FACULTY HANDBOOK

2023-2024

FACULTY HANDBOOK
MIDAMERICA NAZARENE UNIVERSITY
Published for the use of present and prospective full-time faculty
With the approval of the President of the University and the Board of Trustees
Olathe, Kansas
1970
Thirty-second revision – August 2023

TABLE OF CONTENTS

FORWARD

A faculty handbook is of paramount importance in effective institutional management and faculty morale. Effective management requires an explicit presentation of the lines of decision-making governance, clear organizational structure, and open communication between members of the campus community. Faculty morale will benefit from consistent adherence to the provisions herein stated in the spirit of good will.

The purpose of the MidAmerica Nazarene University *Faculty Handbook* is to provide such information and contractual obligations as prospective and current members of the faculty may need. The *Faculty Handbook* is reviewed annually by the President of the University. All statements included in the *Faculty Handbook* are in harmony with the Constitution of MidAmerica Nazarene University.

The *Faculty Handbook* is the repository of current faculty-specific policies, procedures, and definitions that have been approved by the University President and the Board of Trustees. The University disclaims any necessary adherence to the policies of the American Association of University Professors (AAUP) and to the interpretations of professional organizations that may have adopted such policies. Faculty members, as employees of the University, are also subject to the general University-wide policies applicable to employees outlined in the *Employee Handbook*, to the extent the same information is not covered in this Faculty Handbook.

Some departments have developed departmental or program-specific faculty handbooks. These handbooks contain guidelines and are not a reflection of formal University policy. In all situations, the information in this *Faculty Handbook* governs to the extent departmental or program-specific faculty handbooks contain conflicting or inconsistent information.

The *Faculty Handbook* is the responsibility of the President, and any suggested revisions may be made through the Academic Affairs Cabinet.

CLERY DISCLOSURE

MidAmerica Nazarene University complies with the federal statute known as The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Students, prospective students, employees, and prospective employees may request a copy of the most recent Campus Security Report from the office of the MidAmerica Nazarene University Campus Safety Department located in the Land Gym, or by calling (913) 971-3299. The Campus Security Report is also available at: https://www.mnu.edu/about/accreditation-disclosures

Chapter 1: UNIVERSITY PURPOSE, ORGANIZATION AND GOVERNANCE

1.1   HISTORICAL STATEMENT

Founded in 1966, MidAmerica Nazarene University opened its doors to students in 1968 with an enrollment of 263. Since that initial semester of operation, enrollment has increased and now totals approximately 1,500. The University offers undergraduate academic majors in over 40 areas, several degree-completion programs and graduate-level programs in education, business administration, counseling and nursing.

MidAmerica is located 20 minutes from downtown Kansas City, Missouri, on a 105-acre campus in Olathe, Kansas. Because of its strategic location in the Greater Kansas City area, students and faculty have access to the metropolitan cultural, recreational and employment advantages. The permanent control of the University is vested in a board of trustees selected from the districts of the North Central Region of the Church of the Nazarene and at-large members.

1.2   A WORD ON ACCREDITATION

MidAmerica Nazarene University, a liberal arts University of the Church of the Nazarene, is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; 800.621.7440; Web: https://www.hlcommission.org/). The University is authorized to offer associate, baccalaureate, and certificate programs as well as master's degree programs in the fields of administration/leadership, business, counseling, education, and nursing. Accreditation of the teacher education programs has been achieved from the Kansas State Board of Education (Teacher Licensure, 900 SW Jackson, Topeka, KS 66612; 785-296-3201). Initial licensure programs are also accredited by the Council for Accreditation of Educator Preparation. The baccalaureate nursing program and the Adult Gerontology Primary Care Nurse Practitioner track of the master's degree program are approved by the Kansas State Board of Nursing (Landon State Office Building, 900 SW Jackson, Suite 1051, Topeka, KS 66612-1230; 785-296-4929). The baccalaureate and master's degree programs and the post-graduate APRN certificate program at MidAmerica Nazarene University are accredited by the Commission on Collegiate Nursing Education (655 K Street, NW, Suite 750, NW, Washington, DC 20001; 202-887-6791). MidAmerica Nazarene University is an accredited institutional member of the National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; 703-437-0700). The Master of Arts in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; 703-535-5990). Business programs are accredited by The Accreditation Council for Business Schools and Programs (ACBSP) (11520 W. 119th Street, Overland Park, KS 66213; 913-339-9356).

The University is a member of the Council for Christian Colleges and Universities (CCCU), the National Association of Independent Colleges and Universities (NAICU), the Council of Independent Colleges (CIC), the Kansas Independent College Association (KICA), the National Association of Intercollegiate Athletics (NAIA), the Heart of America Athletic Conference (HAAC), the American Association of Colleges for Teacher Education (AACTE), and the American Association of Colleges of Nursing (AACN).

1.3 INSTITUTIONAL STATEMENTS

1.3.1 MNU MISSION STATEMENT

A transformative University that nurtures Christlike community, pursues academic excellence, and cultivates a passion to serve.

1.3.2 MNU VISION STATEMENT

To impact the world for Jesus Christ through servant leaders recognized for their excellence, integrity, and spiritual vitality.

1.3.3 MNU MOTTO

TO LEARN . . . TO SERVE . . . TO BE

The Mission of MidAmerica Nazarene University as a holiness liberal arts University is summed up succinctly in the motto TO LEARN, TO SERVE, TO BE.

TO LEARN denotes the pursuit of excellence. Liberal arts in the context of Christian holiness calls for commitment to a life of learning.

TO SERVE means involvement in a life of compassion. The pursuit of excellence is to be blended with Christlike compassion.

TO BE points to a journey toward wholeness. Wholeness means loving God with heart, soul, mind, and strength. The journey toward wholeness makes every desk an altar, and every classroom a cathedral where faith and learning are blended.

1.3.4 THE CONTEXT STATEMENT

MidAmerica Nazarene University is a liberal arts university offering undergraduate and selected professional and graduate degrees. Sponsored by the North Central Region of the International Church of the Nazarene, the University is committed to serving the church and its global mission. A Christian community in the Wesleyan-Holiness tradition, MidAmerica Nazarene University seeks to transform the individual through intellectual, spiritual, and personal development for a life of service to God, the church, the nation, and the world.

1.4 INSTITUTIONAL GOALS

The University has four primary goals, which are defined as the development of the student, service to God and humanity, vocation preparation, and an understanding of America's heritage.

THE DEVELOPMENT OF THE STUDENT. In seeking to cultivate the whole person to reflect the image of God, the University provides a wide variety of intellectual, social, and religious activities that serve a developmental function in students. These include the general education program, the major fields of preparation, service opportunities, the arts, chapel and convocation emphases, campus social events, annual fall and spring revival services, and intercollegiate/intramural athletics.

SERVICE TO GOD AND HUMANITY. The University promotes its ideal of service as a commitment to God's mission as realized primarily through the church universal and involvement in a local faith community. Through programs and organizations like Pioneer Trek, Associated Student Government (ASG), chapel programming, and special events such as the annual student-led Passion to Serve project we actively participate in God's redemptive work.

VOCATION PREPARATION. Preparation for a rewarding professional life is a goal that is reached in the successful educating of students in a major field of their choice and is assessed by means of a required senior comprehensive examination or project. All academic departments of the University emphasize formal objectives and a balance between the liberal arts and courses in specialized areas. The ultimate goal is to develop broadly educated individuals with specific skills and career knowledge related to a potential field of service and work and for this preparation to integrate vocation and faith. Vocational development is about contribution to the work of God. To this end, Academic Affairs emphasizes three pillars of teaching and learning: experiential, integrative, and relational. These are threaded throughout the academic experience. The Office of Career and Workforce Development is designed to supplement this preparation.

UNDERSTANDING AMERICA'S HERITAGE. The University seeks to prepare students for Biblical citizenship in a complex cultural context. The goal of understanding America's heritage and an awareness of its distinctive opportunities and responsibilities in the world community is an effort to help Christian's live in and steward America faithfully. This effort includes participation in campus governance through the ASG, the sponsoring of political clubs on campus, and a multicultural emphasis. General education courses seek to address America's position in the world, an appreciation of both Western and non-Western cultural aspects of the human family, and how and where God does His work globally.

1.5   STATEMENT OF BELIEF

We believe in the Lord God Almighty, the Creator, and that in Him is perfect love, forgiveness and justice. Jesus Christ is His Son and in coming to earth provided for salvation and demonstrated the qualities of moral perfection for all humanity. The Holy Spirit reveals the truth of Christ's redemptive work, leads and directs in all our patterns of living, purifies our hearts, and empowers us for service.

Individuals are of infinite worth because they are creations of God. They are integrated and complex spiritual, physiological, psychological, and social beings. Their highest sense of achievement and satisfaction arises from a personal relationship to God and a comprehensive stewardship of life.

The Bible is God's inspired Word and provides the final authority for instruction and guidance in Christian living. Christ taught us to love God and love our neighbor as ourselves. Our concept of service to God and humanity is based on this belief. We further believe in the doctrine of entire sanctification and the dynamic life of perfect love as reflected in Wesleyan theology.

We believe Christian education provides a foundation for leadership based on a sound philosophy of life, a personal relationship with God, and responsible citizenship. We accept

the importance of personal inspiration in the educative process and believe that models based on Christ as the master teacher are important in Christian education.

The goals and objectives of education at MidAmerica Nazarene University are designed to harmonize with this statement of belief.

1.6   INSTITUTIONAL ORGANIZATION

1.6.1 ORGANIZATION AND RELATION TO THE CHURCH OF THE NAZARENE

MidAmerica Nazarene University is an institution of the Church of the Nazarene. Its mission and purpose are guided by the educational philosophy, articles of faith and ethical standards, and social responsibility stance of the Church of the Nazarene as the sponsoring denomination. However, MidAmerica welcomes students of any religious affiliation who subscribe to the ideals of the University and who qualify under its standards. The University is open to students of all races and national origins. The official organization of the University is located in several groups of interrelated personnel: The Board of Trustees, the officers of the administration, the faculty, staff, and the student body.

1.6.2 BOARD OF TRUSTEES

The permanent control of MidAmerica Nazarene University is vested in a Board of Trustees selected from the Church of the Nazarene at large and from the various districts of the University region: Iowa, Joplin, Kansas, Kansas City, Missouri, Nebraska, and Prairie Lakes. The Board of Trustees meets twice a year and upon call by the President of the University or Chairman of the Board. Between the official sessions of the Board, an Executive Committee elected by the Board of Trustees acts as an advisory and procedural group.

The duties and responsibilities of the Board of Trustees are as follows:
1. Elect the President of the University and other administrators upon recommendation of the President.
2. Approve general policies for the operation of the University.
3. Approve all full-time faculty appointments.
4. Approve faculty tenure, promotion, and sabbaticals.
5. Approve the educational policies to assure implementation of the mission and purpose of the University.
6. Approve policies relating to the welfare of students.
7. Supervise the finances of the University including approval of the annual budget, investment program, plans for buildings and property and financial campaigns, and review of annual audit.
8. Authorize the awarding of degrees and diplomas to candidates who have met the requirements as prescribed by the faculty and approve the awarding of a limited number of honorary degrees.
9. Hold title to all property of the corporation.
10. Perform all other duties of the corporation in harmony with the Charter of Incorporation by the State of Kansas, the Constitution and Bylaws of the Corporation, the *Manual* of the Church of the Nazarene, and sound educational practice.

1.6.3 ACADEMIC ADMINISTRATIVE OFFICERS

MidAmerica Nazarene University functions under the Cabinet Model of administration. The Vice President for Academic Affairs, and Chief Academic Officer, and five Vice Presidents, who answer directly to the President, comprise the President's Cabinet. Each of the executive administrators function with respective cabinets that serve an advisory role. This section describes the leadership of academic affairs within the Office of Academic Affairs and led by the VPAA/CAO.

Vice President for Academic Affairs, and Chief Academic Officer (herein afterwards referred to as VPAA/CAO)

Dean, College of Arts and Sciences
Department of Arts and Humanities
Department of Business Administration
Department of Christian Ministry and Formation
Department of Natural, Health and Mathematical Sciences
Department of Social and Behavioral Sciences
Department of Teacher Education
Unit Head of Education and Business
Honors Program
General Education
Center for Science and Faith
Freshman Experience
Supplemental Education

Dean, School of Nursing
Post-licensure and Graduate Nursing Education
Pre-licensure Nursing Education

Dean of the School of Professional and Graduate Studies
Department of Graduate & Professional Studies in Business
Center for Accelerated and Professional Education
Department of Professional and Graduate Studies in Education
Department of Graduate Studies in Counselor Education
Community Counseling Center
Library

Director of Institutional Effectiveness
Assessment
Accreditation
Institutional Research

University Registrar

Director, Persistence
Coordinator, Student Academic Success
Student Success Coaches
Tutoring Center

Director, Career and Workforce Development

Coordinator, Pioneer Trek

Coordinator, Faculty Development

1.6.4 UNIVERSITY ADMINISTRATIVE OFFICERS

President
Vice President for Academic Affairs, and Chief Academic Officer
Vice President for Finance
Vice President for University Advancement
Vice President for Strategic Expansion
Vice President for Student Development
Assistant to the President for Church Relations
Director of Athletics
University Chaplain

Vice President for Academic Affairs, and Chief Academic Officer
AVP for Instructional Technology and Online Education (Educational Technology)
Center for Academic & Professional Success
College of Arts and Sciences
Associate Vice President
School of Nursing
School of Professional and Graduate Studies
Library
Registrar

Vice President for Finance
Campus Safety
Cashier and Student Accounts
Controller
Facility Services
Food Service
Human Resources
Information Technology
Postal Services
Student Financial Aid Services
The Pioneer Store (Campus Store)

Vice President for Student Development
Campus Life
Residential Life
Student Counseling Services

Vice President for Strategic Expansion
> Dean for Professional and Graduate Studies
> Student Success for Professional and Graduate Studies
> Professional and Graduate Enrollment

Vice President for University Advancement
> Advancement Services
> Alumni Relations
> Annual Giving
> Development
> Conference Services and Bell Center Operations
> Marketing and Communications
> Planned Giving

1.7 NON-DISCRIMINATION/EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

MidAmerica Nazarene University policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national or ethnic origin, marital status, disability, genetic information, or any other legally protected class. The University's full Non-Discrimination/Equal Employment Opportunity Statement can be located at: www.mnu.edu/non-discrimination-statement.

Grievances related to the University's Non-Discrimination/Equal Employment Opportunity Statement may be made through channels defined in the Statement and will be addressed in accordance with applicable procedures in the *Catalog, Faculty Handbook, Employee Handbook,* and *Student Handbook*.

1.7.1 PROCEDURES FOR ISSUES RELATED TO THE NON-DISCRIMINATION/EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

1. Advertisement, recruitment, and hiring practices for faculty and staff will indicate the University as An Equal Opportunity Employer. Whenever vacancies occur, efforts are made to consider persons from ethnically diverse groups. The Director of Multicultural Affairs will serve in an advisory role to groups involved in the selection processes.
2. The University's Non-Discrimination/Equal Employment Opportunity Statement will be noted on employment announcements and application forms with the following addendum: As an educational institution operating under the auspices of the Church of the Nazarene, MidAmerica Nazarene University reserves the right to prefer employees on the basis of religion (Title VII, Sections 702-703, United States Civil Rights Act of 1964 as amended).
3. The University's Non-Discrimination/Equal Employment Opportunity Statement will be noted in all orientation of new faculty, staff, and students. Non-discrimination best practices will be included in staff and faculty development curricula.
4. Every administrative, academic and staff supervisor is expected to be familiar with and operate within the parameters of the Non-Discrimination/Equal

Employment Opportunity Statement and these procedures.

5. The University Diversity Committee will annually assess the campus community to determine whether all faculty, staff, and students are treated justly and in line with the Non-Discrimination/Equal Employment Opportunity Statement in practices related to retention, promotion and salary considerations.

6. The President's Cabinet will annually review the University's Non-Discrimination/Equal Employment Opportunity Statement, monitor the progress of positive developments, and suggest further strategies for its expansion and implementation. The Cabinet may serve in an advisory role when discrimination complaints are being addressed.

7. Administrative personnel will conduct periodic assessments with faculty, staff and/or students in regard to minority and gender representation. Efforts will be made to address under-representation.

Chapter 2: FACULTY ORGANIZATION AND GOVERNANCE

2.1   THE FACULTY CONGRESS

The Faculty Congress shall consist of the President, Ranked Faculty, and the members of the President's Cabinet. Each member of the Congress has voting privileges. Unranked faculty may attend Faculty Congress meetings, but they do not have voting privileges.

The Faculty Congress meets at a regularly scheduled times throughout the academic year. The VPAA's office will coordinate the governance calendar. The President or the VPAA/CAO, jointly with the Faculty Congress Chair, presides at all meetings of the Congress. Regular attendance and participation are expected of all full-time faculty members.

The purpose of the MNU Faculty Congress is to serve as the governing body representing the University faculty as a whole, to be a constructive voice within the University, and to allow for effective participation of the faculty in matters of the University. These matters shall include:

1. Communication – Serving as a conduit in maintaining open communication and rapport with administration among faculty.
2. Leadership – Assuming leadership in matters affecting faculty welfare and development, academics, and representation on the Board of Trustees.
3. Responsibilities – Establishing policies for the admission and retention of students, development of the curriculum, statement of the requirements for graduation, and formulation of conditions of faculty organization and promotion. It shall recommend to the Board of Trustees candidates for academic degrees and persons to receive scholarships and awards. The Faculty Congress shall make recommendations to the Administration regarding the addition or deletion of curricular programs. It shall prescribe eligibility standards for student participation in nonacademic activities.
4. Recommendations – Articulating faculty voice and making recommendations on issues of general concern to University administrators regarding matters concerning University priorities, faculty welfare, budgets, facilities, and long-range planning.

2.2 CONSTITUTION FOR THE MIDAMERICA NAZARENE UNIVERSITY FACULTY CONGRESS

2.2.1   PREAMBLE

In order to promote and encourage an informed understanding of the operation and challenges of MidAmerica Nazarene University, to foster a spirit of respect and cooperation among individuals and departments and schools, and to ensure faculty participation in determining the goals, objectives, and strategies which our mission requires, the Board of Trustees ordains and establishes a Faculty Congress to advise the President, to reflect the concerns of the faculty, and to recommend or enact policy and procedures in those areas most clearly related to the major faculty activities of teaching, scholarship, and service.

2.2.2   ARTICLE I: NAME

The name of this organization shall be the MidAmerica Nazarene University Faculty Congress.

2.2.3 ARTICLE II: MEMBERSHIP

The membership of Faculty Congress shall consist of the President, Ranked Faculty, and the members of President's Cabinet.

2.2.4 ARTICLE III: PURPOSES

The purpose of the MNU Faculty Congress is to serve as the legislative body representing the University faculty as a whole, to be a constructive voice within the University, and to allow for effective participation of the faculty in matters of the University. These matters shall include:

1. Communication – Serving as a conduit in maintaining open communication and rapport with administration among faculty.
2. Leadership – Assuming leadership in matters affecting faculty welfare and development, academics and representation on the Board of Trustees.
3. Responsibilities – Establishing policies for the admission and retention of students, development of the curriculum, statement of the requirements for graduation, and formulation of conditions of faculty organization and promotion. It shall recommend to the Board of Trustees candidates for academic degrees and persons to receive scholarships and awards. The Faculty Congress shall make recommendations to the Administration regarding the addition or deletion or curricular programs. It shall prescribe eligibility standards for student participation in nonacademic activities.
4. Recommendations – Articulating faculty voice and making recommendations on issues of general concern to University administrators regarding matters concerning University priorities, faculty welfare, budgets, facilities, and long-range planning.

2.2.5 ARTICLE IV: OFFICERS

The presiding officer of the Faculty Congress shall be the President or, if so designated, the Vice President for Academic Affair, jointly with the Faculty Congress Chair. A secretary shall keep a permanent record of all proceedings and shall distribute such record to all Congress members prior to the next meeting.

2.2.6 ARTICLE V: MEETINGS

Section 1:
The Faculty Congress shall meet at least two (2) times in each fall and spring semester. The presiding officer(s) shall set the dates and times of all meetings.

Section 2:
A simple majority of the membership shall constitute a quorum for the conduct of business.

Section 3:
All members of the Faculty Congress shall have voting privileges.

Section 4:
The Vice President for Academic Affairs (VPAA), jointly with the Faculty Congress Chair, will set the agenda for Faculty Congress meetings. Notice of a regular Congress meeting and publication of an agenda of items of business shall be provided by the presiding officer(s) to the membership at least three (3) working days prior to the

Congress meeting. Agenda items, information items, or other matters for the good of the order may be submitted by any member to the VPAA or Faculty Congress Chair and shall be considered for placement on the agenda.

Section 5:
Special meetings of the Faculty Congress may be called upon forty-eight (48) hour notification by the President, the VPAA/CAO, or upon petition signed by one-third (1/3) of the Congress membership.

Section 6:
All meetings shall be conducted according to procedures outlined in Robert's Rules of Order, unless set aside by two-thirds (2/3) vote of the Congress. Robert's Rules of Order can be found in [Appendix J](#).

Section 7:
Members of the Faculty Congress may bring to the floor for discussion and consideration any action items approved through the governance process.

Section 8:
The VPAA/CAO, jointly with the Faculty Congress Chair, shall appoint a Parliamentarian from the entire list of ranked faculty. The role of Parliamentarian is to advise the Faculty Congress Chair on all matters of procedure at meetings of the Faculty Congress.

2.2.7 ARTICLE VI: GOVERNANCE COMMITTEES

College/School Curriculum Committees
Each college/school will develop a curriculum committee composed of at least the department chairs, dean, and two at-large faculty members. The dean of the college/school chairs the committee. A member of college/school faculty will be elected to serve as the Faculty Congress Committee (FCC) representative to this committee. The committee chair will set the agenda jointly with all committee members.

The curriculum committee will serve a governance role in ensuring that a) decisions made by the departments are made within the policy limitations for department level decisions, b) decisions have been vetted through other departments that may be affected by the decision, c) decisions are in alignment with accreditation requirements and expectations, and d) decision are academically sound.

The curriculum committee shall review and make recommendations regarding changes in course titles, numbering, or credit hours, reduction/expansion of credit in major or minor programs, deletion/creation of new courses, or changing more than 50% of a program. The committee shall also review and make recommendations regarding proposed changes in assessment, professional general education, or broad instructional expectations (i.e., learning requirements/practices).

General Education Committee
The General Education Committee shall be organized as a standing committee of the Faculty Congress and be chaired by the Dean of the College of Arts and Sciences (CAS) or designee. It shall be composed of up to eight elected faculty members from the College of Arts and Sciences, the School of Education, and the School of Nursing. The

registrar and a faculty representative from the Department of Christian Ministry and Formation shall be ex officio members. If in a given academic year, no faculty member from a non-traditional program is seated on the committee by election, the chairperson shall appoint a faculty member from a department offering non-traditional programs.

The general education committee provides essential planning and implementation support for the development and implementation of the general education core coursework. This committee is charged with the responsibility of developing and administering an Outcomes Assessment Program for the General Education Curriculum.

The General Education Committee:
1. Reports to the Academic Affairs Cabinet and the Faculty Congress;
2. Approves changes in the general education curriculum of a minor nature that does not require Faculty Congress approval; and
3. Forwards general education curriculum changes of a major nature (e.g., addition of credit to the core, changes in course work that affects resource allocation) to the Faculty Congress for academic curriculum review and to the AAC for operational and resource questions.

Teacher Education Committee (TEC)
The membership of this committee consists of the VPAA/CAO, one (1) elementary education faculty representative as well as one (1) professional education representative from the Department of Teacher Education, one (1) representative from each area of licensure (to be selected by the academic departments), the Licensure and Assessment Coordinator, and Unit Head. When possible, members representing the academic departments will have had prior teaching experience in the public schools. It is also helpful if representatives from each licensure area are those who serve as one of the designated Education Student Advisors from that area. The Unit Head serves as chair of the Committee. The TEC has the following functions:
1. To review periodically the curriculum for the Teacher Education program to assure compliance with current state, regional, and national guidelines;
2. To approve requirements for admission to the Teacher Education program;
3. To approve requirements for admission to the Student Teaching program;
4. To review qualifications and admit applicants who qualify for the Teacher Education program;
5. To designate TEC representatives to serve on Student Teaching Review Panels for the purpose of admitting qualified students to the Student Teaching program;
6. To monitor students' progress through the education program;
7. To approve proposals related to education programs; and
8. To elect members to the Teacher Education Appeals Board.

The Academic Affairs Cabinet (AAC)
The Academic Affairs Cabinet (AAC) serves primarily as a governance body, for the purpose of advising in strategic planning, policy development, operational, curricular, and procedural issues related to academic programs, departments and schools. The AAC consists of the VPAA/CAO, Deans (School/College), the Director of Mabee Library, the Dean for Institutional Effectiveness and the Registrar, the Associate Vice

President for Instructional Technology and Online Education, the Chair of the Faculty Congress and two additional Faculty Congress Committee (FCC) members, and a faculty representative from the Department of Christian Ministry and Formation. The primary responsibilities of the AAC will include but not be limited to:

1. Serve as an advisory body for comprehensive strategic plan for the Academic Affairs Division.
2. Review and rule on policy and procedural decisions affecting the operation of academic units.
3. Review and set policies for the application of transfer credit and credit earned by examination (e.g., AP, CLEP, Dantes, or University proficiency).
4. Review and rule on policy and procedural proposals, which fall outside the curriculum flowchart, that affect the university at large.
5. Affirm committee nomination and ballots for Faculty Congress vote.

2.2.8 ARTICLE VII: AMENDMENTS

This constitution shall be amended by a two-thirds (2/3) vote of those eligible in any session. Any proposed amendment shall be submitted in writing to the presiding officer and the Faculty Congress at least two (2) weeks prior to the time of the consideration.

2.3 COLLEGE, SCHOOL AND DEPARTMENT ORGANIZATION*

Academic Affairs implemented a significant academic restructure during academic year 2022-2023 (see 2.3.1). Due to this, academic year 2023-2024 will be spent reevaluating committee membership in light of the restructure through a change management system. Until this work is complete, membership and committees will remain as articulated here.

2.3.1 ORGANIZATION FOR THE ACADEMIC AFFAIRS DIVISION

For the purpose of curriculum integration and administrative efficiency, the courses of instruction and respective faculty comprise two colleges and three schools and associated departments:

College of Arts and Sciences
> The Department of Arts and Humanities
> The Department of Christian Ministry and Formation
> > Pioneer Trek
> The Department of Natural, Health and Mathematical Sciences
> The Department of Social and Behavioral Sciences

College of Professional and Graduate Studies
> The Department of Counselor Education
> > Community Counseling Center
> School of Business
> > Department of Undergraduate Studies in Business
> > Department of Graduate Studies in Business
> School of Education
> > Department of Initial Licensure in Education

Department of Advanced Studies in Education
School of Nursing
Department of Pre-Licensure Nursing Education
Department of Advanced Studies in Nursing

Mabee Innovation Center
Center for Academic and Professional Success
Career & Workforce Development
Early College & Concurrent Enrollment
Continuing Education
Faculty Development
Academic Success Center
Persistence and Student Success
Accommodations
Testing Center
Tutoring Center
Library
Archives

Institutional Effectiveness
Registrar
Academic Enterprise Technology
Higher Learning Commission
Institutional Research
Quality Assurance

2.3.2 COLLEGE/SCHOOL RESPONSIBILITIES

1. Employ and support a high-quality faculty in each program offered in the departments of the college/school.
2. Provide for the job specific training, assessment, mentoring and development of new faculty with regard to teaching, scholarly activity, and service.
3. Adopt requirements for new curricular programs and forward the proposals to the Faculty Congress through the VPAA/CAO.
4. Review and make recommendations on initiatives that will create new academic major or minor programs.
5. Collectively collaborate with traditional, professional and graduate admissions for marketing and recruitment initiatives and strategies for programs.
6. Initiate and develop such programs and projects, centers and institutes, with external constituency groups and organizations so as to increase the resources available to the college/school and to MidAmerica Nazarene University.

2.4 DUTIES OF ACADEMIC ADMINISTRATIVE PERSONNEL

2.4.1 VICE PRESIDENT FOR ACADEMIC AFFAIRS, AND CHIEF ACADEMIC OFFICER

The VPAA/CAO is elected by the Board of Trustees on nomination of the President of the University and the Executive Committee. The VPAA/CAO holds the rank of professor and serves on a twelve-month basis. Duties include the following:

1. To serve as chief administrative officer in the routine absence of the University President;
2. To be responsible directly to the President of the University;
3. To make recommendations, in consultation with the President, regarding academic calendar, the courses to be offered, the drawing up of class schedules, the assignment of teaching loads, and the hiring of faculty and academic support personnel;
4. To administer and implement the curriculum as approved by the Faculty Congress;
5. To counsel with and make recommendations to the President relative to appointments to the instructional staff, salary schedules, and other matters related to instruction;
6. To nominate to the Committee on the Professoriate those persons eligible for promotion in rank, tenure, sabbaticals, and/or special awards;
7. To coordinate the activities of the various academic schools through regular meetings of the AAC;
8. To plan and supervise all activities related to the annual Commencement exercises;
9. To prepare an annual academic budget for consideration by the President's Cabinet and to supervise all expenditures related to the academic affairs division;
10. To take responsibility for establishing structures and appointing personnel to meet all accreditation requirements for regional and professional accreditation organizations, including the processes of self-study, outcomes assessment, program review, annual reporting, and required updates;
11. To facilitate committee nominations and voting for governance and general academic operations;
12. To appoint a coordinator of faculty development and chair of the Institutional Review Board;
13. To publish the official University Catalogs; and
14. To submit to the President an annual report.

2.4.2 COLLEGE/SCHOOL DEAN

The College or School Dean is appointed by the President in consultation with the VPAA/CAO, to whom he/she is responsible. The Dean generally serves on an eleven-month contract. Duties include the following:
1. Assists the VPAA/CAO in a variety of administrative duties, including faculty and staff relations, problem solving, student issues, and daily college management;
2. Provides visionary leadership for the academic disciplines within the school or college;
3. Challenges the faculty in the college/school to reach for academic excellence in each program;
4. Provides leadership and ensures compliance for academic program accreditation at the highest possible levels for each program for which there is a national accrediting body;
5. Schedules and conducts college meetings and provides oversight of agendas and documents minutes for governance issues.

6. Strategically evaluates current programs and new program proposals for financial viability, alternative modality possibilities and makes recommendations for approval, alteration, or discontinuance of programs.
7. Collaborates with the appropriate offices to develop external resources such as grants, contracts, and corporate or other related organizational partnerships;
8. Collaborates with the offices of enrollment services and admissions, plans college-specific marketing and recruiting programs for all academic programs;
9. Works with the offices of Communication and Enrollment, whenever necessary, to plan college specific marketing and recruiting programs for undergraduate and graduate and professional programs;
10. Supervises, trains, develops, and evaluates Department Chairs or Associate Deans in the college;
11. Reviews college/school and department budgets and makes recommendations for reductions or increases to the VPAA/CAO;
12. Serves as a member of the Academic Affairs Cabinet;
13. Represents the university at internal and external events as needed; and serves as a liaison between the university and the community as appropriate; and
14. Performs duties as assigned by VPAA/CAO.

NOTE: Specific college and school position responsibilities will be developed in collaboration with the school faculty and the VPAA/CAO.

2.4.3 ASSOCIATE VICE PRESIDENT FOR ONLINE EDUCATION AND DATA ANALYTICS SUPPORT

The Associate Vice President (AVP) for Online Education and Data Analytics Support is appointed by the President and reports to the VPAA/CAO or designee. The AVP serves on a twelve-month basis. Duties include the following:
1. Provides leadership, direction, and support for education technology (ET) and instructional design;
2. Develops and implements the department budget; evaluates internal ET systems to ensure maximum efficiency, effectiveness, and customer satisfaction; oversees and manages all accounts, contracts and financial issues related to the department;
3. Works collaboratively with all stakeholders across the University to develop a strategic plan, and be prepared to advocate resources, for creating and maintaining infrastructure, equipment, software and faculty and staff development program for MidAmerica;
4. Assesses and reports to the VPAA/CAO on the current state of instructional technology on campus;
5. Makes appropriate recommendations for near-term and long-term goals and implementation;
6. Administrates the assessment of online modalities and instructors in partnership with respective managers to develop higher levels of expertise in collaboration with the Technology Committee and Faculty Development;
7. Establishes and maintains effective communications with the VPAA/CAO and his/her supervisor regarding department direction, performance, and progress of programs and projects;

8. Monitors and evaluates the efficiency and effectiveness of service delivery methods and procedures;
9. Installation/Maintenance/Upgrades/Supports of all ET. This includes coordinating with IT regarding projectors, computers, wireless devices, smartboards, etc.;
10. Provides consultation with departments to purchase equipment or integrate technology into their areas to help them in designing the correct ET solutions for their needs;
11. Provides ongoing training – either web or onsite – in the use of new products and technologies that are being used for instruction. (e.g. podcasting, videocasting, web and video conferencing, Moodle, TaskStream, and future applications);
12. Provides appropriate support to students with their computer problems in conjunction with library personnel;
13. Provides ongoing training to students in conjunction with library personnel to help them in use of both general technologies but also with presentation equipment and instructional support systems like Moodle;
14. Supports Institutional Effectiveness with data visualization and analytics within the university's Quality Assurance System (Vision Quest).
15. Administration of NC-SARA and other state and federal compliance measures for distance learning.

2.4.4 ASSOCIATE VICE PRESIDENT OF INSTITUTIONAL EFFECTIVENESS

The Associate Vice President is appointed by the President in consultation with the VPAA/CAO. The Associate Vice President (AVP) reports to the VPAA/CAO. Duties are outlined below.

Institutional Research:
1. To serve as reporting officer for denominational, state, federal, and University data requests;
2. To serve as reporting officer for all requests for University data from outside groups (i.e. surveys, etc.);
3. To provide data for academic divisions for program review and Outcomes Assessment;
4. To provide data for the Strategic Planning Process; and
5. To prepare and distribute an annual University fact book per guidelines provided by the VPAA/CAO and the AAC.

Outcomes Assessment:
1. To provide leadership to the faculty in developing, implementing, and maintaining the processes necessary to fulfill student learning outcomes assessment at the program and institutional levels.
2. To facilitate the reporting of program and institutional level student learning outcomes assessment results.
3. To chair the Quality Council.

Accreditation:
1. To serve as the Accreditation Liaison Office for the institution with HLC.
2. To assist the University in maintaining compliance with HLC regulations and accreditation criteria.
3. To assist University personnel in understanding requirements of accreditation compliance.
4. To assist the VPAA/CAO in developing and maintaining institutional policies compliant with accreditation regulations.
5. To coordinate and provide required data to HLC.
6. To act as self-study and visit coordinator for all required HLC accreditation reports and visits.

2.4.5 ASSOCIATE DEAN

The Associate Dean role is reserved for colleges whose administrative structures requires the position. This position is appointed by the President in consultation with the VPAA/CAO, to whom he/she reports (or designee). Duties are outlined below.
1. To assist the College Dean in a variety of administrative duties, including faculty and staff relations, problem solving, student issues, and daily school management;
2. Provides leadership and ensures compliance for academic program accreditation at the highest possible levels for each program for which there is a national accrediting body;
3. Provides visionary leadership in evaluating current academic programs for viability and envisioning new program development for enrollment growth based on needs assessments of the marketplace, students, and community;
4. Works with the Dean to oversee all annual budgets, provides leadership to identify potential efficiencies or reductions in the school and supervises all monthly expenditures related to instruction in the department;
5. Schedules and conducts school meetings and provides oversight of agendas and documents minutes for governance issues;
6. Oversees the hiring process and makes recommendations to the Dean regarding the hiring of faculty, adjunct instructors and support staff and approves assigned faculty load for the school;
7. Ensures accuracy of university catalog and school-specific handbooks for faculty and students;
8. Works with the Office of Enrollment Development and Admissions, as requested by the Dean, to lead recruiting, admissions, and retention efforts in the school;
9. Coordinates school planning with the Office for Communications, as requested by the Dean, so as to ensure effective and timely creation and dissemination of promotional materials and accurate website information;
10. Collaborates with appropriate offices to develop external resources such as grants, contracts, and corporate or other related organizational partnerships;
11. Conducts performance evaluations of the program coordinators and department chairs and support staff and reviews the performance evaluations of all full-time faculty in the school;
12. Represents the academic unit at university and discipline-specific events as

needed; and
13. Performs duties as assigned by Dean.

2.4.6 UNIVERSITY REGISTRAR

The Registrar is appointed by the President in consultation with the VPAA/CAO. The Registrar serves on a twelve-month basis and reports to the VPAA/CAO or designee. Duties of the Registrar include the following:
1. To direct the operation of all matters concerning registration and student records;
2. To serve as the primary gatekeeper for transfer credit particularly with reference to general education credit;
3. Implements all admission, transfer and credit validation policies;
4. To oversee reporting procedures for student excessive absences;
5. To prepare annually a list of students eligible for graduation and to maintain a record of all degrees granted by the University;
6. To assist the VPAA/CAO with Commencement activities;
7. To coordinate with the Athletic Department and to certify eligibility of student participating in Intercollegiate Athletics;
8. To coordinate with the Director of Persistence in overseeing the academic probation process;
9. To submit an annual report to the VPAA/CAO; and
10. To prepare an annual budget and administer budget expenditures.

2.4.7 DIRECTOR OF MABEE LIBRARY

The Director of the Library is appointed by the President in consultation with the VPAA/CAO. The Director reports to the VPAA/CAO or designee. The Director serves on a twelve-month basis. Duties of the Library Director include the following:
1. To provide visionary leadership, strategic planning, and effective management for the Mabee Library;
2. To direct all operations of the library, including ordering, accessioning, cataloging, and the processing of all acquisitions;
3. To propose to the AAC policies and procedures relative to library operation;
4. To submit an annual report to the VPAA/CAO;
5. To prepare a budget for library operation and to oversee budget expenditures;
6. To coordinate the units and activities of the MNU Learning Commons;
7. To coordinate in conjunction with the AVP for Instructional Technology and Online Education technology support for students; and
8. To serve as a member of the Academic Affairs Cabinet.

2.4.8 DEPARTMENT CHAIRS AND PROGRAM COORDINATORS

Department Chairs and Program Coordinators have direct administrative oversight of particular academic programs. The amount of administrative load required, and actual responsibilities will vary according to the size of the program(s) and the overall structure of the department or school. However, in general the department chair and program coordinator will include the following:

1. Assists the Associate Dean/Dean in a variety of administrative duties, including faculty and staff relations, problem solving, student issues, and daily department management;
2. Maintains compliance with university, state and national regulations and accreditation and/or industry standards (as applicable);
3. Develops annual planning priorities for the department, identify annual expected outcomes, and coordinate appropriate evaluation and reporting of these efforts;
4. Makes recommendations to the Associate Dean/Dean regarding the courses to be offered, class schedules, teaching load assignments, and the hiring of faculty, adjunct instructors and support staff;
5. Continually evaluates the curriculum of degree programs offered in the department, giving particular attention to outcomes assessment;
6. Manages regular curriculum review and writes curriculum proposals as needed and updates the university catalog as needed;
7. Oversees advising policies, advising assignments, and advisor training;
8. Works with the Associate Dean/Dean to create and revise, as needed, a vision or plan for enrollment growth and program development;
9. Works with the Associate Dean/Dean to prepare an annual budget and to supervise all monthly expenditures related to instruction in the department;
10. Works with the Office of Enrollment Development and Admissions, as requested by the Associate Dean/Dean, to coordinate recruiting, admissions, and retention efforts in the department;
11. Provides content and information to the Office for Communication, as requested by the Associate Dean/Dean, so as to ensure effective and timely creation and dissemination of promotional materials and accurate website information;
12. Conducts performance evaluations of the faculty (and any unit staff) and regular review of adjunct instructors and courses;
13. Coordinates academic representation for the academic unit at university and regional events as needed; and
14. Performs duties as assigned by Associate Dean/Dean.

For academic units without an Associate Dean, the department chair and program coordinator will also:
1. Schedule and conduct department meetings and provide oversight of agendas and documents minutes for governance issues;
2. Ensure accuracy of university catalog and department-specific handbooks for faculty and students; and
3. Work with the Dean to oversee all annual budgets, provide leadership to identify potential efficiencies or reductions in the department and to supervise all monthly expenditures related to instruction in the department;

NOTE: Specific department position responsibilities will be developed in collaboration with the department and school faculty, the Dean and the VPAA/CAO.

2.4.9 UNIT HEAD

The Unit Head reports to the VPAA/CAO or designee, provides leadership for and coordination of the operational function of the academic mission of the unit. Unit Head responsibilities include:

1. Chair any accreditation specific committees like the Teacher Education Committee;
2. Oversee program quality assurance system;
3. Guard institutional and unit compliance with accreditation standards;
4. Guide adherence of each of the program curriculums with program standards;
5. Direct and coordinates program approval processes;
6. Evaluate program viability and make recommendations for initial approval, renewal or discontinuance of programs; and
7. Provide leadership to the University and to the community regarding the industry of focus.

2.4.10 LICENSING OFFICER (LICENSURE AND ASSESSMENT COORDINATOR)

The Licensing Officer of the Education Unit is responsible to warrant the quality of teaching candidates that are produced by the unit. To do this, the officer assists the unit in recruiting, admitting and retaining candidates who demonstrate potential for professional success in schools. The officer also works to ensure that students receive appropriate academic and professional advisement from admission through completion of their professional education programs. Finally, the officer assures students adherence to state approved programs of study and attests to their competency before recommending them for licensure. Licensing Officer responsibilities include:

1. Approve handbooks and materials appropriate for student advisement;
2. Provide information and training to content program advisors;
3. Interpret licensure standards in conjunction with the unit head as they apply to individual students and programs;
4. Advise faculty regarding the Teacher Education requirements;
5. Assist in the development and implementation of a plan to recruit and retain culturally diverse candidates;
6. Counsel students concerning admission to the Teacher Education program, the Student Teaching program and regarding licensure requirements;
7. Provide information and advisement to transfer students regarding admission to and completion of the Teacher Education Program;
8. Systematically monitor the admission and progress of all students through their approved Teacher Education programs;
9. Periodically assess the criteria for admission and evaluation of student progress in the Teacher Education program and make recommendations to the unit;
10. Present acceptable candidates for admission to the program and for admission to student teaching to appropriate committees; and
11. Validate students' competence and recommend them for licensure.

2.5 ADVISORY COMMITTEES

The institution's governance system is comprised of various committees across campus. Committee composition is determined through election and appointment. Nominations are overseen by the VPAA/CAO, deans, and AAC.

Elected Committee Membership: Faculty Congress Committee, Honorary Degree and Awards Committee, Committee on the Professoriate, Faculty Welfare Committee, General Education Committee.

Appointed Committee Membership: Academic Affairs Cabinet, Faculty Representatives to the Board of Trustees (FCC reps), Academic Exceptions Committee, Admissions Committee, Technology Committee, Faculty Development Committee, Program Review Team, Institutional Review Board, Teacher Education Committee, Title IX Steering Committee, Quality Council, and Institutional Repository Committee.

The following committee membership is determined in part by position: Academic Affairs Cabinet, Representatives to the Board of Trustees, Admission Committee, Pre-Medical Committee, and Teacher Education Committee.

2.5.1   FACULTY CONGRESS COMMITTEE (FCC)

The Faculty Congress Committee (FCC) will be comprised of eight members, serving staggered two-year terms. Faculty with non-administrative loads are eligible for membership. The members include a Faculty Congress Chair, Vice-Chair (Chair-Elect), and a representative for:
- each college/school curriculum committee,
- the faculty welfare committee,
- the faculty development committee, and
- non-teaching faculty.

The VPAA/CAO attends FCC meetings as a non-voting, ex-officio member.

The Chair and Vice-Chair will be elected to the FCC by all ranked faculty from a list of all ranked faculty. The other members will be elected by ranked faculty from nominated lists. The nomination process will include input from department meetings, deans, and AAC. The VPAA/CAO's office will coordinate the nomination and voting process.

FCC will fulfill the following functions:
- Serve as the executive council of the Faculty Congress.
- Inform the agenda for all Faculty Congress meetings.
- Recommend policies, procedures, and practices through the faculty committee structure to appropriate administrative officers and governance bodies of the University.
- Serve as conduits of information and two-way communication between FCC and the departments, college/schools, and other committees.
- Represent faculty with three members serving on the Academic Affairs Council.
- Provide leadership in maintaining communication and rapport with administration, students and among faculty.
- Articulate faculty voice on issues of general concern to University administrators regarding matters concerning University priorities, faculty welfare, budgets, facilities, and long-range planning.
- Evaluate the Faculty Congress and its functions periodically.
- Serve as the Faculty Representative to the Board of Trustees.
- The FCC will be a standing agenda item at Faculty Congress and regular school or college meetings.

Responsibilities of the FCC Chair include:
- Chair the Faculty Congress Committee (FCC) meetings.
- Co-create with the VPAA/CAO the agenda for Faculty Congress meetings.
- Co-chair with the VPAA/CAO at all meetings of the Faculty Congress and perform all duties ascribed to the position of presiding officer by Robert's Rules of Order.
- Work closely with the VPAA/CAO to ensure clear and consistent communication between the President's Cabinet and Faculty.
- Serve as the Chair of the Faculty Representatives to the Board of Trustees on the state of the faculty. This report is also submitted to faculty.
- Serve as a representative on the Academic Affairs Cabinet.
- Represent and serve as a spokesperson for faculty at various University functions and as a member of additional committees as requested.
- Meet monthly with the VPAA/CAO; meet with the University President as necessary.
- Work closely with the Faculty Congress Vice-Chair in preparation for the leadership transition.
- Receive 3-credit hour annual load release time from normal teaching duties and release from all other committee assignments.

Responsibilities of the FCC Vice-Chair (Chair-Elect) include:
- Serve as a member of the Faculty Congress Committee (FCC)
- Work closely with the Faculty Congress Chair and assume duties assigned by the Faculty Congress Chair.
- Works closely with the Faculty Congress Chair to become familiar with responsibilities of the office of Congress Chair.
- Assume, in the absence of the Faculty Congress Chair, the duties of Faculty Congress Chair.
- Fulfill the term of the Faculty Congress Chair if the position becomes vacant.
- Assume, in the absence of the Secretary, the duties of Secretary.

Responsibilities of the FCC Secretary include:
- Record minutes of the Faculty Congress meetings and submit them to the VPAA/CAO and Faculty Congress Chair for review prior to distribution.
- Record minutes of Faculty Congress Committee (FCC) meetings and submit them to the Faculty Congress Chair for review prior to distribution.

Responsibilities of FCC Members include:
- Serve as a member of the Faculty Congress Committee (FCC).
- Work to fulfill the responsibilities of FCC.
- Serve as the FCC representative on respective committees.
- Serve as conduits of information and two-way communication between FCC and the departments, college/schools, and other committees.
- Serve on AAC when elected by FCC.

The CAS, SON, SPGS, and Support Faculty FCC representatives will serve as the Faculty Representatives to the Board of Trustees. The Board of Trustees allows for elected faculty representatives to participate at plenary and committee sessions. Specifically, the Board of Trustees constitution and bylaws states that a faculty

member elected by the Faculty Congress shall be an ex-officio member with privilege of the floor but shall not vote. The Chair of the Faculty Congress Committee shall serve as the Chair and spokesperson of the Faculty Representatives to the Board of Trustees. The VPAA/CAO is the administrative contact for this committee.

These FCC members will represent the voice of all MidAmerica Nazarene University faculty to the Board of Trustees; bring forward ideas or concerns relevant to faculty issues; report action and discussion items back to the MNU faculty; and foster positive relationships and two-way communication between members of the Board of Trustees and MNU faculty.

Responsibilities:
- Assess faculty perspectives to gain an adequate understanding of the organizational climate of MNU.
- Attend Board of Trustees Representatives orientation meeting (September).
- Attend two (2) Board of Trustee meetings (fall and spring).
- Plan, promote, and produce one (1) formal opportunity every other year for faculty members and Board of Trustees to interact. (off years are for staff)
- Report on behalf of the faculty to assigned committee of the Board of Trustees.
- Provide a report (written summary and a brief presentation) following each Board of Trustees meeting to Faculty Congress.

2.5.2   HONORARY DEGREE AND AWARDS COMMITTEE

The Honorary Degree Committee recommends to the Board of Trustees for honorary degrees, citations, and awards. The committee shall be composed of the President of the University, the VPAA/CAO, two (2) faculty members elected by the Faculty Assembly, and three (3) trustees selected by the Board of Trustees. The President, or a person designated by the President, shall serve as chair of the Committee.

2.5.3   THE COMMITTEE ON THE PROFESSORIATE

The Committee on the Professoriate consists of the VPAA/CAO and six (6) full time faculty members elected from the academic schools and one (1) from non-school-based faculty. Nominations will be made to ensure that there are three (3) full professors elected by the Faculty Congress to staggered three-year terms, and three (3) faculty at-large of any rank elected annually.

The VPAA/CAO chairs the Committee when it fulfills an advisory role. Should a faculty member be elected to the committee for an academic year when he/she intends to apply for tenure, sabbatical, or rank advancement, he/she will be replaced for the given year, resuming his/her appointment for the subsequent years. The CAO will be responsible for identifying the replacement. One of the five (5) faculty members, to be elected before the year's first meeting, chairs the Committee when it has the following legislative functions:

1. To consider and recommend faculty promotions to the President;
2. To consider and recommend qualified tenure status decisions to the President; and
3. To recommend faculty members in areas such as sabbaticals, scholarships, teaching, and election to emeritus status.

2.5.4 FACULTY WELFARE

The Faculty Welfare Committee consists of:
- the elected FCC Representative, who serves as chair,
- one faculty member elected from each college/school
- one non-teaching faculty member, and
- the Director of Human Resources.

The VPAA is the administrative contact for this committee

The Faculty Welfare committee serves to:
- Maintain and foster a high level of faculty morale.
- Provide insight to the appropriate administrative personnel regarding faculty preferences about compensation packages and benefits.

2.5.5 GENERAL EDUCATION COMMITTEE

The general education committee is charged with oversight of MNU's general education program with the intent of maintaining a design that gives students a common experience, producing a well-rounded person who has had opportunities to explore the world through dynamic core, elective, and major courses. The general education committee ensures core course offerings in conjunction with academic areas yield a solid foundation for a student's vocational calling in light of God's creation and the person of Jesus Christ. The committee is charged with ensuring a comprehensive field of study, processes and procedures for inclusion in general education offerings, assessment systems related to general education offerings for the institution, and essential planning and implementation support for the development and implementation of the general education program. Appendix E provides details related to this committee's work as relates to the curriculum and governance process as does 2.2.7 of this handbook.

2.5.6 ACADEMIC AFFAIRS CABINET

The Academic Affairs Cabinet (AAC) serves primarily as a governance body, for the purpose of advising in strategic planning, policy development, operational, curricular, and procedural issues related to academic programs, departments and schools. The primary responsibilities of the AAC will include but not be limited to:
1. Serve as an advisory body for comprehensive strategic plan for the Academic Affairs Division.
2. Review and rule on policy and procedural decisions affecting the operation of academic units.
3. Review and set policies for the application of transfer credit and credit earned by examination (e.g., AP, CLEP, Dantes, or University proficiency).
4. Review and rule on policy and procedural proposals, which fall outside the curriculum flowchart, that affect the university at large.
5. Affirm committee nomination and ballots for Faculty Congress vote.

Appendix E provides details related to this committee's work as relates to the curriculum and governance process as does 2.2.7 of this handbook.

2.5.7 ACADEMIC EXCEPTIONS COMMITTEE

In order to ensure fair and consistent handling of requests for exceptions from academic regulations and policies of MidAmerica Nazarene University, the Vice President for Academic Affairs and Chief Academic Officer (VPAA) will appoint the exceptions committee and chair.

The Academic Exceptions Committee (AEC) consists of the Registrar (chair), two Department Chairpersons, and one member each of the full-time undergraduate faculty and graduate faculty. Department Chairperson members and the faculty-at-large member are appointed by the VPAA/CAO to serve terms that provide both continuity and rotating responsibility among the various departments.

Students who wish to petition for an exception from an academic regulation or policy of MidAmerica Nazarene University may file a petition with the Registrar. Supporting recommendations from faculty or other sources, as well as evidence of mitigating circumstances, may be submitted with the petition. The Registrar distributes the request, and supporting documentation if needed, to the committee.

At their discretion, the committee may either rule on the petition by email vote or ask for a meeting to consider and rule on the case. If a majority of the members present, or responding, vote to approve the petition, an exception will be granted. If not, the petition will be denied. If the student wishes to appeal the ruling of the AEC, that appeal is referred to the VPAA/CAO for final consideration.

2.5.8 ADMISSIONS COMMITTEE

Committee membership is determined by appointment for 1-year terms and affirmed through the AAC. The committee is chaired by the Associate Vice President for Traditional Admissions. Members include two representatives from the College of Arts and Sciences, one representative from the School of Nursing, the Director of Persistence, and one representative each from the support areas and supplemental education. The committee is tasked with reviewing applicants for admissions who do not meet regular admissions qualifications. Conditional and provisional admittance guidelines are outlined in the Traditional Undergraduate Catalog. Meetings are held at minimum one time per month and may increase as admissions needs present.

2.5.9 TECHNOLOGY COMMITTEE

The Technology Committee is chaired by the VPAA or designee. Its membership is comprised of three representatives from the College of Arts and Sciences, two representatives each from the School of Nursing and the School of Professional and Graduate Studies, and one representative from support areas. Representation also includes membership by way of position, not limited to: students (traditional and SPGS), student development, Director of Information Technology, AVP for Instructional Technology, athletics, and other support areas outside of academics.

Term length is generally one year but not limited.

The committee commits to overseeing the use of technology to advance academic identity, increase efficiencies, connect stakeholders, and position the university for adaptive change. Its vision is to aid the university's forward movement in these areas the technology committee will cultivate and lead the implementation of:

1. educational technology to create experiences and opportunities for reflection.
2. technology to collaborate, connect, and demonstrate hospitality.
3. technology to unite fragmented knowledge.
4. technology to offer common platforms, streamline experiences for users, and provide opportunities for efficient workflow in an effort to support a Smart Campus vision.
5. innovative and informed industry trends that ensure current practices.

2.5.10 FACULTY DEVELOPMENT COMMITTEE

The Faculty Development Committee is appointed by the VPAA/CAO to plan and administer the Faculty Development program. The committee is chaired by the Coordinator of Faculty Development who reports to the CAO. The activities may include, but are not limited to, providing workshops on teaching, facilitating a peer mentoring process, providing group opportunities for sharing creative teaching ideas or concerns, providing a mentor for new faculty and to provide faculty training. The committee will also provide input and evaluation into faculty development opportunities. The committee is chaired by the Coordinator of Faculty Development. A member of the faculty will be elected to serve as the Faculty Congress Committee (FCC) representative to this committee. The committee chair will set the agenda jointly with all committee members.

2.5.11 PROGRAM REVIEW TEAM

The program review team is comprised of 12 members, six faculty and six staff. Staff membership is appointed by the president's cabinet and faculty membership is appointed by the VPAA and deans and affirmed by the AAC. The team is facilitated by the Associate Vice President for Institutional Effectiveness for the purpose of program review as outlined by Vision Quest, the institution's quality assurance plan.

2.5.12 INSTITUTIONAL REVIEW BOARD

In order to provide the most effective, fair, and thorough review process, the membership of the Institutional Review Board (IRB) must show evidence of diversity in disciplinary/educational qualifications, gender, race, and cultural background. Therefore, the IRB will consist of no less than five members in which at least one member's primary concern is scientific and at least one member's primary concern is nonscientific. Further, at least one member of the IRB shall not be affiliated with the MNU community in any capacity or related to a member of the MNU community. The MNU Vice President for Academic Affairs and Chief Academic Officer (VPAA/CAO) shall undertake the selection of IRB members. In this selection process, the VPAA/CAO will select a chair of the IRB who serves a five-year term and provides

overall guidance to the functioning of the IRB in consultation with the VPAA/CAO and other IRB members. The IRB chair is responsible to keep a copy of a vita with all credentials, licenses, certifications, and relevant institutional affiliations held by IRB members.

The IRB will review and have authority to approve, require modifications, or disapprove all research at MNU that involves human participants. Specifically, the IRB serves the following purposes:
1. Protection of human subject's right to privacy, informed consent, and confidentiality of records and data.
2. Protection against potential harm research might have on human subjects including the subject's physical, psychological, social, economic, or spiritual well-being.
3. Provide review protocols for those researchers at MNU and other institutions to follow to ensure the protection of human subjects.
4. Set review policies for members of the Institutional Review Board (IRB).
5. Ensure MNU's compliance with federal regulations concerning the treatment of human subjects.

The MNU President's Cabinet maintains the authority to require modification or decline research involving MNU students, resources, or platforms that are not in alignment with the Church of the Nazarene (See 3.9 Academic Freedom and Responsibility).

2.5.13 TEACHER EDUCATION COMMITTEE
The Teacher Education Committee receives all curriculum and policy decisions affecting licensure programs after having been taken through a school's or department's governance process. When possible, members representing the academic departments will have had prior teaching experience in the public schools. It is also helpful if representatives from each licensure area are those who serve as one of the designated Education Student Advisors from that area. The EPP Unit Head serves as chair of the Committee. This group reviews curriculum for compliance with current state, regional, and national guidelines and admissions requirements.

2.5.14 TITLE IX STEERING COMMITTEE
Committee membership is determined by appointment for 1-year terms and affirmed through the AAC. The committee is chaired by the Vice President for Student Development or designee. Members include representatives from all academic schools and one representative for support areas. Training is required of members and meetings called as needed to address Title IX violations.

2.5.15 QUALITY COUNCIL
A major component of Outcomes Assessment at MNU is the Quality Council. The committee facilitates the process of assessment for each program including general education by providing support to department faculty. The Associate Vice President

for Institutional Effectiveness serves as chair of the Quality Council. The VPAA/CAO appoints the committee members representing academic units responsible for academic assessment at MNU.

The Quality Council develops and presents Outcomes Assessment in-service training for academic units and also provides resources, information, and feedback to each academic unit as they carry out the work of assessment. The team provides a forum for academic units to share results of improvement efforts, solicit advice from peers, and share lessons learned.

The committee helps academic units follow the timeline and meet deadlines. The committee establishes an accountability plan for academic units in reporting results of assessment efforts. The committee assists departments with utilizing information to encourage improvement.

Committee Responsibilities include:
1. Representing the various academic and educational support offices on campus in the student learning conversation;
2. Assisting colleagues in planning, updating and implementing all outcomes assessment plans for the unit. This includes all programs, majors or degrees, the general education core and teacher education;
3. Ensuring that outcomes align properly with the University mission, the unit's mission, any course objectives, means of assessment, etc.;
4. Supporting the collection of student learning assessment data;
5. Guiding faculty members in the analysis of assessment data and use of results (completion of feedback loop/ program improvements);
6. Ensuring all outcomes related program improvements are documented in meeting minutes and copies sent to the Director of Institutional Effectiveness.
7. Approving all methods of assessing students' learning outcomes as may be proposed by various units;
8. Reviewing assessment results, and provides an analysis of the results with appropriate recommendations to offices and the General Education Committee;
9. Planning for professional development for faculty, administration, staff and students regarding students' learning assessment;
10. Recommending strategies for improving student learning; and
11. Evaluating the effectiveness of the student learning assessment program.

2.5.16 PRE-MEDICAL COMMITTEE
The Pre-Medical Committee assists students planning a career in medicine or dentistry. The Committee consists of the Pre-Medical Advisor, appointed by the VPAA/CAO, a biology professor, a physics professor, a chemistry professor, and at least one (1) faculty member-at-large selected by the Pre-Medical Advisor. The Committee has the following functions:
1. To review qualifications and admit applicants to the pre-medical/pre-dental program;
2. To advise in course selection for pre-medical/pre-dental students;
3. To conduct annual interviews with freshmen interested in this area;
4. To conduct annual interviews with sophomore and junior students in this program; and

5. To prepare recommendations for senior students applying to professional schools.

2.5.17 INSTITUTIONAL REPOSITORY

The Institutional Repository Committee is comprised of seven members—two library representatives, four faculty representatives, and the dean of the School of Professional and Graduate Studies—with the Director of the Library will serve as chair or appoint a designee. Faculty membership should include faculty with graduate load. Other interested faculty may request involvement in the committee's work by contacting the committee chair. The CAO will serve as the administrative liaison for this committee. The committee is tasked with supporting scholarship production and curating scholarship produced by faculty and students, and to make it accessible for institutional and public use. Through this endeavor, the committee will be soliciting scholarship and elevating the work of students and faculty. While the committee's primary focus will be with graduate faculty and students, its efforts will encompass all of campus.

Chapter 3: ACADEMIC PERSONNEL POLICIES AND PROCEDURES

3.1 DEFINITION OF EMPLOYMENT STATUS

3.1.1 FACULTY STATUS

Faculty is defined as professional educators whose primary task is teaching, scholarship or service, professional librarians, the registrar, heads of academic units, and other academic administrative personnel who report to the VPAA and Chief Academic Officer. All academic personnel, faculty, and professional administrators, in line relationship to the VPAA and Chief Academic Officer participate in faculty activities.

3.1.2 THE RANKED FACULTY

The Ranked Faculty consists of the President of the University, the Vice President for Academic Affairs and Chief Academic Officer (VPAA/CAO), and all ranked members of the faculty.

In accordance with the goals and purposes of MidAmerica Nazarene University, all members of the faculty are expected to:
1. Demonstrate positive spiritual influence and leadership;
2. Accept academic advisement responsibilities;
3. Carry out administrative duties associated with the teaching role;
4. Participate in campus life, especially chapel;
5. Remain active in professional improvement activities including faculty development;
6. Reflect an attitude of service to church and community; and
7. Approach their respective field of expertise with a scholarly attitude.

The following apply to administrative positions classified as Ranked Faculty (which includes cabinet positions and other designated academic associate vice president positions):
1. They have voting privileges in the Faculty Congress;
2. They may attend faculty functions;
3. They are not eligible for promotion or tenure; and
4. They are subject to the staff grievance process rather than the faculty grievance processes.

Faculty community norms include:
- Reflect positive spiritual influence, growth, and leadership as a member of the body of Christ;
- Reflect teaching excellence and a scholarly attitude;
- Carry out administrative duties associated with the role of teaching (including student advising or mentoring) and position of professor as outlined in the handbook and contract;
- Engage in the MNU community outside classroom instruction, including chapel, and shared governance (this includes both on-land and online faculty);
- Remain active in professional improvement activities including faculty development;
- Reflect an attitude of continuous improvement, professional courtesy, and

civility; and
- Reflect an attitude of service to church and community.

These ideas reflect the broad ideals of MNU faculty, academics working alongside each other to achieve the mission of the University – to be a transformative university that nurtures Christlike community, pursues academic excellence and cultivates a passion to serve. Ranked faculty serving in administrative roles carry the same rights and responsibilities as teaching, ranked faculty.

3.1.3 QUALIFICATIONS FOR APPOINTMENT TO FACULTY RANK AND PROMOTION

At MNU, the Ranked Faculty is the instructional staff consisting of the following faculty positions: instructors, assistant professors, associate professors, full professors. The following sections explain the minimum criteria necessary for each rank.

Four ranks are recognized in appointing members of the instructional staff: instructor, assistant professor, associate professor, and professor. At MNU, the achievement of the rank of professor also achieves tenure. Ranked Faculty are subject to the notice of non-renewal provisions outlined in Section 3.4.1.

Minimum criteria for the various ranks include the following:

A.   Instructor
   1.   Degree requirements: Master's degree and recognized competency in the teaching field;
   2.   Recommendations or evidence of teaching ability based on evaluations;
   3.   Capacity for continued academic preparation and improvement.
   4.   Available contracts: 1-year contracts

B.   Assistant Professor
   1.   Degree requirements: Master's degree and recognized competency in the teaching field;
   2.   Completion of two (2) years of full-time college teaching OR hold an earned doctorate or terminal degree in the field in which the faculty member serves;
   3.   Evidence of effective teaching or job performance based on evaluations.
   4.   For rank advancement consideration from the rank of instructor:
      - Minimum time at MNU: two years full-time faculty or teaching experience;
      - Faculty members may apply for promotion from Instructor at the beginning of the second year at MNU;
      - Evidence of effective teaching or job performance based on evaluations.
   5.   Available contracts: 1-year contracts

C. Associate Professor
1. Degree requirements: Earned doctorate or terminal degree, in the teaching or related field preferred; substantial progress toward terminal degree may be accepted.
2. Evidence of substantial scholarship and service in the teaching field or discipline;
3. Completion of four (4) years of full-time college/university teaching
4. Time served at rank: minimum of three years at Assistant rank; and
5. Evidence of effective teaching or job performance based on evaluations.
6. For rank advancement consideration:
   - Minimum time at MNU: three years full-time faculty or teaching experience;
   - Degree requirements: Earned doctorate or terminal degree, in the teaching or related field preferred; substantial progress toward terminal degree may be accepted.;
   - Faculty member may apply for promotion from Assistant Professor at the beginning of the fourth year of teaching or third year at MNU (both requirements must be met);
   - Time served at rank: minimum of 3 years at Assistant rank;
   - Evidence of effective teaching or job performance based on evaluations.
7. Available contracts: 1-year contracts

D. Professor
1. Degree requirements: earned doctorate or terminal degree in the teaching field or discipline;
2. Evidence of substantial scholarship and service in the teaching field or discipline;
3. Teaching experience: Minimum of seven years of college/university teaching;
3. Minimum time served at rank: completion of three (3) years of full-time college/university teaching at the Associate Professor rank;
4. Teaching or job performance, scholarly activity and community service appropriate for the rank of professor; and
5. Evidence of effective teaching or job performance based on evaluations.
6. For rank advancement consideration:
   - Time served at rank: completion of three (3) years of full-time college/university teaching at the Associate Professor rank;
   - Minimum time at MNU: four years full-time faculty;
   - Teaching experience: minimum of seven years of college/university teaching;
   - Degree requirements: earned doctorate or terminal degree in the teaching field or discipline;

- Faculty member may apply for promotion from Associate Professor at the beginning of the third year in rank or fourth year at MNU (both requirements must be met);
- Teaching or job performance, scholarly activity and community service appropriate for the rank of professor;
- Evidence of effective teaching or job performance based on evaluations; and
- Tenure obtained at this rank promotion level.

7. Faculty members hired at the Professor rank are eligible for extended contracts and tenure at the third year upon application and recommendation by the dean; one-year contracts are issued for the first two years.
8. Available contracts: 1–5-year contracts, to be renewed in accordance with the Post-Tenure Review Process outlined in Section 3.3.4.
9. Post-tenure review to follow at year five.

The University recognizes that, in a limited number of cases, Ranked Faculty not meeting all of the criteria for a specific rank nevertheless are qualified for the rank by virtue of exceptional accomplishments. In this case of rank advancement, the faculty member may submit a letter requesting an exception along with the application materials. The letter should clearly outline the exceptional performance and be endorsed with a letter of recommendation from the Department Chair and Dean; this would be included in the rank advancement application to the Committee on the Professoriate.

3.1.4 UNRANKED FACULTY

Unranked Faculty include those teaching and non-teaching faculty who are assigned to the various programs and units at MidAmerica on a temporary basis.

Unranked members of the faculty:
- May participate in Faculty Congress meetings and activities but have no vote (see Faculty Congress, Section 2.1).
- Are not eligible for tenure, promotion, or sabbaticals.
- Are expected to meet the minimum requirements of full-time faculty for teaching in their specific discipline. Questions of qualifications for appointment may be taken to the VPAA/CAO.
- Are approved by the VPAA/CAO and hired and/or approved by academic Department Chairs and Deans.
- Are hired for a specific course in a term or a specific instructional activity, and the notice of non-renewal provisions of Section 3.4.1 are inapplicable.

The various types of Unranked Faculty are as follows:
- **Artist-in-residence** – this status is reserved for individuals who have attained notable public recognition for achievement in one of the performing or fine arts and are therefore qualified as a full-time or part-time faculty member.
- **Visiting appointment** – the title of Visiting Lecturer, Visiting Assistant Professor, Visiting Associate Professor, Visiting Full Professor (based on professional credentials and rank at home institution), or Missionary-in-

residence is granted for certain faculty members who teach, perform research, and/or perform service on a temporary, full-time or part-time basis.

- **Part-time Faculty** – this is a special class of Unranked Faculty with teaching or other assignments for a specified contractual period of time or purpose, usually for an academic year and specified load.
- **Adjunct** – a part-time teaching appointment, normally hired on a per-course basis. Adjunct faculty are "at will" employees and do not have access to the Grievance Processes outlined in Section 3.5.

3.1.5   THE EMERITI FACULTY

This honor may be assigned to retiring full-time members of the instructional staff after at least ten (10) years of distinguished service to the University. A Professor Emeritus is so designated and appointed by the President upon the recommendation of the VPAA/CAO and the Committee on the Professoriate. The President, with approval of the Board, the VPAA/CAO and the Committee on the Professoriate, can bestow Emeritus status on deserving faculty who do not meet the afore mentioned requirements.

Emeriti faculty are listed in the catalog, have the privilege of library use, may attend cultural and athletic events where other faculty do so, may participate in Baccalaureate and Commencement ceremonies, may attend Faculty Congress and chapels, and may maintain electronic connectedness to the campus. These privileges are non-contractual and are subject to change based on the needs of the University.

3.1.6   FACULTY APPOINTMENTS

The faculty is the primary resource of the University. Good stewardship of resources requires the addition and holding of scholars, teachers, and church laity who prove themselves effective.

Effective stewardship also requires flexibility in assigning these resources to meet the needs of the students and constituents of the University. Productive stewardship further calls for the clear, precise presentation of policies of faculty appointment, of termination procedures, and of conditions and responsibilities of employment.

The faculty, administration, and trustees of the University are committed to the principles of academic freedom and dedicated scholarship. The University endeavors to provide a measure of economic security for faculty members of demonstrated competence and service. The precise terms and conditions of all faculty appointments must be stated in writing and be in possession of both this institution and the faculty member before an appointment is deemed consummated. Faculty appointments shall be made by the President of the University and confirmed by the Academic Affairs Committee and the Board of Trustees at their next regular meeting. An employment contract will not be deemed effective unless signed by the President, VPAA/CAO, and Chief Financial Officer.

A full-time faculty appointment typically consists of the following responsibilities:
1. Assigned to a unit within the Academic Affairs Department;
2. Teaches 24 credit hours per year for a nine-month traditional undergraduate contract, or its equivalent based on administrative role and

contract length (see Teaching Loads, [Section 3.6.2](#)), within the assigned school and department;

3. Graduate faculty are generally expected to teach no more than ¾ the number of credits in #2 above based on their load and contract length. This allows for the increased expectation for scholarly activity and service to the discipline;
4. Advises students academically;
5. Represents his or her department with institutional committee assignments;
6. Maintains established office hours and is available for students;
7. Attends and is punctual for all scheduled class sessions, committee meetings, department and school meetings, chapel, and Faculty Congress;
8. Participates in the faculty development program;
9. Preparation of course syllabi, current copies of which are to be submitted to the department and distributed to students;
10. Submits required reports, grades, and outcomes assessment data in a timely manner;
11. Involvement in scholarly activities;
12. Maintenance of a high standard of conduct, integrity, trust and professionalism when dealing with students, other faculty, staff, administrators, and the public;
13. Cooperation with the enforcement of University policies and academic regulations;
14. Immediately informing the appropriate administrator(s) when becoming aware of a threat to the campus community (this includes on campus and off campus situations and situations where a person is a threat to him/herself or others);
15. Attends to other duties as assigned by the Dean or Department Chair; and
16. Abides by the terms of the employment contract.

In some cases (e.g., the director of the library, registrar) not all of the above criteria apply.

3.1.6.1 FACULTY QUALIFICATIONS

The Higher Learning Commission's (HLC) guidelines for determining qualified faculty includes the following:

HLC's requirements related to qualified faculty seek to ensure that students have access to faculty members who are experts in the subject matter they teach and who can communicate knowledge in that subject to their students. When an institution indicates that a faculty member is qualified by means of an offer of employment, it is asserting its confidence in the faculty member's content expertise along with the ability of the faculty member to help position students for success not only in a particular class, but also in their academic program and their careers after they have completed their program…An institution committed to effective teaching and learning should be able to demonstrate consistent procedures and careful consideration of qualifications for all instructional faculty. This demonstrates academic integrity and is verifiable through peer

review processes. (HLC, March 2016)

Using the HLC's criteria, the following is determined to be MidAmerica Nazarene University's (MNU) minimum standards for teaching faculty and administrative faculty who have teaching assignments, curriculum writing, or course development responsibilities. These standards are applicable to all full-time, part-time, adjunct, and temporary faculty for traditional, professional, and graduate academic programs.

Academic Credentials – Academic credentials will be considered as a primary qualification. Faculty will, except for those qualified by "tested experience," possess the following:

    a. An academic degree relevant to the discipline and at least one level above the level being taught, or a degree one level higher than the level being taught and a minimum of 18 graduate credit hours in the discipline being taught.

    b. For General Education, an academic degree in the discipline or subfield at least one level above the level being taught, or a degree one level above the level being taught and a minimum of 18 graduate credit hours in the discipline or subfield being taught.

    c. For graduate degree programs, a faculty member must possess the terminal degree in the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program.

    d. For terminal degree programs, a faculty member must possess the relevant terminal degree. The terminal degree will be determined by the discipline's standards for academia in tandem with MNU's Academic Affairs. MNU may require a degree one level above the terminal degree in the few instances where a master's degree is considered terminal.

    e. In disciplines where a professional license is required to practice, faculty must possess and maintain the professional license.

Tested Experience – The HLC allows for tested experience as an approved measure to determine faculty qualifications. The HLC guidelines include the following:

> *Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching…The value of using tested experience to determine minimal faculty qualifications depends upon the relevance of the individual faculty member's experience both to the degree level and to the specific content of the courses the faculty member is teaching. An institution that intends to use tested experience as a basis for hiring faculty must have well-defined policies, procedures and documentation that demonstrate when such experience is*

sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline. In their policies on tested experience as a basis for hiring faculty members, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation. Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences. Documented qualifications would ensure consistency and transparency in hiring and human resources policies. The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution—a step that should be highlighted for peer review teams, as appropriate. (HLC, March 2016)

Using the HLC's criteria, the following is determined to be MNU's minimum standards for defining tested experience. These standards are applicable to all full-time, part-time, adjunct, and temporary faculty for traditional, professional, and graduate academic programs. Since credentials are the primary identifier of faculty qualifications, tested experience should be used as the exception and not the rule.

Tested experience assumes a breadth and depth of experience that includes all three of the following:

    a. Outside the classroom experience.
    b. Real-world experience.
    c. Relevance to the discipline being taught.

A faculty member hired under tested experience will have demonstrated three or more of the following measures in the context of the breadth and depth of experience noted above:

    a. A minimum of five years practice experience in the discipline specific field.
    b. A skill set evidenced by professional positions held with demonstrated excellence in performed responsibilities.
    c. Relevant professional certifications.
    d. Additional relevant academic credentials.
    e. Additional graduate hours in the discipline or subfield being taught.
    f. Discipline specific scholarly contributions (peer reviewed submissions, publications, professional presentations, participation in the scholarly community, etc.)

All tested experience must have a definitive and justifiable rationale approved by the Department Chair/Program Director, Dean, and VPAA/CAO.

3.1.6.2 RECRUITMENT OF FACULTY

Area coordinators, Department Chairs, Deans, the VPAA/CAO, and the President work in the recruitment of faculty. When a vacancy exists, the VPAA/CAO, upon necessary approvals, initiates a search carried out with the aid of the School Dean and Department Chairperson of the area in which the faculty member will serve. The search will be carried out in accordance with the guidelines available from

the Office of Human Resources and VPAA/CAO.

Prospective members of the faculty may be brought to the campus for interviews and evaluation with the permission of the VPAA/CAO or President. At the conclusion of a search, the Department Chair and Dean submit a recommendation to the VPAA/CAO. Faculty appointments shall be made by the President of the University upon recommendation of the VPAA/CAO and Dean; new faculty appointments are confirmed by the Academic Affairs Committee and the Board of Trustees at their next regular meeting.

3.1.6.3 EMPLOYMENT REQUIREMENTS

1. All candidates for a faculty position must submit an educational resume, official transcripts of all graduate work, a current statement of faith, cover letter, and any professional credentials to the Human Resources office.
2. MidAmerica Nazarene University ensures that candidates for employment do not have a history of activity that would make them unsuitable for employment in order to ensure the highest level of safety for MNU staff and students. The Background and Social Media Check and Criminal History Policy, is found in the Employee Handbook, which describes all of the details regarding this process.
3. All new faculty members must complete all necessary paperwork with the University Office of Human Resources, including an I-9 Employment Verification Form and a short or long W-4 Form.
4. Once a contract is issued, it must be signed and returned to the VPAA/CAO's Office within two weeks or it will be automatically revoked unless the VPAA/CAO notifies the individual in writing that the contract offer will remain open.
5. All employees of the University who drive their personal vehicles on campus are required to register them in the Campus Safety office and place a decal on the vehicle in the recommended location.

3.1.6.4 INITIAL APPOINTMENT

Only individuals who support the doctrine and standards of the Church of the Nazarene may be considered for full-time positions on the instructional staff. To be considered for permanent employment, a person must have attained at least a Master's degree in the teaching area. Those considered for appointment must give evidence of scholarly ability and intellectual vigor. All appointees must regard teaching as their particular vocational method of finding personal satisfaction and social service.

3.1.6.5 DOCUMENTS AND RECORDS

All faculty must provide educational résumés, official transcripts of all graduate work, credentials, a current statement of faith, a cover letter and employment records for use by the University. The VPAA/CAO's Office files all faculty personnel documentation for use in hiring, promotion, publicity, program evaluation and accreditation review.

3.1.6.6 FILE ACCESSIBILITY

Individual full-time and regular part-time faculty personnel files are maintained in the VPAA/CAO's Office. These files contain correspondence, contracts, evaluations, personal information, and transcripts. Faculty members are guaranteed full access to their own file in consultation with the VPAA/CAO. Transcripts of graduate work may be provided to Deans, Department Chairs, and Associate Vice Presidents, by permission of the VPAA/CAO, for the purpose of determining qualifications for teaching assignments. Evaluations are accessible only to Department Chairs, Deans, and the VPAA/CAO as a part of the regular evaluation process.

3.2   ANNUAL REVIEW OF FACULTY – EVALUATION, PROMOTION AND TENURE

3.2.1   PHILOSOPHY AND PURPOSE OF EVALUATION

The primary purpose of the evaluation process at MidAmerica Nazarene University is to encourage faculty development. The emphasis of these criteria and procedures is upon the individual and professional growth of the faculty member. This evaluation process attempts to encourage and identify progress or improvement of the individual faculty member.

Continuous open discussion among evaluators and those being evaluated is the standard for evaluation at MNU. A commitment to the recognition of faculty development and a concerted effort to ensure judicious and fair evaluation must be demonstrated by both administration and faculty. Program components and practices must be openly developed and reviewed on a periodic basis. All faculty members should know accurately and completely what is expected and exactly how their performance will be assessed.

Prior to achieving tenure, Ranked Faculty are formally evaluated each year. The faculty member will be evaluated according to the criteria in Section 3.2.2. The evaluation will be conducted by the department chair and/or dean and will conclude with a meeting between the faculty member and the department chair and/or dean where one of the following recommendations will be given:
- The faculty member's performance is satisfactory or better;
- The faculty member's performance requires improvement; specific recommendations for improvement have been presented to the faculty member; or
- The faculty member's work and overall progress has not been satisfactory. The faculty member will not be recommended for reemployment.

3.2.2   EVALUATION FACTORS AND GENERAL CRITERIA FOR ANNUAL REVIEW, PROMOTION AND TENURE

Introduction

The promotion and tenure processes for Ranked Faculty are linked to the achievement of rank of full professor with evaluative practices. For promotion, the faculty member is evaluated on achievement of academic credentials, mission-fit, and the following categories utilizing Boyer's Model of Scholarship: (1) teaching and

learning, (2) discovery – scholarship through research and presentation, (3) integration – scholarship through faith and discipline connectedness; and (4) application through community engagement and service. The promotion process culminates in a review by the Committee on the Professoriate which makes a recommendation to the President subject to final approval by the Board of Trustees. Promotion should not be construed as an expectation of tenure.

Evaluation Criteria

The faculty member is evaluated on achievement of academic credentials, support of the University's mission through the following categories utilizing Boyer's Model of Scholarship:

(1) Teaching: *teaching and learning*
(2) Scholarship of Discovery: *discovery, integration, application and the scholarship of teaching and learning*
(3) Scholarship of Service: *community engagement and service*
(4) Scholarship of Integration: *faith integration and interdisciplinary work*

Guidelines for each of these categories are outlined below. Specific academic units may have additional requirements. Criteria for advancement include these areas:

Academic Credentials

a) Degrees, credits earned
b) Years of teaching
c) Service at rank level
d) Service at MNU

Scholarly Credentials

Evidence of continued support of the University mission based on professional contributions and growth in the four Boyer. The following provide general descriptions and examples, but not a comprehensive list, of these Boyer areas and typical evidence supporting them. See Appendix C for the specific rubric used to assess professional contributions and growth in the rank advancement process utilizing Boyer's Model.

a) TEACHING: *Teaching and Learning*
Key question: "How can I foster student learning and engage students more effectively?"

Key concepts: making knowledge better understood by others, determining more ways to meet learner needs, fostering scholarship in others, pedagogy, assessments, critical thinking, etc.

Examples/evidence include, but are not limited to, outcomes from:
- effectiveness of teaching and instructional activities
- advising and student/faculty mentoring
- developing/improving student assessment methods
- developing/improving teaching portfolios—document experiences
- reviewing/articulating a teaching philosophy
- literature reviews on technique, method
- teaching workshops

- textbook reviews

b) Scholarship of DISCOVERY: *Discovery, Integration, Application and the Scholarship of Teaching and Learning*
Key question: "What can be known or applied in new ways?"

Key concepts: exploring the terrain between fields, interpreting and applying knowledge from diverse disciplines, most commonly cross-disciplinary work, but could be projects within such well-defined sub-fields of an individual department that its faculty create substantially new experiences for students and one another.

Key concepts: new lines of inquiry or practice, data collection, contributing to or advancing knowledge.

Examples/evidence include, but are not limited to, outcomes from:
- presenting a paper at a professional conference
- publishing (paper, chapter, book, composition, CDs, DVDs)
- formulating and testing hypotheses or techniques
- editing journals
- participation in disciplinary peer-review panels

c) Scholarship of SERVICE (application): *Community Engagement and Service*
Key question: "How can my knowledge serve practical needs?"

Key concepts: applied research, serving the community with knowledge, not citizenship per se, but service directly tied to one's field. Examples/evidence include, but are not limited to, outcomes from:
- campus service
- church involvement
- civic involvement and community relations
- applied scholarship (field-testing techniques or theories)
- consulting
- internship cultivation and new systems of assessment
- service-learning development and its assessment
- organizing professional symposia off or on campus, and its assessment
- popular press writing (interpreting jargon for other readers on relevant topics)

d) Scholarship of INTEGRATION: *Faith and Discipline Connectedness*
Key question/faith integration: "How are my teaching goals, content and style affected by Christian faith?"

Examples/evidence include, but are not limited to, outcomes from:
- chapel attendance and involvement
- a program of reading in theology, doctrine, church history, denominational records, Christian Education, etc.
- faith contextualization of lectures
- faith-integrating assessments

- an agenda for out-of-classroom influences
- development/improvement of a philosophy of Christian education

Key question/interdisciplinary integration: "What do findings in other fields mean to my own?"

Key concepts: exploring the terrain between fields, interpreting and applying knowledge from diverse disciplines, most commonly cross-disciplinary work, but could be projects within such well-defined sub-fields of an individual department that its faculty create substantially new experiences for students and one another.

Examples/evidence include, but are not limited to, outcomes from:
- General Education commitment and involvement
- resource sharing with colleagues for lectures, presentations, etc.
- guest lecturing
- inter-departmental projects
- inter-departmental field experiences
- reading groups
- co-teaching
- team-teaching (e.g. experimental methods in Honors)

Note: These criteria are regularly assessed through the faculty assessment process. See Appendix C for the Promotion and Tenure evaluation rubric. The faculty assessment system is regularly reviewed and adjusted consistent with academic goals and objectives. Major adjustments to the faculty assessment system are approved by the faculty.

All Ranked Faculty are expected to maintain a portfolio with supportive documents and other evidence reflecting their accomplishments in the following categories utilizing Boyer's Model of Scholarship: (1) teaching and learning, (2) discovery – scholarship through research and presentation, (3) integration – scholarship through faith and discipline connectedness; and (4) application through community engagement and service. This portfolio will be reviewed during the annual evaluation process and should accompany applications for promotion and tenure.

3.3 FACULTY PROMOTION AND TENURE

3.3.1 GOALS AND EVALUATION CYCLES

For purposes of rank advancement and tenure, a Ranked Faculty member is expected to develop and achieve goals and apply for promotion in light of the process outlined below. Schools and deans may provide discipline specific requirements are part of this process.

1. Five-Year Cycle (Regular Advancement)
   In Year One, the faculty member is expected to set goals based on Boyer's Model of Faculty Domains and (in consultation with the Department Chair and/or Dean) requirements for rank advancement. These goals should be refined in Year Two based on experience putting the goals into practice.

In Years Three and Four, the faculty member is expected to make progress towards the goals and consult with the Department Chair, Dean and/or faculty mentor along the way. Progress towards these goals will also be analyzed as a part of the annual evaluation process.

In Year Five, the faculty member should prepare and submit an application for promotion in accordance with the timeline published by the university.

2. Three-Year Cycle (Accelerated Advancement)
   It is recognized that based on previous full-time teaching experience a five-year evaluation cycle may not be appropriate for all incoming faculty. In these situations, a three-year evaluation cycle will be utilized.

   In Year One, the faculty member will set and refine goals.

   In Year Two, the faculty member is expected to make progress towards the goals and consult with the Department Chair, Dean and/or faculty mentor along the way. Progress towards these goals will also be analyzed as a part of the annual evaluation process.

   In Year Three, the faculty member should prepare and submit an application for promotion in accordance with the timeline published by the university.

   Note: A three-year evaluation cycle will be used for the evaluation of Instructors as they progress towards the rank of Assistant Professor.

3. Not Meeting Degree Requirements for Rank Advancement
   Ranked Faculty with Instructor, Assistant Professor or Associate Professor Rank who do not meet the degree requirement for rank advancement in the year in which they would otherwise submit an application for promotion will repeat respective cycles. In lieu of a promotion application, these faculty will submit an equivalent portfolio outlining their activities and achievements during the evaluation cycle.

4. Early Application for Promotion
   If a faculty member meets the degree requirement for rank advancement mid-cycle, they will be allowed to submit their application for promotion prior to the last year of their three-year or five-year cycle.

5. Application for Promotion
   Promotion will be granted only to Ranked Faculty who apply for promotion and are approved through this process. The granting of promotion is based on a thorough evaluation of the applicant's total contribution to the university.

3.3.2 PROMOTION PROCESS

The following outlines the steps to be used to apply for promotion and the process that will be used by MNU to determine if promotion will be granted, except when the application for promotion is to the rank of full professor and coincides with the application for tenure. These steps will be carried out in accord with the university calendar annually published by the VPAA/CAO.

     i.   An application for promotion must be made by October 1 of the year in which the faculty member intends to be evaluated for promotion. A

Ranked Faculty member who fails to apply for promotion by October 1 will not be considered in that year.

ii.   An application for promotion should include the faculty member's portfolio and other documents as specified in the formal application documents. It is the faculty member's sole responsibility to apply and to provide sufficient relevant documentation as evidence in support of meeting university criteria pertaining to teaching, scholarship, and service.

iii.   An application for promotion should be filed with the faculty member's Department Chair. The Dean and/or Department Chair (as applicable) review the application for promotion and issue a letter(s) which should contain assessments and a recommendation regarding the faculty member's application for promotion. This recommendation and all application materials will be provided to the VPAA/CAO.

v.   The VPAA/CAO will take the portfolio and all application materials to the Committee on the Professoriate for review and recommendation to the President.

vi.   The President will consider the Committee on the Professoriate's recommendation and determine whether the question of promotion should be taken to the Board of Trustees for approval. The President may choose to deny promotion and not take the matter to the Board.

vii.   Upon positive recommendation from the President, the Board of Trustees has final approval authority. The Board may consider all relevant factors when deciding whether to grant a promotion, including the financial state and other needs of the university.

viii. The faculty member will be notified of the promotion determination in writing.

3.3.3 TENURE PROCESS WITH PROMOTION TO PROFESSOR

3.3.3.1 Tenure at MNU

Tenure represents both an affirmation and an expectation. Tenure affirms the past contributions of a faculty member to the university. Tenure also places an expectation on that faculty member for future efforts to strengthen the university. Tenure is not a right and in no instance will de facto tenure be granted.

At MNU, tenure comes with employment security in the form of five-year contracts that can only be terminated in accordance with Section 3.4 of this Faculty Handbook or due to an unsuccessful resolution of an unsatisfactory post-tenure review, as described in Section 3.3.4, below.

3.3.3.2 Criteria for Tenure

Because tenure at MNU is tied to promotion to the rank of professor, the criteria are the same as those found in Section 3.1.3 D (Professor):

3.3.3.3 Promotion and Tenure Process

The promotion process is outlined in [Section 3.3](#); tenure is tied to promotion to the rank of professor.

3.3.3.4 Tenure Applications and Determinations

The following outlines steps to be used to apply for promotion resulting in tenure with the rank of professor and the process that will be used by MNU to determine if tenure will be granted. These steps will be carried out in accord with the university calendar annually published by the VPAA/CAO.

i. An application for promotion to the rank of Professor must be made by October 1 of the year in which the faculty member will be evaluated for tenure.

ii. An application for promotion and tenure should include the faculty member's portfolio and other documents as specified in the formal application documents. It is the faculty member's sole responsibility to apply and to provide sufficient relevant documentation as evidence in support of meeting university criteria pertaining to teaching, scholarship, and service.

iii. An application for tenure should be supported by the faculty member's Department Chair and/or Dean with a letter to the Committee on the Professoriate. These letters should contain assessments and a recommendation regarding the faculty member's application for promotion and tenure.

v. The VPAA/CAO will take the portfolio and all application materials to the Committee on the Professoriate for review and recommendation to the President.

vi. The President will consider the Committee on the Professoriate's recommendation and determine whether the question of tenure should be taken to the Board of Trustees for approval. The President may choose to deny the promotion and tenure application and not take the matter to the Board. The President will communicate the recommendation for tenure back to the Committee on the Professoriate.

vii. Upon positive recommendation from the President, the Board of Trustees has final approval authority. The Board may consider all relevant factors when deciding whether to grant promotion and tenure, including the financial state and other needs of the university.

viii. The faculty member will be notified of the promotion and tenure determination in writing. If a Ranked Faculty member fails to achieve tenure upon application for rank advancement for full professor, the Committee on the Professoriate may make recommendations for a future application, or the university reserves the right to not employ the faculty member in any

capacity by offering a one-year terminal contract (or, in the university's discretion, a severance payment equivalent to one year salary) to be issued for the following academic year.

3.3.4 POST-TENURE REVIEW

The purpose of the post-tenure review process is to showcase and affirm the tenured faculty member's continuing contributions to the University. At the beginning of each 5-year contract term, tenured faculty will be expected to set annual and longer-term goals based on the Boyer Model for continued professional growth and contribution to the University. In the fifth year of the 5-year contract term, a tenured faculty member will be reviewed by the Committee on the Professoriate (in consultation with the Department Chair and Dean). The review will focus on the faculty member's achievement of goals and a written report highlighting his or her continuing contributions to the following categories utilizing Boyer's Model of Scholarship: (1) teaching and learning, (2) discovery – scholarship through research and presentation, (3) integration – scholarship through faith and discipline connectedness; and (4) application through community engagement and service.

Continuation of tenure is assumed, unless a tenured faculty member is given an "Unsatisfactory" score during post-tenure review. At the Committee's discretion, further information may be requested for further clarification before a final recommendation. In the event of an "Unsatisfactory" review, specific issues for improvement will be identified. In these circumstances, the faculty member will be issued a 1-year contract during which time he or she is expected to address and improve upon the previously identified issues. A follow-up evaluation by the Committee on the Professoriate will be conducted in the Spring term of this 1-year contractual term. The result of the Committee on the Professoriate's follow-up evaluation will be either the provision of a new 5-year contract (if the Committee is satisfied that the identified issues have been appropriately addressed) or the removal of tenure (if issues have not been appropriately addressed). If tenure is removed, no further contracts will be issued at the university's discretion.

3.4 SEVERANCE POLICIES AND PROCEDURES

Upon the departure of any faculty member from MidAmerica Nazarene University for any reason, the following items must be completed prior to final separation:

1. Turn in all MNU keys to the Director of Human Resources.
2. If the faculty member has a laptop computer or other equipment belonging to MNU, it must be turned in to the Department Chair or Dean.

3.4.1 NON-RENEWAL

Any Ranked Faculty member whose appointment is not to be renewed for his/her second year is to be notified in writing on or before **March 1** of the first academic year of service. If a Ranked Faculty member's appointment is not to be renewed for the third year, that person is to be notified in writing on or before **January 15** of the second academic year. In the event a non-tenured Ranked Faculty member's contract is not to be renewed for a third or any subsequent years, that person is to be notified

in writing on or before **June 1,** prior to the beginning of the terminal year.

The result of the University not providing notice of non-renewal by the appropriate date stated above is that the Ranked Faculty member at issue is entitled to an additional one-year contract.

Unranked Faculty are not subject to this section of the Faculty Handbook.   The contract of an Unranked Faculty member automatically terminates at the end of the course or time period contemplated in the contract between the Unranked Faculty member and the University without any further notice being required by the University.

3.4.2   RESIGNATION AND RETIREMENT

Faculty members who find it necessary to resign their appointments for any reason are required to do so in writing to the President of the University. A copy also should be forwarded to the VPAA/CAO. Resignations are accepted only in writing.   A resignation becomes official upon being delivered to the President or VPAA/CAO, and it will take effect immediately unless a future date or time frame (e.g., "the end of the Spring semester"; "two weeks from now") has been stated in the notice. An official resignation may only be withdrawn with the approval of the President or VPAA/CAO.

The administration should be alerted as early as possible to resignation or retirement plans to allow sufficient time to locate a suitable replacement to the position being vacated. Under ordinary circumstances, mid-year resignations and retirements are discouraged as they have a negative effect on general business operations and the University's ability to provide services to its students.

3.4.3   TERMINATION DUE TO DISABILITY

The VPAA/CAO, after consultation with the appropriate Dean, may terminate the appointment of a faculty member when the faculty member is not able to perform the essential functions of the appointment, with or without reasonable accommodation, in accordance with federal law.

The decision to dismiss the faculty member shall be made after the appropriate Dean has met with the faculty member to review the evidence of alleged inability to perform responsibilities and has provided an opportunity for the faculty member to respond.

3.4.4   TERMINATION BY MUTUAL AGREEMENT

At any time, a faculty member and the University may agree to mutually part ways pursuant to a separate agreement.

3.4.5   RESTRUCTURING OR DISCONTINUANCE OF A PROGRAM OR DEPARTMENT

There may be times when a restructuring or discontinuance of a program or department is determined necessary because of continual declining enrollments in the program/department or excessive financial drain caused by the program/department. While diminishing enrollment and/or budgetary concerns are key considerations, they are not necessarily the only factors and the administration takes a holistic approach to these decisions with the mission and direction of the

University in mind. In such instances, the administration will communicate and collaborate with Deans and Department Chairs as it develops a plan of action for addressing the situation, which may include faculty members being terminated prior to the end of a contract or in accordance with normal University operations (e.g., expiration of an Unranked Faculty member's contract; non-renewal of a non-tenured Ranked Faculty member). While circumstances surrounding the particular situation at hand will dictate the chosen course of action, generally faculty members with tenure and seniority will be given preference and the University will make a good-faith attempt to place an affected Ranked Faculty member in another suitable position within the University where a need exists and for which the faculty member is qualified.

3.4.6 FINANCIAL EXIGENCY

Financial exigency is an urgent need to reorder the nature and magnitude of financial obligations in such a way as to restore or preserve the financial viability of the institution. The financial viability of the University is the capability of providing from current and accrued income the funds necessary to meet operational expenses including current debt payment and sound reserves without invading or depleting capital.

Following analysis and review of the pertinent financial data by the administration, and in consultation with the Department Chairs in which all feasible alternatives to termination have been explored the President shall recommend to the Board of Trustees that a Financial Exigency be declared. Such recommendation shall be to the entire Board if at a scheduled meeting or to the Executive Committee of the Board of Trustees if at a specially called meeting.

After consideration of information presented, the Board shall vote whether or not to declare a financial exigency. When the Board of Trustees has declared a financial exigency, the Board shall designate an approximate budgetary sum or number of faculty positions or programs that shall be reduced. Then the President, VPAA/CAO, and Vice President for Finance shall meet with the Deans and Department Chairs to prepare recommendations concerning specific persons and/or programs. This recommendation shall be presented to the President, who shall make the final decision regarding faculty positions to be eliminated. The University will make a good-faith attempt to place an affected faculty member in another suitable position within the University where a need exists and for which the faculty member is qualified.

3.4.7 DISCHARGE FOR CAUSE

A faculty member may be discharged for cause within the period of a contract on one or more of the following grounds:
1. The faculty member has been determined to be guilty of a violation of a felony or a misdemeanor involving moral turpitude. (If arrested and charged with a felony or a misdemeanor involving moral turpitude, a faculty member may be suspended with pay pending the outcome of judicial proceedings at the discretion of the President.);
2. The faculty member has been determined to be guilty of immoral conduct as interpreted by the Church of the Nazarene including but not limited to

adultery; fornication; homosexual practices; involvement in the preparation, use or dissemination of pornographic materials; and participation in the use or distribution of illegal drugs;

3. The faculty member advocates departures from the doctrines or standards of the Church of the Nazarene as printed in the Articles of Faith, The Covenant of Christian Character, or The Covenant of Christian Conduct of the *Manual* of the Church of the Nazarene or as promulgated under the provisions thereof;
4. The faculty member is incompetent;
5. The faculty member engages in dishonest or fraudulent conduct;
6. The faculty member falsifies his/her credentials;
7. The faculty member neglects or refuses to perform his/her duties;
8. The faculty member commits any breach of contract, including violation of University policy and not adequately performing duties and responsibilities; and
9. The faculty member fails to follow the professional and ethical standards of the teaching profession or any specific discipline standards.

When there is an allegation of faculty misconduct, the VPAA/CAO will determine if the alleged offense is actionable on any of the grounds identified above. If discharge for cause will be pursued by the University, the procedure outlined in is applicable.

3.5   FACULTY GRIEVANCE COMMITTEE AND GRIEVANCE PROCESSES

3.5.1   FACULTY GRIEVANCE COMMITTEE

When called for in the grievance processes below, the Faculty Grievance Committee will be appointed by the President and consist of three Ranked Faculty from areas outside of the aggrieved faculty member's teaching area who are not involved in the dispute.

3.5.2   GENERAL GRIEVANCES

When a dispute arises involving a faculty grievance, every effort will be made to resolve the issue and secure satisfaction for all concerned through face-to-face negotiations between the aggrieved faculty member and the immediate supervisor. The VPAA/CAO serves as a mediator in such circumstances. If the dispute involves the VPAA/CAO, Human Resources will serve as the meditator, and this may involve further designation by Human Resources to another appropriate University official to serve as mediator based on the subject matter of the dispute. If a solution is reached at this stage, the matter is documented and deemed resolved. If no solution can be reached at this stage, the matter is then considered to be a formal grievance that is submitted to the Faculty Grievance Committee. At this stage, the grievant shall issue a written statement to the Faculty Grievance Committee within five (5) working days. The party(ies) against whom a grievance has been filed will have an opportunity to review the grievant's written statement and provide a response in writing within five (5) working days.

The Committee shall meet, review the written statements, and consider the matter. In its discretion, the Committee may choose to speak to the parties involved prior to

acting on the grievance. If one party is given an opportunity to speak with the Committee, the other party(ies) will be given a similar opportunity. After considering the matter, the Committee may reject the grievance or, if considered valid, prepare and present a written report to the President with a recommendation for remedial action. This shall occur within ten (10) working days of the Committee receiving the final written statement. The parties will be notified of the Committee's decision in writing within three (3) working days of it being made. If the Committee rejects the grievance, the parties will be notified in writing and the matter is deemed settled. If the Committee issues a report to the President, the President then considers the Committee report, makes a final determination in the case, and notifies the parties in writing.

3.5.3 GRIEVANCE RELATED TO DISCHARGE FOR CAUSE

When reason arises to discharge a faculty member for cause prior to the expiration of his or her contract, the President and VPAA/CAO will discuss the matter with the faculty member in personal conference, which may result in settlement by mutual agreement. If an agreement is not reached, the President will draft a statement specifying the proposed ground(s) for dismissal. The President may choose to place the faculty member on administrative leave with pay pending the outcome of the process.

The faculty member will be notified in writing of the ground(s) for dismissal. If a hearing is desired, the faculty member will submit a written request for a hearing to the President within ten (10) calendar days of receipt of the notice of the reason(s) for dismissal. Failure to timely request a hearing will result in the dismissal taking immediate effect. If requested, the hearing will be conducted by the Faculty Grievance Committee in accordance with the following guidelines:
1. The hearing will occur at a specified time and place, not less than fifteen (15) or more than thirty (30) calendar days from the date of request for the hearing. The hearing will be conducted efficiently and will be limited to a maximum of one day.
2. During the hearing, the faculty member will be permitted to have an academic advisor or counsel of the faculty member's own choice. In the event the faculty member chooses to have legal counsel, the faculty member has sole responsibility for compensating such counsel. Likewise, the administration may obtain legal counsel for the hearing. Regardless of the involvement of counsel, the hearing is intended to be informal and will not be conducted as if it is a civil trial. Formal rules of evidence will not apply.
3. An audio record of the hearing will be made and, upon request, a copy will be available to the faculty member without cost.
4. The burden of proof that cause exists rests with the University and shall be satisfied only by a preponderance of the evidence
5. The faculty member and the administration and their representatives will have the right to call, confront, examine, and cross-examine witnesses.
6. The Committee may promulgate procedures to govern the conduct of the hearing and submission of evidence and argument.
7. The Committee shall select one of its members as Chair.
8. At the conclusion of the hearing process, the Committee shall issue to the

faculty member and President a written report that includes findings of fact and a recommendation as to whether or not cause exists for the termination. The Committee's findings of fact and recommendation shall be based solely on the evidence and arguments submitted by the parties during the hearing process.

The President will have seven (7) calendar days to consider the Committee's recommendation. If the President agrees with the Committee's recommendation, the matter is deemed settled and the faculty member will be notified of this in writing. If, however, the Committee recommends that cause does not exist to warrant termination but the President disagrees with this recommendation and imposes termination, the faculty member may request review of the situation by the Executive Committee of the Board of Trustees. This request for review should be made to the President within ten (10) calendar days following receipt of the President's decision. If the request is timely made, the Executive Committee of the Board of Trustees will review the Committee report and related documents and make a final determination.

3.5.4 GRIEVANCE RELATED TO TERMINATION DUE TO THE RESTRUCTURING OR DISCONTINUANCE OF A PROGRAM OR DEPARTMENT OR DUE TO FINANCIAL EXIGENCY

Upon notice of termination due to the restructuring or discontinuance of a program or department or due to financial exigency, a faculty member may request a meeting with the President and VPAA/CAO within ten (10) calendar days of notification. If timely requested, a meeting will be arranged. During the meeting the President and VPAA/CAO will be open to discussing how the University reached the conclusion that the faculty member should be terminated and allow the faculty member to ask any questions he or she may have.

3.5.5 GRIEVANCE RELATED TO THE NON-RENEWAL OF A NON-TENURED RANKED FACULTY MEMBER

Upon notice of non-renewal being provided to a non-tenured Ranked Faculty member, the faculty member may request a meeting with the President and VPAA/CAO within ten (10) calendar days of notification. If timely requested, a meeting will be arranged. During the meeting the President and VPAA/CAO will be open to discussing how the University reached the conclusion that the faculty member should not be renewed and allow the faculty member to ask any questions he or she may have.

3.6 FACULTY DUTIES AND RESPONSIBILITIES

3.6.1 CODE OF ETHICS

As a Christian University of liberal arts, MidAmerica Nazarene University is committed to the view that in all relationships the faculty member should exemplify the spirit and fundamental principles of Jesus Christ, the Master Teacher. The University further asserts that when he/she shares this commitment, the relationships that exist between the faculty member and students, colleagues, and church will be on a high plane. The faculty member's relationship to:

Students will be designed to guide the moral and intellectual development of young

men and women in the pursuit of knowledge. The faculty member will assist them in determining the life work in which they can best find fulfillment in serving Christ, the church, and humanity. He/she will endeavor to demonstrate the highest in Christian scholarship through both formal and classroom contact and personal relationships with students.

Colleagues will be conducted in a manner that maintains basic loyalty to the University and the faculty. The faculty member will avoid any kind of unfair competition or disparagement of colleagues both within and without the University community. He/she will assume an appropriate share of faculty duties and will participate responsibly in academic governance through faculty committee work and faculty meetings. He/she will seek to foster good professional ethics and procedures through proper consultation where joint responsibility is involved.

Church will be to work in harmony with the doctrines and standards of the Church of the Nazarene and with the ideals of the University. He/she will seek to cultivate a personal sensitivity to the values of truth, beauty, moral goodness, and Christian holiness.

3.6.2 TEACHING LOADS

The normal teaching load for full-time undergraduate nine-month faculty members is twenty-four (24) credit hours per year, or the equivalent for those with some administrative duties. The normal teaching load for full-time undergraduate ten-month faculty members is twenty-seven (27) credit hours per year, or the equivalent for those with some administrative duties. The normal teaching load for full-time undergraduate eleven-month faculty members is thirty (30) credit hours per year, or the equivalent for those with some administrative duties. Exceptions may occur. Load allocation requirements are assigned through a faculty members contract.

The normal teaching load for full-time graduate eleven-month faculty members is twenty-four (24) credit hours per year, or the equivalent for those with some administrative duties. The teaching load for graduate faculty includes the expectation of scholarship contributions to the discipline as determined by the University. Exceptions may occur. Load allocation requirements are assigned through a faculty members contract.

Voluntary overload assignments may be assumed with proper permission from the Department Chair, Dean and VPAA/CAO but do not count toward full-time responsibilities. Faculty members wishing to teach an overload must secure permission from the Department Chair and Dean of the course, his/her own Department Chair and Dean (if different), and the VPAA/CAO. The total number of overload assignments will be limited according to the best interest of students, faculty, and the learning endeavor. Overload is limited per traditional semester.

While the course credit is the measure of teaching load, two (2) laboratory contact hours equal one (1) hour of teaching load.

Three (3) private half-hour applied music lessons per week are equivalent to one (1) hour of class lecture. (Three (3) hours of lesson is equivalent of two (2) credits of load.)

Supervision of student teachers during fall and spring semesters is considered part of the teaching load. The supervision of three (3) student teachers is the equivalent of two (2) semester credits of load. The secondary education content supervision of three (3) student teachers is the equivalent of one (1) semester credit of load.

Consideration is given for clinical responsibilities in the load calculation for the health education programs for nursing and athletic training personnel.

When an academic area averages 700 total student contact hours per full-time equivalent faculty member for an academic year, the area may apply to the VPAA/CAO for the addition of a full-time faculty member for the subsequent academic year.

When an academic area averages less than 300 total student contact hours per full-time equivalent faculty member for an academic year, serious consideration will be given to reducing by one (1) the number of faculty members in the area.

3.6.3 LOADS FOR NON-TEACHING FACULTY

The normal load for full-time non-teaching faculty members includes the expectation to maintain regular office hours (typically 40 hours per week) as assigned.

3.6.4 PRORATED CONTRACTS

Prorated fees are used to compensate faculty for low enrollment courses. This payment rate applies to low enrollment courses part of the regular term and directed and independent studies. Faculty normal load must be comprised of classes that meet the minimum enrollment requirement.

3.6.5 EDUCATIONAL TRIPS

Educational and field trips are encouraged subject to the following standards:
1. Faculty members should endeavor to arrange trips at times least disruptive to campus schedules;
2. Trips should be coordinated through the Pioneer Trek Coordinator and the travel proposal form used if the trip includes overnight stays beyond choir, band, and serve team arrangements;
3. A faculty member must be present at all times on an educational trip;
4. Faculty members must take students with disabilities into account and plan accordingly;
5. Faculty members must limit the number of times a student must miss other classes and always remember to be mindful and courteous of colleagues and students. Educational and field trips may be considered unexcused absences in other classes;
6. Faculty must utilize the field trip form provided in Appendix F. After signed forms are returned to the professor, copies should be scanned and sent to the VPAA/CAO office and Director of Human Resources (HR). Hard copy forms should remain in the department files for one academic year. HR ensures required and appropriate insurance coverage is in place for the trip. Other legal obligations should be considered with the professor's chair and dean, consulting the VPAA/CAO when needed. When student cars are involved, proper automobile insurance must be in place;
7. Leased vehicles should be charged through regular budgeting processes;

8. Special precautions must be followed for activities that may be hazardous, such as visiting the inner-city, boating, cave exploration, or mountain climbing. Every precaution must be taken to assure student safety. Never allow students to leave the group during the trip.
9. The instructor or organizational faculty advisor must review and approve any financial arrangements, such as renting a van or block of hotel rooms;
10. An educational trip should not be planned to take students into an environment disapproved by the University lifestyle covenant or the Church of the Nazarene; and
11. The rules of behavior of the University apply while on educational trips.
12. With the exception of co-curricular groups like performance teams, SERVE teams and athletics, all overnight trips related to academic programs, courses, mission trips and the like should be approved by the sponsoring faculty member's school/college curriculum committee, VPAA, and president's cabinet.

3.6.6 INTERNATIONAL TRAVEL

The University regularly sponsors and conducts foreign trips for students to have educational experiences, work, and minister to people of other lands. University employees who wish to direct a foreign trip must present the proposal using the travel proposal form, coordinate the effort through Pioneer Trek and have the proposal approved by the appropriate curriculum committee and president's cabinet at least one year prior to the proposed travel date. The outline of the proposal must include the following information:

1. A statement of how the trip will help fulfill the mission of the University
2. Proposed travel itinerary
3. Estimated costs and a proposed budget
4. Proposed means of funding
5. Proposed schedule
6. Air travel arrangements
7. Land travel arrangements
8. Housing arrangements
9. Copies of contractual arrangements made at that time

Once the appropriate curriculum committee has approved the trip, the request is forwarded, through the VPAA, to the President's Cabinet for final approval. The proposal must also be approved by the appropriate department and Academic Affairs Cabinet before the trip can be offered for academic credit. The University employee is responsible to finalize all arrangements listed above for the trip while working with the Pioneer Trek Coordinator. In addition, the trip sponsor must check with the Vice President for Finance for proper insurance coverage and other legal arrangements. A finalized tour itinerary with phone numbers where the group can be contacted on a daily basis must be supplied to the Academic Affairs Office. Emergency contact numbers must be given to the student's parents or legal guardians. A non-student must secure special permission to go on a University-sponsored trip, must agree to follow all lifestyle rules, and must sign a waiver if not purchasing insurance through the University.

If academic credit is desired for the trip, the proposal must be approved by the appropriate school/college curriculum committee and then the trip approved by the VPAA and President's Cabinet before the trip can be advertised as being available for academic credit. Students must register and pay for the course in advance of the date that the trip begins. Cabinet approves all institution sponsored student travel (see Section 3.6.5).

3.6.7   STUDENT ADVISEMENT

Student advisement involves both academic advising as an extension of teaching and personal counseling as a vital role in Christian service. Faculty members are to be available during registration periods as assigned according to the academic calendar to advise students in the preparation of class schedules. Faculty members will also be available for both formal and informal summer advising of students.

Faculty members are asked to post and keep regular office hours (virtual or on campus as one's position dictates) for the convenience of students who seek their help as counselors and academic advisors. Unusual student problems should be referred to the Vice President for Student Development or to a professional counselor approved by the Counseling Center.

Advisors fill an extremely important role in the preparation of junior standing, senior check, and graduation clearance forms. While students are ultimately responsible for meeting all graduation requirements, advisors should take great care to avoid advising errors.

3.6.8   CONFLICT OF INTEREST

The following guideline applies to faculty members who have members of their family as students at MidAmerica Nazarene University. In a University such as MNU a faculty person sometimes has a family member who is majoring in the same Academic Department in which the faculty member teaches and/or advises students. The faculty person and Department Chair should take steps to ensure that the appearance of unequal treatment, either of privilege or of holding to a tougher standard, is avoided. Examples of such steps may include, but are not limited to, having another faculty member from the same department act as Academic Advisor or supervise arranged and independent studies; and possibly have the student enroll in a different section of a multi-section course.

Failure to follow this guideline could result in the appearance of, or actual, favoritism. Therefore, the Department Chair should routinely check on how the faculty is dealing with a situation of this nature. Serious breaches of this guideline will be brought to the VPAA/CAO's attention and appropriate action will be taken.

3.6.9   LMS, RECORDKEEPING, AND GRADING

All course syllabi must contain the required elements contained in the template issued by the VPAA/CAO (see Appendix A for format). Faculty members are required to file copies of all course syllabi with the Department Chair within the first two weeks of classes. Other materials also are required from time to time such as excessive absence reports, mid-semester progress reports, and other forms necessary to the proper administration of academic and student-related matters. Faculty members are

expected to grade and report to the student, the results of examinations and assignments within two weeks. The institution's LMS (Learning Management System) should be utilized as much as possible to house and share information regarding the student learning experience in any course. Requirements are listed below.

An electronic grade book **must** be maintained on the University's LMS. Final grades for every student in every course must be submitted to the Registrar's Office (currently through Self-Service Banner) by the published due date.

Additional minimum LMS expectations include:
1. All faculty members teaching an online course must have documentation of completing all appropriate, prescribed MNU LMS/Instructional Technology training course(s).
2. The syllabus will be posted and made available electronically within the Moodle course at the start of the course.
3. All grades and other feedback will be posted in the LMS gradebook in a prescribed timely way for student viewing, just as soon as they are completed.
4. The LMS gradebook will be configured to provide each student with a relatively accurate indication of their course status at any time during the course.
5. If faculty take attendance in their classes, this should be done in the LMS.
6. Faculty are encouraged to have every course outline clearly laid out in a prescribed weekly format in the LMS structure, with applicable dates clearly annotated.

3.6.10 SHOWING OF FILMS AND VIDEOS
The faculty member has a responsibility to select and preview videos for classroom use with great discretion. Both sensitivity to students and faithful adherence to the highest ethical standards of a Christian University setting must be considered when selecting videos for classroom use or homework assignments. Arrangements for showing videos is the responsibility of the individual faculty member. The faculty member is responsible to comply with federal copyright laws (see Section 4.2.5 for more details).

3.6.11 CAMPUS TIME
Effective teaching demands much more than the meeting of stated classes. Office hours (virtual or face to face as position dictates) should be indicated plainly, should be posted, and should be distributed through both morning and afternoon in order to obtain maximum availability to students and colleagues. Adjustments to the work schedule may be made when instructors have evening or Saturday classes as part of their regular teaching load. If a faculty member serves adult populations, some evening hours may be required. The institution requests all employees keep their calendar in the university's provided platform, Microsoft Outlook Calendar. The University expects that there will be variations to office hours based on a faculty member's role, departmental needs, etc.

Remote worker status is approved by the VPAA. A proposal must be presented clearly outlining the need for the change or describing how the position lends itself to remote

arrangements. Anyone granted remote worker status is subject to the University's remote worker policy (see Employee Handbook).

3.6.12 CLASS SCHEDULES AND CLASS LOCATIONS

Class schedules are recommended to the Office of Academic Affairs by the Department Chairs. Every attempt is made to distribute classes throughout the available time slots for each day. Class assignments are made by the Office of Academic Affairs and are based on size, equipment needed, and departmental requests. While an attempt is made to accommodate faculty needs and requests, the VPAA/CAO reserves the right to assign class times and locations based on the best interest of the University and students. Faculty members are not at liberty to move classes to alternate rooms or alternate teaching modalities without special permission from the VPAA/CAO. Once the class schedule, class locations and teaching modalities are finalized, they should not be changed except in unusual cases. Changes create confusion for students and the general flow of academic administration. If a change is essential, a request may be made to the VPAA/CAO for consideration.

3.6.13 ABSENCES AND PUNCTUALITY

No deduction in compensation is made for instructor absence due to limited illness or necessary business of a professional nature. However, it should be recognized that no substitute is as effective as the regular instructor. In all cases the Department Chair and the Dean should be notified of the absence. Proper provision for the class should be made. Absences from regularly assigned duties for personal reasons must be approved by the Dean.

Absences caused by emergencies in one's immediate family should not exceed reasonable expectations. The VPAA/CAO, in consultation with the Dean and the Department Chair, will determine when absences are excessive, and faculty members will receive a warning before action is taken.

Attention to punctuality by the faculty member in meeting assigned classes is regarded as good professional practice. Each faculty member shall endeavor to contribute to campus morale by disciplined patterns of classroom appearances. Effective teaching is demonstrated by minimal class absences and tardiness, and consistent availability on campus. In addition, faculty members are expected to hold their classes for the full class period, which demonstrates adequate preparation and provides a consistent and non-disruptive educational environment.

Nothing in this section should be construed as the University preventing or discouraging a faculty member from taking leave in accordance with University policy and federal law.

3.6.14 FACULTY CONGRESS AND FACULTY MEETINGS

Regular meetings of the Faculty Congress are held, and attendance of all members is expected as a matter of employment. A record of attendance shall be kept by the secretary of the Faculty Congress. If a faculty member is unable to attend, he/she should notify the VPAA/CAO's Executive Administrative Assistant.

Faculty workshops, seminars, and similar activities are part of the University's operation. All full-time faculty members are expected to attend officially sponsored

meetings.

3.6.15 RELIGIOUS RESPONSIBILITIES

Students look to faculty members of MidAmerica Nazarene University for leadership in the religious life of the University community. It is expected, then, that faculty members will be regular in attendance at chapel services and at the church of their choice. In keeping with the tradition of the University, each faculty member is expected to open classes with prayer, meditation, or a brief devotional.

3.6.16 SCHOLARSHIP

Each faculty member should seek to cultivate high standards of scholarship in all classes. Student scholarship derives from scholarly teaching and from example as well as precept. It is expected, then, that faculty members will demonstrate a level of scholarly pursuit that is continuous, fair, and current.

Graduate Faculty Scholarship Expectations

- The Graduate Faculty load release requires that graduate faculty scholarship be centered on:
  - **Research** including the conduction of research and research writing.
  - **Presentation** including poster, formal, and informal presentations.
  - **Leadership and Service to the Profession.**

  As a teaching institution, all MNU faculty members are expected to take a scholarly approach to teaching including learning new teaching methodologies, reflecting on teaching practices, being student-centered, observing teaching, and improving course design and assessment. Thus, expert teaching and graduate faculty scholarship is an expectation for which annual contract load credit is assigned and earned.

- Each graduate faculty member must earn a minimum of four(4) graduate scholarship points annually based on the general point-value system below. Points may be entered in any of the above three categories. This will allow each faculty member to earn points completing the scholarship for which s/he has a passion.

- Each department/discipline can write specific definitions of criteria that meet the requirements of Research, Presentation, and Learning and Service to their Profession. Each defined criteria will then be assigned a point value. The point value leveling is based on depth of involvement. Scholarly activity levels can be based upon complexity, time, peer-revie status, etc.

- Faculty are encouraged to submit research to the Institutional Repository.

Examples of point involvement levels for each category include:

  - **Research**
    - Level 1 = Literature review
    - Level 2 = Research proposal with IRB approval
    - Level 3 = Conducting and analysis of research
    - Level 4 = Submission of research to recognized source for

publication
- o **Presentation**
    - Level 1 = Sharing conference information with peers
    - Level 2 = Presentation at a local event or development and presentation of a training/education program
    - Level 3 = Presentation of research findings
    - Level 4 = National presentation of research
- o **Service to the Profession**
    - Level 1 = Leadership position in local organization (secretary, treasurer)
    - Level 2 = State or accreditation site surveyor or President of local organization, secretary or treasurer of regional organization.
    - Level 3 = President of regional organization or seminar organization at local or regional level
    - Level 4 = Leadership position in national organization

3.6.17 SPONSORSHIPS

Faculty members are asked to serve as sponsors for student organizations. Only full-time faculty and administrators who have been with the University at least one year are normally eligible to serve as sponsors. Faculty members usually assume no more than one sponsorship at a time. Faculty sponsors are asked to attend all meetings of the student group, advise on matters related to school policy, proper procedures, and group activities, supervise financial matters, and approve special projects and functions of the student organizations.

3.6.18 COMMUNITY AND CHURCH RELATIONS

Since no one ceases to be a professor when he/she steps off the campus, every faculty member is representative of MidAmerica Nazarene University to its various publics. Each faculty member should lend every effort to develop the reputation of the University as a strong Christian University of liberal arts as he/she comes into contact with the parents of students, with church constituency, with visitors, and with members of the community at large.

3.6.19 OUTSIDE WORK

The University expects primary loyalty of the working time and energies of full-time faculty and administrators. No outside work should interfere with regular duties and responsibilities. Any outside work assignments should be discussed in advance with the faculty member's direct supervisor or Department Chair. The direct supervisor or Department Chair may disapprove outside work that, in the direct supervisor's or Department Chair's opinion, is likely to interfere with the faculty member's regular duties and responsibilities (or does interfere with the faculty member's regular duties and responsibilities after the outside work begins). The VPAA/CAO should be consulted if the direct supervisor or Department Chair is unsure of the appropriateness of the outside work assignment or if the faculty member disagrees

with a decision to disapprove the faculty member's outside work. If consulted, the decision of the VPAA/CAO is final and not subject to appeal.

3.6.20 PROFESSIONAL DECORUM

The attire and demeanor of University faculty and administrators should reflect both professionalism and sensitivity to the various publics which are served through association with MidAmerica Nazarene University. Acknowledgement is given for the appropriate attire necessary for various on-campus and off-campus activities and associated programs.

3.7   SALARY DETERMINATION

An annual contract or letter notifying faculty members of their remuneration for the next year as authorized by the Executive Committee of the Board of Trustees is sent by the President by March 31 or as soon thereafter as possible. The Faculty Salary Schedule is available from the VPAA/CAO's Office. Transcripts must be received with degree conferred by August 30th in order to increase salary due to the earning of an advanced degree.

NOTE: *In the Faculty Salary Schedule, a Master's degree is assumed. Those persons with special skills and training but without a Master's degree will be considered on an individual basis.*

3.8   FACULTY DEVELOPMENT

Each faculty member is expected to participate regularly in professional growth and development. The University offers annually a program of professional development under the direction of the VPAA/CAO. Development activities for the faculty include programs offered by colleges and universities in the Kansas City area, on-campus in-service experiences presented by visiting lecturers or faculty members, professional meetings, sabbaticals, faculty book reviews, and other programs sponsored by the Faculty Development Committee. Financial assistance for attending professional meetings, travel stipends, and study grants (especially for those nearing the completion of the doctoral programs) may be available.

3.8.1 SABBATICAL STUDY

3.8.1.1 Eligibility

A member of the faculty who has served seven (7) years of continuous, full-time teaching at MidAmerica Nazarene University with at least the rank of Assistant Professor may be eligible for a one-semester or full-year sabbatical. The faculty assessment file must be complete and up to date.

A sabbatical request may be submitted during the fall semester of the faculty member's seventh year of continuous, full-time service. As a faculty development program, the sabbatical must be for the purpose of research, writing, or travel related to the field of teaching or other activity approved by the VPAA/CAO that will enhance the faculty member's service to the University, life as a professional, teacher and scholar, and improved stature in his/her discipline. Personal and spiritual renewal are further goals of the sabbatical study.

3.8.1.2 Number of Sabbaticals

Upon application and approval, additional sabbaticals may be granted to an

individual faculty member after a minimum of seven (7) years of further service are completed following the previous sabbatical.

3.8.1.3 Stipend

Sabbaticals may be for one academic year at one-half salary or for one semester (fall or spring) at full salary.

3.8.1.4 Application Policies and Procedures

The University grants sabbaticals each academic year except when an emergency exists that would warrant postponement of the program, by action of the Board of Trustees. As a rule, not more than one faculty member will be granted sabbatical leave at a time from each department or program.

Approval will be based on the possibility of making adjustments within the department or program.

1. A written proposal must be submitted to the VPAA/CAO in the fall prior to the meeting of the Committee on the Professoriate at least one year prior to a requested sabbatical. The proposal should contain the purpose of the sabbatical and how that purpose will be achieved, how this will be for the good of the institution, and the time the sabbatical is desired. The proposal should contain a plan with objectives and a timeline for accomplishing the objectives. An informal review of the plan and objectives should be made by a peer and noted with the submitted proposal.
2. All proposals must be approved by the Chair and/or Dean with a letter of support. The Chair or Dean should provide a plan for covering the courses during the proposed sabbatical.
3. The VPAA/CAO takes proposals for sabbaticals to the Committee on the Professoriate for consideration. The Committee on the Professoriate may choose to deny a proposal or recommend it to the President for further consideration. The President may choose to deny a proposal or recommend it to the Board of Trustees for final approval.
4. Sabbaticals are granted on the basis of years of service and quality of the written proposal (with specific reference to professional development of the faculty member and enhancement of the faculty member's usefulness to the University).
5. Faculty members are encouraged to apply for external funding to support professional activities and travel associated with the sabbatical.
6. A comprehensive report of the work done during the sabbatical should be presented to the VPAA/CAO and the academic community upon the faculty member's return from or completion of the sabbatical.
7. The faculty member has an obligation to return to the University for at least one year of additional service following the sabbatical year and will be expected to sign a form acknowledging this obligation prior to taking the sabbatical.

3.8.2 GRADUATE STUDY GRANTS

When finances permit by action of the Board of Trustees, the University assists in the

payment of tuition for approved graduate programs beyond the initial Master's degree. Faculty members applying for graduate study grants must make application to the VPAA/CAO by April 15 of the year preceding graduate enrollment. Faculty may not exceed a six (6) semester-hour load during the fall or spring semesters while carrying a teaching load of 12 hours or more. Special cases, such as the need to establish residency, will be considered on an individual basis by the VPAA/CAO. Faculty members are not permitted to teach overloads beyond the 12 hours while in a graduate program.

Faculty members receiving graduate study grants agree to remain at the University for at least four (4) years after receipt of the graduate degree or cessation of study, during which one-fourth of the costs incurred is cancelled for each subsequent year of service Faculty members leaving the University before this time are obligated to repay the University interest-free.

3.8.3 PROFESSIONAL ORGANIZATIONS

The University provides annual benefits for professional development by paying membership dues in professional organizations, subscribing to professional journals for faculty members, and offering a travel allowance for attendance at local, regional, or national professional meetings. Deans and Department Chairs authorize the use of travel allowances as guided by the VPAA/CAO.

3.9 ACADEMIC FREEDOM AND RESPONSIBILITY

Academic freedom represents the heartbeat of an academic institution. Academic freedom is essential for the development of intellectual vigor and general campus morale. As an institution, MidAmerica Nazarene University exists to create an atmosphere in which the search for truth and the application of truth are paramount. As Christian scholars, the faculty of the University are servants of the truth.

The Christian scholar who joins the faculty of MidAmerica Nazarene University should be the servant of truth. Freedom to pursue the truth in a field of study in which the faculty member has invested a significant portion of his/her life and to present these findings and conclusions to students is the center of the mission being undertaken at MidAmerica Nazarene University. A classic formulation of academic freedom is the 1940 Statement of Principles jointly set forth by the American Association of University Professors and the Association of American Colleges.

The statement reads as follows:

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual instructor or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the instructor in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities and (2) a sufficient

degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

a. *The instructor is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.*

b. *The instructor is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.*

c. *The college or University instructor is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a man/woman of learning and an educational officer, he/she should remember that the public may judge his/her profession and his/her institution by his/her utterances. Hence he/she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that he/she is not an institutional spokesman.*

A further statement entitled "Freedom of Teaching" was developed by the Higher Learning Commission. It includes these paragraphs:

The basic justification for freedom of instruction arises from the needs of students. It is the student's right to learn the complete truth about the subjects that he/she studies and his/her right to unhampered thinking about the problems that arise in such study that calls for and justifies the freedom of the instructor. This freedom should never be denied to the student. It can exist only where a corresponding liberty of instruction is guaranteed to instructors. Integral with the matter of instruction is the need for investigation in all those areas of knowledge with which education must deal. Institutions of higher learning have become the major reliance of society for creating new knowledge, and research is the essential method for this purpose. It alone enables college instruction to keep abreast of the changing pattern of knowledge. Freedom of research rests, therefore, upon the same basis as freedom of instruction, namely, the right of students to learn. The arbitrary limitation of this freedom is an undesirable abridgment of student needs. It also lessens the contribution that modern society may legitimately expect from its institutions of learning.

In a socially created and socially supported institution such as a college or University, there can be no such thing as complete freedom of expression in word and act. The basic limitations upon freedom arise out of the universally accepted beliefs and mores of society, such as truthfulness, decency, moral integrity, loyalty, and the canons of good taste. These may be assumed as binding upon all college instructors as upon other good citizens.

Since society permits and encourages certain groups, such as religious organizations, to found colleges that are intended to render service to a particular group, it is permissible and right for the sponsors of such colleges to define appropriate limitations of

instructional freedom.

Where such justifiable limitations are a part of the settled and accepted policy of an institution, they should be a matter of record and should be made known to any person before he enters the service of any such college or University. Failure to make known such limitations in advance of appointment is a delinquency on the part of an appointing agency.

Desirable conditions of freedom of instruction and research can be maintained only when both instructors themselves and the administrative officers and board of control accept their respective responsibilities in reference to the matter.

Further, an instructor should conscientiously respect such limitations as are imposed by the bounds of his own competence. A college instructor can be a scholar in certain areas only. In many fields of knowledge, he is certain to be a mere layman. In the area of his/her scholarship he/she is entitled to the largest possible freedom; in other areas he/she is entitled only to the freedom of the layman and he/she should not claim more.

Within the limitations imposed by the acknowledged purposes of an institution, it is the obligation of a college president and of a board of control to guarantee that liberty of teaching shall not be abridged in an institution under their direction. They are bound not only to avoid and restrain official action that would infringe upon desirable freedom, but they are further obligated actively to defend the faculty against influences from outside the institution. Freedom is so precious an asset to an educational institution that it is preferable that the foolish speech of an unwise instructor should be tolerated rather than that the atmosphere of an institution should be clouded by summary treatment of the offender. Generous tolerance is, in such cases, the badge of excellence.

The *1940 Statement of Principles* indicates that "limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment." The MidAmerica Nazarene University faculty contract signed by the professor in accepting employment calls for the professor "to be in accord with the mission and purpose of the University," and "to exemplify such personal, moral, and religious conduct as shall be above reproach." Academic freedom must be exercised within harmony of the doctrinal statements of the Church of the Nazarene's "Articles of Faith" along with the ethical standards outlined in The Covenant of Christian Conduct and The Covenant of Christian Character of the *Manual* of the Church of the Nazarene. The official University *Catalog* further explicitly sets forth these ideals and distinctive characteristics of MidAmerica Nazarene University. Selection and retention of faculty is based upon the evidence of willing support for these institutional objectives and distinctives.

The criteria for hiring, promotion, and renewal of contract describe in detail the traits of the professors who will be able to perform at the optimum in this academic community. The guarantees of academic freedom are, first and foremost, for the benefit of students who deserve a quality education. Responsibility to the students, professional colleagues, and to the institution is just as surely required. It is a matter of moral integrity that the faculty member support the ideals and objectives of the institution as long as he/she continues employment.

Academic freedom must be balanced by academic integrity. Instructors should avoid the introduction of non-related items in their classes. Dismissal of classes in protest of

administrative policies or actions may result in suspension, since such dismissal is an inappropriate means of redress and in itself violates the academic freedom of students.

Chapter 4: ACADEMIC REGULATIONS AND SERVICES

The *Catalogs* of MidAmerica Nazarene University contains the majority of the academic regulations and policies that directly affect the progress of students throughout the curriculum. MNU publishes an undergraduate catalog as well as a catalog for Professional and Graduate Studies. *Catalogs* are published on the MNU website and can be accessed at: https://www.mnu.edu/registrar-office-transcripts/academic-catalogs/

The faculty is required to become familiar in detail with the policies contained in the *Catalogs*. The following sections of the *Faculty Handbook* amplify and clarify selected regulations from the point of view of the faculty.

4.1 STUDENT RIGHTS AND RESPONSIBILITY

4.1.1 STUDENT RIGHTS

Every student at MidAmerica Nazarene University has the right to:
1. Be respected as an individual and to receive forthright, friendly, tactful, and helpful treatment
2. Ask sincere questions and receive polite answers.
3. Expect that the course material reflects the current state of learning in the field.
4. Information in a syllabus as to course objectives, requirements, evaluation procedures, and attendance policy.
5. Be informed by the teacher at regular intervals as to individual progress in courses.
6. Expect assignments back within a reasonable period of time, including corrections and criticisms of student work either orally or in writing.
7. Personal consultation with teachers and advisor during regular posted office hours (virtual or face to face dependent upon faculty position).
8. Withdraw from any course during the first ten weeks of the traditional semester with a grade "W".
9. An appeal process for grades or academic matters relating to a course through the instructor, Department Chairperson, and Associate Academic Vice President (or designee) who has the right to make a decision of whether or not to refer the matter to the appropriate next step as outlined in the *Catalog*.

4.1.2 STUDENT RESPONSIBILITY

Every student at MidAmerica Nazarene University has the responsibility to:
1. Attend classes regularly and participate in class discussions.
2. Complete all assignments on time to the best of his/her ability.
3. Know the academic policies of the University as stated in the *Catalog* and annual class schedule, including requirements for graduation.
4. Consult with his/her faculty advisor each semester regarding academic planning for the next semester.
5. Plan extra-curricular activities and work schedule so as not to interfere with academic work.
6. Maintain honesty and integrity in all academic work.
7. Take proper care of equipment and materials used in academic work, such as in the science labs and library.
8. Maintain appropriate conduct in the various areas on campus, such as the

classroom, chapel, and library.
9. Maintain a standard of professional conduct off-campus in areas such as student teaching, practicum, internship, clinical training, field trip, forensics, music group, athletics, outreach ministry, etc.

4.2 GENERAL CLASSROOM POLICIES

4.2.1 Attendance

The philosophy of education at MNU includes a teaching and learning relationship that is forged in community and thus is central to the mission of the University. Therefore, class attendance is viewed as an essential part of the learning environment and achievement of outcomes. Students are expected to attend and participate in class. Instructors are required to include any requirements for attendance in the course syllabus; excessive absences under instructor policies may result in grade reduction. Faculty members are required to (1) verify that students begin classes; (2) keep records as needed to identify students' last date of instructional activities; and (3) keep records to verify substantive participation in online courses (i.e. instructional activities).

Missed work or class due to extracurricular activities. Extracurricular activities (such as music groups, athletics, field trips for other classes, etc.) may impact student schedules for submitting work, performing work during class, class participation, and attendance. Students should/will generally be permitted to make alternate arrangements for work submission, class work, participation credit, and (for courses where instructor policies require attendance), attendance credit, and provided students do the following:
- Review schedules for extracurricular activities early and on a regular basis;
- Communicate with each instructor regarding anticipated absences at least one week in advance of an activity (or, in rare case of events where the student could not have known of an extracurricular event disrupting the student's schedule a week in advance, as soon as possible);
- Make arrangements with the instructor to complete and submit required work (i.e., exams, papers, presentations, video review, or any other course assignments).

4.2.2 SYLLABUS

The course syllabus is a contract between the University and the student. Faculty are required to use an Academic Affairs provided template, found in Faculty Resources on the Learning Management System or the Portal to create the syllabus for each course.
1. The syllabus includes all relevant data, such as: course number, course title, instructor name, semester/year, class location, class meeting times,
office location, telephone, email, office hours, course description, prerequisites, teaching philosophy, instructional methods, course schedule, course policies and procedures, grading, attendance, communication, special accommodation, and

Academic Success Center information.
2. Because the course syllabus is a contract between students and the institution which can be used for grade appeals, grievances, articulation agreements, transfer evaluations, and judicial hearing, please state as much information as possible in as plain a manner as possible. Do not change requirements or due dates once the course begins without reaching consensus with the entire class and publishing/distributing all changes at least one week prior to the proposed change.
3. The syllabus is to be provided to the Department Chair within the first two weeks of classes and is presented to the students during the first-class session. Department Chairs are responsible for providing syllabi to the VPAA/CAO.

4.2.3 CLASSROOM CLIMATE

Although the extracurricular program of the University provides a variety of activities for the student body, the focal point of faculty–student interaction is the classroom. Faculty members and students are expected to observe Christian standards of mutual respect and the recognition of the supreme worth of the individual. The University seeks to promote fairness and accountability in all aspects of the teaching/learning process.

4.2.4 ACADEMIC INTEGRITY

MidAmerica Nazarene University expects its students, faculty, and staff to be honest and to have the highest personal integrity. This standard should govern relationships and behavior in the residence living areas, classrooms, chapel, and other campus entities. As a Christian community, faculty, staff, and students have a moral and ethical responsibility to uphold the principle of honesty, and to refrain from any activity or behavior that would suggest academic dishonesty and lack of personal integrity.

Dishonesty is defined as a misrepresentation of facts to slant consequences in one's favor, minimize one's workload, or make untruthful claims to benefit oneself or others. Failures in academic integrity may occur in attendance fraud, cheating, plagiarism, and fabrication. The following sections list examples of dishonesty related to academic integrity. However, the list is not exhaustive.

 DEFINITIONS AND EXAMPLES
1. *Attendance Fraud*
Based upon the University's view of integrity, a misrepresentation of one's attendance at a required campus event (e.g., class, chapel, etc.) is a breach of academic integrity and is considered to be attendance fraud. Specifically, attendance fraud includes:
   a. Writing another student's name or I.D. number on an attendance sheet;
   b. Asking or permitting another student to write one's own name or I.D. number on an attendance sheet;
   c. Writing one's own name or I.D. number on an attendance sheet and leaving the activity before it is formally dismissed;
   d. Making a false or misleading statement to an instructor as an excuse for missing class;
   e. Altering or forging a document submitted to an instructor from a physician,

nurse, or University official as an excuse for missing class; or

    f.   Providing false information on a time record about the amount of time worked.

2. *Cheating*

Students who cheat misrepresent their own legitimate effort on an assignment (including but not limited to projects, papers, tests, labs, recitals, reading requirements, practice hours, practica, etc.). Cheating is also the representation of someone else's work as one's own. Specifically, cheating includes the unauthorized:

    a.   Entry of a faculty or secretarial office in search of examination-related material;

    b.   Use of materials from a faculty or secretarial office to prepare for an examination;

    c.   Discussion of any part of an examination by a person who has not completed the exam with any person who has already completed the examination;

    d.   Presentation of a fraudulent excuse to seek permission to take an examination at a different time than the scheduled time;

    e.   Possession of a copy of an examination;

    f.   Assistance to or from another student during an examination;

    g.   Looking at or attempting to look at another student's paper during an examination;

    h.   Use of unauthorized written materials during an examination;

    i.   Use of any electronic device, pre-programmed or otherwise, during an exam; or

    j.   Collaboration with another person to complete a project or homework assignment.

The operating principle for a student is this: When in doubt, the student should assume that no questionable activity is permitted unless the faculty member explicitly approves it. It is the student's responsibility to ask the faculty member which activities are authorized and permitted in each course.

3. *Plagiarism*

Academic integrity requires that one acknowledge ideas and expressions borrowed from others. Plagiarism is a special form of academic dishonesty in which writers or speakers fail to acknowledge the source of ideas or portray someone else's work as one's own. Plagiarism includes:

    a.   Copying another student's work on an assignment (e.g., daily written work, a speech, term paper, workbook, etc.);

    b.   Unauthorized accessing and/or copying another person's computer file(s);

    c.   Submitting written work or oral work purchased from commercial sources (e.g., "mail order" or online term papers) or submitting work based upon information purchased from such sources;

    d.   Submitting written or oral work as one's own when prepared by another person, whether for money or favor; or

    e.   Unacknowledged quotation from a published work.

In the academic community, there is variation in how often and to what degree the sources of ideas need to be cited. Faculty members can provide guidelines within academic disciplines. When the work depends upon the contributions of others, the basic principle to be following is to acknowledge one's indebtedness to them.

4.2.5 COPYRIGHT AND INTELLECTUAL PROPERTY INFORMATION

The Constitution of the United States provides copyright protection so that creators of original intellectual work in any medium can protect their work and receive adequate compensation for their effort. The author's rights begin from the moment of creation and the work does not have to be registered with the U.S. Copyright Office or have a copyright notice to be protected. Fair use is the copying of some portion of a copyrighted work for limited and transformative purposes. Fair use is essential for education, research and scholarship.

MidAmerica Nazarene University is committed to respecting the ownership of all intellectual property governed copyright laws, and to promoting the responsible fair use of the intellectual property of others. As a Christian University dedicated to developing and inspiring servant leaders, MidAmerica Nazarene University is committed to providing guidance to faculty, students and staff who wish to use copyrighted material in education and research.

MNU's complete copyright policy is found at http://www.mnu.edu/copyright and the MNU Intellectual Property Policy is found in Appendix B.

4.2.6 STUDENT DISABILITY ACCOMMODATIONS

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination against individuals with disabilities. The purpose of these laws is to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities available to persons without disabilities. For more information, please visit http://www.mnu.edu/ADA.

4.2.7 NOTIFICATION OF STUDENT'S RIGHTS UNDER THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 (also known as the Buckley Amendment) is a federal privacy law affording students certain rights with respect to their education records. MidAmerica Nazarene University complies fully with this law. The University Registrar or designee serves as the institutional FERPA Compliance Officer. For the full Education Rights and Privacy policy, please refer to http://www.mnu.edu/accreditation-disclosures/. the Family Educational Rights and Privacy Act section on the MNU website:

4.3 GRADING POLICIES AND PROCEDURES

4.3.1 GRADING SYSTEM

The academic work of the student is graded in accordance with the system listed below.
Grade = Grade Pts.
A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0

C-- = 1.7
D+ = 1.3
D = 1.0
D- = 0.7
F = 0.0
P - Passing = 0.0
NC - No Credit = 0.0
INC - Incomplete = 0.0
CR - Credit = 0.0
W - Withdraw = 0.0
AU - Audit = 0.0
Y - Administrative Incomplete = 0.0
X - Administrative Withdrawal = 0.0
IP - In Progress =0.0

4.3.2 ROSTERS

The Registrar's Office prepares official electronic class rosters located in self-service banner. Rosters for final grades are found at the same locations. Based on the instructor's login information, submission of grades on the final grade roster is considered official. Instructors should take precautions to guard their login information so that unauthorized persons cannot submit grades. Instructors should provide a last-date-of-attendance for any student earning an "F." Final grade submission is due as noted in the Academic Calendar and must be on time. At the beginning of the semester, it is very important for a faculty member to send students attending class but not on the roster to the Registrar's Office immediately to insure proper registration. Students not properly registered in a course should be barred from attending the class.

4.3.3 MID-SEMESTER GRADES (Traditional)

Although mid-semester progress is not recorded on the student's transcript of record, the instructor should issue a mid-semester grade report to each traditional student and maintain an up-to-date grade book on the University's learning management system for students to view. Failures, lack of progress, and excessive absences should be reported.

4.3.4 FINAL EXAMINATIONS

A comprehensive final examination or project is required in every course. All traditional final examinations are given in accordance with the published schedule, and copies are maintained in the respective department office. Classes must meet during the scheduled final examination time. Students may apply to the Registrar to take final examinations at a time other than that scheduled. A fee is assessed for such a special examination, and any faculty member who accepts the fee is obligated to prepare an examination different from the original examination. No fee will be charged if a student has more than three final exams in one day. Please see the published schedule for traditional final exams found on the MNU portal.

4.3.5 RECORDS OF GRADES

Faculty members are expected to maintain complete and accurate records of all grades in the Learning Management System. Instructors must also file final grades

with the Registrar per the guidance offered by this office. Subsequent use of such records is frequently necessary.

4.3.6 FINAL GRADES

<u>Traditional final grades</u> are submitted to the Registrar's Office by the due date as published by the Registrar. Faculty members must enter final course grades electronically in the University database by the published due date. Failure to do so will be regarded as dereliction of duty.

<u>Graduate and professional studies final grades</u> are due within 5 days from the last class session (contact your Program Director for procedures).

4.4   GUIDELINES FOR INTERNSHIPS

The following guidelines are suggested to departments in the operation of their internship programs.

1. An individual in each department shall have the responsibility of overseeing the total operation of that department's internship program. She/he may supervise all interns in that department or get additional faculty members to assist in the supervision.
2. The department reserves the right to establish and maintain all placement locations for interns. Thus, students may not be allowed to do an internship at any location they desire.
3. The University does not expect internship locations to pay students for their work. If the locations desire to give interning students appreciation gifts, incentives, or modest pay, this is acceptable but not necessary.
4. Faculty members supervising interns will keep a running total of students supervised for the fall, spring, and summer school sessions. The total number of students supervised for the year beginning August 15 will constitute one group for payment. Payment will be made on August 31.
5. The faculty teaching load assigned for internships may be a part of the regular contract load or assumed as an overload assignment, depending on the needs of each particular department. The amount of teaching load granted shall be according to the following formula:

Number of Students	Teaching Load Equivalent
1-2	.5 hour
3 - 4	1 hour
5 - 8	2 hours
9 - 12	3 hours
13 - 16	4 hours
17 - 20	5 hours
21 -24	6 hours

6. Each department will establish the parameters of the program according to the particular goals of that department. Guidelines will be established as to:
   - Number of faculty visits to the placement location during the semester
   - Number of class meetings with students during the semester
   - Number of hours students must complete at their internship assignment
   - List of proficiencies students must master during the assignment
   - Paperwork due at the end of the assignment both from supervising employees at the internship and from students

7. Internships for each department should be for a specified number of credit hours rather than having the hours vary from student to student.
8. Internships should preferably be offered on a Pass/Fail basis.
9. Each department is free to tailor its internship program to meet the specific needs of that department.

4.5   ASSIGNMENT OF CREDIT HOURS

At MidAmerica Nazarene University (MNU), the assignment of credit hours conforms to commonly accepted practices in higher education. The credit hour is a unit of measure for academic achievement in higher education. The credit hour is foundational to academic credentialing. MNU's complete policy for assignment of credit hours is found in Appendix D and Faculty Resources/Moodle.

4.6   ACADEMIC SERVICES AND FACILITIES

4.6.1 MABEE LIBRARY

Philosophy. The goal of the Mabee Library is to serve as the acknowledged, valued provider of information resources essential for intellectual discovery, research, and scholarship, with library faculty and staff acting as trusted guides to the effective utilization of these resources. Its services and resources are intended to achieve the following objectives:
1. Select, organize, and provide access to information (including electronic resources, books, periodical and audiovisual materials) essential to academic achievement for all members of the MNU community;
2. Provide the physical facilities and equipment that will make possible the most effective use of library resources;
3. Instruct students in the effective and efficient use of the library and its resources;
4. Encourage students to develop the habit of self-education so that books and libraries may contribute to their intellectual development in future years;
5. Assist and cooperate with faculty members in their instructional and research programs;
6. Assist with community relations and outreach by providing borrowing and library use privileges for members of the general community; and
7. Advocate for knowledge creation through effective library use.

The Collection. The library is a research center that offers opportunities for students and faculty to consult materials in support of independent investigation and research. The library holdings, including circulating, reserve, and reference collections, fall into two major categories: materials primarily for the support of research, and materials for the support of current instruction.

The pattern of library use will inform efforts to enhance current resources and services. Faculty can assist in encouraging library use by assigning research work that will inspire students to use library collections and resources.

The instructor should:
1. Be familiar with the library's collection and resources and adapt instruction to encourage library use;
2. Consult with and give effective direction to students in the utilization of library resources;

3. Make research projects vital and interesting;
4. Suggest a variety of research topics so students can be exposed to a variety of library resources;
5. Invite a librarian to a class or bring a class to the library to discuss library resources and research methods;
6. Inform the library faculty of assignments requiring the use of specific materials; and
7. Encourage students to make use of the library's resources and services.

<u>Library Catalog</u>. Faculty can access the Library catalog through the library's website to identify materials in the collection, determine what materials they have borrowed, renew borrowed materials, hold materials, and create title and citation lists.

<u>Library Databases</u>. The library provides access to a wide variety of online reference databases which support research relating to the academic disciplines taught at the University. Online reference databases provide access to immense collections of journal articles, many of which are in full-text format.

Familiarization with these databases will allow faculty to better guide their students' research and writing efforts. The library website contains a description of each database. Library faculty can provide training in the effective use of the databases which are most relevant to various academic disciplines.

<u>Internet</u>. Internet access is available to faculty and students through publicly-accessible computer workstations located in the library and Mabee Computer Lab. Wireless Internet access is also available throughout both floors of the library.

<u>Printing, Copying, Scanning, and Faxing</u>. There are several multi-purpose printers/copiers in the public area of the library and in the Mabee Computer Lab. There is also a printer/copier in the workroom which may be used by faculty. In addition to printing and photocopying, these printers accommodate scanning and emailing. Please consult with a library faculty or staff member to access the workroom printer/copier. Any personal copies must be paid for by the faculty at the time of the copying.

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these conditions is that the photocopy or other reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. The library reserves the right to refuse to accept a order for copies if, in its judgment, fulfillment of the order would involve violation of copyright.

<u>Interlibrary Loans</u>. The library has access to library holdings worldwide through interlibrary loan. This service is available to faculty, staff, students, and alumni. Materials not usually loaned are recently published books, reference materials, audiovisual materials, rare and/or fragile materials, and manuscripts. Interlibrary loan is generally free. If a lending library does charge for materials, the library will cover the cost up to $20. The remaining balance, if any, is the responsibility of the

requestor. The library will contact the requestor in this case before the request is made to ensure the item is still needed or wanted.

Faculty members may not loan materials received through interlibrary to others. Interlibrary loaned materials may not be used as course reserve items.

Reserve Materials. Books, multimedia resources, and copies of journal articles necessary for instructional support may be placed on reserve in the library. To place materials on reserve, the course reserve form at the Circulation/Reference Desk or on the library website may be completed.

Confidentiality of Library Circulation Records. The library will not retain checkout records beyond their use for circulation or control purposes. These records shall not be made available to anyone other than appropriate library faculty, staff, and workers, and University administrators when there is indication of the misuse of library materials or equipment. All outside inquiries regarding access to patron registration, checkout, and payment records will be referred to the Library Director. User registration and circulation records shall only be released upon receipt of a valid court order or subpoena authorized under federal, state, or local law.

Reference Services. Reference services are provided to students and faculty during most library hours. Library faculty and staff may be reached by phone, email, or instant messaging or text through the library website.

Library Instruction. Library faculty members are available to provide instruction in the use of the library, and assistance with reference questions. The Instructional and Research Librarian is responsible for the development and delivery of instruction on library resources and the effective use of information. Instruction sessions may be general or tailored to a specific course/project. The library may be contacted to schedule a time with this librarian to meet with classes.

Ordering Materials. The selection of materials (books, periodicals, audiovisual materials, and online books and databases) for the general collection is the responsibility of both the teaching faculty and library faculty. Each academic division is allocated a percentage of the library's materials budget with which to order materials supporting the various subject areas. Funds not expended by the given deadline revert back to the library faculty, who will purchase materials. The ordering deadline is announced annually.

Borrowing Materials. Faculty members are encouraged to utilize resources available to them through the library. The loan period for faculty is one semester and may be renewed up to three times. After this point, the item(s) must be returned. The library reserves the right to "call back" an item if it has been requested by a student. Adjunct faculty may borrow materials for one month and may renew these items up to three times.

Library Hours. Library hours have been developed to provide faculty and students with access throughout the week to library collections and services. Hours of operation are listed on the library website. The library operates under adjusted hours during breaks and the summer session.

Library Programming. The library actively works to develop and deliver a wide

variety of educational and cultural programming to provide additional opportunities for learning. These may include, but are not limited to, author visits and book talks, musical events, lectures, film screenings, scholarly discussions, and practical workshops on a wide variety of subjects. These programs will typically be free and open to the public, and may be hosted in the library, or presented elsewhere on campus or in the general community. The library may develop regular series of events and may collaborate with other University departments or community partners to develop and deliver programming. The library will also seek to present regular displays of faculty- and student-created artwork and academic exhibits, using the display case and other library spaces, as well as host various campus events that are compatible with the library's mission.

Special Forms of Support for Scholarly and Research Activities. The library serves in a variety of ways as a catalyst for faculty and student scholarship and research. The Maurine Dickerson Research Prize, sponsored by the library, is awarded annually to undergraduate students. The library provides enhanced, global open access to faculty and student research and publication through the MNU Institutional Repository, is involved in scholarship events, and provides frequent faculty workshops on a variety of library and scholarship topics.

Academic Success Center
The Academic Success Center, located in the Mabee Learning Commons, offers a range of services to meet with most student and faculty needs. The Academic Success Center staff provides tutoring, testing, and accommodations services.

Mabee Computer Lab
The Mabee Computer Lab, located in the Mabee Learning Commons, provides computers for student and faculty use. The computer lab may be reserved for testing and class use. Learning Commons faculty, staff, and student workers can provide assistance with many computer use questions.

4.6.2 FACULTY OFFICES AND EQUIPMENT

Faculty offices are assigned by the VPAA/CAO in consultation with the Dean. Full-time, campus-based faculty are provided an office with desk, chairs, computer, telephone, bookshelves, and filing cabinet. In some circumstances offices are shared. Part-time faculty are not provided office space but may share common spaces where available. The University seeks to provide all necessary instructional equipment and supplies through the regular budget for instruction.

No purchases may be made without prior approval through requisition channels (see "Textbook Requisition Procedures," Section 4.7).

4.6.3 ADMINISTRATIVE ASSISTANCE

Administrative assistance is provided for faculty in each of the departmental offices of the University. Priority decisions are made by the supervisor to whom the administrative assistant is responsible.

4.6.4 STUDENT ASSISTANCE

Assistance of advanced students in the scoring (not evaluation) of papers, quizzes, and examinations may be provided for large enrollment courses by permission of the

VPAA/CAO and subject to budget limitation. Laboratory assistants may be hired with the permission of the VPAA/CAO and subject to budget limitations.

4.6.5 PHOTOCOPYING

Photocopying machines are available in several academic areas of the campus (academic departments, library, Registrar's Office, etc.). The costs of on-campus photocopying are charged to the departmental budget. A purchase requisition is required for off-campus printing. Federal regulations prohibit photocopying of many materials. Contact the Director of the Library for specific details regarding copyright issues.

4.6.6 TELEPHONE SERVICES

All faculty offices are equipped with telephones for the convenience of faculty in the fulfillment of their professional duties. Telephone calls, both local and long distance, are charged to the department budget. Personal long-distance calls incurred in faculty offices are paid in the Business Office.

4.6.7 KEYS

Faculty members are issued the necessary keys for access to office, classroom areas, and classroom computer boxes. All keys must be returned to the Director of Human Resources upon termination of service.

4.6.8 POST OFFICE

A U.S. Postal Service Contract Station is located in the Cunningham Center (in The Pioneer Store). All basic services, including United Parcel Service (UPS) and overnight express services, are provided to the campus community from 8:00 a.m. to 3:30 p.m., Monday through Friday.

4.6.9 THE PIONEER STORE

Faculty members may order materials through the store located in Cunningham Center. Full-time faculty receive a 20% discount on all purchases (excluding textbooks). (See textbook ordering procedures under "Textbook Requisition Procedures," paragraph 4.8)

4.6.10 INSTRUCTIONAL MEDIA

In classrooms and conference rooms, the University provides electronic equipment for instructional use, including multimedia podiums, computers and projectors. The Information Technology department is responsible for their upkeep, in consultation with the Instructional Technology group, for pedagogical ramifications or issues. Maintenance and replacement needs should be reported/requested through the University's online service desk system at http://servicedesk.mnu.edu. During normal business hours, urgent help requests may be directed to the service desk hotline at 913-971-3333. Computers, media equipment, and cabling must not be disconnected, adjusted, altered, or removed from the classrooms by faculty for any reason. Emergency loaner devices are available in IT or on the main campus from the Mabee Library. See the MNU Technology Policies and Procedures Manual for more information.

4.6.11 MAINTENANCE AND CUSTODIAL SERVICES

The University provides clean, operational facilities for faculty, staff, and students.

All requests for service are made through the Maintenance Service desk online ticket system. The Office of Facility Services is located in the Gilliland Facility Services Building.

For routine maintenance and janitorial services to classroom or office areas, faculty should report the need to the department administrative assistant, who will schedule the maintenance need with Facility Services through a request form found on the MNU portal.

For major repairs or maintenance work, requests should be sent through the Department Chair to the Dean and VPAA/CAO who will work with the Vice President for Finance to solve the problem. The VPAA/CAO will report back to the Dean and Department Chair regarding the schedule for the maintenance work.

4.7   TEXTBOOK REQUISITION PROCEDURES

Textbooks for classes are ordered on the online forms provided through the University Store (The Pioneer Store). Please observe the due dates for textbook orders. Faculty members are asked to submit textbook orders through their Department Chair each semester. In light of increased costs of books and other instructional material, faculty members are asked to be careful in the number of books required for students to purchase and fully utilize all materials purchased by students.

Teachers of multiple sections of the same course are asked to coordinate the use of the same textbook. The use of desk copies or complimentary review copies of textbooks must be coordinated through the department administrative assistant.

4.8   CAMPUS CLOSING – EMERGENCY ALERT COMMUNICATIONS

In the event of inclement weather, the VPAA/CAO or Vice President for Finance will notify radio station, KMBZ; television stations KCTV, KMBC-TV, KSHB-TV, and WDAF-TV; and the University switchboard of the cancellation of day classes by 6 a.m. or by 3 p.m. for evening classes. Every effort will be made to make a cancellation decision by 10:00 p.m. the evening before for day classes. Other notifications are made through our emergency alert system, RAVE, as well as email, text, social media and web.

Faculty members who cannot meet their classes as scheduled due to an emergency are asked to contact their Department Chair prior to the class meeting time. Department Chair should contact the Dean in such an emergency.

4.9   ARCHIVES

MidAmerica Nazarene University seeks to honor and preserve its history. Records of official University publications, minutes, memorabilia, and other documents pertinent to the history of MNU are maintained in the Marge Smith Archives. Items collected for the archives include:
- President's Files
- Committee minutes and reports
- Official Press Releases
- Yearbooks
- Board minutes, correspondence and reports
- Departmental records

- Accreditation Reports
- Databooks
- Campus/student organization records
- Annual reports and strategic planning records
- Event pamphlets, programs, flyers and photographs
- Course catalogs and campus directories
- Manuscript and special collections on a case-by-case basis

Faculty members are asked to preserve for the Archives any of these materials for which they are responsible. Items should be sent to the University Archivist at the end of each academic year.

4.10   TITLE IX AND SEXUAL MISCONDUCT

It is the policy of MidAmerica Nazarene University to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in the University's educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. MidAmerica Nazarene University is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex. MNU's *Sexual Misconduct Policy & Complaint Resolution Procedures* can be found here: www.mnu.edu/sexual-misconduct-policy.

Chapter 5: FACULTY BENEFITS

MidAmerica Nazarene University seeks to provide a program of significant benefits within the context of professional and personal development. These benefits are provided by action of the Board of Trustees and apply only to full-time faculty members.   Other benefits of employment are described in the *Employee Handbook*.

5.1   VACATION POLICY

Vacation time may not be accumulated and must be taken by the end of each fiscal year or it is forfeited. The following vacation arrangements relate to the various types of appointments for full-time faculty and administrators:

1. Nine-month contract applies to full-time teaching faculty whose contracts generally run from August 15 until May 15 of each academic year. Vacation days coincide with periods when school is not in session during the regular academic year.
2. Ten-month contract applies to full-time teaching faculty and/or academic administrators whose contracts generally run from August 15 to June 15 of each academic year. Vacation days coincide with periods when school is not in session during the regular academic year. Academic administrators are expected to be generally available as necessary (e.g., to meet prospective students visiting campus) and maintain communication during all 12 months of the year.
3. Eleven-month contract applies to full-time teaching faculty and/or academic administrators whose contracts generally run from July 1 to June 30 of each academic year. One contractual month of 22.5 days may be taken off at an agreed upon time with the approval of the Dean and VPAA/CAO. An additional 12.5 days are provided as paid time off days (PTO), limiting the total time off campus to 35 days per contractual year. These off-contract days or paid time off days are to be scheduled with the approval of the Dean and VPAA/CAO.
4. Twelve-month contract applies to twelve-month administrative personnel who are available throughout the year. The number of Paid Time Off (PTO) days is stipulated by the MNU PTO Policy administrated by Human Resources. Twelve-month non-teaching faculty are treated as "Staff: Full Time" in the PTO Policy. Twelve-month administrative faculty are treated as "Administrators: Full Time" in the PTO Policy.

The campus is closed for the following official school holidays, and they do not count for purposes of calculating vacation days and PTO days under this policy:
- New Year's Day
- Martin Luther King, Jr. Day
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving break
- Christmas break

5.2 LEAVE WITH PAY

5.2.1 PROFESSIONAL LEAVE

A professional leave is an absence from campus directly related to the faculty member's field of teaching. An instructor may be absent from campus for three (3) days during each semester for professional leave.

The following conditions apply:
1. A written request must be submitted to the Dean at least two (2) weeks prior to the leave. The request must show that arrangements have been made for the classes missed.
2. The professional leave must benefit the University as well as the faculty member by enhancing the University's reputation as an institution of higher learning.
3. Financial remuneration (if any) for such professional leaves is not regarded as a valid reason for absence from the campus.

5.2.2 SICK LEAVE

Nine-month and ten-month faculty members are allowed a maximum of three (3) calendar days each fall and spring semester as sick leave. Since the University has no funds to pay teaching substitutes, department colleagues are expected to help cover classes. Faculty members are encouraged to use the course management system to facilitate the course in case of instructor absence.

5.2.3 PROCEDURE IN REPORTING ABSENCES

When faculty members or administrators need to be absent from campus with pay, they must be cleared in advance with their direct supervisors. Absences other than illness and emergencies must be scheduled in advance with supervisors. In the event of illness or an emergency, supervisors should be notified as soon as possible.

5.3 LEAVE WITHOUT PAY

Since the conditions of leaves of absence without pay are so varied, it is impractical to attempt to anticipate all exigencies. Such leaves must be arranged individually between the faculty member and the VPAA/CAO.

5.3.1 GENERAL GUIDELINES FOR PROFESSIONAL LEAVE WITHOUT PAY

1. Requests for leave must be made by the time annual contracts are due preceding the year for which a leave is sought. A formal request, submitted to the VPAA/CAO, outlines in detail the proposed program or activities with purposes and expected benefits to the individual and to the University.
2. Leaves are not granted for more than one year plus contiguous summers and may not occur more frequently than one in five years.
3. Leaves for the year do not interfere with salary increases or promotions in rank.
4. The University reserves the right to deny requests for leaves. In the event a faculty member takes leave without permission, employment with the University is terminated.
5. It is expected that the faculty member will submit a written report at the conclusion of the leave outlining the activities and achievements of the leave as they relate to the plans and objectives stated in the proposal.

5.3.2   BENEFITS DURING NON-MEDICAL LEAVES OF ABSENCE WITHOUT PAY

During non-medical leaves of absence without pay, no fringe benefits are provided. Retirement programs are discontinued during this time, and no contributions are made by the University, if applicable.

5.3.3   FAMILY MEDICAL LEAVE

MNU will grant Family Medical Leave to eligible employees in accordance with federal law. The Family Medical Leave Act (FMLA) policy, which is attached to the *Employee Handbook* describes all of the details regarding this benefit. A copy of the *Employee Handbook* can be obtained from the Human Resource Department.

5.4   OTHER BENEFITS

5.4.1   PROFESSIONAL MEMBERSHIPS AND SUBSCRIPTIONS

The University may pay for faculty memberships in professional organizations and for subscriptions to professional journals through the department.

5.4.2   TUITION ASSISTANCE

Tuition Assistance is a benefit provided by the University for eligible employees and their dependents and is provided with the expectation of continuing employment by the employee after the benefits have been provided. The Tuition Assistance Policy, which is included in the *Employee Handbook,* describes all of the details regarding how the benefit is provided and the associated application process. A copy of the *Employee Handbook* can be obtained from the Human Resource Department.

APPENDIX A: COURSE SYLLABUS TEMPLATE

MIDAMERICA
NAZARENE UNIVERSITY

Course Number and Title Here

Syllabus

Instructor Name:
Semester/Year:
Class location:
Class Meeting time(s):
Office location:
Telephone:
Email:
Office Hours:

Course Description:

[*From the most recent MNU Academic Catalog. Consider adding any language that can built excitement for the course and promote a growth mindset. While crafting the messages in your syllabus, please be mindful of your audience, developing structure and language that can be understood and advance the ultimate goal of student success.*]

Prerequisites:

[*What are the prerequisites and how will you build on them? You may wish to refer students to resources for correcting weaknesses that might interfere with their learning in the course. Consider messaging that promotes a growth mindset.*]

Teaching Philosophy:

[*In your statement of teaching philosophy, you should include descriptions of how you think learning occurs, how you (as teacher) will support the students' learning, what goals you hold for student learning, and how you believe students should participate in the learning process. Again, use language that promotes a growth mindset and sense of community and belonging in the classroom. It can help students to hear that the course can be challenging but that they have the ability to be successful and a professor who cares.*]

Instructional Methods:

[*It is helpful to students to understand how you have structured the course and how classes will be conducted. If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations), these should be explained clearly.*]

Course Schedule:

[*A specific day-to-day or week-to-week schedule is strongly encouraged. Students should be told when major projects, tests, and the final exam will occur.*]

Day	Due Date	Topic	Reading	Assignment
1				
2				
3				
4				

Course Policies and Procedures:

[*You must include policies and procedures that are unique to your course such as extra-credit policies, late assignment policies, how and when work must be submitted, and make-up exams or assignments. This should be explicit and transparent. Consider the drivers of human intrinsic motivation and how to leverage policies that promote self-motivation and persistence while also grooming students for the professional and/or academic world(s).*]

Grading:

[*Each syllabus will include details about how the student will be evaluated - what factors will be included or not included, how they will be weighted and how they will be translated into grades. In addition to this explanation, the grading scale must be included. Again, consider how to leverage policies that promote a growth mindset, self-motivation, and persistence.*]

Final Grade Components:

Percent / Point Value	Item

[*Publishing your rubrics for how you determine student performance on an assignment is advisable though you may not want to put rubrics for all assignments in the syllabus. These should be housed in our LMS (not in your syllabus per se).*]

Final Letter Grade Calculation:

Grade	Score
A	95-100

Grade	Score
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Attendance:

Students are expected to attend all class sessions except for serious illness or because of other unavoidable circumstances. Students are responsible directly to the instructor to see that course requirements are met. Excessive absences may result in reduction of grade, reduction of credit, or both.

[*Instructors are responsible to include in this section any additional unique policies regarding attendance. For example, if you know that you will have an important class project/event on October 15th that everyone must be present for, you should clearly state that fact here. Faculty are encouraged to report excessive absences to Student Success Coaches using our early alert system. An instructor should not assume that continued absence from class indicates an official withdrawal until notified by the Registrar. See the full attendance policy in the faculty handbook or current catalog to help set your attendance policy. Consider leveraging policies that promote a growth mindset, reflect workplace and academic environments, and reflect the humanity of education.]*

Communication:

Email Notifications: Only your official MNU student email address will be used for notifications regarding academics. It is your responsibility to check your MNU email and MNU's Learning Management System (LMS) on a regular basis.

Special Accommodation:

MidAmerica Nazarene University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. MNU provides reasonable accommodations for students with properly documented disabilities to the extent that such accommodations do not interfere with the essential requirements of a particular course or program and do not create an undue hardship. Written notification to the course instructor from the Academic Success Center is required so please plan accordingly. Students who have questions about receiving accommodations are invited to contact the Coordinator for Academic Student Success for a confidential discussion. The Academic Success Center may be contacted by visiting the Mabee Learning Commons on the Olathe campus or via email at asc@mnu.edu. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Academic Success Center.* Guidelines for documentation may be found at http://www.mnu.edu/ADA.

Academic Success Center:

From time to time, all students struggle academically. It is important to talk with your professor if you find yourself struggling. In addition, MNU offers two free tutoring services to help—one is online and the other is offered in person. MNU's online tutoring system called *NetTutor* which can be accessed on the MNU portal at my.mnu.edu. Second is the Academic Success Center (ASC), located on the first floor of Mabee Learning Commons. ASC offers tutoring support as well as student success coaching and accommodation services. This support includes help with a homework assignment, test preparation, developmental skills, studying, note taking, and more. We are here to support you. Be sure to let us know how we can help.

Student Counseling & Wellness Center:

Traditional Undergraduate:
At MNU, we strive to support your academic success and overall mental health. We know that students often experience a range of stressors that can impact learning and well-being. If you are experiencing mental health concerns or could benefit from learning effective stress management, there are **free and confidential** resources and counseling sessions available to enrolled MNU undergraduate students through the Student Counseling and Wellness Center (SCWC). To learn more, visit the SCWC's website or email wellness@mnu.edu.

Professional & Graduate Studies:
At MNU, we strive to support your academic success and overall mental health. We know that students often experience a range of stressors that can impact learning and well-being. If you are experiencing mental health concerns or could benefit from learning effective stress management, there are resources

available through the Community Counseling Center. To learn more, visit
https://www.mnu.edu/community-counseling-center-counseling-resources/

Academic Integrity:

MidAmerica Nazarene University expects its students, faculty, and staff to be honest and to have the highest personal integrity. This standard should govern relationships and behavior in the residence living areas, classrooms, chapel, and other campus entities. As a Christian community, faculty, staff, and students have a moral and ethical responsibility to uphold the principle of honesty, and to refrain from any activity or behavior that would suggest academic dishonesty and lack of personal integrity. Examples of dishonesty related to academic integrity can be found in the catalog. Consequences for violating this policy are included there as well.

Authenticity of Work:

With the advancement in technology, anything that misrepresents the authenticity of a student's work is considered cheating. Assignments that require student authorship are included in this. Questions about using technology to generate writing or other work should be directed to the professor of record (MNU Catalog).

There are acceptable and unacceptable uses of AI tools, and your professor will provide guidance. It is important to understand that even systems that check grammar and style appear in AI detection software as being AI generated. Guidelines related to consequences for misusing AI are articulated in the syllabus. Professors will work with their administrators if work is flagged as being AI generated.

Optional addition to syllabi (please customize based on your or your department's approach to AI in a course):

To better assist you in understanding uses of generative AI tools in this course, the following is a list of examples, although not inclusive, to help you understand permitted and prohibited methods of using generative AI tools.

Acceptable and Unacceptable Use of AI

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities (unless specified by the professor of record):

- Brainstorming and refining your ideas.
- Fine tuning your research questions.
- Finding information on your topic.
- Drafting an outline to organize your thoughts.
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query. Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty. See the APA Style Manual or related APA resources for guidance on properly citing the use of these tools in course assignments.

Modality

Natural disasters, pandemics, and other unplanned emergencies can interrupt the modality selected for course delivery. The university is committed to maintaining key course objectives regardless of modality and reserves the right to alter this modality as prompted by circumstances.

Netiquette

Various learning modalities may prompt the use of diverse technological tools. These implements include online forums in various learning management systems, video conferencing platforms like Zoom, and virtual collaboration tools like Google and Teams. Student engagement in these settings should mirror care. Specifically, courtesy, diplomacy, and intentionality must be demonstrated in all exchanges, modeling the highest commitment to communicating well with one another. In online formats, we cannot rely on non-verbal ques and tone to help us understand meaning. To this end, all students and employees are expected to

follow the online etiquette rules outlined in this course's Welcome Block of Moodle (Block Zero).

[Don't forget to include these in your course shell]

Learning Outcomes:

[List as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence that you will need to evaluate the students' learning, as your objectives should drive your grading. A well stated outcome has two components: substance (content/subject matter) and form (what action must the student perform with regards to the substance--compare and contrast, evaluate, analyze, apply, etc.) If your course is an assessment-designated course, those outcomes should appear in your syllabus. For example, if your course is designated as partial fulfillment of the university's Discovering Creation outcome then you should show at least one Discovering Creation outcome on your syllabus in the table below. Degree programs and majors also have outcomes that your course may be tied to—Please discuss with your Dean or Department Chair]

University Mission/Goals	Related Academic School Mission	Related Course Objectives	**Intended Educational (Student) Outcomes**	Means of Assessment

APPENDIX B: MNU INTELLECTUAL PROPERTY POLICY

MNU Intellectual Property Policy

This policy defines the use, ownership, and interests of copyrightable works and other forms of intellectual property among the University, and its employees and students. The policy applies to all full-time, part-time, and adjunct faculty members, administrative officers, staff members, and students (MNU community members).

University-related works. Ownership of works created by MNU community members within the scope of their university responsibilities will reside with the creator(s). The University asserts no ownership interest in these works. The creator(s) grant to the University a perpetual, non-exclusive, royalty-free, and worldwide right and license to use such works.

Such works are copyrightable works created for academic purposes, including but not limited to the following: literary works; creative, scientific, and artistic works; scholarly publications; syllabi, assignments, tests, lecture notes, class presentations, class websites, and other instructional materials; instructional material distributed to students or made available electronically; papers, posters, webpages, and electronic documents presented at professional meetings, workshops, and conferences; intellectual property that is protectable by statute or legislation, such as patents, copyrights, trademarks, service marks, or trade secrets; and the physical embodiments of intellectual efforts, such as models, machines, devices, designs, instruments, computer programs, materials, chemicals, and other compositions of matter.

Non-university-related works. The University asserts no ownership interest in works created by MNU community members outside the scope of their university responsibilities.

This policy applies to projects in which MNU community members are engaged in research or other academic activities in collaboration with individuals located at other institutions, including, but not limited to, colleges, universities, and research foundations. MNU community members embarking on such collaborations are responsible for knowing and communicating to the University any obligations that might conflict with or need to be reconciled with this policy. The University will make all reasonable efforts to collaborate with any such other institutions to reconcile the University's objectives under this policy with the objectives of those other institutions.

From time to time, MNU community members and/or the University may wish to enter into agreements that represent exceptions to this policy. Such agreements may be made only after consultation with the President's Cabinet and the written approval of the University President and the VPAA/CAO.

APPENDIX C: PROMOTION AND TENURE RUBRIC

MidAmerica
Nazarene University

Promotion and Tenure Rubric*

Name: Date:
Department:
Chair:
Dean:

Rank Application for (check one):
☐ Assistant Professor   ☐ Associate Professor   ☐ Professor (Tenure)   ☐ Post-tenure Review

The following rubric for promotion and tenure is based upon areas that are widely accepted as the core areas of an effective faculty member reflecting the priorities of the University. Annual faculty evaluations are a separate process. Please see the MNU Faculty Handbook for more detailed information. Departments may provide specific guidelines for the criteria in this rubric. (Weighted percentages are adjusted for undergraduate, graduate or administrative faculty.)

Weights UG % (Graduate%) (Administration%)	Strong (3.1-4.0)	Developed (2.1- 3.0)	Emerging (1.1-2.0)	Poor (0-1)	SCORE
Teaching 55% (50%) (35%)					
Scholarship 15% (20%) (15%)					
Service 15% (15%) (35%)					
Integration 15% (15%) (15%)					
TOTAL 100%					

RECOMMENDATION (submitted in Qualtrics):

☐   Recommend to Committee on the Professoriate   ☐   Do NOT recommend

The Dean and/or Department Chair completes the rubric for each applicant in Qualtrics. The completed rubric, portfolio and application go to the Committee on the Professoriate. The Committee on the Professoriate members will also individually complete the rubric for each candidate in Qualtrics.

COMMENTS:

Signatures

Chair: Date:

Dean: Date:

VPAA: Date:

TEACHING*: TEACHING AND LEARNING*

Key Question: How can I foster student learning and engage students more effectively?
*Departments may provide specific guidelines for the criteria in this rubric.

	Strong (3.1-4.0)	Developed (2.1- 3.0)	Emerging (1.1-2.0)	Poor (0-1)	SCORE
Teaching					

Teaching	Strong (4)	Developed (3)	Emerging (2)	Poor (1)	TOTAL
Teaching and Learning (*Note: see Appendix A for more expanded description information.*)	Demonstrates content mastery. Frames content and concepts in multiple ways. Orchestrates a class to ensure students are engaged, excited, and eager to participate. Engages students in higher order thinking and uses assessment techniques that are relevant and performance based. Assesses to inform practice. Anticipates students' learning needs and designs instructional	Demonstrates knowledge of the subject matter. Prepares instruction to make content meaningful and relevant. Establishes relevancy, and promotes student engagement. Assessments serve to inform instruction and promote student learning. Understands student differences and attempts to meet all student needs. Uses innovative practices to increase	Demonstrates knowledge of subject matter but does not establish relevancy of content taught. Learners are actively engaged. Assesses to determine student understanding. Understands student differences but needs not addressed in the classroom. Innovation used as a tool to **substitute** with some improvement to lesson but mostly to	Demonstrates shallow depth of knowledge and seeks the transference of content knowledge or skills without establishing relevance. Little student engagement observed. Assessments limited to course grades. Innovation is not used.	

Teaching	Strong (4)	Developed (3)	Emerging (2)	Poor (1)	TOTAL
	practices to meet the needs of all learners. Uses innovative practices to **transform** instruction.	student interest and **modifies** instruction for student use.	**augment** instruction.		
Educational Philosophy	Articulates a personal philosophy of teaching and connected theories to the process of curriculum design, instructional strategy selection, and assessment.	Describes a series of beliefs or theories that influence their philosophy of education and instructional decision-making.	Describes a series of beliefs or theories about teaching without a connection to personal instructional practices.	Describes instructional practices without connecting to theory or belief system.	
Curricular Contributions	Evidence of curricular contributions provided to include revised courses and/or curricula. Innovated teaching strategies and materials. Includes peer review and provided materials to the public.	Evidence of curricular contributions provided to include revised courses and/or curricula. Innovated teaching strategies and materials.	Evidence of curricular contributions provided to include revised courses and/or curricula.	Evidence of limited curricular contributions.	
Reflection	Exceeds expectations in ability to articulate	Evaluates impact of professional practice on student learning,	Evaluates impact of professional practice on student learning,	Unable to evaluate professional practice. Does not	

Teaching	Strong (4)	Developed (3)	Emerging (2)	Poor (1)	TOTAL
	clearly all areas of effective reflection and one's personal beliefs to inform teaching. Conducts critical reflection as well as incorporates classroom feedback data. Reflection abilities suggest a highly coachable attitude and desire to be a lifelong learner.	and suggests multiple strategies for future growth. Uses data to better the classroom experience for students. Reflection abilities suggest a highly coachable attitude and desire to be a lifelong learner.	and suggests multiple strategies for future growth. Uses end of course surveys to better the classroom experience for students. Reflection abilities suggest a desire to be a lifelong learner.	use information to better the classroom experience for students. Lacks a coachable attitude and/or desire to be a lifelong learner.	
TOTAL					

SUPPORTING EVIDENCE:

DEFINITIONS:

Teaching and Learning: _The art and science of effective pedagogy and andragogy. The practices instructors use to enhance learning, including technology._

Key Concepts: _making knowledge better understood by others, determining more ways to meet learner needs, fostering scholarship in others, pedagogy, andragogy, assessments, critical thinking, etc._

Philosophy: _Beliefs behind your teaching practices._

Curricular Contributions: _Course development, course revisions, syllabi, development of instructional materials and tools._

Reflection: _Analysis of own teaching including teaching improvement activities, student and peer evaluation data, classroom observation reports._

Transforms (transformation): _Technology allows for the creation of new tasks previously inconceivable._

Modifies (modification): _Technology allows for significant task redesign._

Augment (augmentation): _Technology acts as a direct tool substitute, with functional improvement._

Substitute (substitution): _Technology acts as a direct tool substitute, with no functional change._

SCHOLARSHIP*: Discovery, Integration, Application, and the Scholarship of Teaching and Learning

Key question: What can be known or applied in new ways?
*A minimum of one area of scholarship must be evaluated. More areas may be evaluated if closely related to the scholarly demands of the discipline. Departments may provide specific guidelines for the criteria in this rubric. A supervisor must approve of the scholarship selected.

	Strong (3.1-4.0)	Developed (2.1- 3.0)	Emerging (1.1-2.0)	Poor (0-1)	SCORE
Scholarship					

Scholarship	Strong (4)	Developed (3)	Emerging (2)	Poor (1)	TOTAL
Discovery	Engages in original research in discipline of expertise. Original research advances the academic discipline.	Engages in original research in discipline of expertise.	Engages in original research.	No work beyond goal setting for own projects.	
Integration	Engages in integrative work that interprets, draws together, or brings new insight to original research. Results of the scholarship fits work into larger intellectual patterns. Informs or educates non-specialists.	Engages in more fully developed multidisciplinary projects, perhaps in partnership with faculty from other discipline.	Engages in multidisciplinary work. Perhaps, initially, engaging in research at the boundaries where the fields converge.	No work beyond goal setting for own projects.	

Application	Engages in rigorous application of academic discipline to real world problems and scenarios through several of the following: presentations at professional conferences, publications, testing hypotheses or techniques, editing journals and/or participation in disciplinary peer-review panels.	Engages in application of academic discipline to real world problems and scenarios through one of the following: presentations at professional conferences, publications, testing hypotheses or techniques, editing journals and/or participation in disciplinary peer-review panels.	Engages in application of academic discipline through presentations to internal audiences only.	Engages in limited scholarly application.	
Scholarship of Teaching and Learning	Communicates results of own research. Research presentation or paper is subject to criteria of scholarship.	Formal self-reflection upon teaching and learning is shared with, at a minimum, department colleagues, through a presentation, in conversation with literature.	Formal self-reflection upon own teaching and student learning. Changes are made in teaching and instructional methods using new information.	No work beyond goal setting for own projects.	
TOTAL					

SUPPORTING EVIDENCE:

DEFINITIONS:

Criteria: To be considered scholarship, the following three criteria must be met:
- It must be made public.
- It must be subjected to the critical evaluation of one's peers.
- One's community must begin to develop and build upon the initial act; that is, scholarship serves a greater purpose.

Key Concepts: *New lines of inquiry or practice, data collection, contributing to or advancing knowledge. Exploring the terrain between fields, interpreting and applying knowledge from diverse disciplines, most commonly cross-disciplinary work, but could be projects within such well-defined subfields of an individual department that its faculty create substantially new experiences for students and one another.*

Discovery: *The scholarship of discovery includes original research that advances knowledge in any discipline, and contributes to the intellectual climate of an institution.   Examples: Publishing in peer-reviewed forums, producing, and/or performing creative work within established field, or creating infrastructure for future studies.*

Integration: _The scholarship of integration involves synthesis of information across disciplines, across topics within a discipline, or across time. Examples: preparing a comprehensive literature review, writing a textbook for use in multiple disciplines, or collaborating with colleagues to design and deliver a course._

Application: _The scholarship of application (also called the scholarship of engagement) goes beyond the service duties of a faculty member to those within or outside the University, and involves the rigor and application of disciplinary expertise with results that can be shared with and/or evaluated by peers. In order for application to be considered scholarly, it needs to include the application of service that is serious, demanding work, requiring the rigor and accountability associated with research. Examples: serving industry or government as an external consultant, assuming leadership roles in professional organization, advising student leaders, fostering their professional growth._

Scholarship of Teaching and Learning: _The scholarship of teaching and learning refers to the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others. It requires creativity and dedication both to student learning and professional development. Examples: advancing learning theory through classroom research, developing and testing instructional materials, designing, and implementing a program-level assessment system._

SERVICE*: Community Engagement and Service

Key Question: How can my discipline specific knowledge serve the larger community through meeting practical needs?
Departments may provide specific guidelines for the criteria in this rubric. This section is weighted for administrators.

	Strong (3.1-4.0)	Developed (2.1- 3.0)	Emerging (1.1-2.0)	Poor (0-1)	SCORE
Service					

Service	Strong (4)	Developed (3)	Emerging (2)	Poor (1)	TOTAL
Discipline Focused	Leadership that generates high engagement in discipline-specific organizations.	Actively involved in discipline-specific organizations.	Member of discipline-specific organizations with limited involvement.	No involvement with discipline-specific organizations, beyond membership.	
Community Focused	Dedicated leadership and immersion with discipline-specific community organizations.	Active involvement to discipline-specific community organizations.	A member of discipline-specific community organizations, with minimal involvement.	No /poor involvement in discipline-specific community organizations.	
Committees/ Task Forces	With highest excellence, actively leading and serving in committee assignments.	Serving on assigned committees with excellence and regular attendance.	Serving on assigned committees with minimal effort and intermittent attendance.	No committee service or poor attendance and participation.	
Advising/ Mentoring	Active engagement with advising and mentoring, frequently exceeds expectations for mentoring of developing scholars.	Actively advising and mentoring, exceeding minimal expectations.	Providing minimal academic advising without the inclusion of other mentoring roles.	Inconsistently meets with others for advising/mentoring. Remains unavailable to provide guidance to others.	

TOTAL					

SUPPORTING EVIDENCE

DEFINITIONS:

Scholarship of Service: A distinctive feature is service that is directly tied to one's academic discipline. This is the application of knowledge to solve real-world problems.

Key concepts: *applied research, serving the community with knowledge, not citizenship per se, but service directly tied to one's field.*

Discipline Focused: *Service to groups or organization that are focused in advancing your academic discipline.*

Community Focused: *Service to groups or organizations in the broader community (i.e., consulting activities in the industry that directly relate to your academic discipline, support/development of community activities that link with the academic discipline, formal development/involvement with community partnerships that connect students with discipline-specific learning opportunities, media contributions).*

Committees/Task Forces: *Participation in collaborative groups on campus or in other academic communities, including leadership roles.*

Student Advising/Mentoring: *Academic advising and mentoring. Included in this would also be mentoring colleagues as appropriate.*

INTEGRATION*: Faith Integration and Interdisciplinary Work

Key question/faith integration: How are my teaching goals, content and style affected by Christian faith?
Key question/interdisciplinary integration: What do findings in other fields mean to my own?
*Departments may provide specific guidelines for the criteria in this rubric.

	Strong (3.1-4.0)	Developed (2.1- 3.0)	Emerging (1.1-2.0)	Poor (0-1)	SCORE
Integration					

Integration	Strong (4)	Developed (3)	Emerging (2)	Poor (1)	TOTAL
Faith Contextualization	Creatively and distinctively integrates faith with one's academic discipline. Provides examples that showcase the relevance of faith integration with discipline-specific knowledge.	Consistently applies a faith perspective to one's academic discipline. Demonstrates a pattern of establishing relevancy of faith integration within the academic discipline.	Makes an effort to apply a faith perspective to one's academic discipline. In the learning environment. Attempts to demonstrate relevancy of faith integration with the academic discipline.	Insufficient observation of faith integration to one's academic discipline. Fails to articulate a plan for growth in this outcome.	
Curricular Contributions: Faith Integration	Creates and delivers curriculum that emphasizes faith integration to the academic discipline.	In creating and delivering curriculum, consistently makes strong efforts to integrate faith application in the academic discipline.	When considering curriculum and teaching modalities, demonstrates an emerging effort to integrate faith with one's academic discipline.	Insufficiently demonstrates the unique contribution of faith integration to the academic discipline.	

Integration	Strong (4)	Developed (3)	Emerging (2)	Poor (1)	TOTAL
Philosophy of Christian Education	With clarity and enthusiasm, articulates and demonstrates a personal ethos that exemplifies the highest ideals of Christ-centered knowledge, behaviors, and attitudes. Demonstrates a high-degree of sensitivity to the variety of faith perspectives, creating an atmosphere of warmth and hospitality.	Articulates an authentic Christ-like philosophy and clearly expresses how this is a vital component of Christian higher education. Is aware of unique faith perspectives and attempts to create a welcoming environment for diverse opinions.	Articulates an emerging philosophy of the importance of Christian values to higher education. Insufficiently demonstrates an understanding of diverse faith perspectives and may fail to create a warm environment for unique populations.	Displays limited knowledge and expression of a Christian perspective to the academic community. Inadequate demonstration of appreciation for diverse faith perspectives.	
Curricular Contributions: Interdisciplinary Engagement	Has a distinguished record of interdisciplinary engagement and creates diverse, multi-disciplinary learning opportunities. Is highly engaged in a variety of campus	Consistently works to provide interdisciplinary learning experiences. Is engaged in several campus groups and activities.	Has demonstrated at least one interdisciplinary activity during the current academic year. Is on at least one campus-wide committee.	Has not demonstrated any interdisciplinary curricular activities and does not demonstrate active engagement in the campus community.	

Integration	Strong (4)	Developed (3)	Emerging (2)	Poor (1)	TOTAL
	groups and activities.				
TOTAL					

SUPPORTING EVIDENCE:

DEFINITIONS:

Key concepts: exploring the terrain between fields, interpreting and applying knowledge from diverse disciplines, most commonly cross-disciplinary work, but could be projects within such well-defined subfields of an individual department that its faculty create substantially new experiences for students and one another.

Discipline Connectedness Approaches:

- *Intra-disciplinary: working within a single discipline.*
- *Cross-disciplinary: viewing one discipline from the perspective of another.*
- *Multidisciplinary: people from different disciplines working together, each drawing on their disciplinary knowledge.*
- *Interdisciplinary: integrating knowledge and methods from different disciplines, using a real synthesis of approaches.*

Faith Contextualization: *The application of a faith perspective to one's academic discipline and the learning/teaching environment.*

Philosophy of Christian Education: *Explicit formation related to living out one's calling as a Christian scholar in higher education.*

Curricular Contributions: (1) *Course development/ revisions, assignments, outcomes, etc. that promote interdisciplinary and faith integration; (2) Inter disciplinary commitment/involvement evidenced through activities such as committee work, guest lecturing for another discipline, cross disciplinary team-teaching, interdepartmental projects and field experiences, etc.*

_____

APPENDIX A: EXPANDED DESCRIPTIONS FOR <u>TEACHING</u> RUBRIC

Teaching	Strong (4)	Developed (3)	Emerging (2)	Poor (1)	TOTAL
Teaching and Learning	Rigor and relevancy are achieved due to the professor's content mastery. Frames content and concepts in multiple ways, exhibiting depth of understanding, creativity, and extensive research and planning. Orchestrates a class to ensure students are engaged, excited, and eager to participate. Engages students in higher order thinking and uses assessment techniques that are performance based or incorporate real world application of knowledge, and promote student creativity and collaboration. Assesses to inform practice. Anticipates students' learning needs and designs instructional	Demonstrates knowledge of the subject matter. Prepares instruction to make content meaningful for students and is imaginative in explaining content. Establishes relevancy, and promotes student engagement. Uses effective questioning techniques at higher order levels to draw all learners into the lesson. Assessments serve to inform instruction and promote student learning. Understands student differences and attempts to	Demonstrates knowledge of subject matter but does not establish relevancy of content taught. Learners are actively engaged. Limited effective questioning techniques are routinely incorporated. Assesses to determine student understanding. Understands student differences but needs not addressed in the classroom. Technology used as a tool **substitute** with some improvement to lesson but mostly	Demonstrates shallow depth of knowledge and seeks the transference of content knowledge or skills without establishing relevance. Limited number of questions asked, with little student engagement. If questions were asked, the majority of questions were closed-ended and only a limited numbers of students were engaged in the questioning process. Assesses to submit course grades. Technology is a tool **substitute**	

Teaching	Strong (4)	Developed (3)	Emerging (2)	Poor (1)	TOTAL
	practices to meet the needs of all learners. Uses technology to **transform** instruction. Technology allows for the creation of new student centered tasks previously unachievable without the use of technology.	meet all student needs. Uses technology to increase student interest and **modifies** instruction for student use.	to **augment** instruction.	with no functional change to the lesson.	
Educational Philosophy	Articulates a personal philosophy of teaching and connected theories to the process of curriculum design, instructional strategy selection, and assessment development.	Describes a series of beliefs or theories that influence their philosophy of education and instructional decision-making.	Describes a series of beliefs or theories about teaching without a connection to personal instructional practices.	Describes instructional practices without connecting to theory or belief system.	
Curricular Contributions	Description of curricular contributions provided to include revised courses and/or curricula. Innovated teaching strategies and materials including books, videos, technology integration, etc. Included peer review and critique, and provided materials to the public.	Description of curricular contributions provided to include revised courses and/or curricula. Innovated teaching strategies and materials including books, videos, technology integration, etc.	Description of curricular contributions provided to include revised courses and/or curricula. Innovated teaching strategies.	Description of curricular contributions provided of revised courses.	

Teaching	Strong (4)	Developed (3)	Emerging (2)	Poor (1)	TOTAL
Reflection	Exceeds expectations in ability to clearly articulate all areas of effective reflection and provide a variety of creative examples that exhibit a deep understanding of one's personal beliefs about teaching impacting one's classroom behaviors. Conducts critical reflection that begins with the evaluation of beliefs, values, and presumptions as well as classroom feedback data. Uses information to better the classroom experience for students. Reflection abilities suggest a highly coachable attitude and desire to be a lifelong learner.	Evaluates impact of professional practice on student learning, and suggests multiple strategies for future growth. Examples exhibit a deep understanding of one's personal beliefs about teaching. Uses data to better the classroom experience for students. Reflection abilities suggest a highly coachable attitude and desire to be a lifelong learner.	Evaluates impact of professional practice on student learning, and suggests multiple strategies for future growth. Uses end of course surveys to better the classroom experience for students. Reflection abilities suggest a desire to be a lifelong learner.	Unable to evaluate professional practice. Does not use information to better the classroom experience for students. Lacks a coachable attitude and/or desire to be a lifelong learner.	
TOTAL					

APPENDIX D: CREDIT HOUR POLICY

ASSIGNMENT OF CREDIT HOURS
MidAmerica Nazarene University

At MidAmerica Nazarene University (MNU), the assignment of credit hours conforms to commonly accepted practices in higher education. The credit hour is a unit of measure for academic achievement in higher education. The credit hour is foundational to academic credentialing. For example, to earn a bachelor's degree from MidAmerica Nazarene University (MNU), a student must complete at least 120 to 126 credit hours, as required by the specific program and detailed in the Catalog. At MNU, academic credit is always associated with courses of study, with a group of associated courses making up a coherent curriculum of study. MNU credit may be awarded for courses that are transferred in, for competencies demonstrated through examination, or for knowledge and skills acquired through life and work experience, but such credit is always accounted for as prior completion of work in a particular discipline.

The credit hour is also a unit of measure for the awarding of federal financial aid. At MNU, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is established as equivalent to, or reasonably approximates, one of the following:

      (1) fifty minutes of classroom or direct faculty instruction for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; OR

      (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other instructional activities as established by MNU faculty, including laboratory work, internships, practicums, studio work, directed studies, and other academic work leading toward the award of credit hours; OR

      (3) at least an equivalent amount of work as required in paragraph (1) of this definition for out-of-class instructional activities such as those listed in the Instructional Activities Inventory approved by MNU faculty; OR

      (4) when feasible, passing scores on standardized testing instruments that will document equivalent student learning across similar programs or courses with differing credit hour allocations.

MNU awards academic credit in accord with the federal definition of the credit hour. For term courses that follow the traditional academic calendar, the amount of direct faculty instruction conforms to paragraph (1) above. Courses that include practicums and internships include less direct faculty instruction but more out-of-class student work with the total student investment of labor conforming to paragraph (2) above. Non-standard and non-term courses that have shorter-than-traditional durations on the calendar may include the same amount of in-class faculty instruction and out-of-class instructional activities shortened into fewer days, or may have fewer hours of in-class faculty instruction with greater investment in out-of-class instructional activities, or may have asynchronous contact between faculty and students as in online courses, as noted in paragraph (3) above.

The actual award of credit shall be by registration on an official transcript by the MNU registrar based solely upon student performance in classes documented in the course catalog of MNU. Integrity in the awarding of academic credit is assured through the process by which courses are

added to the university catalog. The academic department that is sponsoring the new course provides a description of the intended learning outcomes for the course and a justification for the amount of credit requested for the course. The justification includes the listing of in-class and out-of-class instructional activities that occur and these are listed as part of the syllabus for the course. The Curriculum Committee (or equivalent) and the Academic Affairs Committee (or equivalent) and/or the Faculty Congress of the appropriate principal academic unit (college) of the university either certifies the amount of credit to be awarded for the course or requires adjustment to either the intended learning outcomes or the amount of credit to be awarded until the credit assignment is appropriate to the intended learning outcomes and the anticipated instructional activities.

APPENDIX E: CURRICULUM PROCESS OUTLINE

Curriculum Process Outline

Curriculum (and most other decision processes that involve faculty directly) will follow the process outlined in table below. A curriculum decision is used below as the *example* for this kind of process. The general principle is that decisions should be made at the lowest level possible as long as the decisions are not affecting programs in other departments. It is the responsibility of the department proposing the change to ensure that there are no conflicts with other programs or departments. *In order to hold departments accountable, each level of decision makers may by vote call an information item forward for discussion, and if necessary, another decision. This requires a motion, second, and simple majority vote of affirmation. The CAO may also intervene to call a decision forward to the next level for additional review, discussion and decision, or to send a decision back with comments for reconsideration at a previous level.* Information items are sent through the entire governance cycle ending with Faculty Congress.

Decision Level	Decision	Information
Department Decisions: A curriculum proposal for a program will generally begin with the program and the department of which it is a part. While there may be exceptions, minor issues like course title changes, course number changes and so on are made by the department. The change is sent on the school as an information item. Items such as changes in the number of course credits, course description, or even larger items like adding new courses or making major changes in major or minor programs are sent to the Curriculum Committee as decision items. The general principle is that if the changes are not likely to require increased resources or impact other programs in other departments, the decision will stay with the department.	Course title, number, description, method of delivery*, so long as no other program outside of the originating department is affected by the change. Recommendations for change in course credit, expansion of credit in major or minor programs, creation of new courses expanding the catalog of department courses or changing more than 50% of a program shall be sent to the curriculum committee. New Honor societies seeking to be an approved society and wear cords at commencement.	
*NOTE: Changing modality is a curriculum change but does not result in a catalog change. Therefore, moving on-land classes to hybrid or online must be approved by the respective Dean. Deans are responsible for tracking who is teaching an online hybrid course, if said professor has completed the online teaching certificate, that Educational Technology has approved the course, and the percentage of the program that is online. Once per semester (Aug. for Fall and Jan. for Spring) Deans will send the VPAA an updated list of these requirements. Deans must ensure less than half of a traditional program is online or it is moved to SPGS for governance and operations (per the President). Deans must make sure the online course being developed has not already been developed and that the modality is noted in the Banner catalog (Banner catalog must be correct as we report these numbers to IPEDS and HLC Federal Compliance reports). We define hybrid as a course with more than 1/3 of its class sessions offered in an online format.		
Curriculum Committee Decisions: Each college/school will develop a curriculum committee composed of at least the department chairs and dean(s) and two at large faculty members. The curriculum committee will have as its responsibility serving as the gatekeeper for insuring that (1) decisions made by the departments are made within the policy limitations for department level decisions and (2) that no other department or school will be affected by the decisions made.	In addition to the two responsibilities noted, the committee shall review and make recommendations regarding change in course credit, expansion of credit in major or minor programs, creation of new courses expanding the catalog of department courses or changing more than 50% of a program.	Course title, number, description, method of delivery*.
Academic Affairs Cabinet Decisions: The AAC will involve itself in curriculum decisions only with respect to a proposals impact on resource allocation outside of the school, with respect to policy and procedure issues, and with respect to operational issues. Examples of these kinds of decisions might be a proposal that would require a new faculty member, additional operating funds, operation of a new site or a new technology not currently employed by MNU, program admission changes, pilot course, new course, etc.	The AAC will review all new programs and courses that suggest a need for resources. Feasibility of new programs and coursework given budgetary constraints will be the major concern of the AAC. While final decisions regarding financial implications rest with the President's Cabinet, AAC can speak into those items as well as curriculum operation issues.	Academic curriculum decisions (non-operational/ non-resource issues) New Honor societies seeking to be an approved society and wear cords at commencement

NOTE: Governance Committees may ask for Schools to vote on a given proposal. These requests are processed through the CAO's office.		
Faculty Congress Decisions: The Faculty Congress shall be involved in decisions regarding broad changes in programs or in the creation of new major and minor programs. The primary concern of the Faculty Congress will be the assurance that major program changes and new programs are academically rigorous and economically viable.	Decisions involving change to 51% or more of a program, creation of a new program, deletion of an existing program, and the implementation of a change that would involve substantially increased resources shall be reviewed, discussed and a recommendation approved by the Faculty Congress. New Honor societies seeking to be an approved society and wear cords at commencement must have FC approval.	All curriculum changes except the creation of new major or minor programs or changing more than 50% of a program.

Faculty Congress recommendations will be forwarded to the President's Cabinet when the impact of a curriculum change will affect resource allocation beyond the Academic Affairs Division.

General Education Curriculum Decisions. Changes to the General Education Curriculum may be initiated by either the General Education Committee (a standing committee of the Faculty Congress) or by a department desiring to offer a course for general education credit. In either case, an extended discussion between the department and the General Education Committee is expected to resolve academic issues related to both the academic rigor and mission relevance of the proposed course. The General Education Committee will have the authority to approve existing courses to the general education core, and bring said items through governance as information items. The committee will recommend any new course to the Faculty Congress subject to review and recommendation by the AAC for resource and operational issues.   Any major restructuring of the general education core, or the change of more than 50% of the general education core in any calendar year will be reviewed by the Faculty Congress as a decision issue.

Changes in existing course offerings in the general education curriculum such as changes in course title, number, description, method of delivery, changes in course credit for existing courses are sent to the Faculty Congress as information items subject to review by the AAC for resource and operational issues.

Other Things to Note:
Adding/changing course fees - Not a governance topic; this is regulated by the CFO. Departments are to submit the required table to the CFO. Contact CFO with questions.

APPENDIX F: FIELD TRIP FORM

MidAmerica Nazarene University Academic Field Trips

Please Print the Following Information and Read and Sign the Following Agreement

Participant Name: _____   Date: _____

Address _____   Day Phone: _____

_____   Eve. or Cell Phone: _____

Class name/ No.: _____   Year / Semester _____

INFORMED CONSENT AND ASSUMPTION OF RISK

MidAmerica Nazarene University is a non-profit educational institution. References to MidAmerica Nazarene University include its trustees, employees, volunteers, students, and participating organizations, agents and assigns.

I understand that _____ field trip/s are mandatory for completing the academic requirements of this class and I freely choose to participate in this class and its Field Trips to various locations as described in the class syllabus during the semester (henceforth referred to as the Trip). I understand that Trip Activities will include

_____.

I understand that Insert MidAmerica Nazarene University is not an agent of, and has no responsibility for, any third party including without limitation any sponsor which may provide any services including food, lodging, travel, or any equipment associated with the Trip.

I agree that participating in any activity is an acceptance of some risk of injury. I agree that my safety is primarily dependent upon my taking proper care of myself. I understand that it is my responsibility to know what I will need for the Trip and to provide what I will need. I agree to make sure that I know how to safely participate in any activities, and I agree to observe any rules and practices that may be employed to minimize the risk of injury. I agree to stop and seek assistance if I do not believe I can safely continue in any activity. I agree to limit my participation to reflect my personal fitness level. I agree to wear or use proper protection or gear as dictated by the activity. I will not wear or use or do anything that would pose a hazard to myself or others, including using or ingesting any substance which could pose a hazard to myself or others. I agree that if I do not act in accordance with this agreement I may not be permitted to continue to participate in the Trip/s.

Despite precautions, accidents and injuries can occur. I understand that travel and other activities the Program may undertake may be potentially dangerous and that I may be injured and/or lose or damage personal property, or suffer financial loss as a result of participation in the Trip. Therefore, **I ASSUME ALL RISKS RELATED TO THE ACTIVITIES** including but not limited to:

- Death, injury or illness from accidents of any nature whatsoever, including but not limited to bodily injury of any nature whether severe or not which may occur as a result of participating in an activity or contact with persons or physical surroundings, including animals, insects or plants; arising from travel by air, car, bus, subway or any other means; death, injury or illness including food poisoning arising from the provision of food or beverage by restaurants or other service providers.
- Loss or injury as a result of a crime or criminal act, terrorism, war, civil unrest, riot, detention by a foreign government, arrest or other act of any government or authority.
- Theft or loss of my personal property during the Trips.
- Loss or injury as a result of natural disaster or other disturbances.
- Alteration including delay, extension or cancellation of the Trips due to natural disaster, civil unrest, war, terrorist attack, medical quarantine or any other disturbances or causes.

I further acknowledge that the above list is not inclusive of all possible risks associated with the Program, and that I am aware of the risks involved whether described or not. I further understand that participating in the Trips is an acceptance of risk of injury, death or financial loss. I hereby certify that I have full knowledge of the nature and extent of the risks inherent in the Trip and the use of facilities, equipment, or services in association with the Trips, and that I am voluntarily assuming all risks, whether known or unknown.

MEDICAL TREATMENT AUTHORIZATION

I authorize MidAmerica Nazarene University to act on my behalf in any medical emergency.

My signature below indicates that I have read, understood, and freely signed this agreement. I further certify that I am at least eighteen years of age and that I am otherwise legally competent to sign this agreement. I certify that I am signing this agreement after having carefully read and understood the same, of my own free will. This agreement is made in sole consideration of MidAmerica Nazarene University supporting my participation in the Trips and my use of facilities, equipment, or services associated with the Trips. This agreement shall be construed and enforced in accordance with the laws of the State of Kansas, and I consent to the jurisdiction of said state.

IMPORTANT - READ ENTIRE AGREEMENT BEFORE SIGNING

day/month/year

Signature: _____   Date: _____

Witness: _____   Witness Name Printed: _____

Address: _____

Signatures need not be notarized but must be witnessed.

APPENDIX G: ONLINE COURSES

Online Course Quality Rubric
with CBE Integration v2023

0= No Evidence	1= Limited Evidence	2= Clear Evidence

Items scored with either no or limited evidence requires revision.

Discussion of Online Course Quality Rubric with Faculty on:

Course Structure and Navigation

	Criteria	Score	Action Steps Completed (date)
1	Course structure is logical and consistent; course follows department template. Note: Courses should include: • Course title, description, and instructor contact information (in General block) • Announcements • Q&A Forum • Start Here • Course Syllabus and Course Schedule Each week/unit/module includes: • Devotional/Inspiration and Encouragement • Learning Materials • Assignments (i.e., Discussions, Written assignments, Projects, Tests/Quizzes, etc.) Competency-based courses: Follows the same criteria; course is organized in Units or Modules only; Zoom link is provided for regular, open office hours. Course Feedback Journal is included. The course schedule will not include due dates.		
2	Course resources are clearly labeled.		
3	Course labels and terms in each week/unit/module are consistent.		
4	The course is free of grammatical errors.		
5	Course units, and other large blocks of information, are clearly divided into manageable sections.		

Course Overview and Information

	Criteria	Score	Action Steps Completed

			(date)
1	Course includes Start Here label with the following items: • Welcome message/video • Instructor response time to learner emails/messages and time frame for completing grading and feedback • Required texts/materials to obtain • Description of course navigation		
2	Course name description is provided in the general block and course syllabus. A printable syllabus is available to learners.		
3	Course syllabus is learner-centered and sets the tone for the course. For example, the syllabus is written from the learner's perspective.		
4	Course syllabus clearly outlines course and university policies.		
5	All unit and course objectives are clear and measurable. Learners can clearly determine what they will be able to do, know, and/or experience in the unit/course. Course and unit objectives are clearly listed and easily identifiable in the course. Competency-based courses: Competencies associated with each module are listed.		

Course Content and Activities

	Criteria	Score	Action Steps Completed (date)
1	Course content and activities connect to course unit/module/weekly learning objectives. Competency-based courses: Learning materials (content) are available anytime and are reusable. For example, all videos, websites, and readings are easily accessed. (Links have not been removed and are not broken.)		
2	Course activities provide clear and explicit instructions concerning requirements, expectations, and assessment.		
3	Course content is offered in varied formats to engage and support learner learning.		
4	Course activities and assignments encourage positive communication, collaboration, engagement, and real-world connection.		

	Criteria	Score	Action Steps Completed (date)
	Competency-based courses: Follow the same criteria with emphasis on interaction with content and real-world connection.		
5	Course activities and assignments encourage higher-order thinking and problem-solving.		
6	Course activities are appropriately spaced and distributed throughout the course.		

Course Assessment and Feedback

	Criteria	Score	Action Steps Completed (date)
1	Course grading policies, grade components, points/weighted categories (if used), and grading scale are outlined in the syllabus. Competency-based courses: Grade is based on total points (not weighted).		
2	Criteria for assessment (rubrics and/or examples) are provided. Competency-based courses: Grading rubrics are provided for summative and reflective assessments.		
3	LMS gradebook setup and scale match the grading information in the syllabus. Competency-based courses: Gradebook setup uses Natural aggregation.		
4	Course provides multiple opportunities for assessment feedback. Competency-based courses: Feedback for assessments is personalized, substantive, and timely.		
5	Course assessments are clearly defined and connect to learning objectives. Competency-based courses: Assessments are clearly explained. Competencies associated with each assessment are listed.		

Interaction and Engagement

	Criteria	Score	Action Steps Completed (date)
1	Instructor personalizes the course to encourage engagement and a sense of community among the learners; for example, including an Introduction/Bio Forum (either written or video).		

	Criteria	Score	Action Steps Completed (date)
2	Instructor outlines expectations for netiquette and learner interaction. **Sample netiquette policy:** Netiquette is the etiquette for online interactions and communication. Everyone in this class has different experiences and viewpoints. The intention in the learning environment is to be respectful and civil when interacting with other classmates and the instructor. Please use a professional tone and language in all communications.		
3	Course offers opportunity for individual learning and integrates group work if possible. Competency-based courses: Focus on individual learning.		
4	Course provides opportunities for learner interaction. Competency-based courses: Course offers opportunities for learners to interact with those in their professional field or a relevant workplace.		

Course Technology and Support

	Criteria	Score	Action Steps Completed (date)
1	Course syllabus provides contact information for: • MNU help desk • Technical support • Net Tutor online tutoring • Academic Support Services		
2	Software and/or any specialized resources are clearly defined and explained.		
3	Minimum skills for technology tools and resources are clearly stated and supported with resources.		

Course Accessibility and ADA Compliance

	Criteria	Score	Action Steps Completed (date)
1	Syllabus includes ADA Compliance Statement:		

	MidAmerica Nazarene University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. MNU provides reasonable accommodations for students with properly documented disabilities to the extent that such accommodations do not interfere with the essential requirements of a particular course or program and do not create an undue hardship. Written notification to the course instructor from the Academic Success Center is required so please plan accordingly. Students who have questions about receiving accommodations are invited to contact the Academic Success Center for a confidential discussion. The Academic Success Center may be contacted by visiting the Mabee Learning Commons on campus or via email at asc@mnu.edu. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Academic Success Center. Please review the guidelines for documentation.		
2	A sans-serif font (e.g., Ariel, Calibri, Microsoft Sans Serif) is recommended and a standard size is used.		
3	Appropriate color is used for font. Text, graphics, and images can be viewed without color.		
4	Text content is available in an easily accessed format. All text is readable by assistive technology.		
5	Alternative text is provided for all non-text elements. For Microsoft applications, select the Review tab on the ribbon and then select Check Accessibility which will list elements that require alternative text.		
6	Hyperlinks are descriptive. (Web links in the course should have meaningful, descriptive names instead of the URL.)		
7	Videos are captioned and/or transcripts are provided. Panopto has a feature to add automatic captions to videos. (Panopto also has a feature to add audio descriptions if needed.)		

APPENDIX H: ACADEMIC IDENTITY

MidAmerica Nazarene University

<u>MNU's academic identity*:</u>

At MidAmerica Nazarene University, we teach and learn in distinctively Christian ways. Hand in hand, we seek **the wisdom of God in Christ** by nurturing communities of learners, pursuing academic excellence, and cultivating a passion to serve. Wisdom is more than mere knowledge acquisition or skill development. **Wisdom transforms our whole lives,** through the Spirit, into catalysts for reconciliation and renewal throughout our broken world (Romans 12:1-2; 2 Corinthians 5:18-20; Colossians 1:15-20).

At MNU, we pursue God's wisdom in three ways: through experiential learning, relational learning, and integrative learning.

Experiential learning describes the **core instructional practices** of MNU faculty. Through experiential learning, MNU faculty challenge students to acquire knowledge and develop skills with purpose—to fulfill their calling through career and service. Experiential learning occurs thorough fully engaged participation in hands-on activities with real-world relevance.

Relational learning describes the **core instructional attitude** of MNU faculty. Through relational learning, MNU faculty show students how to collaborate with one another, and with those in the diverse world around them. Relational learning generates an ethic of care and hospitality that honors the image of God in each person, compelling us to serve one another as Christ would serve, caring for the bodies and souls of our neighbors.

Integrative learning describes the **core instructional aim** of MNU faculty. Through integrative learning, MNU faculty inspire students to blend faith and knowledge across the disciplines, standing firm within the conviction that God authors all truth. Integrative learning produces distinctively Christian scholarship as it unifies fragments of knowledge, bringing about whole understanding.

God's Word promises, "If any one of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you" (James 1:5). That promise calls us into all the world, as the hands and feet of Jesus, as catalysts for reconciliation and renewal. **God's wisdom is a promise of transformation.** Here at MidAmerica Nazarene University, we covenant with God—and with one another—to make good on that promise.

Academic Identity: what we are known for—it is the action behind our mission at the academic level.

APPENDIX I: PERFORMANCE DEVELOPMENT PROCESS FORMS

Goal *Planning* Worksheet *(submit with PDP reflection each summer)*

--complete one page per goal--

Faculty member name:	
Supervisor name:	
Academic Year:	

Related Criteria: Teaching/Scholarship/Service/Integration (as applies to position)

Specific Goal

What does "finished"/success look like? (Measure)

Why is this Goal Important to me?

Actions required to achieve this goal	Timeline for Actions

Resources required:

_____

What Faculty Development opportunities do you need to meet your goal?

Final **Faculty Goal(s) Form** *(due Sept)*

<mark>--complete one page per goal--</mark>

Faculty member name:
Supervisor name:
Academic Year:

Complete one form for each goal

Related Criteria: Teaching/Scholarship/Service/Integration (as applies to position)

Specific Goal

What does "finished"/success look like? (Measure)

Actions required to achieve this goal	Timeline for Actions

Resources required:
What Faculty Development opportunities do you need to meet your goal? Using the menu offered at Faculty Opening Week, what two sessions will you attend to help you meet your goal?

Fall Check-in	Date
Status Update:	Unanticipated Needs/Obstacles:

Faculty Initials:	Supervisor initials:

Spring Check-in	Date
Status Update:	Unanticipated Needs/Obstacles:
Faculty Initials:	Supervisor initials:

End of Year Goal Status *(submit with final summer PDP reflection)*

--complete one page per goal--

Faculty member name:
Supervisor name:
Academic Year:

Complete one form for each goal

Related Criteria: Teaching/Scholarship/Service/Integration (as is applicable to your position)

Goal

Description of final outcome and impact:

If not finished, what actions are required to complete the goal?	Updated timeline:

Additional resources required:

Faculty Year End Reflection *(due no later than June)*

Academic Year Covered: _____

Faculty member name:
Supervisor name:
Academic Year:

What went great this year?

       Teaching:

       Scholarship:

       Service (professional, university, and/or community engagement):

       Integration (faith and interdisciplinary work):

What do you wish went differently?

What activities have you engaged in to further integrate academic identity into your teaching?

What do you want me to know?

Is there anything that you would like to be more involved in?

Describe the impact of faculty development on meeting your goal?

How can I (supervisor) help you in your professional development goals?

What are you most thankful for right now?

Preliminary Ideas for upcoming academic year goals?

_____ Date_____

Faculty member

Chair/Director comments & recommendation:

(Discussion should include a review and update of status of promotion portfolio)

Faculty expectations include:

- Reflect positive spiritual influence, growth, and leadership as a member of the body of Christ;
- Reflect teaching excellence and a scholarly attitude;
- Carry out administrative duties associated with the role of teaching (including student advising) and position of professor as outlined in the handbook and contract;
- MNU community engagement outside classroom instruction, including chapel, and shared governance (this includes both on-land and online faculty);
- Remain active in professional improvement activities including faculty development;
- Reflect an attitude of continuous improvement, professional courtesy, and civility;
- Reflect an attitude of service to church and community.

_____ I *recommend* a continuing contract for this faculty member.
_____ I recommend a year for *probation and observation* of improvement.
_____ I *recommend* a terminal contract for this faculty member (2nd year and beyond).
_____ I *do not recommend* a contract for this faculty member (1st year).

_____ Date_____
Supervisor

Is faculty member applying for rank promotion in the upcoming academic year?   Yes   No

Rejoinder/Comments (complete in the space below if applicable)**:**

Final signatures *(complete each as applicable)***:**
I have read this faculty evaluation report and support my supervisor's evaluation/recommendation. Questions about ratings have been discussed with my supervisor and changes indicated above.

_____ Date_____
Associate Dean/Director

_____ Date_____
College Dean

I accept this report of the faculty member, the supervisor's evaluation, and the Dean's review.

_____ Date_____
Chief Academic Officer

Faculty Status Administrator Year End Reflection

Academic Year Covered: _____

Faculty member name:	
Supervisor name:	
Academic Year:	

Faculty Responsibilities:

What went great this year (address each as relates to your role)?

       Teaching:

       Scholarship:

       Service (professional, university, and/or community engagement):

       Integration (faith and interdisciplinary work):

What do you wish went differently?

What activities have you engaged in to further integrate academic identity into your leadership/role?

What do you want me to know?

Is there anything that you would like to be more involved in?

Leadership Responsibilities:

How have you worked with your team this year?

What were some of the successes? What were some of the tension points?

What have you done to develop and improve your leadership skills this year?

Where do you think you need to improve?

Are you aware of your faculty's and/or staff's mid- to long-term goals? How are you working to develop their potential?

How can I (your supervisor) help you in your professional development goals?

What are you most thankful for right now?

Preliminary ideas for goals in the coming year?

I submit this reflection as a starting point for a conversation. I'm committed to working with the CAO, Deans Council, and other institutional leadership. I will continue to contribute toward the building of a community of trust and excellence, centered around service to Christ and each other.

_____ Date_____
Faculty Status Administrator signature

Dean/CAO Feedback, Discussion Points & Recommendation:

Faculty expectations include (include in this discussion any role specific duties referenced in the Faculty Handbook for given leaders i.e. chairs, deans, registrar, etc.):

- Reflect positive spiritual influence, growth, and leadership as a member of the body of Christ;
- Reflect teaching excellence and a scholarly attitude;
- Carry out administrative duties associated with the role of teaching (including student advising) and position of professor as outlined in the handbook and contract;
- MNU community engagement outside classroom instruction, including chapel, and shared governance (this includes both on-land and online faculty);
- Remain active in professional improvement activities including faculty development;
- Reflect an attitude of continuous improvement, professional courtesy, and civility;
- Reflect an attitude of service to church and community.

_____ I ***recommend*** a continuing contract for this faculty member.
_____ I recommend a year for ***probation and observation*** of improvement.
_____ I ***recommend*** a terminal contract for this faculty member (2nd year and beyond).
_____ I ***do not recommend*** a contract for this faculty member (1st year).

Will you be applying for rank promotion in the upcoming academic year? Yes   No

Rejoinder/Comments (complete in the space below if applicable)**:**

_____ Date_____
Chair/Director/Registrar/Dean/Associate Dean

Final Signatures (complete each as appropriate):

I have read this evaluation report and support my supervisor's evaluation/recommendation.
Questions about ratings have been discussed with my supervisor and changes indicated above.

_____ Date_____
Associate Dean or Dean

_____ Date_____
Chief Academic Officer

APPENDIX J: ROBERTS RULES OF ORDER

Robert's Rules of Order
a guide for leaders

Published in 1876, *Robert's Rules of Order* was originally written by U.S. Army Brigadier General Henry Robert. Robert wanted to write a manual for parliamentary procedure after presiding over a church meeting for which he felt he was woefully unprepared. In his work, Robert discovered that people from different regions of the country have different ideas of parliamentary procedure, resulting in organizations focused more on the procedure and less on the substance of their work. As a result of his Rules of Order, people could belong to many organizations without needing to learn new procedural rules at every new organization. *Robert's Rules of Order* are based on those used in the U.S. House of Representatives (Jefferson's manual), but adopted for smaller organizations and societies.

Usage at MNU

The use of *Robert's Rules of Order* is encouraged for all committee, department, school, and Faculty Congress meetings. While recognizing the range of formality appropriate for these meetings, the efficient processing of university business and adequate protections for the voice of all members requires a common understanding of normative procedure. This guide will assist faculty, chairs, deans, and administration to ensure that the usage of *Robert's Rules of Order* is consistently applied without being onerous to the whole.

The primary goals are to create processes where:

- as proposals are moved throughout the university, they are concisely and clearly stated, and any changes are easily tracked.
- meetings become primarily business driven, with healthy and collegial discussion.

Meeting Agenda Template

The goal of an agenda is to ensure a systematic processing of "business" in a way that is efficient and prioritized, while allowing for discussion and minority viewpoints. The optional agenda items are primarily for larger meetings such as a Faculty Congress or a school/college meeting.

1. **Call to Order**
2. **Opening Prayer**
3. **Standard Order of Business**
3.1. **Approval of Previous Meeting Minutes**

Use unanimous consent to streamline meeting, no motion/second is necessary:
"Is there any objection to approving the minutes as distributed?" "If there is no objection, the minutes are approved."

3.2. **Committee Reports & Minutes [optional]**
Only committees with reports or minutes should be on the agenda. Reports and meeting minutes should be written and included with agenda. Motions originating from the committees should be placed in the New Business section.

3.3. **Special Orders [optional]**
Used to prioritize items that must be dealt with (e.g., elections, approval of graduates).

3.4. **Unfinished Business**
Business from previous meeting's agenda not dealt with or was previously postponed/tabled.

3.5. **New Business**
Motions that are coming to the body for the first time. They may originate from committees, and will therefore be in the distributed agenda, or from any member once all other motions have been dealt with.

4. **Good of the Order [optional]**
Time for comments of compliment or complaint about committee function without formal motions.

5. **Announcements**
Announcements not related to business may be made here.

6. **Adjournment**
"Since there is no further business, the meeting is adjourned."

Meeting Minutes Template

Meeting minutes ensure that the work of the meeting is clearly communicated and the results of motions are recorded. At MNU the work of committees often becomes motions in other meetings, so written, concise, and available minutes are very important for moving proposals along.

The minutes should begin with:
- The type of meeting: regular or special.
- The name of the committee/assembly.
- The date, time, and place of the meeting.
- If the regular chairman and/or secretary were not present, who substituted for them; if a smaller committee include members present.
- Whether the minutes of the previous meeting were approved

The body of the minutes should contain:
- All main motions (except those withdrawn) with the final wording of the motion.
- Who made the motion. (Do not include who seconded the motion.)
- All points of order, whether sustained or lost.
- Any motions not lost or withdrawn (i.e. postponed, tabled, etc.).
- Time of adjournment and the name of the person writing the minutes.

The minutes should not be a transcript of what was said, but rather a summary of what was done. Minutes should be in draft form until approved at the next meeting. The template below gives a structure that is commonly used; however, it is not intended to dictate style.

Minutes for [Committee Name]
Call to Order:
The regular meeting of the [committee name] was held on [date] at [location]. It began at [time] and was presided over by [chair's name], with [secretary's name] as secretary. The minutes of the last meeting were read and approved.

Attendees:
List members present or full membership with indication of those present.

Reports:
[Report name] was presented by [name of presenter].

Main Motions:
Motion: [name] moved that [state the motion]. The motion [carried or failed].

Announcements:
Announcements written briefly so that those reading the minutes know the main point of the announcement and who to contact for further details.

The meeting was adjourned at [time].
[Name of person writing the minutes]

Glossary

Adjourning – A meeting is ended (adjourned) by the chair after all debate and business are finished.

Committees – Bodies of one or more elected or appointed people who consider, investigate, or take action on specific matters. Common types include:

Committee of the Whole – A whole assembly charged with acting as an ordinary committee.

Standing Committee – Committees that continue to exist indefinitely.

Special Committees – Committees that stop existing when the task they were assigned is finished.

Ordinary Committee – A small number of people to whom the assembly gives a specific task.

Constitution / Bylaws – A society's own basic rules for itself that it uses for its own administration.

Decorum in Debate – The speaker must be recognized by the chairperson before speaking. The speaker cannot usually speak for more than ten (10) minutes, unless members decide otherwise. Members should not speak more than twice on a motion. The chairperson should recognize alternating opinions on the question or motion. The chairperson cannot close debate before every member who wishes to speak is able, within a reasonable period of time.

Minutes – The minutes are the record of the meeting's procedure and what was accomplished at the meeting.

Motions – Original main motions are motions that bring a substantive question to the assembly for debate and action. Only one main motion is considered at a time.

Subsidiary Motions (act on the main motion):

Amend – Modifies something in the main motion before the assembly acts on the motion.

Commit or refer – Assigns the motion to a committee for investigation or a report.

Lay on the table – Interrupts the current business to introduce urgent business immediately.

Limit or extend debate – Shortens or lengthens debate on a motion if the assembly needs it.

Postpone definitely – Puts off the question until an expressed time.

Postpone indefinitely – Kills the main motion without a direct vote.

Previous question – Closes debate and amendments, bringing the assembly to a vote on the motion.

Privileged Motions (take precedence):

Call for the orders of the day – Requires the assembly to return to the agenda.

Raising a question of privilege – Allows for requests related to comfort or safety.

Recess – Request for a short break.

Adjourn – Any member can move for adjournment at any time.

Fix the time to adjourn – Set a time to adjourn if meeting will clearly run long.

Incidental Motions (deal with procedure):

Point of order – Members may ask the chairperson to enforce the rules.

Suspend the rules – Allows the assembly to do something normally not allowed.

Division of the assembly – Calls for a vote count rather than vote by voice.

Point of information – Used to ask for additional information about the motion.

Quorum – A certain number of members needed to be present (usually a percentage of the total members), to conduct the business of the committee.

Voting/Calling for the Question – Putting the question is when the chairperson calls for a vote on a motion after clarifying to the assembly upon what they are voting. Usually a motion needs a simple majority to pass (some votes need a two-thirds majority to pass).
Methods of voting include:
Speaking
Rising
Showing of Hands, or
Casting a Ballot.

Robert's Rules of Order Quick Guide

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn	"I move that we adjourn"	No	Yes	No	No	Majority
Complain about noise volume, room temperature, etc.	"Point of privilege"	Yes	No	No	No	Chair Decides
Suspend further consideration	"I move that we table it"	No	Yes	No	No	Majority
End debate	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by..."	No	Yes	Yes	Yes	Majority
Introduce business	"I move that..."	No	Yes	Yes	Yes	Majority

The motions and points above are listed in established order of precedence. When any one of them is pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure	"Point of order"	Yes	No	No	No	Chair Decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house"	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled	"I move we take from the table..."	Yes	Yes	No	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider..."	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

The motions, points, and proposals listed above have no established order of preference; any of them may be introduced at any time except when the meeting is considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess or Point of Privilege).