hiring process as reflected in their initial Whitworth University contract (up to a maximum of two teaching years.)

8.3.2.7 Faculty Temporarily Serving in Administration: Faculty temporarily serving full-time in an administrative role may count up to three years in that role towards their sabbatical eligibility. Sabbaticals for full-time administrators or administrative faculty are beyond the scope of this Handbook.

8.3.2.8 If a faculty member is forced to postpone an approved sabbatical due to a significant health issue (either the faculty member’s health or involving his or her immediate family), then the faculty member will be allowed to take the sabbatical at the earliest opportunity within three years. The provost and Faculty Research and Development Committee will work together to enable the sabbatical as soon as possible. Faculty in this situation would begin the count toward their next sabbatical in the year immediately following completion of the sabbatical.

8.3.2.9 Notification of Delays: To ensure accurate record-keeping regarding sabbatical eligibility, Academic Affairs must be notified by the department chair/program director or area dean before the October 15th sabbatical application deadline of any eligible faculty who have been asked to delay their sabbatical for university-imposed reasons. The faculty member is also encouraged to notify Academic Affairs to confirm the arrangement and impact on their individual sabbatical timelines. No notification is required from faculty who choose not to apply when they are eligible for personal reasons. They will remain eligible to apply in future years as outlined in 8.3.2.2.

8.3.3 APPLICATION PROCEDURE

A candidate for sabbatical leave must submit a plan of study to his or her department chairperson, who then will transmit the request with his or her comments and recommendation to the Faculty Research and Development Committee through the provost. Applications should be submitted by October 15 of the second year preceding the academic year during which the leave is to occur.

8.3.4 APPROVAL PROCEDURE

The Faculty Research and Development Committee reviews all sabbatical proposals and evaluates their appropriateness, scholarly merit, and potential contribution to the professional development of the applicant. The committee may propose refinements or improvements in a sabbatical proposal, which may be negotiated with the applicant. The committee submits a recommendation for approval or rejection to the provost, who makes the final determination. The provost's evaluation includes a review of the staffing and curricular needs of the department and the budgetary implications of the granting of the sabbatical. The provost then informs applicants in writing of the results of the application and review process.

8.3.5 DURATION AND COMPENSATION

A sabbatical leave shall be either a half year including January Term at full salary, or a full year at half salary. Faculty will be required to return to Whitworth University and teach for one year immediately following the leave, or reimburse the university for salary received during the sabbatical leave. Applicants are encouraged to identify outside sources for support of sabbatical leave expenses; the provost provides support in seeking and applying for such funding.

8.3.6 REPORTING

Upon completion of a sabbatical leave the faculty member will make a formal written report to the provost within the first sixty days of the next semester. Furthermore, faculty members may be requested to share the results of their leave activities with the community or professional groups, trustees, faculty, or students.

8.3.7 IMPLEMENTATION

8.3.7.1 PLANNING

The committee and provost plan sabbaticals in such a way that, as far as is feasible, approximately the same number of faculty are on leave each semester.

8.3.7.2 COVERAGE

Departments guarantee coverage of their curricular commitments during each semester of a sabbatical leave by evaluating the course rotations and adjusting the teaching schedule as warranted. The faculty member on sabbatical should not be expected to teach courses within or outside the department while on sabbatical (including during Jan term). Instead, alternative arrangements should be made to cover all curricular commitments. Faculty on sabbatical should be released from advising and institutional service roles (e.g. faculty governance); when necessary, service roles may be filled with a short-term replacement position. Regular faculty members are not expected to teach more than their normal load of courses during a colleague's sabbatical. Where possible, courses will be taught by colleagues within the department; at the same time, attention will be given to curricular coverage and faculty advising loads. Visiting professors and/or adjunct faculty are used to cover the department's courses in accord with the following guidelines:

- In departments with greater than seven full-time faculty, all courses normally taught by the individual will be dropped or picked up by other department members.
- In departments with five to seven full-time faculty, one course normally taught by the individual on leave will be taught by a part-time replacement, and the other three courses will be either dropped or picked up by other department members.
- In departments with fewer than five full-time faculty, two courses normally taught by the individual on leave will be taught by part-time replacements, and the other two courses will be either dropped or picked up by other department members.
- Attention will be given to the size of the department and the type of coverage needed.

The sabbatical coverage approved will be noted in the sabbatical approval letter sent to the faculty member, dean, and department chair.

8.3.7.3 SPECIAL CIRCUMSTANCES

Particular department circumstances, such as core course commitments, may require other modifications. Any requirement that may incur additional expenditures must be truly exceptional. The appointment of full-time replacements for full-year sabbatical leaves will be authorized if funds are available.

8.3.7.4 ALLOWABLE PERCENTAGE OF FACULTY ON SABBATICAL

A maximum of nine percent of the full-time faculty may take leave in any single academic year. For the sake of this calculation, full-time faculty is defined as Track I, Track II, and Track III faculty, including visiting faculty who are teaching 1.0 or greater FTE (not counting visiting faculty replacing endowed chairs). The provost determines, at the beginning of the annual approval process, what the appropriate number of faculty leaves two years hence will be.

8.4 MINI-SABBATICALS

Mini-sabbatical awards are intended to encourage and support scholarship at Whitworth University. They are competitive, merit-based awards open to all faculty who have at least a 90% contract and who carry a 50% teaching load or who hold a full-time professional librarian appointment. Mini-sabbaticals will be spread throughout the academic year. They will consist of a three-credit release, subject to negotiation with the department chair and academic affairs. The specific credits from which the approved faculty member is released will be determined by the department chair and academic affairs.

Whether a mini-sabbatical is granted will depend on approval by the Faculty Research and Development Committee and on department and university needs. The number of mini-sabbaticals awarded each year will be established by academic affairs. Once approved by FRD, the department chair will record the mini-sabbatical on the department load sheet submitted to academic affairs. Department colleagues are encouraged to collaborate in scheduling mini-sabbaticals to maximize effectiveness.

8.4.1 ELIGIBILITY

- Full-time Track I, Track II, or Track III faculty with at least a 90% contract and 50% teaching load or who hold a full-time professional librarian appointment are eligible.
- Faculty are eligible for their first mini-sabbatical in their second year.
- Faculty with a course release(s) dedicated to scholarly production (grants, endowed chairs, etc.) are not eligible for a mini-sabbatical in that same academic year.
- Faculty are eligible for no more than one mini-sabbatical in the time period between sabbaticals.

8.4.2 APPLICATION PROCEDURE

- Complete the application form with the signature of the department chair.
- Apply to academic affairs by November 1.
- Faculty Research and Development Committee will rank all applications using the faculty approved application and rubric by December 15.
- Applicants, department chairs, and deans will be notified regarding the status of applications by February 15.

Applicants will list their preference for the term the mini-sabbatical will occur, but final placement will be determined by academic affairs.

9 LEAVES OF ABSENCE

There are times when a faculty member needs to be excused from teaching duties and leave the university for a time for personal, academic, or professional reasons. Even though the university is unable to support such leaves, it can encourage and help the faculty member. Any full-time faculty member is eligible for a leave of absence. The written request should be presented to the provost by March 1 prior to the academic year in which the leave of absence will be taken. Normally, the leave is for one academic year.

The decision to grant the leave of absence is based on the needs of the individual faculty member, the department, and the university. Such time away from the university may not be counted as teaching time for promotion in rank or for tenure eligibility. Such time will be included for advance on the salary step scale only if the activity while on leave is comparable or germane to one's Whitworth appointment. It will not change the faculty member's rank or tenured status.

Tenured faculty members are assured reemployment at the end of such leave. Nontenured, Track II, and Track III appointments are assured reemployment barring any extraordinary financial or program changes at the university.

10 SEPARATION

At times Whitworth University or individual faculty members may find it necessary to sever their contractual relationship. To protect the interests of both parties, policies and procedures related to each category of separation are set forth. All separating faculty are required to arrange for an exit interview with the office of human resources to receive information about continuation of benefits, to make arrangements for clearing any outstanding debts to the University, and to make arrangements for receiving the final paycheck. All University property, including keys and access cards, must be returned to the appropriate office before the exit interview.

10.1 DEFINITIONS

The following definitions apply to the various modes of separation covered in this section:

- Resignation and retirement refer to separation actions initiated by the faculty member.
- Non-reappointment or non-renewal refers to non-renewal of a faculty member's contract at the end of the contractually specified appointment term. This is typically an institutional decision but may also be by mutual agreement.
- Termination refers to a separation action initiated by the institution and covers two importantly distinct situations:
 - a) early termination of a non-tenured contract, i.e., termination of a non-tenured faculty member before the end of the contractually specified appointment period.
 - b) ending of a tenured appointment, whether during or at the end of an annual contract.

A special category of termination is dismissal, generally reserved for a subset of termination cases where the grounds are some fault or inadequacy (such as incompetence, non-performance of duties, or moral turpitude) on the part of the faculty member being terminated.

10.2 RESIGNATION

Resignation is a severance action by which a faculty member voluntarily seeks to be released from a contract with the University. Late notice of resignation may create a substantial hardship for others, including colleagues who must conduct the search and appointment. It is therefore expected that written notice of resignation will be delivered to the provost no later than May 1 of the academic year in which the appointment ends, and even earlier notice would be helpful. A faculty member may properly request a waiver of this requirement of notice in case of hardship or in a situation where substantial professional advancement or other opportunity would otherwise be denied. Unless otherwise negotiated in individual cases, resignation will be effective at the end of the fiscal year (June 30th). All resignations are subject to approval by the provost.

A tenured faculty member who resigns from his or her tenured appointment thereby relinquishes tenured status. There is no right, stated or implied, to resume tenure if the faculty member subsequently applies for and is hired to fill the same or another position at Whitworth.

10.3 RETIREMENT

Retirement is a voluntary separation action, similar to resignation, by which a faculty member indicates the intention to bring his or her full-time working career at Whitworth to a close. It establishes a

prerequisite for, but does not automatically entail, the awarding of emeritus faculty status (see Section 1.3.5). Faculty planning to retire from the University shall notify the provost, in writing, no later than December 15 of their final year. For information regarding retirement benefits and process, please contact the office of human resources.

A tenured faculty member who retires from his or her tenured appointment thereby relinquishes tenured status. There is no right, stated or implied, either to return to an active faculty role, or to resume tenure if the faculty member is subsequently rehired into an active faculty role at Whitworth.

10.4 NON-REAPPOINTMENT OF A NON-TENURED CONTRACT

The decision not to renew a non-tenured appointment is made by the provost with the endorsement of the president. Such a decision may be the result of an evaluation procedure conducted by the department chair, athletic director, the Faculty Promotion and Tenure Committee, the Faculty Review Committee, or the provost (see Section 7.3). For due cause, the decision may be made solely at the administration's initiative. If the non-reappointment decision is not the direct outcome of an FPTC or FRC evaluation and involves a faculty member beyond his or her fourth year at Whitworth, the provost, before making the decision, will confer with the chair of FPTC or FRC (whichever committee has most recently reviewed the faculty member). The committee chair may offer a written opinion on the decision. Prior to issuing a notice of non-renewal of a non-tenured appointment, the administration may place a faculty member on probation for a specified period of time.

Since a notice of non-reappointment is not a dismissal for cause, it is not necessary for the University to set forth its reasons. The provost may, but need not, provide reasons for the decision.

A faculty member who believes his or her non-reappointment was in violation of Whitworth's Policy Prohibiting Discrimination, Harassment, and Retaliation may file a complaint in accordance with the provisions of that policy (see Appendix A). The procedures specified in the policy for handling such a complaint will likewise be followed.

A faculty member who believes his or her non-reappointment involves an infringement of academic freedom may pursue the complaint and grievance procedures established in Section 11 of this Handbook. The burden of proof in such cases shall be on the faculty member.

The following schedules are to be observed in making a notification of non-renewal:

10.4.1 NON-RENEWAL WITHIN THE FIRST YEAR OF SERVICE

In the event that the contract of a faculty member in his or her first year of service, regardless of track, will not be renewed, the provost will notify the faculty person about non-renewal no later than March 15, if the appointment expires at the end of that academic year. If a one-year appointment terminates during, rather than at the end of, an academic year this notification will be given at least three months in advance of the end of the appointment. The faculty member's employment shall therefore end on the date his or her first year appointment lapses.

10.4.2 NON-RENEWAL WITHIN THE SECOND YEAR OF SERVICE

In the event that the contract of a faculty member in his or her second year of service will not be renewed, the provost will notify such individuals about non-renewal no later than December 31 of the second contract year, if the appointment expires at the end of that academic year. If the contracted period ends during, rather than at the end of, an academic year this notification will be given at least six months in advance of the end of the appointment. The faculty member's employment shall therefore end on the date that his or her second year appointment lapses.

10.4.3 NON-RENEWAL AFTER THE SECOND-YEAR EVALUATION

In the event that the contract of a non-tenured faculty person who has completed a second-year evaluation (see Sections 7.3.2.2 - 7.3.2.3) is not renewed, the provost will give written notification no later than June 30 that the subsequent academic year's contract will be the terminal year contract. The June 30 deadline for such notification applies in each subsequent year to all non-tenured regular faculty.

10.4.4 NON-RENEWAL FOLLOWING DENIAL OF TENURE AT THE TENURE REVIEW

A faculty member who is unsuccessful in his or her tenure review and whose denial of tenure is confirmed by the board of trustees is entitled to one additional contract year which cannot be subsequently renewed, unless there is cause for non-renewal on shortened notice (Section 10.4.5) or early termination (Section 10.5). All decisions by the board to deny tenure are final and binding.

See Sections 7.6.7 through 7.7 for options regarding requests for reconsideration and appeals on denial of tenure.

10.4.5 NON-RENEWAL ON SHORTENED NOTICE

For due cause or under extraordinary institutional circumstances, non-renewal of a faculty contract may occur with shorter notice than the applicable timeline specified in Section 10.4.1, 10.4.2, 10.4.3, or 10.4.4. In some instances non-renewal on shortened notice may be used at the administration's sole discretion in lieu of early termination of contract (Section 10.5), and it may be accompanied by conditions such as probation or paid suspension. Provisions for non-renewal on shortened notice, including justifications and options for appeal, are the same as the provisions governing early termination of a contract specified in Section 10.5.

10.5 EARLY TERMINATION OF A NON-TENURED CONTRACT

"Early termination" refers to termination of a contract by the university before the contractually specified end of the appointment. The provisions of this section also apply to non-renewal of a contract on shortened notice, as described in Section 10.4.5. Only exceptional and substantially serious circumstances such as are addressed in 10.5.1 through 10.5.3 will lead the administration to exercise either option.

10.5.1 TERMINATION FOR MEDICAL REASONS

A non-tenured faculty member who for medical reasons (physical, mental, or sensory conditions) is unable to perform all or a substantial part of regular duties for a period of more than six months may request a leave of absence without pay for up to one year at a time. The official form to apply for leave of absence is available through the office of human resources. Any such leave of absence, if granted, is not automatic and must be supported by current medical evidence.

Early termination of an appointment for medical reasons will be based on evidence that it is more probable than not that the faculty member is and will be unable to perform the normal duties of the appointment because of ill health or disability despite reasonable accommodation. Any decision to terminate under these provisions shall be reached only after appropriate consultation, and after the faculty member has been informed of the basis of the proposed action and has been afforded an opportunity to respond to the evidence. If the faculty member so requests, the evidence will be reviewed by the Faculty Promotion and Tenure Committee or Faculty Review Committee before the president makes a recommendation to the board of trustees. A faculty member whose appointment is terminated under this provision shall receive severance salary in accord with the current policy on disability payments and insurance.

When the provost notifies a non-tenured faculty member of a decision to terminate early for medical reasons, the provost will also inform the Faculty Executive.

10.5.2 DISMISSAL FOR INCOMPETENCE, VIOLATION OR NON-PERFORMANCE OF CONTRACTUAL OBLIGATIONS, OR MORAL TURPITUDE

For the causes of incompetence, serious and substantial violation or non-performance of contractual obligations, or moral turpitude, the provost has the authority to dismiss a non-tenured faculty member before the expiration of his or her contractual appointment. (For Whitworth's definition of "moral turpitude," see Section 10.6.1.1.6).

The provost will arrange discussions with the faculty member concerned and other appropriate administrative officers to seek an agreed resolution. In addition, the provost or the faculty person concerned may request, through the Faculty Executive, that the Faculty Promotion and Tenure Committee or Faculty Review Committee conduct a review and make a recommendation to the provost regarding the grounds for dismissal for cause, and whether to proceed to dismissal or institute a probationary period.

If an agreed resolution does not result, the provost, taking into consideration any FPTC or FRC recommendation if available and in concurrence with the president, will decide whether to offer a contract for a probationary period or to proceed to formal notification for dismissal for cause.

When issuing a formal notification of dismissal, the provost will determine and stipulate the effective date of dismissal. Salary and benefits cease on the effective date of dismissal. However, if the dismissal is reversed on appeal after the effective date of dismissal has passed, lost salary and (to the extent possible) benefits will be reinstated retroactively.

When issuing a formal notification of dismissal to a non-tenured faculty member, the provost will also inform the Faculty Executive.

10.5.3 EARLY TERMINATION FOR EXCEPTIONAL INSTITUTIONAL CIRCUMSTANCES

Under extraordinary circumstances affecting the institution as a whole or an individual faculty member's department, the administration may terminate a non-tenured faculty member's contractual appointment before the end of the appointment. Such extraordinary circumstances may include, but are not limited to, a serious decline in enrollment (a sudden, significant, and unforeseen institution-wide or department-level decline in enrollment); financial exigency (see definition in Section 10.6.3); or a lesser but serious financial crisis brought on by an enrollment emergency or a major disruption of the academic program due to natural disaster or similar crisis.

Before proceeding to early termination of non-tenured faculty for exceptional institutional circumstances, the provost will consult with the Faculty Executive.

10.5.4 APPEAL OF EARLY TERMINATION

10.5.4.1 INITIATING AN APPEAL

If the administration has rendered a decision to terminate a faculty member for any of the reasons specified in 10.5.1, 10.5.2, or 10.5.3 before the end of contractually specified appointment period, or gives shortened notice of a decision not to renew a contract (see Section 10.4.5), the candidate may appeal the decision to the Faculty Affairs Committee. The appeal is initiated by way of a request by the faculty member to the Faculty Executive to convene the Faculty Affairs Committee for this purpose (see Section 2.2.5.2.1). The appeal must be received by the faculty president within 10 working days of the faculty member's receipt of the formal notice of termination.

10.5.4.2 PERMISSIBLE GROUNDS FOR APPEAL

Appeals of early termination decisions may be based on one or more of the following grounds:

1. Violations of Faculty Handbook policies or procedures
2. Credible evidence that the decision violates Whitworth's Policy Prohibiting Discrimination, Harassment, and Retaliation.
3. Violation of academic freedom
4. Emergence of significant new evidence that is pertinent to the case.

10.5.4.3 FACULTY AFFAIRS PROCESS

The Faculty Affairs Committee shall commence its consideration of the appeal as soon as possible and shall complete its work within 20 working days of being convened by the Faculty Executive, unless granted an extension by the Faculty Executive.

The Faculty Affairs Committee is not authorized to substitute its judgment for that of the administration in the context of an early termination decision. Rather, its authority is limited to reviewing the evidence presented to determine whether policies and procedures were properly followed, including, when relevant, whether there is credible evidence of discrimination, harassment, retaliation, or violation of academic freedom. It may also consider, when applicable, new evidence that has emerged since the

decision and determine whether it is pertinent to the case. This review process must include interviewing the appellant and the provost. At the committee's discretion, the review may include interviewing witnesses and persons with significant insight regarding the appeal. The Faculty Affairs Committee may request information in the faculty member's personnel file if appropriate but will not have routine access to the following documents which are generally confidential: pre-employment letters of recommendation; letters of evaluation written for promotion review, tenure review, and pre-tenure review; and Track II and III evaluation letters for the Faculty Review Committee. At his or her discretion, the provost may agree to the disclosure of confidential information to the extent that it ensures a full and fair appeal process. The FAC may also request these records with a majority vote of the committee in order to ensure a full and fair appeal process.

10.5.4.4 FACULTY AFFAIRS ACTION

The Faculty Affairs Committee will prepare a written report of its review on the appeal in accordance with Section 2.2.5.2.6. The report may (a) support or leave unchallenged the decision of the administration, or (b) recommend that the administration reverse or reconsider its decision. The report of the Faculty Affairs Committee will state the reasoning behind its recommendation. The report shall be provided to the Faculty Executive, which will distribute the final report and recommendation to key parties including the appellant and the provost.

10.5.4.5 ADMINISTRATIVE ACTION FOLLOWING APPEAL

The administration will consider the Faculty Affairs Committee recommendation, then make its decision and communicate that decision within ten working days to the faculty member and to the Faculty Affairs Committee. The president's decision at this stage is final and binding.

10.6 TERMINATION OF A TENURED APPOINTMENT

Termination of a tenured appointment may be effected by the institution only for adequate cause relating to the individual's fitness to serve, institutional factors of financial exigency or curricular change, or medical reasons.

10.6.1 DISMISSAL FOR CAUSE

Adequate cause for dismissal will be related, directly and substantially, to the fitness of the faculty member for his or her professional capacity as an educator and university professor and to the faculty member's responsibility as a Christian example.

10.6.1.1 PROCEDURE FOR DISMISSAL FOR CAUSE

10.6.1.1.1 PRELIMINARY PROCEDURES

Where termination of a tenured appointment is being considered, the provost will first discuss the matter with the faculty member concerned and other appropriate administrative officers to seek an agreed resolution. In addition, either the provost or the faculty person concerned may consult with the Faculty Promotion and Tenure Committee requesting their advice on a possible course of action. The non-binding advisory recommendation of the FPTC will be given in writing to the provost and to the faculty member.

If an agreed resolution results, this agreement will be placed in writing and will be final and binding, and by signing the agreement the faculty member waives his or her right to a formal FPTC review. If the agreed resolution is for voluntary resignation, the resignation will be placed in writing and will be final and binding, and the faculty member by signing it waives the right to formal dismissal proceedings, further review, or subsequent recourse to the appeals process. If the agreed resolution involves a probationary period, the provost will follow the procedures outlined in 10.6.1.1.3

If an agreed resolution does not result, the provost will initiate the dismissal process specified in sections 10.6.1.1.4 through 10.6.1.1.6 and activate the Faculty Promotion and Tenure Committee to conduct a review. The provost will inform the faculty president when he or she takes this formal step toward dismissal.

10.6.1.1.2 SUSPENSION OR REASSIGNMENT OF DUTIES

Until the final decision regarding probation or regarding termination of an appointment for cause has been reached, the faculty member may be suspended or assigned to other duties in lieu of suspension only if it is warranted by a pending investigation or the provost determines that immediate harm would occur by the continuance of regular duties. Normally, before suspending a faculty member, when the ultimate determination is pending through the institution's process, the provost will consult with the Faculty Promotion and Tenure Committee. If prior consultation is impossible, the provost will take appropriate action and notify FPTC at the earliest opportunity. Salary and benefits will continue during the period of suspension until a final decision regarding termination has been reached (10.6.1.1.7).

10.6.1.1.3 PROBATION OF A TENURED FACULTY MEMBER

For any cause other than moral turpitude, the provost is authorized to place a tenured faculty member on probation to provide the faculty person an opportunity for improvement or for consideration of reassignment. If a probationary offer is made, the provost will inform a faculty member in writing of unsatisfactory performance of duties, specifying the area involved, and the expectations which would need to be fulfilled for the probationary period to be successfully concluded (the "probationary contract"). The probationary period may be offered for a minimum of four and up to twelve months and may be renewed for up to twelve additional months at the discretion of the provost. During the last month of the probationary period, a comprehensive review will be carried out by the Faculty Promotion and Tenure Committee. This review need not conform to the process for faculty promotion, pre-tenure, or tenure reviews.

The Faculty Promotion and Tenure Committee will report the results of this comprehensive review with its recommendations to the provost. If the administrative decision, whether consistent or inconsistent with the Faculty Promotion and Tenure Committee, is negative, then the faculty member will receive a written notification of dismissal and a contract for one more full semester before termination.

Faculty members may be placed on probation for a maximum of twenty-four months, for the same issue or separate issues. If a third issue is raised for cause, then the probationary year is not an option and the provost will terminate the faculty member for cause as defined in Section 10.6.1.

10.6.1.1.4 DISMISSAL FOR INCOMPETENCE

For the cause of incompetence, the provost has the authority to dismiss a faculty member. The first step in this process is for the provost to notify the faculty member and activate the Faculty Promotion and

Tenure Committee to conduct a review of the faculty member's performance (Section 10.6.1.1.7). The burden of proof in this assessment will be on the administration. The faculty member under review has the right to introduce testimony of colleagues from other institutions or professional organizations to the Faculty Promotion and Tenure Committee and provost.

10.6.1.1.5 DISMISSAL FOR VIOLATION OR NON-PERFORMANCE OF CONTRACTUAL OBLIGATIONS

For the cause of serious and substantial violation or non-performance of contractual obligations, the provost has the authority to dismiss a faculty member. In the case of non-performance, this step will be taken only after the faculty member has been given clear warning in writing and afforded an opportunity to take corrective action. The first step in this process is for the provost to activate the Faculty Promotion and Tenure Committee to conduct a review of the faculty member's performance. The burden of proof in this assessment will be on the administration.

10.6.1.1.6 DISMISSAL FOR MORAL TURPITUDE

For the cause of moral turpitude, the provost has the authority to dismiss a faculty member. Moral turpitude is defined as conduct that is unjust, depraved, illegal, or shameful, including actions that directly contradict the mission and values of Whitworth University. The standard for moral turpitude does not mean that moral sensibility of an individual member of the Whitworth community is affronted; instead the standard is behavior by a faculty member that would evoke general condemnation by the Whitworth community as a whole. At Whitworth, this standard may be interpreted by administrators and faculty committees involved in personnel matters.

Examples of moral turpitude include violation of federal, state, or local civil rights laws, the university's EEO and ADA policies including Whitworth's policies on discrimination, retaliation, and harassment. This may also include serious or repeated violations of federal, state, or local laws; serious or repeated violations of the professional responsibilities articulated in the Faculty Handbook; repeated or serious violations of Whitworth University employee policies; serious or repeated instances of insubordination (see employee disciplinary procedures in the Employee Handbook for Faculty and Staff); or serious or repeated violations of important health and safety regulations. The first step in this process is for the provost to activate the Faculty Promotion and Tenure Committee to conduct a review of the faculty member's performance. The burden of proof in this assessment will be on the administration.

10.6.1.1.7 FPTC REVIEW PROCESS IN CASES THAT MAY LEAD TO DISMISSAL

In cases of dismissal of a tenured faculty member for incompetence, nonperformance of contractual obligations, or moral turpitude the FPTC will be notified in writing that the provost is initiating the dismissal process and requests committee review of the faculty member's performance as a Whitworth University faculty member. The notice will include a specific statement of the charge and an evidence-based rationale. The faculty member under review will also receive a copy of this notice. The committee has 30 days from the date of the provost's notification to conduct a review and render a recommendation. The review need not conform to the process for faculty promotion, pre-tenure, or tenure reviews.

The provost will provide to FPTC, in addition to an evidence-based rationale for the review, any supporting documentation necessary for the FPTC to make a qualified judgment about the faculty member's continued performance. The supporting documentation will ordinarily be available to the

faculty member as well, but may be held in confidence if mandated by law or by the university's policy and procedures governing discrimination, harassment, and retaliation, or in extraordinary circumstances when in the opinion of the FPTC and the provost there is a compelling need to protect the identity of a vulnerable member of the community. If substantive but confidential evidence presented to the committee will have a bearing on the outcome, FPTC is obligated to share the information with the faculty member under review during the interview and allow the candidate to respond. The faculty member will be evaluated against the standards for tenure outlined in Section 7.5.4, and the criteria for faculty evaluation outlined in Section 7.2.

The faculty member under review has the right to be interviewed by the FPTC and the right to introduce evidence on his or her own initiative.

The committee may, at its own discretion, request additional evidence from the faculty member under review, seek clarification in writing from the faculty member or an evaluator, conduct additional classroom observations, consider any new evidence that arises subsequent to the provost's initiation of the dismissal process, and request interviews with faculty colleagues or the faculty member under review. Attorneys for the university and the faculty member may not be present during this review, nor will deliberations be transcribed or recorded.

The faculty member under review may submit additional evidence no later than 15 days after the notice of dismissal is received from the provost. The decision to accept the additional evidence is made by the committee chair in consultation with the provost. If new evidence arises after the committee's decision, this information may be included in an appeal as long as the new evidence is submitted according to the deadlines for appeal.

If negative evidence should arise between the committee's recommendation on dismissal and the final decision by the administration, the provost in consultation with FPTC may reconvene the committee to examine the new evidence and, if warranted, change the committee's recommendation. If negative evidence arises after the administration's decision but before final action by the board of trustees, the administration may reconvene FPTC to examine the new evidence and, if warranted, the committee may change its recommendation to the administration and/or the administration may change its recommendation to the board of trustees.

When new evidence arises during the course of a review that may lead to dismissal, or where circumstances warrant, the provost, in consultation with the FPTC, may extend time periods and deadlines to ensure a full and fair review process.

After the review is completed, the FPTC will deliver a written recommendation on the dismissal to the provost and the faculty member under review. FPTC may recommend that the faculty member be dismissed, be placed on probation, or neither. In the event of dismissal, the Faculty Promotion and Tenure Committee may, at its discretion, make a nonbinding recommendation to the administration regarding the effective date of dismissal, taking into account the length and quality of service of the faculty member and the nature of the case.

10.6.1.1.8 NOTIFICATION OF DISMISSAL

To effect a dismissal for cause without a probationary period, and following the processes set forth in Section 10.6.1.1.7, the provost will take the FPTC recommendation into consideration. If the provost

decides to dismiss the faculty member for cause the provost will provide a notification of dismissal in writing, accompanied by a statement of the cause. The provost will determine and stipulate the effective date of dismissal. Salary and benefits cease on the effective date of dismissal. However, if the dismissal is reversed on appeal after the effective date of dismissal has passed, lost salary and (to the extent possible) benefits will be reinstated retroactively.

When issuing a formal notification of dismissal to a tenured faculty member, the provost will also inform the Faculty Executive.

10.6.1.1.9 AFFECTED FACULTY RECOURSE

A tenured faculty member who has received a formal notification of dismissal for cause has the right to invoke, without additional preliminaries, the appeals process prescribed in Section 10.6.4.

10.6.2 TERMINATION FOR MEDICAL REASONS

A tenured faculty member who for medical reasons is unable to perform all or a substantial part of regular duties for a period of more than six months may request a leave of absence without pay for up to one year at a time. The official form to apply for leave of absence is available through the office of human resources. Renewal of the leave of absence, if granted, is not automatic and must be supported by current medical evidence. An individual who returns to regular duties after such a leave of absence continues in a tenured relationship with the University.

Termination of a tenured appointment for medical reasons (physical, mental, or sensory conditions) will be based on evidence that it is more probable than not that the faculty member is and will be unable to perform the normal duties of the appointment because of ill health despite reasonable accommodation. Any decision to terminate under these provisions shall be reached only after appropriate consultation, and after the faculty member has been informed of the basis of the proposed action and has been afforded an opportunity to respond to the evidence. If the faculty member so requests, the evidence will be reviewed by the Faculty Promotion and Tenure Committee before the president makes a recommendation to the board of trustees. A faculty member whose appointment is terminated under this provision shall receive severance salary in accord with the current policy on disability payments and insurance.

When the provost notifies a tenured faculty member of a decision to terminate for medical reasons, the provost will also inform the Faculty Executive.

A faculty member being terminated for medical reasons can invoke the appeals process in Section 10.6.4 before a final decision is made by the Academic Affairs Committee of the Board of Trustees.

10.6.3 TERMINATION FOR REASONS OF FINANCIAL EXIGENCY OR CURRICULAR CHANGE

Financial exigency is a serious institutional crisis presenting a critical, urgent need for the University to reorder its current fund monetary expenditures when it is unable otherwise to meet projected annual monetary expenditures with sufficient revenue. If the president believes that financial exigency exists, after consultation with the Faculty Economic Welfare Committee, the Faculty Executive, and the president's cabinet, the president shall recommend a declaration of financial exigency to the board of

trustees. Upon recommendation of the president, the board of trustees shall decide whether the financial crisis meets the criteria and whether a financial exigency should be declared.

Financial exigency as grounds for termination of any tenured position(s) shall be demonstrably bona fide and must meet the A.A.U.P standard of “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” (American Association of University Professors Policy Document, “Recommended Institutional Regulations on Academic Freedom and Tenure,” revised 2018, section 4).

Curricular change as grounds for termination of any tenured position(s) must be substantial, such as discontinuance of a program of instruction or department, and “will be based essentially upon educational considerations as determined primarily by the faculty as a whole or an appropriate committee thereof” (A.A.U.P., *ibid.*).

10.6.3.1 FACULTY EXECUTIVE REVIEW

Where termination of a tenured appointment is based upon a state of financial emergency or bona fide discontinuance of a program or department of instruction, dismissal procedures will not apply, but the affected faculty members shall have the right to request that the Faculty Executive implement a review of the circumstances.

If the Faculty Executive has recommended reconsideration of the administrative decision, and the administration has not reconsidered, then the faculty member may invoke the appeals process prescribed in Section 10.6.4.

In the course of review or appeals procedures, the financial situation or curricular imperatives will be explained and substantiated to the Faculty Executive or the Faculty Affairs Committee.

10.6.3.2 ADEQUATE NOTICE

In every case of financial emergency or discontinuance of a program or department of instruction, the tenured faculty member concerned will be given notice as soon as possible. No less than twelve months' notice is given; in the case of a change in the academic program, two years' notice is given.

10.6.3.3 RE-ASSIGNMENT OF AFFECTED FACULTY

Before terminating a tenured appointment because of financial exigency, or the abandonment of a program or department of instruction, the institution will make every effort to place affected tenured faculty members in other suitable positions.

10.6.3.4 RE-APPOINTMENT IN CASES OF FINANCIAL EXIGENCY

If a tenured appointment is terminated because of financial exigency, the released faculty member's place will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment and a reasonable time to accept or decline it.

10.6.4 APPEAL OF TERMINATION OF A TENURED APPOINTMENT

The right to appeal and the processes for appeal provided in this section apply to all forms of termination of a tenured appointment, including dismissal for cause (whether for incompetence,

10.6.1.1.4, for violation or non-performance of contractual obligations 10.6.1.1.5, or for moral turpitude, 10.6.1.1.6), termination for medical reasons (10.6.2), and termination for reasons of financial exigency or curricular change (10.6.3).

10.6.4.1 INITIATING APPEAL TO FACULTY AFFAIRS COMMITTEE

The faculty member who has been terminated may, within 15 working days following the formal notification of termination, petition the Faculty Executive to convene the Faculty Affairs Committee. The petition, which shall be in writing, shall set forth in detail the grounds for the appeal, including any supporting evidence that the petitioner deems pertinent to his or her case. A copy of the written petition will be provided to the provost. The Faculty Executive will automatically grant a properly submitted request to activate the Faculty Affairs Committee when it comes from a tenured faculty member who has been given notice of termination.

10.6.4.2 RIGHTS OF TENURED FACULTY IN APPEALING A TERMINATION DECISION TO FACULTY AFFAIRS COMMITTEE

Tenured faculty appealing a termination decision have the following rights:

- The right to a written copy of specific reasons that led to termination.
- The right to select a faculty member of his or her choosing to serve as an advisor. The advisor may accompany the appellant to any meeting at any stage of the appeal process in which the appellant is included. The advisor may speak and ask questions on the appellant's behalf. Although a faculty member has the right to obtain legal counsel, legal counsel shall not be permitted to participate in the appeal proceedings. Conferring with legal counsel shall not jeopardize access to the appeal process.
- The right not to have new issues introduced in the hearing process. (This does not preclude introduction or consideration of additional evidence on the issues at hand. If serious but unrelated concerns come to light in the hearing process, the Faculty Affairs Committee may, at its discretion, forward that information to the appropriate administrators but will not otherwise pursue them, except as they may become the subject of some future separate process.)
- The right to speak to the Faculty Affairs Committee and to challenge the charges and the specific evidence upon which those charges are based, including any new evidence introduced during the hearing process.
- The right to make an audio recording when the appellant meets with the Faculty Affairs Committee.
- The right to require the administration to carry the burden of proof.
- The right to make sure that every effort is taken to obtain the most reliable and complete evidence possible.
- The right that the Faculty Affairs Committee will make its recommendations solely on solid evidence and logic.
- The right to be notified of the specific findings in writing. This goes beyond a general statement simply saying the appeal has been approved or denied. This means that the appellant has a right to a specific response to each issue he or she raises.
- The right to receive from the president of the university specific reasons, in writing if the faculty member so requests, for overriding a recommendation by the Faculty Affairs Committee.

10.6.4.3 FACULTY AFFAIRS PROCESS

The Faculty Affairs Committee has 30 days from the date of the terminated faculty member's appeal to conduct a review and render a recommendation. The FAC reviews the evidence presented to determine whether policies and procedures were properly followed, including, when relevant, whether there is credible evidence of discrimination or violation of academic freedom. It will also review the data and the reasoning used by the decision makers in deciding to terminate a tenured appointment. It may also consider, when applicable, new evidence that has emerged since the decision and determine whether it is pertinent to the case. This review process must include interviewing the appellant and the provost. At the committee's discretion, the review may include interviewing witnesses and persons with significant insight regarding the appeal. The appellant has the right to request that FAC call specific witnesses, but must provide to the committee a written rationale for each witness it is asked to call. The decision on each such request remains with the committee.

The Faculty Affairs Committee may request information in the faculty member's personnel file if appropriate but will not have routine access to the following documents which are generally confidential: pre-employment letters of recommendation; letters of evaluation written for promotion review, tenure review, and pre-tenure review; and letters of evaluation written for post-tenure review. At his or her discretion, the provost may agree to the disclosure of confidential information to the extent that it ensures a full and fair appeal process. The FAC may also request these records with a majority vote of the committee in order to ensure a full and fair appeal process.

10.6.4.4 FACULTY AFFAIRS ACTION

The Faculty Affairs Committee will prepare a written report of its review on the appeal in accordance with Section 2.2.5.2.4. The report may (a) support or leave unchallenged the decision of the administration, or (b) recommend that the administration reverse or reconsider its decision. The report of the Faculty Affairs Committee will state the reasoning behind its recommendation. The report shall be provided to the Faculty Executive, which will distribute the final report and recommendation to key parties including the appellant and the provost.

10.6.4.5 ADMINISTRATIVE ACTION FOLLOWING APPEAL

The administration will consider the Faculty Affairs Committee recommendation, then make its decision and communicate that decision in writing within ten working days to the faculty member and to the Faculty Affairs Committee, with a copy to the faculty president.

10.6.4.6 FACULTY EXECUTIVE OPTIONS IN RESPONSE TO ADMINISTRATIVE DECISION IN SPECIAL CASES

If a situation occurs in which the administration decides to terminate a tenured faculty member against the recommendations of both the Faculty Promotion & Tenure Committee and the Faculty Affairs Committee, the Faculty Executive shall be so informed. Faculty Executive may, at its discretion and with the consent of the faculty member being terminated, report this to Faculty Assembly. The Executive or Assembly may also take further actions that are in addition to the faculty member's personal option to appeal to the Academic Affairs Committee of the board of trustees (see 10.6.4.7).

10.6.4.7 APPEAL TO ACADEMIC AFFAIRS COMMITTEE OF THE BOARD OF TRUSTEES

If the president of the university upholds the decision to terminate, the faculty member may appeal the decision to the Academic Affairs Committee of the Board of Trustees. The Academic Affairs Committee may elect to consider or not consider the appeal. If it considers the appeal, then the committee will review the written record of all proceedings, and will receive oral or written arguments, at its discretion, from all the principals. The Academic Affairs Committee of the Board of Trustees will either sustain the decision of the administration or return the case to the administration with instructions for further action. The Academic Affairs Committee may request that the Faculty Affairs Committee reconsider its recommendations, taking into account the stated objections and receiving new evidence if necessary. The case may, after one reconsideration procedure, return to the Academic Affairs Committee of the Board.

The decision of the Academic Affairs Committee of the Board on termination of tenure is final and binding.

11 COMPLAINTS AND GRIEVANCES

In dealing with the conflicts that will inevitably arise when people work together, the Whitworth community is committed to following the general concepts and specific strategies contained in Matthew 18. The general principles in Matthew 18 call Christians to model humility, practice forgiveness, seek reconciliation, eschew vindictive self-righteousness and holding double standards, avoid tempting others to fall, and show respect for those without power. Do not despise the little ones, do not serve as an obstacle for others, seek out the lost sheep, forgive 70 times 7, and extend forgiveness as you have been forgiven are the admonitions contained in Matthew 18. Verses 15-20 in Matthew 18 contain the following specific acknowledgements, admonitions and strategies regarding conflict:

1. Even fellow Christians will occasionally do wrong to one another; such wrong should not be ignored.
2. Direct interaction and communication should be the first step in conflict resolution. Whenever possible, people who experience wrong should deal directly with the one causing them harm.
3. People in conflict should not draw others into the conflict in order to gain an advantage.
4. People on all sides should engage in careful listening intended to result in understanding, a change in behavior, and resolution.
5. When direct interaction and careful listening fail to resolve the problem, one or two others should be brought in to assist.
6. People brought in to assist should be impartial and should seek to confirm the truth of the situation. Only factual evidence, not allegations, suspicions, innuendoes, or hearsay, is to be the basis for further discussions.
7. Only if a wrongdoer refuses to listen and the situation cannot be resolved should the larger group be informed of the problem and asked to assist.
8. The first goal of the larger assembly is to make it possible for the person at fault to listen, understand, and change.
9. Only if the person at fault is unwilling to understand and change should relations be broken.
10. Although Matthew 18 emphasizes patience, careful process, and forgiveness, Matthew 18 also recognizes that hurtful actions require consequences.

11.1 DEFINITIONS

11.1.1 COMPLAINT

Throughout this Section, a complaint means a request for resolution of an alleged mistake, misunderstanding, or potentially grievable action or process relating to treatment of one person or group of persons by another person or group of persons. Examples include but are not limited to matters involving salary, assignment of teaching duties, assignment of space or other facilities, unfair treatment, or propriety of conduct.

11.1.2 GRIEVANCE

A grievance is a formal claim of, and request for redress for, a breach, misinterpretation, or misapplication of policy or procedure, or an infringement of the rights of a party as set forth in the Handbook. Matters covered by the definition of “complaint” can become subject to grievance when not

resolved by the complaint procedures in Section 11.4.1. Requests for reconsideration or appeals of faculty evaluation decisions, or of actions regarding promotion, tenure, or termination do not fall within the scope of grievance.

11.1.3 PARTIES

A “complainant” is a person or group of persons who initiate a complaint, informally or formally. A “grievant” is a person or group of persons who initiate a grievance. A “respondent” is a person or group of persons alleged to have committed the violation of rights or a breach, misinterpretation or misapplication of policy or procedures. A “participant” is someone present at a specified meeting. If perceived conflicts of interest make substitution necessary, another vice president or the president him/herself may substitute in the provost’s role, as designated by the president.

11.1.4 DAYS

Wherever the term “days” is used in Section 11, it means “University business days.” Thus, “within 10 days” means “no later than 10 University business days after the described action.”

11.2 COMPLAINTS REGARDING DISCRIMINATION, SEXUAL HARASSMENT, EVALUATION, TERMINATION, OR OTHER SPECIAL CASES

Complaints regarding discrimination and sexual harassment are governed by the complaint procedures set forth in Whitworth’s Non-Discrimination and Sexual Harassment Policy (Appendix A).

Other university-wide policies and complaint procedures concerning special cases that may be approved at any time by the board of trustees preempt the general complaint and grievance procedures set forth below.

Complaints or disputes regarding outcomes of faculty evaluations conducted by FPTC or FRC are not covered by the section but are governed by the reconsideration and appeal provisions of Section 7.

Complaints or disputes regarding faculty termination decisions are not covered by this section and are governed by the appeal provisions of Section 10.

Any ambiguity as to whether a particular complaint, grievance, reconsideration, or appeal procedure applies to a given situation shall be resolved by the provost in consultation with Faculty Executive, or by the provost alone if Faculty Executive is a party to the issue. If the provost is party to the issue, the ambiguity shall be resolved by Faculty Executive.

11.3 INTENT AND TIME LIMITS

It is in the best interest of all parties to settle conflicts promptly and properly, without fear of prejudice or reprisal. The complaint and grievance process is designed to achieve settlement that meets these goals in cases of interpersonal conflicts and policy disputes, with preference for informal agreement rather than litigation. Individual rights, including academic freedom, are protected. It is the intent of the

University and of these provisions that the processes detailed in Section 11 be the sole avenue for addressing complaints and/or grievances.

Throughout these procedures, maximum time limits are prescribed. Time limits throughout Section 11 are, as noted in the “definitions” paragraph 11.1.4, in University business days. Complaints or grievances based on events which occur within 10 days before a Christmas or summer break, or during such breaks, are subject to time limits as if they had occurred on the first day of class of the next regular term.

Time limits for any step in this process may be extended by a written agreement signed by all responsible parties or participants at that step. Such a letter of extension must include a specific date for the new limit. No extension may be accepted without a written agreement. In the case of complaints, if the parties do not agree, time limits may be extended by the provost in consultation with Faculty Executive, or by the provost alone if Faculty Executive is a party to the complaint. If the provost is party to the complaint, time limits may be extended by Faculty Executive. In the case of grievances filed with Faculty Affairs Committee, either party may appeal to that committee for a time extension.

Unless time limits are extended in accordance with these provisions, failure to act as specified within time limits will be de facto evidence of acceptance of the other party’s claims. Failure at any step to communicate a decision or recommendation within specified time limits shall permit the complainant or grievant to proceed to the next step. Failure at any step to pursue a complaint or grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered at that step.

11.4 COMPLAINT PROCEDURES

Biblical principles call on all to promote congenial relationships among colleagues and to provide careful and caring administrative review. These goals are best served by complaint procedures which are informal, preferably non-confrontational, and aimed at agreeable resolution rather than grievances. Nevertheless, certain parts of the informal process must be documented so that they may be referred to later if the case becomes a grievance. It is understood that no offer of settlement may be used as evidence at a later stage in the process, and no offer or resolution shall be taken as precedent for future similar complaints or grievances. If the complaint is against an action of an individual, the complainant will follow Section 11.4.1 below. If the complaint is against an action of a committee, the complainant will follow Section 11.4.2. In either case, Section 11.4.3 applies.

11.4.1 COMPLAINT AGAINST AN INDIVIDUAL

Within 15 days after the complainant knows or should have known of a questioned action, the complainant must write a letter of concern to the dean citing Section 11 and generally describing the action which the complainant believes may have been in error. If the complainant and the individual about whom the complainant is communicating are from two different schools/colleges or the complaint involves issues that involve more than one school/college, the letter should be addressed to the provost. The dean (or provost) will acknowledge the letter in writing within five days and schedule a meeting with the complainant within ten additional days. As a general rule, at all meetings concerning complaints, the faculty president will be invited to participate as ombudsperson, but not as advocate for any side. The faculty president may also designate someone else acceptable to both sides to serve as ombudsperson. At this meeting, participants will attempt to reach a resolution of the complaint. If

resolution is not reached, the dean (or provost) may or may not choose to support the complainant's case in further discussions.

If the complaint is against the dean or provost, the complainant will contact the chair of the Faculty Affairs Committee within the same time limits as those specified for contacting the dean. The first meeting with the dean or provost will be held no later than 30 University business days after the date of the letter of concern. Again, participants will attempt to reach a resolution by informal means. If a solution is not reached, the provost may recommend other approaches, which may include a recommendation that the complainant file a grievance under the provisions of Section 11.5.

11.4.2 COMPLAINT AGAINST A COMMITTEE

If the complaint is against a committee, the complainant shall write a letter of concern, bound by the same time limits as were described in Section 11.4.1, to the chair of the committee or to the faculty president as chair of the Faculty Executive. This letter of concern will identify the committee action which the complainant believes may have been in error. The chair of the committee or the faculty president will acknowledge the letter in writing within 5 days and schedule a meeting with the complainant to occur no later than 10 days after the letter is submitted. As in the case of complaints against individuals, the faculty president shall be invited as ombudsperson or may designate someone else acceptable to both sides to serve as ombudsperson. If the letter of concern was addressed to the faculty president, the vice-president of the faculty shall serve as ombudsperson or may designate someone else acceptable to both sides to serve in this role. As a result of this meeting, participants may agree on a solution, or the committee chair may or may not ask the committee to reconsider the action.

If resolution is not reached and the committee does not reconsider the action, the complainant may discuss the issues of concern with the provost, in which case the first meeting with the provost must be held no later than 30 days after the date the letter of concern was submitted. If the provost supports the complainant, the provost will within 10 days after the meeting present to the relevant committee a request to reconsider the action.

11.4.3 WRITTEN RECORD OF MEETINGS

At all meetings, to assure that the rights of all parties are protected, participants shall sign a note acknowledging that the meeting occurred. Both parties shall keep copies of this note.

11.5 GRIEVANCE

See definition and explanation of "grievance" in Sections 2.2.5.3.2 and 11.2.

The right to grieve faculty governance decisions, administrative decisions, or disputes with colleagues is at all times available to regular faculty members. Before filing a grievance, the faculty member must have pursued applicable complaint procedures in Section 11.4.1.

11.5.1 BASIC RIGHTS

All regular faculty have the following rights with respect to grievance:

- The right to select a faculty member of his or her choosing to serve as an advisor. The advisor may accompany the grievant to any meeting at any stage of the grievance process in

which the grievant is included. The advisor may speak and ask questions on the grievant's behalf. Although a faculty member has the right to obtain legal counsel, legal counsel shall not be permitted to participate in the grievance proceedings. Conferring with legal counsel shall not jeopardize access to the grievance process.

- The right not to have new issues introduced in the hearing process. (This does not preclude introduction or consideration of additional evidence on the issues at hand. If serious but unrelated concerns come to light in the hearing process, the Faculty Affairs Committee may, at its discretion, forward that information to the appropriate administrators but will not otherwise pursue them, except as they may become the subject of some future separate process.)
- The right to make an audio recording when the grievant meets with the Faculty Affairs Committee.
- The right to make sure that every effort is taken to obtain the most reliable and complete evidence possible.
- The right that the Faculty Affairs Committee will make its recommendations solely on solid evidence and logic.
- The right to be notified of the specific findings in writing. This goes beyond a general statement simply saying the grievance has been supported or not supported. This means that the grievant has a right to a specific response to each issue he or she raises.
- The right not to be subject to retaliation for pursuing a grievance.
- The right not to be offered favorable treatment conditioned on not pursuing a grievance.
- The right to receive from the president of the university or the provost, or another administrator when pertinent, specific reasons in writing for overriding a recommendation by the Faculty Affairs Committee.

11.5.2 INITIATING A GRIEVANCE

If the faculty member has pursued the applicable complaint process in 11.4 and the issue remains unresolved, the faculty member may petition the Faculty Executive to convene the Faculty Affairs Committee. The petition must be submitted to the Faculty Executive no later than 15 days after the date of the action of the provost ending an informal complaint process (Sections 11.4.1 or 11.4.2). The petition shall set forth in detail the nature of the grievance and shall state against whom the grievance is directed. It shall contain any data which the petitioner deems pertinent to his or her case. The faculty president shall determine that the complaint process has been followed before bringing the petition before Faculty Executive. If and when the faculty president brings the petition before Faculty Executive, copies shall be provided to the person or persons against whom the grievance is directed and to the provost. The Faculty Executive's role in considering the petition is not to pre-adjudicate the issue, but it does have the obligation to determine that the issue raised is substantial and warrants activating the Faculty Affairs Committee.

11.5.3 FACULTY AFFAIRS PROCESS IN GRIEVANCE

The Faculty Affairs process in considering a grievance must include interviewing the grievant and all respondents. The Faculty Affairs Committee has the right to decide whether or not the facts merit a detailed review or investigation. At the committee's discretion, the review may include interviewing witnesses and persons with significant insight regarding the grievance. The Faculty Affairs Committee may request information in the grievant's or respondents' personnel files if appropriate and relevant, but will not have routine access to the following documents which are a generally confidential: pre-

employment letters of recommendation; letters of evaluation written for promotion review, tenure review, and pre-tenure review; letters of evaluation written for post-tenure review; and Track II and III evaluation letters for the Faculty Review Committee. In the case of a grievance regarding a personnel action, such as non-reappointment where discrimination or violation of due process is alleged, the provost, at his or her discretion, may agree to the disclosure of confidential information to the extent that it ensures a full and fair grievance process. In such cases, the FAC may also request these records with a majority vote of the committee in order to ensure a full and fair grievance process.

11.5.4 FACULTY AFFAIRS ACTION

The Faculty Affairs Committee may seek to bring about a settlement of the issue satisfactory to both parties. If, in the opinion of the committee, such a settlement is not possible or is not appropriate, the committee will report its findings in accordance with Section 2.2.5.2.6, including the committee's recommendations to the grievant, the respondent(s), and the appropriate administrative officer, via the Faculty Executive.

11.5.5 REQUEST TO PRESENT CASE TO FACULTY

The grievant may request an opportunity to present the case to the entire faculty. The Faculty Executive's decision on this request will be final.

12 PARLIAMENTARY AUTHORITY

The latest edition of Robert's Rules of Order will be the parliamentary authority for the Faculty Assembly and for all governance committees.

12.1 PARLIAMENTARIAN

Each fall the faculty president shall appoint one faculty member to serve as parliamentarian. The parliamentarian will provide parliamentary advice to the faculty president in general, and specifically at Faculty Assembly.

13 AMENDMENT AND RATIFICATION OF THIS HANDBOOK

Amendments to the Faculty Handbook may be proposed by the Academic Leadership Council, the Faculty Executive, or the standing committees. An amendment passes with a simple majority of a quorum of the Faculty Assembly. Amendments to the Handbook must be ratified by the cabinet and the Academic Affairs Committee of the Board of Trustees and take effect with the date of the committee action. Amendments initiated by the administration or board of trustees will not be enacted without prior consultation with the Faculty Assembly.

Revised by the faculty and administration, approved by the Faculty Assembly, and ratified by the board of trustees in April 2022.

Appendices to this handbook do not require ratification by the board of trustees or Faculty. Faculty Evaluation Forms, in handbook Appendix C, may be revised by a group determined by Faculty Executive and the provost. Provided that the forms do not deviate from the current Handbook, Faculty Executive and the provost may approve the forms.

APPENDICES

Appendices are not formally part of the faculty handbook but are binding university policies and procedures that pertain to all faculty.

APPENDIX A: Policy Prohibiting Discrimination, Harassment, and Retaliation and Procedures for Investigation and Prevention of Discrimination, Harassment, and Retaliation

Revised by the faculty and administration, approved by the Faculty Assembly, and ratified by the board of trustees

APPENDIX B: Consensual Relations Policy

Revised by the faculty and administration, approved by the Faculty Assembly, and ratified by the board of trustees

APPENDIX C: Faculty Evaluation Forms

Current versions of the forms may be found online: <https://www.whitworth.edu/forms/form/faculty-evaluation>

Revised by the faculty and administration and approved by Faculty Executive and the provost

APPENDIX D: Exceptions to the Terminal Degree Requirements for Teaching Faculty by Discipline

APPENDIX E: Voluntary Phased Retirement Program—Administrative Policy

APPENDIX F: Intellectual Property Policy

APPENDIX G: Whitworth University Recording and Livestreaming Policy

APPENDIX A

Policy Prohibiting Discrimination, Harassment, and Retaliation

I. Policy Statement

Whitworth University has an affirmative duty to maintain a work and study environment free from discrimination, harassment, and retaliation of any kind. Whitworth University will not tolerate discrimination, harassment, or retaliation since these behaviors would be in violation of the standards of the Whitworth community. The University will take positive action where necessary to eliminate such practices or remedy their effects. Discrimination, or harassment on any of the bases covered by state or federal anti-discrimination statutes, including race, color, religion, sex, national origin, disability, age or any other applicable statutorily protected status are unlawful and a violation of Whitworth University policy; as a religious educational institution affiliated with the Presbyterian church, Whitworth University reserves the right to hire employees who share a commitment to the Christian faith. The essential importance of academic freedom is recognized and a standard of reasonableness will guide the University. Only when academic freedom is used to disguise or is a vehicle for prohibited conduct, will it be questioned. Whitworth University believes that ideas, creativity, and free expression thrive and, indeed can only exist for the entire community in an atmosphere free of discrimination, harassment, and retaliation.

For the purposes of applying this policy, discrimination, harassment and retaliation are defined below:

- A. **Discrimination** is defined as unequal, adverse treatment of an individual because of their protected legal status, such as race, age, or gender. For instance, different treatment of two similar individuals with respect to pay, opportunity for advancement, or educational opportunity constitutes discrimination if the reason for the different treatment is the protected status of one of the individuals.
- B. **Harassment** is defined as unwelcome, hostile, or inappropriate conduct directed toward an individual because of their protected status (for instance, persistent comments or jokes about an individual's religion, race, age, or gender). Such conduct violates University policy if it has the purpose or effect of creating an intimidating, hostile, or offensive work environment, living environment, or studying environment for the minority individual or substantially interferes with that individual's employment, living or educational environment.
- C. **Sexual harassment** is one type of harassment. It includes any unwelcome sexual advance, request for sexual favor, or conduct of a sexual nature when:
 1. submission to such conduct is made either explicitly or implicitly a term or condition of employment or obtaining an education; or
 2. submission to or rejection of such conduct by an individual is used as a factor in affecting that individual's employment or education; or
 3. such conduct has the purpose or effect of substantially interfering with an individual's employment or education, or of creating an intimidating, demoralizing, threatening or hostile employment, living, or educational environment.

Sexual harassment, as used in this policy, includes sexual assault and sexual violence, both of which are prohibited forms of sex discrimination.

Sexual assault is frequently misunderstood across campuses nationally. Sexual assault occurs when a sexual act is intentional and (a) is committed by physical force, threat or intimidation; (b) ignores the objections of another person; (c) causes another's intoxication or impairment through the use of drugs or alcohol; or (d) takes advantage of another person's incapacitation, state of intimidation, helplessness, or other inability to consent.

Sexual violence (a sub-category of sexual harassment) includes "physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent."

- D. **Retaliation** is defined as adverse or negative action against an individual who has (1) complained about alleged discrimination, harassment or retaliation, (2) participated as a party or witness in an investigation relating to such allegations, or (3) participated as a party or witness in a court proceeding or administrative investigation relating to such allegations.

II. Reprisal, Retaliation, or False Accusations

Reprisal, retaliation, or false accusations against anyone reporting or participating or thought to have reported or participated in discrimination or harassment allegation(s) or investigation(s) is prohibited and will be treated as violation of policy, regardless of whether any discrimination or harassment is substantiated. False accusations are prohibited and will be treated as violations of this policy. Submission of a good faith complaint or report of harassment will not affect the complainant's or reporter's future employment, grades, educational, living, or working environment.

III. Information and Education

Information and education are important in preventing discrimination, harassment, and retaliation. A copy of this policy will be made available to all employees and students. Faculty, staff, and students should be regularly encouraged to participate in educational programs concerning prevention and reporting of discrimination, harassment, and retaliation. Specific training will be provided to employees in supervisory or otherwise responsible positions.

IV. Complaint Resolution Procedures

Whitworth University administration will develop and implement complaint resolution procedures dealing with instances of alleged discrimination, harassment, and retaliation. Specific procedures consistent with requirements of the federal Title IX of the Education Amendments of 1972 governing gender discrimination will be addressed.

Board Approved – October 14, 2005

Updated as Whitworth University, August 2007

Revised, October 2011

Revised, October 2016

Procedures for Investigation and Prevention of Discrimination, Harassment, and retaliation

I. Reporting Requirement

Whitworth University is committed to building a healthy and safe campus environment, thus members of the campus community may bring complaints or concerns about discriminatory, harassing, or retaliatory behavior to the attention of faculty, supervisors, department heads, deans, vice presidents, student life staff, or the office of human resource services. Any of the above to whom a complaint or concern has been reported must promptly notify the associate vice president of human resource services or the appropriate area vice president/designee, whether or not a formal complaint is anticipated.

Exceptions to this reporting requirement are clergy and employees of the Student Health and Counseling Center who are considered confidential advisors. Discrimination, harassment, and retaliation may be reported even if the complaining employee or student is not a specifically intended target of the conduct.

All Whitworth employees, except those identified as confidential employees are mandatory reporters for **potential Title IX violations**, including sexual harassment, sexual assault, sexual violence, domestic violence, dating violence, bullying or stalking, and must be promptly reported to Whitworth's Title IX coordinator, Rhosetta Rhodes at titleixcoordinator@whitworth.edu or [509.777.4536](tel:509.777.4536).

Failure to promptly report as noted in this procedure could be interpreted as condoning the prohibited behavior which is in violation of the university's [Policy Prohibiting Discrimination, Harassment, and Retaliation](#).

II. Confidentiality

Complaints will be treated privately to the extent permitted by this procedure's reporting requirements and the university's need to thoroughly and fairly investigate and resolve a reported problem. Confidentiality may not be possible, depending upon the nature of the complaint. The investigative process will protect, to the extent possible, the identity of the complainant in accordance with the complainant's request, with the understanding that the university may need to take certain steps even if a complainant requests that their identity be protected. Anonymous reports may be made but will also limit the ability of the university to investigate and respond. All anonymous reports will be tracked and investigated to the extent possible based on the information provided.

The university will act, to the extent possible, to protect the complainant once a complaint has been filed. The university may need to initiate an investigation and disciplinary action even if the complainant does not request it because the university has a legal obligation to resolve any reported discrimination, harassment or retaliation.

III. Federal Timely Warning Reporting Obligations

Those who report incidents of misconduct should be aware that university administrators must issue immediate, timely warnings for reported incidents that are confirmed to pose a substantial threat of bodily harm or danger to members of the campus community. The university will make every effort to ensure that identifying information, including the reporter's name, is not disclosed. Whitworth will, however, provide enough information for community members to make safety decisions in light of the potential danger.

IV. Investigation of Title IX Allegations

The university's chief commitments are to take reasonable steps to

- (1) end the violence or other prohibited sexual conduct,
- (2) prevent its recurrence, and
- (4) remedy its effects on the complainant and the university community.

A. Use of Advisors

The complainant and respondent of such complaint may each select an advisor of their choosing to accompany and assist throughout the university's process. An outside advisor may be selected but will not be trained in university procedures. The advisor may be a friend, parent, faculty mentor, coworker, attorney or any other person. The advisor will not be permitted to advocate for the complainant or respondent in the process, or to have any role in the process other than to advise and assist.

B. Documented Complaint

A written complaint is normally expected in a Title IX complaint process, however, if the complainant is not comfortable completing a written statement, they may meet with the Title IX coordinator or designee who will interview the complainant and make a written summary of the interview, including the specific nature and effects of the conduct in question, the time and circumstances in which it occurred, and the names of other persons who may have relevant information. The complainant will have an opportunity to review, amend, and sign the statement.

C. Investigation Team/Investigators

Investigator/s will be trained in Title IX requirements. Investigations should be impartial, thorough, and reliable.

D. Timeline

The university will complete its investigation as soon as is reasonably possible under the circumstances, typically within no more than 60 days.

E. Investigation Guidelines

Although these steps may be combined or eliminated depending on the specifics of the situation, guidelines investigators are likely to take include:

- Conducting a preliminary investigation to determine whether there is reasonable information to charge the accused individual, and determining which policy violations should be alleged as part of the complaint.
- If there is insufficient information to support a policy violation, closing the preliminary investigation with no further action.
- Informing the respondent (accused individual) of the investigation and providing a notice of charges, if appropriate, on the basis of the initial investigation.
- Commencing a thorough, reliable, and impartial investigation.

F. Findings

Using a preponderance of the evidence standard, the investigator/s shall determine the extent to which there has or has not been a Title IX violation and shall present these findings to the Title IX coordinator/designee in writing, if deemed appropriate.

Preponderance of the evidence is defined as whether a policy violation is *more likely than not* to have taken place. The investigator/s shall provide written notification to the complainant and respondent of the results of the investigation.

G. Disciplinary Action

The Title IX deputy coordinator/designee, in consultation with the area vice president/designee will decide and take final action on any disciplinary action recommended by the investigation team and upheld in the appeal process, if appropriate.

H. Appeal

If a finding of sexual misconduct is made by the investigator/s, the respondent may make a written appeal to the Title IX coordinator/designee within 5 working days after being notified of the investigation team's conclusions. If no finding of misconduct is found by the investigator/s, the complainant may make a written appeal to the Title IX coordinator/designee within 5 working days of being notified of the investigator's conclusions. The Title IX coordinator/designee will meet with the person making the appeal before determining to accept or reject the findings of the investigator/s. Decisions of the Title IX coordinator/designee are final and are not subject to further appeal except as provided in the Whitworth University Faculty Handbook.

I. Records Retention and Access

Records of all Title IX complaints filed under this policy, findings and recommendations of investigators, and disciplinary actions will be maintained in a confidential file in the office of the Title IX coordinator. If there is a finding of discrimination, harassment, or retaliation against an employee and disciplinary action is taken, the letter to the employee will be made part of that person's permanent personnel file in the office of human resource services and as appropriate, the office of the vice president for academic affairs.

V. Complaint Resolution for Other Than Title IX Allegations

The university is committed to prompt and fair resolution of discrimination, harassment, and retaliation complaints. The following informal and formal procedures are designed to help stop misconduct once it is reported. Selection of an informal vs. formal process resides largely with the person bringing the complaint, however the university may need to investigate regardless of the wishes of the complainant, depending upon the severity of the alleged conduct. The person coming forward with a complaint may end the informal process and proceed with a formal process at any time.

Note: If a complaint of discrimination, harassment, or retaliation is filed by a student against a student, the Whitworth University Student Handbook outlines the applicable procedures. (Copies are available from the offices of the vice president for student life, the associate dean of students and all resident directors.)

A. Informal Complaint Process

1. Use of Informal Resolution

An informal complaint is a voluntary method for trying to get the alleged misconduct to stop. A formal complaint may be filed at any time before, during, or after any informal process is used.

Title IX sexual harassment/assault complaints may be resolved using informal processes, such as mediation, if agreed to by both parties and with the agreement of the Title IX coordinator.

2. Resources for Informal Resolution

Informal ways of resolving a complaint other than Title IX complaints are intended to stop the alleged misconduct. Options for such informal resolution may vary, depending upon the circumstances and on the wants and desires of the complainant; the informal complaint process therefore does not have rigid steps. The university encourages the use of the associate vice president of human resource services, the executive vice president of academic affairs, and/or the vice president/designee for student life as resources on how to informally resolve complaints.

3. Examples of Informal Procedures

Informal methods might include the following: (a) talking directly with the person engaging in the alleged misconduct to say that the behavior is unwelcome; (b) using a neutral third party, such as the associate vice president of human resource services, or an area vice president/designee to talk with the person engaging in the alleged misconduct; (c) writing a letter to that person, identifying what happened and how it made the complainant feel; (d) putting a copy of the university's policy prohibiting discrimination, harassment, and retaliation into that person's mailbox; (e) using a mediator to meet with the person engaged in the alleged misconduct. Any neutral third party or mediator involved in the informal complaint resolution process should contact the associate vice president of human resource services /designee as a resource during the informal process.

B. Formal Complaint Process

1. Use of Formal Complaint Process

A formal complaint may be filed at any time before, during, or after any informal process is used.

The Title IX complaint resolution process is addressed in Section IV of this document.

2. Use of Advisors in the Process

The complainant and respondent of such complaint may each select a member of the campus community to serve as an advisor during the process of complaint handling. The advisor, on the request of the complainant or respondent, may accompany the complainant or respondent in all meetings as an observer or to provide support and assistance during the process.

3. Documented Complaint

A written complaint is normally expected in the formal complaint process, however, if the complainant is not comfortable completing a written statement, they may meet with the associate vice president of human resource services, or the appropriate area vice president/designee who will interview the complainant and make a written summary of the interview, including the specific nature and effects of the conduct in question, the time and circumstances in which it occurred, and the names of other persons who may have relevant information. The complainant will have an opportunity to review, amend, and sign the statement.

Presenting the complaint as promptly as possible after the alleged discriminatory, harassing, or retaliatory behavior occurs is encouraged. Documentation must be specific enough to identify and permit communication with the party submitting it, should detail the facts upon which the complaint is based (including time, date, location, and witnesses), and should identify the person whose actions form the basis of the complaint.

The university will act, to the extent possible to protect the complainant from adverse action once a complaint has been filed.

4. Investigation Team

The university president has delegated responsibility for any formal investigation of discrimination, harassment, or retaliation to the associate vice president of human resource services and the appropriate area vice presidents of the university. Once a formal complaint has been received, an investigation team shall be formed, chaired by the associate vice president of human resource services or an alternate administrator if appointed by the president, and including the appropriate area vice president/designee if appropriate, along with a university faculty or staff Equal Employment Opportunity (EEO) representative. The role of the complainant and respondent will determine which vice president and which EEO representative shall serve on the team. Individuals/designees charged with conducting investigations will receive appropriate training to perform their duties.

5. Fair investigation

The investigation team shall conduct a fair and thorough investigation. In addition to meeting with the respondent, the team may also meet with any other individual(s) of their choosing who may have witnessed the alleged misconduct or who could substantiate, refute, or otherwise provide information regarding the complaint. The investigation shall be conducted in a professional and timely manner. Conduct procedures will not require that the complainant be present for hearings.

6. Investigation Findings

The investigation team shall determine the extent to which there has or has not been discrimination, harassment, or retaliation and shall present these findings to the university president/designee in writing, along with any recommended disciplinary action, if deemed appropriate. The investigation team shall provide written notification to the complainant and respondent of the results of the investigation.

7. Disciplinary Action

The area vice president/designee, in consultation with the associate vice president for human resource services/designee, will take final action on any disciplinary action

recommended by the investigation team and upheld in the appeal process, if appropriate.

8. Appeal Process

If a finding of discrimination, harassment, or retaliation is made by the investigation team, the respondent may make a written appeal to the president/designee within 5 working days after being notified of the investigation team's conclusions. If no finding of discrimination, harassment, or retaliation is found by the investigation team, the complainant may make a written appeal to the president/designee within 5 working days of being notified of the investigation team's conclusions. The president/designee will meet with the person making the appeal before determining to accept or reject the findings of the investigation team. Decisions of the president/designee are final and are not subject to further appeal except as provided in the Whitworth University Faculty Handbook.

9. Records Retention and Access

Records of complaints filed, findings and recommendations of investigator/s, and disciplinary actions will be maintained in a confidential file in the office of the associate vice president of human resource services. If there is a finding of discrimination, harassment, or retaliation against an employee and disciplinary action is taken, the letter to the employee will be made part of that person's permanent personnel file in the office of human resource services and as appropriate, the office of the vice president for academic affairs.

VI. Retaliation

Reprisal and retaliation are prohibited. Every reasonable effort will be made to protect the complainant from additional harm.

VII. Outside Remedies

The right of a person to prompt and equitable resolution of complaints is not impaired by the pursuit of other remedies, such as filing a complaint with appropriate federal or state departments or agencies. A person is not required to use this complaint resolution procedure before pursuing other remedies, including local law enforcement if the person believes they have been the victim of sexual assault or sexual violence.

Individuals have the right to file a formal complaint with the U.S. Department of Education:

Seattle Office for Civil Rights	Telephone: 206.607.1600
U.S. Department of Education	FAX: 206.601.1601
915 Second Avenue Room 3310	TDD: 206.607.1647
Seattle, WA 98147-1099	
Email: ocr.seattle@ed.gov	

APPENDIX B

WHITWORTH UNIVERSITY OFFICE OF HUMAN RESOURCES

Consensual Relationship Statement

April 1, 1998

A consensual romantic or sexual relationship between individuals where a power differential exists is a violation of the university's standard of professional conduct.

Members of our campus community should realize that, if a charge of sexual harassment is subsequently lodged; it will be exceedingly difficult to prove immunity on grounds of mutual consent. The university shall be expected to be unsympathetic to a defense based on consent when the facts establish that a professional power differential existed within the relationship.

It is possible that faculty members or employees may enter into a consensual relationship with one another where no power differential exists. Subsequently, due to appointment or election to a committee or to a job promotion they may find themselves in a situation where a power differential exists. The university will expect the individual in the power position to remove themselves from any deliberation, influence, or decision related to the other party.

Approved 5-1-98

APPENDIX C

FACULTY EVALUATION FORMS

Current versions of the forms may be found online: <https://www.whitworth.edu/forms/form/faculty-evaluation>

The following is a list of the forms currently used in faculty evaluation processes:

PRE-TENURE FORMS

- Pre-Tenure Review - Checklist
- Application for Pre-Tenure, Promotion, and Tenure Review
- Professional Development Plan: Faculty
- Faculty Scholarship Report
- Department Chair Summary of Student Teaching Evaluations
- Guide to Peer Letters
- Peer Teaching Evaluation
- Peer Teaching Evaluation Instrument

PROMOTION AND/OR TENURE FORMS

- Promotion and/or Tenure - Checklist
- Application for Pre-Tenure, Promotion, and Tenure Review
- Professional Development Plan: Faculty
- Faculty Scholarship Report
- Department Chair Summary of Student Teaching Evaluations
- Guide to Peer Letters
- Peer Teaching Evaluation
- Peer Teaching Evaluation Instrument
- Peer Teaching Evaluation Protocol

TRACK III PROMOTION FORMS

- Promotion Checklist-Track III
- Application for Pre-Tenure, Promotion, and Tenure Review
- Professional Development Plan: Faculty
- Faculty Scholarship Report
- Department Chair Summary of Student Teaching Evaluations
- Athletic Coaching Evaluation
- Guide to Peer Letters
- Peer Teaching Evaluation
- Peer Teaching Evaluation Instrument
- Peer Teaching Evaluation Protocol

FIRST-YEAR, SECOND-YEAR AND ANNUAL EVALUATION REVIEWS

- Annual Evaluation - Checklist
- First-Year Evaluation - Checklist
- Second-Year Evaluation - Checklist
- Faculty Scholarship Report
- Professional Development Plan: Faculty
- Annual Faculty Evaluation Form
- Faculty Reappointment Form
- Peer Teaching Evaluation
- Peer Teaching Evaluation Instrument
- Peer Teaching Evaluation Protocol

POST-TENURE REVIEW FORMS

- Post-Tenure - Checklist
- Post-Tenure Faculty Evaluation Form

QUADRENNIAL REVIEW FORMS FOR TRACK II

- Quadrennial Review Track II - Checklist
- Application for Quadrennial Review Track II
- Faculty Scholarship Report
- Professional Development Plan: Faculty
- Department Chair Summary of Student Teaching Evaluations
- Guide to Peer Letters
- Peer Teaching Evaluation
- Peer Teaching Evaluation Instrument
- Peer Teaching Evaluation Protocol

QUADRENNIAL REVIEW FORMS FOR TRACK III

- Quadrennial Review Track III - Checklist
- Application for Quadrennial Review Track III
- Faculty Scholarship Report
- Professional Development Plan: Faculty
- Department Chair Summary of Student Teaching Evaluations
- Guide to Peer Letters
- Athletic Coaching Evaluation
- Peer Teaching Evaluation
- Peer Teaching Evaluation Instrument
- Peer Teaching Evaluation Protocol

POST-QUADRENNIAL REVIEW FORMS FOR TRACK II

- Post-Quadrennial Review Track II - Checklist
- Post-Quadrennial Review Track II - Faculty Evaluation Form

POST-QUADRENNIAL REVIEW FORMS FOR TRACK III

- Post-Quadrennial Review Track III - Checklist
- Post-Quadrennial Review Track III - Faculty Evaluation Form

LECTURER OR ADJUNCT FACULTY PROMOTION

- Lecturer or Adjunct Faculty Promotion - Checklist
- Application for Lecturer or Adjunct Faculty Promotion
- Peer Teaching Evaluation
- Peer Teaching Evaluation Instrument
- Peer Teaching Evaluation Protocol

APPENDIX D

EXCEPTIONS TO THE TERMINAL DEGREE REQUIREMENT FOR TEACHING FACULTY BY DISCIPLINE

At Whitworth University, the standard terminal degree is presumed to be a Ph.D. The following department recommendations indicate the qualifications that are considered to be standard exceptions in applicable departments. Although these are standard exceptions, in extraordinary circumstances, other exceptions may be made at the discretion of the provost, in consultation with FPTC and the dean of the school in which the faculty member will be teaching.

ART

An MFA degree will be considered terminal for courses taught in studio art, new media, graphic design and seminar courses.

ATHLETIC TRAINING

For a clinical athletic training faculty member primarily providing clinical healthcare services, a master's degree will be considered terminal. For an academic athletic training faculty member, a discipline-specific earned academic doctorate will be considered terminal unless the following criteria are met: if the position is designed so that substantive experience as a clinical athletic trainer or healthcare professional is a qualification of the position, a master's degree related to the discipline or clinical doctorate (e.g. DPT, DC) in addition to credentials as a certified athletic trainer will be considered terminal.

BUSINESS/ECONOMICS

In the school of business, terminal degrees will be considered as the Ph.D., D.B.A., J.D., or other doctoral degrees appropriate to one's appointment. Exceptions may be made if faculty are professionally qualified according to the requirements set forth by AACSB to teach in their discipline.

COMPUTER SCIENCE

The terminal degree for computer science faculty is a Ph.D. in computer science, information science, or computer engineering. However, exception(s) may be made for faculty with a master's degree and exceptional experience in software development, cybersecurity, machine learning, or other fields where this is desirable for the position.

EDUCATION

In the school of education, terminal degrees will be considered as the Ed.D., Ph.D., or other doctoral degrees appropriate to the appointment.

ENGLISH

The terminal degree for English professors is a Ph.D. in English with emphases in literature, composition and rhetoric, or creative writing. However, exceptions may be made for writing professors with an exceptional publishing record and an MFA.

HEALTH SCIENCE

In health science teaching faculty positions, terminal degrees will be considered as the Ph.D., D.H.Sc., D.N.Sc., D.P.H. or other doctoral degrees appropriate to one's appointment. Clinical/professional doctorates (e.g. DPT, DC) will be considered equal to a master's degree for teaching faculty; however, they may be considered terminal for faculty in areas where courses require substantive experience as a clinical health care professional as a qualification of the position.

KINESIOLOGY

Faculty candidates who apply for Track III faculty positions will be considered terminal for that Track in the kinesiology discipline with a master's degree as described more fully in section 1.2.2. Track I or II appointments in the kinesiology discipline require a Ph.D. or other doctoral degree for terminal status.

LIBRARY

An ALA-accredited master's degree is the terminal professional degree for academic librarians, as stated by the American Library Association. For archivists the terminal degree is a master's degree in library science, archives, or related subject field, a definition supported by the Society of American Archivists.

MUSIC

Standard terminal degrees in music are the D.M.A and Ph.D. (or Ed.D for music education). A MMus or M.F.A. (particularly in performance areas) may be considered terminal for a faculty member with exceptional professional achievement.

OCCUPATIONAL THERAPY

A doctoral-level degree is required for faculty in the Occupational Therapy Department. Terminal degrees include the Ph.D., D.H.Sc., Ed.D., Post-professional OTD or other domain-relevant doctoral degrees. Faculty without an OTD degree must have another doctoral-level degree to teach in the program.

PHYSICAL THERAPY

A doctoral-level degree is required for faculty in the Physical Therapy Department. Terminal degrees include the Ph.D., D.H.Sc., D.P.H. or other domain-relevant doctoral degrees. The clinical/professional doctorate (DPT) is considered qualified for faculty positions when able to demonstrate contemporary content expertise. Faculty without a DPT must have another doctoral-level degree to teach in the program.

PSYCHOLOGY

A Ph.D. is preferred in the department of psychology; however, a PsyD may be considered for terminal degree is cases when a faculty member brings exceptional qualifications, such as additional research, course work/experience and APA accreditation.

THEATRE

An M.F.A. degree may be considered terminal cases in theatre disciplines focused on the application of theatre crafts.

APPENDIX E

WHITWORTH UNIVERSITY FACULTY VOLUNTARY PHASED RETIREMENT POLICY

Revised 11/18/2016

A voluntary phased retirement policy is available for those faculty who wish to continue to teach a reduced course load at a proportionately reduced salary. The following considerations apply to the policy:

A. General Qualification Terms:

Participants in the program must be Track I or II faculty with a minimum of 15 years of full-time service.

B. Considerations that Relate to the Policy:

The voluntary phased retirement program provides for a reduced level of active involvement by faculty members who have chosen to enter the program. The reduced level of activity involves reductions in teaching obligations according to the norms of the faculty member's particular program. The specific definition of faculty commitment will be determined by mutual agreement between the faculty member and the department chair and/or dean, subject to the approval of the provost.

The maximum period of voluntary phased retirement is four years. At the end of this period, retirement will be complete. During the voluntary phased retirement, the faculty member will hold a Track II appointment and may choose among three options subject to the following limitations. First, he or she may elect to move from one option to an option of lesser time commitment. However, the faculty member may not later elect an increased level of activity. Second, the one-fourth-time option may not exceed one of the total four years.

Upon entering into the voluntary phased retirement program, the faculty member agrees to relinquish tenure. While participating in the program, a faculty member's employment may be terminated only under conditions fully covered in section 10 of the *Faculty Handbook*, which apply to Track II faculty. Rank will be maintained.

A faculty member in the voluntary phased retirement program may request full retirement or a phased reduction in the planned workload at any time. Notification of this intent should be given at or before the date specified in "Section 10.3 Retirement" in the faculty handbook.

The faculty member and his/her dean and department chair, if appropriate, will each make a good faith effort to negotiate a mutually acceptable plan of what and when to teach, along with other faculty responsibilities of the faculty member during the period of voluntary phased retirement. Strategies for the suitable replacement of a faculty member will also be part of the phased-retirement agreement. Resources for replacement faculty will depend upon the period of phased retirement, the load of the retiring faculty member, and the needs of the institution and department. Whitworth reserves the discretion to approve or deny a request based upon the instructional needs of the university. If agreement cannot be reached, the provost will serve as arbitrator, and the decisions made by the arbitrator will be final and binding on both parties.

C. Available Options:

The voluntary phased-retirement program provides for three levels of reduced faculty activity: approximately three-fourths (15-16 credits), approximately one-half (12 credits), and approximately one-fourth (six credits) of a normal teaching load. Faculty will continue to have service and advising obligations proportional to those of full-time faculty members. Generally, faculty will be expected to teach at least one section during each term of the academic year. Loads need not be equal each semester, but they will depend on the needs of the institution. While the faculty handbook specifies that the normal teaching load is 21 credits, the baseline full-time load for figuring phased-retirement contracts will be 21 credits.

1. Three-fourths teaching load:

This option, based on a teaching load of 15-16 credits, will provide 71-76 percent of the faculty member's prior-year full-time-equivalent salary, augmented by the current year's annual general increase. The faculty member will also be eligible for proportional adjustments for equity, using the full salary as the base of calculations. This option generally represents a 2-1-2 teaching load, although 3-1-1 or 1-1-3 splits will be considered, depending upon the needs of the institution. The specific terms of each agreement will be appended to the phased-retirement contract. This arrangement will also have the following considerations for the department:

- The faculty member will retain an office on campus, but may be moved to alternative office space at the discretion of the administration.
- If needed, replacement courses will be covered by contingent faculty until the retiring faculty member reduces his/her load to one-half.

2. One-half teaching load:

This option is based on a teaching load of 12 credits and will provide 57 percent of the faculty member's prior-year full-time-equivalent salary, augmented by the current year's annual general increase. The faculty member will also be eligible for proportional adjustments for equity, using the full salary as the base of calculations. This option generally represents a 2-2 or 2-1-1 teaching load; however, depending on the programmatic needs of a department or program, this option may be altered by mutual agreement between the retiring faculty member, the department chair/dean, and the provost. This arrangement will also have the following considerations for the department:

- The faculty member may be required to share office space or use office space that is convenient to the department and/or the institution.
- If needed, and depending upon the timing of a faculty member's anticipated retirement, the faculty member's department may request a regular faculty replacement for the faculty member in phased retirement at the point when the retiring faculty member reduces his/her load to one-half or less. Requests will be considered in the context of the overall instructional needs and budgetary situation of the university.

3. One-fourth teaching load:

This option will provide 29 percent of the faculty member's prior-year full-time-equivalent salary, augmented by the current year's annual general increase. The faculty member will also be eligible for proportional adjustments for equity, using the full salary as the base of calculations. This option normally represents a 1-1 teaching load. The one-fourth-time option can only be exercised for one year during the phased- retirement program; if this option is elected, full retirement must occur the next year.

- The faculty member may be required to share office space or use office space that is convenient to the department and/or the institution.
- If needed, and depending upon the timing of a faculty member's anticipated retirement, the faculty member's department may request a regular faculty replacement for the faculty member in phased retirement at the point when the retiring faculty member reduces his/her load to one-half or less. Requests will be considered in the context of the overall instructional needs and budgetary situation of the university.

D. Receiving Benefits:

A faculty member in voluntary phased retirement will continue to be eligible for annual increases in salary on the same terms as full-time faculty, except such increments will be based on the retirement-affected salary [i.e., 71 percent, 57 percent, or 29 percent of the full increment]. The university strives to allow the participating faculty member to continue to be eligible for all university benefits for full-time faculty if this is allowed by the respective carrier or company. These benefits include retirement contributions. It should be noted that salary- sensitive benefits such as retirement contributions, disability insurance, and life insurance are based on the rate of compensation actually paid, not on the full base salary. In addition, medical insurance does impose some limitations.

The voluntary phased-retirement plan will permit faculty to begin receiving retirement-plan benefits while participating in phased retirement.

E. Medical Insurance:

Because the state of Whitworth University's medical insurance plan is subject to frequent change, faculty interested in considering phased retirement are urged to consult with the human resources department prior to requesting phased retirement.

F. Tuition Remission:

Faculty members who have completed 20 years of service at Whitworth will continue to be eligible for dependent tuition remission in accordance with the policies and procedures outlined in the Tuition Remission Policy.

G. Emeritus Status:

Faculty who qualify for recommendation for emeritus status are still eligible for this status at the end of the phased-retirement period. Recommendation will be made following the process described in the faculty handbook (section 1.3.5).

H. Application Procedure:

To allow opportunity for division and department chairs to include provision for a phased retirement in the budget process, a faculty member requesting this option must make application for voluntary phased retirement by July 1, one year prior to the year he or she intends to enter into this arrangement.

The application to enter a phased-retirement arrangement must be initiated through the VPAA, with consultation with the department chair. The department chair will provide a brief impact statement as to the faculty needed to replace the lost courses [either regular or contingent faculty].

To assist faculty in coming to an informed decision about entering a phased-retirement program, the university will endeavor to offer periodic retirement counseling sessions.

APPLICATION FOR VOLUNTARY PHASED RETIREMENT

INSTRUCTIONS

A faculty member wishing to enter into a voluntary phased-retirement agreement must apply by July 1, one year prior to the year he or she intends to begin a reduced contract. This allows Whitworth the opportunity to reallocate resources, and possibly to search for a replacement position.

If you intend to begin the voluntary phased-retirement process, please sign the following agreement, then have your department chair and/or dean fill out the remainder of the form. The form should be received by the office of academic affairs no later than July 1, one year prior to the year you intend to enter into a reduced teaching load.

APPLICATION FOR VOLUNTARY PHASED RETIREMENT

I intend to enter into voluntary phased retirement beginning the _____ - _____ academic year.

I understand that this Application for Voluntary Phased Retirement, once approved, will be governed by the terms of the Whitworth University Faculty Voluntary Phased-Retirement Policy. This policy appears on the academic affairs website, as from time to time amended, and operates as an amendment to and supersedes any contrary language in the faculty contract with Whitworth University.

I understand that the maximum period of said phased retirement is four years. The voluntary phased-retirement program provides for three levels of reduced faculty activity: approximately three-fourths (16 credits), approximately one-half (12 credits), and approximately one-fourth (6 credits) of normal teaching load. Faculty members will continue to have service and advising obligations proportional to those of full-time faculty members. Generally, faculty will be expected to teach at least one section during each term of the academic year, but may vary this assignment with the approval of the dean and provost. Loads need not be equal each semester, but they will depend on the needs of the institution. The faculty handbook specifies that the normal teaching load is 21 credits. I understand I may not later elect an increased level of activity. I understand that the one-fourth time option may not exceed **one** of the total four years. Once enrolled in the voluntary phased-retirement program, I may request full retirement or a phased reduction in the planned workload at any time. I agree to notify my department chair and dean, as well as the provost, of my intended workload on or before the normal date of contract renewal for the subsequent year. Whitworth reserves the discretion to approve or deny an application for voluntary phased retirement based upon business needs.

Upon entering into the voluntary phased-retirement program, I agree that if I have tenure, I will relinquish my tenure (Track I) appointment in exchange for a non-tenure track (Track II) appointment. I understand that the policies governing Track II faculty in the faculty handbook will apply to me during the term of my phased-retirement period. While I am participating in the program, my employment may be terminated only under conditions fully covered in section 10 of the faculty handbook, which are the same terms that apply to all Track II faculty. My academic rank will be maintained.

I have discussed my intentions with my department and my dean. We have/have not [circle one] agreed to the following plan for my first year of voluntary phased retirement:

I request the following workload (16; 12; or 6 credits) [circle one option] during the first year of voluntary phased retirement, and I expect to teach according to the following plan during the period of my phased retirement.

Academic Year	Fall	January	Spring	Credit Load
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

If I circled "have not" above, I understand that the provost will serve as arbitrator for my plan of teaching and other faculty responsibilities.

By execution of this application, I hereby acknowledge that I: (a) am doing so voluntarily; (b) have not been subject to any duress or coerced into signing this application; and (c) am aware that I have the option to continue as a full-time tenured faculty member, but I desire to forfeit that option.

Name of faculty member

Signature of faculty member

Date

APPENDIX F

INTELLECTUAL PROPERTY POLICY

Copyright Policy

The purpose of this policy is to stimulate intellectual development in and out of the classroom through support of open and free exchange of ideas. In this spirit, the Whitworth University copyright policy is intended to encourage all members of the community to publish their papers, books and other works in order to share their knowledge. Whitworth (also referred to herein as the “University”) adheres to the academic tradition that creators of works own the copyrights resulting from their scholarly, pedagogical, and creative activities.

I. Application

This Copyright Policy applies to all faculty (including those temporarily appointed), staff, and students and applies to all copyrightable and copyrighted work created on or after [*applicable date*]. Furthermore, this policy is applicable to all intellectual property rights related thereto, unless such work is also potentially patentable, in which case the Patent Policy applies and controls such work.

II. Copyright Ownership

A. Creator Owns the Copyright

Individuals engaged in scholarly endeavors produce a variety of copyrightable materials they may wish to protect from unauthorized use. Examples of these include:

- articles,
- monographs,
- books,
- bibliographies,
- lecture notes and handouts,
- musical compositions and recordings,
- artwork,
- photographs,
- films,
- audio visual works,
- mask works,
- course development in any media, and
- computer programs.

1. Work Created by Faculty or Staff

When a member of the faculty or staff authors a copyrightable work, the individual owns the copyright in the work (unless Sections IIB, IIC or IID below apply). Individual ownership of the copyright is appropriate even though the University may provide

support such as facilities, clerical support, materials, and equipment such as an office computer.

2. Work Specifically Created for Teaching, Administration or Other University Activities

It is understood that the University may use without charge any copyrighted work developed for the specific purpose of making it available for use by persons, other than the author, in teaching, administration or other University activities. Examples of such work include curricular materials created by a faculty member to use in sections of a course taught by several department faculty or a computer program developed to improve an office procedure. These materials shall be available to the University perpetually and free of charge, even if the individual who developed the materials has left the University.

3. Work Created by Students

Generally, students own the copyright in the works they create, including their contributions to collaborative projects, unless Sections IIC or IID below apply, or the student signed a written agreement regarding copyright. Faculty and staff must obtain a written agreement to be bound by this Intellectual Property Policy from each student who is to be involved in projects where Sections IIC or IID apply. Even in cases where section IIC or IID do not apply, faculty and staff are encouraged to obtain a written agreement from each student before involving students in scholarly research or other projects that may result in works the faculty or staff would want to use or publish.

B. Rights of Ownership are Determined by a Contract

Ownership of the copyrights in works created through projects or programs funded by an external agency, such as a grant or contract, will be determined by the terms of agreement with the external party. An agreement concerning ownership must be signed by the University, the external agency and the individuals involved in creating such works if ownership is not included in the terms and conditions of the grant or contract agreement.

Collaborative projects and research can sometimes lead to misunderstandings when different individuals own rights in the results of collaborative efforts. In these cases, a written agreement regarding copyright must be signed before work begins.

C. University Owns the Copyright in Directed and Commissioned Works

The University retains ownership of the copyright in works specifically directed or commissioned by the University or produced by an individual (or group) as a specific job requirement.

Examples of works that fall under this category are:

- the alumni magazine or other University publications,
- computer software developed by technical staff, or
- the work of a faculty member on special assignment to write the history of the University while receiving full salary.

Excluded from this category are materials created by faculty in connection with their teaching, research, or other scholarly activities, even though teaching and engaging in scholarly activities are considered part of their job, unless the works are specifically commissioned by the University. This category also does not include works created by staff outside the scope of their employment.

Under certain circumstances, the University may grant copyright to one or more individuals or may agree to joint ownership of the copyright. This decision should be made prior to undertaking the work and should be documented in writing. If no written agreement exists, the general rule of this section applies.

D. University Owns Copyright in Administrative Works

The University retains ownership of all copyrights in works created in the course of an administrative assignment, such as internal studies and plans or a report for a University committee.

The University may grant its copyright in an administrative work to one or more individuals or may agree to joint ownership. If an individual wishes to own a copyright for work falling into this category, a request should be made in writing to the provost, prior to undertaking the work. The arrangement, if approved, must be made in writing for it to be valid.

III. Distribution of Income from Royalties on Copyright Material

A. Copyright Belongs to an Individual or Group of Individuals

If the copyright is owned by an individual, that individual is entitled to 100% of the royalties derived from such copyright unless Sections IIB, IIC or IID apply. If the copyright is owned jointly by one or more individuals, a written agreement on division of royalties should be signed.

B. Copyright Belongs to the University or to the University and Others Jointly

If the University owns the copyright, all royalties derived from such copyright belong to the University; unless a special agreement has been executed in advance. If the copyright is owned jointly by the University and one or more individuals, a written agreement on division of royalties should be signed ahead of time. If no written agreement has been executed, royalties will be divided equally.

C. Work Resulting from External Funding

If the royalties result from a project funded by an external agency, an agreement on division of the royalties must be signed before the funding is accepted.

IV. Further Assurance

As may be necessary to give full effect to the terms and intent of this Intellectual Property Policy, the University, the faculty and the staff, as well as any students involved in scholarly research or other projects in which Sections IIC and IID apply, will execute written agreements referencing this Intellectual Property Policy and agree to execute other applicable agreements and documents.

V. Administration of Copyright Policy

The provost or his/her designee shall adopt policies and procedures to implement this policy. In the case of disputes regarding copyright ownership, the provost shall mediate a solution.

VI. Amendment

The University may amend this Copyright Policy from time to time as it deems necessary, subject to applicable statutory and contractual restraints.

Patent Policy

The purpose of this policy is to provide guidelines for establishing the ownership of patentable Inventions and equal distribution of income received from the sale or licensing of those Inventions. The objective of this policy is to facilitate the Invention, transfer, and application of new technology which may benefit the general public. At the same time, this policy serves to protect the interests of the inventor and the University. The University seeks to assist its faculty and staff in properly disclosing their patentable Inventions, in complying with applicable laws and agreements, and in gaining the protection available under United States and foreign laws governing patents.

Invention means any and all ideas, processes, methods, inventions, innovations, improvements, discoveries, developments, new uses, machines, technology concepts, know-how, techniques, designs, articles of manufacture, programs, trade secrets, compositions of matter, formulations, compounds, synthesis, discoveries, other proprietary information, whether or not patentable that have been or are created, discovered, acquired, conceived or reduced to practice.

Patentable Invention is any new or useful process, machine, manufacture, composition of matter, variety of plant, isolated and purified strand of an organism's genome, or any new and useful improvement thereof. A patentable Invention occurs when someone has mentally developed an idea that is (i) useful, (ii) novel, (iii) nonobvious, and (iv) exists in enough enabling detail that someone of ordinary skill in the area of science could use the Invention for its stated purpose. The date of Invention is the point when all four criteria (i - iv above) have been met. The enabling concept must be present in order for a patentable invention to be complete.

I. Applicability

This policy applies to all patentable Inventions conceived, discovered, developed and/or first reduced to practice by full-time, part-time or visiting faculty; staff; students; or any other persons performing research or engaging in work at the University where Inventions may be created or discovered as part of such person's employment or enrollment at the University.

In the event a work or Invention is both copyrightable and patentable, the terms of this Patent Policy will control.

II. Ownership

A. **Faculty/Staff:** Ownership of Inventions conceived, discovered, developed and/or reduced to practice by faculty, staff or any other person performing research or engaging in work or study at the University where such Invention is created or discovered during the course of their employment or with use of University resources, personnel or facilities will reside with the University. University personnel undertaking such activities agree to, and do hereby, assign and transfer to the University any and all Inventions, whether or not patentable, conceived, discovered, developed and/or reduced to practice during the course of their employment or with use of University resources, personnel or facilities.

However, the University acknowledges and agrees that the above assignment does not apply to an Invention conceived and developed on the Employee's own time and that was conceived and developed using no equipment, supplies, facilities, or trade secret information of the University, unless the Invention:

1. Relates directly to the business of the University, or to the University's actual or demonstrably anticipated research or development; or
2. Results from any work performed by the employee for the University.

B. Student: Any student Invention conceived, discovered, developed and/or reduced to practice in the course of employment by the University, for an assigned work project, or when the student participates in faculty-student research projects shall be property of the University. Students agree to, and do hereby, assign and transfer to the University any and all Inventions, whether or not patentable, conceived, discovered, developed and/or reduced to practice during the course of their employment, participation in an assigned work project, or faculty-student research project or with use of University resources, personnel or faculties.

However, the University acknowledges and agrees the above assignment does not apply to an Invention conceived and developed on the student's own time and that was conceived and developed using no equipment, supplies, facilities, or trade secret information of the University, unless the Invention:

1. Relates directly to the business of the University, or to the University's actual or demonstrably anticipated research or development; or
2. Results from any work performed by the student for the University.

Any and all students employed by the University or participate in an assigned work project or in faculty-student research projects shall execute an agreement that requires them to be bound by the terms of this Intellectual Property Policy. Royalties from licensing of any student Invention will be shared with the student on the same basis that royalties are shared with faculty or staff as outlined below.

C. External Funding: Inventions conceived, discovered, developed and/or reduced to practice through a sponsored grant or contract will follow prevailing language in the grant award notice or associated contract. In the absence of special provisions, this Intellectual Property Policy applies. Generally, the University is assigned rights to intellectual property in federally-sponsored research; however, the government retains the option to claim ownership under certain circumstances. In the event the government does not exercise its option and regardless of ownership, the government retains a non-exclusive, non-transferable, irrevocable, royalty-free, worldwide license to the Invention produced with government funds.

III. **Procedures for Reporting, Protecting and Commercializing an Invention:**

- A. "Covered Person" in this policy is a faculty member, staff member or student who is employed by the University, or participates in an assigned work project or in faculty-student research projects. When a Covered Person conceives, discovers, creates and/or reduces to practice an Invention that in the judgment of the Covered Person meets all four criteria in the definition of patentable Invention above, a report of patentable Invention must be made promptly to the provost. The report should be made on the Invention Disclosure Form, a copy of which is available on the Sponsored Programs website. Based on the Invention disclosure, a decision on whether or not to file a provisional patent or a patent application can be made. Such a report should be made prior to any dissemination or publication that would allow someone skilled in the field to use it. In order to protect the patentability of the Invention, it is important that grant applications, publications, conference abstracts or presentations made prior to filing a patent refrain from making enough detail available to others to enable duplication of the Invention or that a provisional patent application be filed prior to such activities.
- B. Within thirty (30) days of receipt of an Invention Disclosure Form, the Invention should be evaluated by the Intellectual Property Committee. In cases where the Invention Disclosure Form requests funding to file a provisional patent, the provost may use his or her discretion about whether to convene and consult with the Intellectual Property Committee or to grant such permission and funding without convening the committee. In such cases, the Intellectual Property Committee would be convened when the Covered Person requests permission to submit a patent application. A provisional patent may be filed for an invention that is novel, non-obvious, and useful, but has not been described yet in enough detail for a person knowledgeable in the field to replicate the invention. Provisional patents are good for one year and cannot be renewed.
- C. The Intellectual Property Committee shall have the sole right to determine the disposition of Inventions in which the University has proprietary interest. A decision regarding the exercise of this right will be transmitted in writing to the inventor within ninety (90) days of the date of disclosure of the Invention to the Intellectual Property Committee.
- D. If the Intellectual Property Committee decides to pursue a patent, it may recommend the University alone, or with the assistance of an external organization such as a technology transfer company, make applications for patent. Title to any and all such patent applications and resulting patents shall be held by the University.
- E. Each Covered Person agrees to sign and provide any and all documents and provide any assistance reasonably necessary to obtain any patent protection or other protection the University may seek for any applicable Invention.

- F. The Intellectual Property Committee may decide to enter into agreements with the inventor(s) of an Invention or any other third party for the purpose of commercializing an Invention. Such agreements may include, among other things, licensing the Invention, assigning the Invention, or taking equity in a spin-off business that intends to commercialize the Invention.
- G. If the Committee decides not to patent an Invention, or not to commercialize a patented Invention, the University will release to the inventor(s) its interest in the Invention in writing. However, the University will get a perpetual, royalty free license to use such released Invention for internal, research or non-commercial purposes.

IV. Management of Costs Associated with Inventions and Distribution of Income

- A. **Expenses:** Expenses associated with commercializing and pursuing patent protection for University-owned Inventions will be charged to a University Intellectual Property account for that specific Invention. Expenses may include, but are not limited to, legal fees, provisional patent and patent filing fees, licensing agent fees, development fees, production fees, and other out-of-pocket expenses.
- B. **Revenues:** Any and all University revenues derived from a University-owned Invention will first be allocated to the University to recover all expenses incurred by the University in relation to that Invention. Once University expenses are recovered for a University-owned Invention, the net income received by the University derived from that Invention will be allocated as follows unless such Invention is covered by Section IV B below:

Net Income	Inventor	Department	School	University
Up to \$10,000	75%	10%	5%	10%
Next \$90,000	50%	10%	5%	35%
Next \$900,000	30%	5%	5%	60%
Over \$1 Million	20%	0%	0%	80%

- C. **Directed or Commissioned Inventions Research:** Net income received that is derived from University-owned Inventions developed during research that is specifically directed or commissioned by the University or produced by an individual (or group) as a specific job requirement are normally divided as follows: seventy-five percent (75%) to the University and twenty-five percent (25%) to the inventor.
- D. **Multiple Inventors:** In the event of multiple inventors, the inventors will be expected to agree among themselves on the fractional distribution of each inventor’s share of royalties. The inventors shall sign a written agreement specifying the fractional distribution of their share of royalties.
- E. **Multiple Departments/Schools:** In the event multiple departments or schools are involved in the creation, discovery, development or reduction to practice of an

Invention, the departments and schools will be expected to agree among themselves on the fractional distribution of each department's or school's share of any royalties. The applicable departments and schools shall sign a written agreement specifying the fractional distribution of their share of royalties.

F. **Separate Agreement to Invent or Patent:** In the event the University and the inventor(s) pursue an Invention or patent pursuant to an express written agreement between them, the provision of the written agreement regarding division of royalties shall control.

G. **Departure/Termination of Inventor:** The departure from the University or termination of employment with the University will not affect the distribution of royalties, and each inventor's share will continue after such departure and termination pursuant to the terms herein.

V. **Intellectual Property Usage**

A. Any faculty or staff engaged in consulting work or in business is responsible for ensuring that (1) clauses in the individual's agreements are not in conflict with this policy nor the University's commitments or agreements with third parties; and (2) the University's rights and the inventor's obligations to the University are in no way abrogated or limited by the terms of such agreements without the express written consent of the University.

B. Whitworth personnel will not use any information defined as confidential or proprietary by a non-Whitworth employer in the course of his/her Whitworth responsibilities.

C. In the case of intellectual property arising from a federal grant, the usage terms of the federal agreement and any federal regulations shall prevail, before university policy is applied.

VI. **Dispute Resolution**

In the event of any dispute regarding a decision of the Committee under this policy (including without limitation, the ownership of an Invention or the allocation of the inventor's share of the royalties), the provost shall have the final decision concerning the University's position in the matter. This method of resolution also applies to disputes among inventors in the case of multiple inventors.

VII. **Amendment**

The University may amend this Patent Policy from time to time as it deems necessary, subject to applicable statutory and contractual restraints.

APPENDIX G

WHITWORTH UNIVERSITY RECORDING AND LIVESTREAMING POLICY

Purpose

The purpose of this policy is to set forth expectations regarding the recording of classes, meetings or other conversations at Whitworth University, offsite at university-organized events, and over the phone between members of our community. The intent of this policy is to strike a balance between the legitimate uses of audio and visual recordings, and concerns including compliance with the law, academic freedom, privacy, and protection of intellectual property. In an effort to comply with Washington state law (See [RCW 9.73.030](#)), promote the freedom to share ideas, and to respect the privacy of community members, the secret recording or live streaming of meetings or other conversations is prohibited. Secret recording is a violation of trust and community that is incompatible with the respect for others expected of all members of the Whitworth community. Classes may be audio-recorded by the instructor, or by a student in the class with the prior consent of only the instructor or as an official authorized academic accommodation.

Policy

It is expected that faculty, students, and staff will respect the privacy of other individuals in the workplace and educational setting. Consequently, the secret recording or live streaming (audio or video) of classes, meetings or other conversations, including telephone calls, is prohibited, as not compatible with the law and/or the promotion of an open exchange of ideas. Recordings may serve many legitimate academic and workplace purposes. However, the university does not condone recording or live streaming of any university activities when participants are unaware that such recordings are being made. In order to promote an environment of trust and collegiality, recordings may be made only with the prior consent of the parties involved. Covert/secret recording or live streaming of any in-person or telephone conversation or meeting occurring at the workplace, including any classroom or other educational setting, or conversations or meetings offsite that deal with workplace or educational matters is prohibited. Employees are also prohibited from arranging for others to record conversations, telephone calls or other work or educational activities, unless specifically permitted by the participants. It is also a violation of this policy to download recorded conversations to a computer, upload them to the internet, or otherwise share, transmit or publish such recordings without the prior written consent of all participants (unless the instructor has agreed in writing to such action, participants are aware of being recorded, and the recording is a recording of the instructor's class).

Classes may be audio-recorded by the instructor for instructional purposes, or by a student in the class for personal use with the prior consent of only the instructor. Class participants should be informed when a class may be recorded. However, instructors should not disclose the identity of students recording classes under an accommodation. Class recordings by students may not be downloaded to any computer, uploaded to the internet, or otherwise shared, transmitted or published without the further, prior written consent of the instructor. Class recordings by instructors may be downloaded to computers, uploaded to the internet, or otherwise shared, transmitted or published only for legitimate instructional purposes.

The university prohibits the transmission of classroom lectures and discussions by students unless written permission from the instructor has been obtained and guest speakers have been informed that audio/video recording or live streaming may occur.

Video recordings present additional privacy concerns, and potential concerns with copyright and intellectual property issues. Therefore, video recordings should only be allowed under conditions completely understood and approved in advance, in writing, by the instructor. All students and other participants in a class or educational activity which will be video recorded must be informed of the recording. Video recordings shall not be publicly shared, such as on the internet or in public viewings, except by the instructor or with the prior written consent of the instructor.

Surveillance cameras/equipment and software may be placed on campus by authorized campus personnel to prevent or deter crimes and protect public safety and to facilitate official university investigations into criminal activities or violations of campus policy. The university reserves the right to use or disclose recordings in the course of investigations or lawsuits or in response to a subpoena or request by law enforcement.

Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording. The recording may not be reproduced or uploaded to publicly accessible web environments without the written permission of the instructor or appropriate Whitworth University administrator.

Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials by students may constitute copyright infringement in violation of federal or state law, or university policy.

Within Whitworth University, violation of this policy by a student may lead to disciplinary action, either under policies related to academic integrity or the student code of conduct, depending on the circumstances of the violation. Violation of the policy by an employee may lead to disciplinary action up to possible termination. Violation of Washington state law may lead to criminal sanctions and/or exposure to civil liability. Alleged violations of the policy by students should be reported either to the Dean of Students or Academic Affairs offices. Alleged violations by university employees should be reported to the Human Resources office. Those reporting alleged violations are afforded protections under Whitworth's Policy Prohibiting Discrimination, Harassment and Retaliation.

Exceptions

It is not a violation of this policy for a student given official permission by Whitworth Educational Support Services to record class sessions as an academic accommodation to do so. Students are entitled to educational accommodations, to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study. The restrictions on third-party web and commercial distribution apply in such cases.

Third Party Permissions

Guests, including press and media, may seek prior permission to record, live stream and disseminate recordings on university property and at university events by contacting the office of University Communications.

Destruction of Approved Recordings

Students must destroy recordings at the end of the semester in which they are enrolled in the class unless they receive the Instructor's written permission to retain them or are entitled to retain them as an accommodation authorized by Educational Support Services.

[Draft reviewed by Department Chairs' Group and legal counsel. Approved by President's Cabinet on November 1, 2017]

Some sections of the above are adapted from policies at Lewis & Clark College