

FAC 101. History and Background

Chartered in 1887 by leaders of the Church of the Brethren, McPherson College has a 116-year history of providing excellent liberal arts and career-oriented education shaped by the essential values of its founding denomination. The Church of the Brethren is a Christian denomination founded in Germany in 1708. It accepts the New Testament as the rule of faith and emphasizes the inherent value of all persons, the communal discernment of truth, the necessity of putting faith into action, and the biblical calls to simplicity, nonviolence, nonconformity and transformation through education. Brethren strive to “continue the work of Jesus – peacefully, simply, together.”

McPherson College’s programs integrate career guidance and practical experiences into a traditional liberal arts curriculum that upholds the highest standards of academic excellence. Our goal is to help students discern a vocational call consistent with their gifts and interests and to prepare them for a life of meaningful work.

Community is central to McPherson College. We affirm diversity within the community, emphasizing unity and acceptance rather than judgment and rejection. Because we believe that the pursuit of truth is a collective endeavor, and that the point of scholarly learning is to advance the common good, McPherson College aspires to be a healthy community of learning where whole persons nurture and balance their physical, intellectual, and spiritual components; develop and live in respectful, reciprocal relationships with others; and are committed to responsible service to the world.

FAC 103. The Mission of McPherson College

Mission Statement. McPherson College's mission is to develop whole persons through scholarship, participation, and service.

To accomplish our mission, McPherson College embraces the ideals of scholarship, participation, and service.

Scholarship. All absolute truth is God's Truth, and humankind must labor diligently in the pursuit of truth we can know; thus, McPherson College upholds the highest standards of academic excellence. Faculty strive to teach students to think critically and independently, to communicate clearly and effectively, to integrate knowledge across the disciplines, and to assess the value conflicts in issues. This is done without coercion, letting the evidence lead the search, and with respect for the consciences and value differences of others.

Participation. Students apply knowledge, practice skills, and deepen and broaden their understanding of themselves and others through active participation in diverse learning experiences. A smaller community requires greater participation from its members. For these reasons, McPherson College is committed to being a small college and to encouraging student participation in a variety of activities.

Service. God's love is personified in the life of Jesus, who came to serve the world. Through works of peacemaking and compassion, humanity responds to God's love and becomes an instrument of God's servanthood in the world. Therefore, McPherson College emphasizes service to others, encouraging all members of its community to give selflessly of themselves

to others.

FAC 120. Accreditations

McPherson College is accredited by the Higher Learning Commission. To read more about the college's accreditation status, follow this link: <https://www.mcpherson.edu/accreditation/>

McPherson College's teacher education program is also accredited by the Kansas Department of Education (KSDE) and the Council for the Accreditation of Educator Preparation (CAEP). More information can be found here: <https://www.mcpherson.edu/accreditation/>

FAC 201. Overview Statement on Administrative Organization

The success of any formalized institution is due in part to the adoption of well defined organizational concepts. At McPherson College, organizational structure is designed to enable the college to fulfill most efficiently its current purposes and to contribute to the operation of the total educational enterprise.

FAC 210. Board Organization

The Board of Trustees has the power to transact all business as may be necessary for the purposes of the corporation and to select the CEO of the College who, as the chief administrative officer, is responsible for the overall success of the college in meeting its goals and objectives.

FAC 250. Kansas Independent Colleges Association

McPherson College is associated with the Kansas Independent Colleges Association. To learn more about KICA, follow this link: <https://kscolleges.org/>

The college maintains consortial agreements with the following six KICA affiliated institutions:

- Bethany College (Evangelical Lutheran Church in America) Lindsborg
- Bethel College (General Conference Mennonite) North Newton
- Kansas Wesleyan (United Methodist) Salina
- McPherson College (Church of the Brethren) McPherson
- Sterling College (Presbyterian Church, USA) Sterling
- Tabor College (Mennonite Brethren) Hillsboro

FAC 270. Other External Institutional Associations and Memberships

See Accreditation section in the McPherson College Catalog for a current list of institutional memberships.

FAC 301. Faculty Authority in the Context of McPherson College

The final authority in the college rests in the Board of Trustees, as set forth in Article II, Section 1, of the Bylaws of the McPherson College Board of Trustees. Decision making for college operations is delegated to the President of the College, and authority for the academic program is delegated by the President to the Vice President for Academic Affairs and to the faculty. Faculty Meeting is the highest decision-making authority for the faculty; however, the faculty delegates authority to committees, divisions, departments, and individual faculty members of the college. Different authority is given to each level of governance, and while all levels are subject to oversight, each level has the authority to make and implement some decisions. Thus, each level of governance has both independent decision-making authority and decision-making authority that is dependent on approval of other parts of the

governance. The faculty as a whole has decision-making authority in the academic program, but not complete authority. Decisions such as the content of this handbook depend on the approval of the Vice President for Academic Affairs or the President of the College, and some areas of handbook content require the approval of the Board of Trustees. Other decisions, such as appointment of faculty members to faculty committees, the approval of new courses, or the approval of individualized interdisciplinary programs are made independently, based on the faculty's delegated authority. This distinction is fundamental for understanding faculty governance because it is important to differentiate between faculty decisions that may be immediately enacted under the authority of the faculty and those that may only be enacted pending the approval of the Vice President for Academic Affairs, the President, or the Board of Trustees.

Approved by Faculty on 11 March 2010

FAC 302. Areas of Faculty Authority and Responsibilities

At McPherson College, faculty authority resides in the general faculty. At times this authority may be delegated to some legitimate faculty body such as a faculty committee or task force to expedite the work of the faculty. Yet the final authority still resides with the general faculty, which has the authority to confirm or overturn actions by its designated delegates. The faculty is given both independent decision-making authority and conditional authority, the authority to

recommend and execute pending confirmation by higher authority. The authority of the general faculty to govern and recommend consists of the following areas:

FAC 302.1 Authority of Faculty to Govern

1. Control academic affairs, including general academic policies and academic regulations;
2. Regulate academic matters affecting more than one department or division;
3. Determine requirements for degrees in all programs;
4. Approve general education requirements for all degree programs;
5. Approve general admission requirements;
6. Approve curricula and program changes;
7. Approve interdisciplinary programs involving more than one department or division;
8. Establish residence requirements for degrees;
9. Establish basic language requirements for admission of foreign students;
10. Enact and enforce academic regulations for students in matters of attendance, examinations, grading, scholastic standing, honors, etc.;
11. Call meetings of faculty members when needed;
12. Determine voting rights;
13. Determine what constitutes a quorum;
14. Elect faculty officers;
15. Approve college or university calendar.

FAC 302.2 Authority of Faculty to Recommend

1. Candidates for degrees in all programs;
2. Regulations governing student discipline, conduct, dismissal, probation, etc.;
3. Policies governing appointments, ranks and promotions;
4. Faculty compensation policies and structure for salary plan;
5. Administrative action on policies affecting faculty members as a whole;
6. Tenure regulations and modifications;
7. Faculty appointments to college-wide committees;
8. Organization of faculty and bylaws for its operation;
9. Teaching loads.

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FAC 310. Organization of the Faculty

The McPherson College faculty is organized according to the Constitution of the Faculty of McPherson College (see Appendix 2). The faculty constitution provides a governance structure intended to enable the faculty to care for its principal responsibilities: (1) curriculum and educational policies, (2) the library and classroom instructional resources, and (3) matters relating to faculty personnel, including evaluation and promotion.

Faculty gather as a whole in Faculty Meeting to hear reports from standing committees and *ad hoc* task forces and to make decisions and recommendations to the Vice President for Academic Affairs on matters related to faculty responsibilities. Four governance committees (Educational Policies Committee, Instructional Resources Committee, Faculty Review Committee, and Faculty Policies Committee) are commissioned to process issues and make recommendations on behalf of Faculty Meeting. A fifth governance committee, Faculty Executive Committee, serves to oversee and evaluate all aspects of faculty governance. As the five governance committees are chosen by and act on behalf of the faculty meeting, their decisions carry the authority of the whole faculty.

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FAC 311. Faculty Meeting

As a rule, Faculty Meeting occurs twice each month. Voting and non-voting membership criteria as well as specific information on faculty meeting are found in the faculty constitution (see Appendix 2).

Faculty Executive Committee plans and organizes agendas for regular Faculty Meetings. Agendas for upcoming meetings as well as minutes from the immediately preceding meeting are distributed to all faculty members at least 48 hours before the upcoming meeting. As a rule, agendas include reports from standing committees and a time for announcements from individual members. Although faculty may always make a motion from the floor to add items to a Faculty Meeting agenda, members are urged to direct requests for Faculty Meeting

agenda time to Faculty Executive Committee for consideration.

In addition to regular meetings, a special Faculty Meeting may be called by the President of the College, by the Vice President for Academic Affairs, or by Faculty Executive Committee. Individual members may submit requests for special meetings to the Faculty Executive Committee for consideration.

Unless otherwise stipulated by Faculty Meeting action or by the faculty constitution, a simple majority of voting members constitutes a quorum, and a simple majority of members present is required for passage of business items. Business of the faculty shall be conducted according to the latest revised edition of *Robert's Rules of Order*.

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FAC 312. Expectations for Faculty Committee Membership

All full-time faculty are expected to serve on faculty and/or campus-wide committees as part of their terms for employment at McPherson College. In some cases, individual faculty can control which committees they serve on by accepting or declining the nomination of their division or the faculty at-large. Faculty Executive Committee may appoint or recommend to the Vice President for Academic Affairs appointment to *ad hoc* committees or to campus-wide committees. Faculty Executive Committee is responsible for seeing that committee workloads are equitably distributed among all faculty. Except in the case of extenuating circumstances, faculty are expected to accept appointments to committees issued by FEC or by the President.

Faculty are expected to take their committee responsibilities seriously. They should work with their chair to arrange a meeting time that is convenient for the majority of committee members. They should attend all meetings regularly and prepare adequately enough to contribute to committee processes. When absence is necessary, they should notify the chair ahead of time. Committee members should voluntarily assume a fair share of committee workload and, in general, accept responsibilities delegated by the chair. In general, there are three types of committees: Faculty Governance Committees, Faculty Committees, and Campus Committees.

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FAC 320. Committees and Assignments

FAC 320.1 Faculty Governance Committees

The five Faculty Governance Committees are created by Faculty Meeting to provide a governance structure for oversight and implementation of policies, programs, and curriculum.

1. The Faculty Executive Committee (FEC)
2. The Faculty Review Committee (FRC)
3. Faculty Policies Committee (FPC)
4. Educational Policies Committee (EPC)
5. General Education Committee (GEC)

Elections for these committees take place in the spring. The

bylaws for these governance committees are found in the appendices, and additional information is provided under Section 321.

FAC 320.2 Other Faculty Committees and Assignments

Faculty Committees and appointees implement academic programming.

1. The Institutional Assessment Committee provides resources and expertise on assessment methods as well as oversight of assessment procedures and reports generated by the college. The CAO and the chair of the Assessment Committee select a representative from each academic division.
2. The Teacher Education Board is the unit for the Teacher Education Program at McPherson College. It consists of representatives from each academic division and faculty from the Department of Curriculum and Instruction, among others. The Teacher Education Board reconstitutes itself in August at the beginning of the academic year.
3. Two faculty members are elected by Faculty Meeting to observe the fall and spring meetings of the Board of Trustees.
4. The Institutional Review Board is an *ad hoc* committee that reviews research studies conducted on campus involving humans or animals and ensures that the well-being of research participants, researchers, and the institution is appropriately safeguarded. The IRB chair may ask faculty to serve on an as-needed basis.
5. One faculty member is appointed by FEC to serve as

program liaison for international studies.

6. One faculty member is appointed by FEC to serve as program liaison for the Chicago Center for Urban Life and Culture.

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FAC 320.3 College-wide Committees and Faculty Assignments

Numerous other committees and programs require faculty participation. Appointment criteria for these committees vary widely from committee to committee. Committees and programs in which faculty participate include the following:

1. Three faculty members, representing each division, are assigned by FEC to the Intercollegiate Athletic Committee (IAC), a sub-committee of EPC. IAC reviews and approves McPherson College athletic policies, regulations, and scheduling.
2. Three faculty members are assigned by FEC to the Campus Hearing Board, which reports to the associate dean of students and adjudicates cases of student violation of community codes.
3. FEC appoints a representative from each division to serve on the Personnel Committee, which reports to the president and evaluates and recommends employee benefits and hears employee grievances.
4. The Emergency Response Team establishes best practices in campus safety and members play an important role as points of contact in emergencies. FEC appoints a

representative from each division.

5. Additional *ad hoc* committees and/or task forces may be organized by the administration or standing committees for short-term special assignments. These committees exist only until the special task is accomplished. A final report to the responsible committee represents the termination of an *ad hoc* committee or task force.
6. Other committees, such as the Homecoming Committee or the Church Relations Committee, may request faculty participation as desired.

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FAC 321. Faculty Governance Committees and the Faculty Governance Process

Faculty governance is the process of integrating the organizational units of the faculty for decision making and execution of faculty responsibilities as outlined in section 301.2. The organizational units involved in the governance process are Faculty Meeting, committees, divisions, and departments.

The central tools of faculty governance are the Faculty Governance Committees. Faculty Governance Committees are decision-making bodies that govern issue areas. The bylaws of each committee (found in the handbook appendices) specify the *Purpose* of each committee and a *Committee Charge: Responsibilities & Accountabilities*, which outlines the responsibilities of each committee. Furthermore, committee bylaws specify *Reporting Relationships*, the processes

available for executing committee decisions. These bylaw specifics are fundamental for the efficient execution of the responsibilities of the faculty because many types of decisions may be made directly by committees based on the authority delegated to them by the faculty. Other types of decisions are subject to a review process, such as being sent to Faculty Meeting or to the Vice President for Academic Affairs for approval. In order for committees to function efficiently, it is essential that the members of committees clearly understand the bylaws of their committees. As committee membership changes on a yearly basis, it is recommended that each committee review its bylaws at the beginning of the academic year to ensure that members understand the purpose, jurisdiction, and reporting relationships of their committees. Detailed descriptions of the Faculty Governance Committees may be found in the committee bylaws appendices of the Faculty Handbook. A brief overview of the Faculty Governance Committees, including descriptions of purposes and responsibilities follows:

FAC 321.1 Faculty Executive Committee (FEC)

Faculty Executive Committee is the point of leadership for faculty governance. FEC sets agendas for the faculty, both in a narrow sense of setting schedule for faculty meeting and in the broader sense of establishing goals for the faculty governance system and monitoring the work of the committees to ensure that those goals are met. It is the responsibility of FEC to be informed on the progress of deliberation and decision making within faculty committees and to ensure that faculty deliberation translates into faculty action in a timely manner. The membership of FEC makes it especially well suited for this task. As FEC is composed of the division chairs, the faculty chair, and the Vice President for Academic Affairs, FEC is well positioned to coordinate decision making

within the academic program.

PURPOSE

To serve as a coordinating group for Faculty Meeting and faculty committees and functions; to monitor the flow of work among various levels of faculty organization and to evaluate the effectiveness of faculty governance.

RESPONSIBILITIES

Plan fall faculty retreat. Plan faculty meetings. Serve as nominating committee for faculty committee positions. Delegate members to serve as liaisons to EPC, IRC, EPC, and other campus committees. Monitor workflow within the faculty committee structure, suggesting alternatives for revision of structure or process. Oversee *ad hoc* faculty committees and task forces. Review and refer items from committees to Faculty Meeting, from committee to committee (faculty or joint), or to administrative offices from faculty governance entities. Process appeals from committee to Faculty Meeting.

FAC 321.2 Educational Policy Committee (EPC)

PURPOSE

To provide oversight of the academic program, curriculum, and academic policies.

RESPONSIBILITIES

Approve new courses and changes to courses. Approve individualized interdisciplinary programs, the academic calendar, and the course schedule. Recommend additions, alterations, or deletions of programs of study and academic departments. Interpret academic policy, recommending new policy as appropriate. Recommend changes in academic requirements—e.g., general education curriculum or graduation requirements.

FAC 321.3 General Education Committee (GEC)

PURPOSE

To propose general education policy and to oversee curriculum and the quality of the general education program. To make recommendations accordingly to the Educational Policies Committee as specified below.

COMPOSITION OF COMMITTEE MEMBERSHIP, CRITERIA FOR SELECTION

Three faculty members representing academic divisions (with vote), one additional faculty member elected as a faculty at-large representative, with vote, one student (with vote), one ex-officio member with vote: VPAA or the VPAA's designee, and two ex officio members without vote: Registrar and Director of Assessment.

FAC 321.4 Faculty Policies Committee (FPC)

PURPOSE

To provide oversight of policy concerning faculty personnel, faculty hiring, sabbaticals, faculty evaluation and promotion, faculty compensation, and other such matters as the President may request.

RESPONSIBILITIES

Review the *Faculty Handbook*, faculty hiring process, and faculty evaluation policies. Review tenure, promotion, and sabbatical policy. Review compensation policies and the structure of the salary plan.

FAC 321.5 Faculty Review Committee

(FRC)

PURPOSE

To provide oversight of the performance of individual faculty members.

RESPONSIBILITIES

Oversee faculty evaluation process. Evaluate faculty effectiveness and make recommendations regarding continuation of contracts, promotion and tenure, and the granting of sabbaticals for individual faculty members. Recommend the awarding of emeriti status and honorary degrees.

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FAC 330. Divisions

Currently, McPherson College faculty are organized into three academic divisions, each composed of a cluster of academic departments as follows:

Division of Humanities

Art

Modern Languages

Performing Arts

Philosophy and Religion

Division of Science and Technology

Mathematics

Natural Science

Technology

Division of Social Sciences

Business

Curriculum and Instruction

History and Politics

Health, Physical Education, and Recreation

Behavioral Science

As a rule, divisions meet twice each month. Divisions assume the initial responsibility for reviewing and approving curriculum changes proposed by departments. Division meetings also serve as the principal vehicle through which faculty learn about curriculum and program changes adopted by Educational Policies Committee and/or Faculty Meeting and through which faculty review and evaluate such changes.

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FAC 340. Division Chairs: Appointment and Responsibilities

Division chairs are elected to a three-year term by their respective divisions. Division chairs can serve a maximum of two consecutive terms. They are responsible to the Chief Academic Officer. Unless the college administration makes an exception, division chairs are not compensated nor do they receive load release.

Their specific duties and responsibilities include

1. Perform necessary duties commonly assigned to a chair, i.e., preparing agenda, calling and chairing meetings,

- and ensuring that records of all meetings are kept;
2. Represent the division on Faculty Executive Committee;
 3. Serve as liaison to Educational Policies Committee, Faculty Policies Committee, or Instructional Resources Committee, as determined by FEC in its organizational meeting. Liaisons read minutes and report major action items and upcoming issues relevant to faculty to FEC;
 4. Serve as a member of search committees for departments in the division or, in consultation with the CAO, appoint a designee;
 5. Serve as a member of program review committees for programs within division or, in consultation with the CAO, appoint a designee;
 6. As a member of Faculty Executive Committee, advocate on behalf of the budget requirements of the division's various instructional programs, and prioritize and make budget recommendations to the CFO.

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FAC 350. Department Chairs: Appointment and Responsibilities

Department chairs are appointed by the administration and hold the position until reassigned. Department chairs are responsible to the Chief Academic Officer. Unless the college administration makes an exception, department chairs are not compensated nor do they receive load release. Administrative duties for the academic operation of departments are the responsibility of department chairs.

Special duties and responsibilities include

1. Perform necessary duties commonly assigned to a chair, i.e., preparing agendas and calling and chairing meetings;
2. In consultation with department members, determine the schedule of course offerings and departmental teaching assignments for each term, subject to the approval of the registrar and CAO;
3. Advise the CAO of adjunct needs in a timely manner and suggest qualified lecturers to fill those needs;
4. In collaboration with department members, prepare proposals for desired curricular changes and oversee the progress of the proposals through the appropriate channels, i.e., division, Teacher Education Board (if applicable), and Educational Policies Committee.
5. With the input of department members, prepare an annual budget for the department, approve department expenditures, and code and submit invoices to the business office;
6. Review Professional Development Plans with department members and submit written responses to the CAO.
7. Consult with the CAO regarding departmental faculty concerns and personnel needs;
8. Stimulate high standards of achievement within the department and provide leadership in building purpose and direction in the department;
9. Acquaint colleagues, particularly new faculty members, with information about library acquisition policies, classroom technology, availability of student workers, the department's assessment plan, the department budget, purchase of supplies, etc.;
10. In collaboration with other departmental faculty, prepare annual assessment reports and oversee the implementation of the departmental assessment plan;
11. In collaboration with other departmental faculty, every six years or by request, prepare the required program

review;

12. Monitor departmental faculty advising loads and work with the registrar to maintain equitable distribution of advisees as appropriate;
13. Manage equitable distribution of departmental recruiting responsibilities, such as attendance at Presidential Scholars Day, major visit days, or meeting with prospective students;
14. Hire student workers as justified by the needs of the department and, in collaboration with department faculty, assign their duties, and monitor their performance;
15. Perform other supervisory departmental duties not specifically reserved for the division chair or the administration.

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FAC 401. Criteria Considered in Recruiting and Hiring Faculty

McPherson College seeks to employ faculty who are compatible with the mission and values of the college, maintaining its identity as a college related to the Church of the Brethren. We seek a diverse faculty, appropriately credentialed, that meets institutional criteria.

Criteria and priorities for a successful hire vary from position to position. Criteria to be considered in the employment of new faculty include in random order (1) the person's compatibility with the college's statement of

mission; (2) the candidate's academic credentials; (3) prior experience in education and/or related employment in other professional activities; (4) professional certifications; and (5) demonstrated excellence in teaching. McPherson College complies with Equal Employment Opportunity guidelines on hiring. Given a pool of equally qualified candidates, the hiring committee may consider whether a candidate's diversity will add to the college's published strategic plan goals.

McPherson College also seeks to identify potential candidates for faculty positions which may become vacant in the near future because of impending retirements, resignations, or other institutional needs. The President and the CAO seek to identify and encourage such persons. If faculty have suggestions for potential McPherson College faculty, they should share those names with the President or the CAO.

FAC 402. Institutional Need

No hire is made at McPherson College without a demonstrated institutional need or a strategic plan that establishes a set of indicators that must be achieved within a specified time frame to justify the position. In addition, college administrators examine the cost of instruction (COI) and monitor the institutional need for existing faculty positions annually. Furthermore, as explained in section 443.2.1, department chairs are required to address the matter of institutional need in the letters they submit as part of comprehensive evaluations.

FAC 402.1 Components of Institutional Need

The following are suggested criteria to be used in assessing the institutional need for new or ongoing faculty positions. These criteria are intended for use as guidelines.

I. Core issues of mission

- Is the position supportive of the college's mission?
- Is the position consistent with the heritage and/or values of the Church of the Brethren?
- Does the position support development of the ideal McPherson College graduate?
- Does the position support community and alumni relations?
- Does the position support participation in on-campus curricular and co-curricular activities.

II. Cost and system efficiency

- Is the position necessary for a quality program?
 - Is the program financially viable?
 - Number of majors
 - Number of graduates
 - Number of general education students served
 - Alumni donations
 - Co-curricular participation
 - Does the position make efficient use of campus facilities?
 - Are there other quantitative data demonstrating institutional need such as load hours taught and credit hours generated?
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FAC 402.2 Implementation of Institutional Need Criteria

Institutional need criteria will be diligently addressed by the department when requesting the addition of a new position or a new hire for an existing position. This will ensure that every new hire is justifiably needed.

During a faculty member's comprehensive tenure evaluation (see FAC 443.2.1), the department chair (or division chair, if the faculty member being evaluated is the department chair, or the most senior faculty member of the division if the person is both department and division chair) and the Chief Academic Officer will submit to the Faculty Review Committee evidence relating to institutional need for the position. This justification will be based on information addressing the two categories of criteria: Core Issues of Mission and Cost/System Efficiency.

Issues of institutional need for positions occupied by tenured faculty members not seeking promotion will be addressed through the program review process.

FAC 403. Selection and Employment of New Faculty

As chief administrative officer of the college, the President is authorized to make the final decision on all personnel issues, including the selection and employment of new faculty.

When a faculty vacancy occurs, the Chief Academic Officer

(CAO) makes a recommendation to the President as to whether the vacant faculty position should be filled. No faculty position is automatically filled; rather, that position must be justified regarding its continued appropriateness within a liberal arts framework, the continued needs of the college, and the institution's statement of mission.

To ensure the college's success in attaining a deep pool of candidates and making the strongest hire possible, this process should be followed:

1. After the department chair submits an assessment of the institutional need for a new position or a replacement for an existing position, and the administration approves, the President authorizes the CAO to proceed with the search process.
2. The CAO and the chair of the involved department prepare a position description.
3. The approved position description is publicized as widely as resources allow.
4. The CAO calls a search committee called together. The committee selects its chair and establishes a timeline for its work. The search committee generally involves the following constituencies:
 - A representative from the department in which the vacancy occurs—the department chair whenever possible. Departments with three or more members may appoint an additional department member as part of the committee
 - The division chair of the pertinent department or his/her designee
 - An at-large faculty representative from outside the department with the vacancy
 - The CAO or his/her designee
 - Upper-division student representative from department in which the vacancy occurs
5. The committee may conduct preliminary telephone or video

interviews.

6. In consultation with the CAO, the search committee recommends the candidate(s) to be invited to campus for formal interviews.
7. An on-campus experience—including a teaching demonstration, an in-depth interview with the search committee, and meetings with the department members and students—is arranged.
8. The search committee recommends a candidate to the CAO, who carries the recommendation to the President.

FAC 404. Required Faculty Credentials

McPherson College is committed to offering students effective teaching, measurable learning, and academic programs of demonstrated quality. Delivering excellent academic programs requires qualified faculty, that is, faculty with the “ability to understand and convey the essentials of a specific discipline in a collegiate environment..., to engage professionally with colleagues regarding the learning objectives for program graduates ..., [and to] possess and demonstrate the full scope of knowledge, skills and dispositions appropriate to the credential awarded” (The Higher Learning Commission, “Determining Qualified Faculty through HLC’s Criteria for Accreditation and Assumed Practices” [March 2016], p. 2). Such qualifications are primarily met by academic credentials but, under certain circumstances, equivalent credentials, such as tested experience in the field of instruction or professional certifications or licenses, can also qualify faculty to fulfill the responsibilities identified by HLC.

FAC 404.1 Minimum Faculty Qualifications

As a rule, undergraduate instructors should possess an earned doctorate or master's degree relevant to the subject they are teaching. An instructor who holds a master's degree or higher in a discipline or sub-field other than that in which he or she is teaching may be qualified with a minimum of 18 graduate hours in the discipline or sub-field in which he or she teaches. In some cases, instructors may be hired on the basis of qualifications other than academic credentials (as described in Section 404.2) or with a binding commitment that the instructor will complete the required degree or graduate hours within an agreed-upon time frame (see FAC 405). In the latter case, the instructor shall serve under the mentorship of a qualified instructor until appropriate credentials are earned. Instructors who have not earned the appropriate academic credentials and who fail to make satisfactory progress toward earning those credentials as described in FAC 405 place themselves at risk of termination.

FAC 404.2 Using Tested Experience and Equivalent Credentials for Determining

Faculty Qualifications

In some cases, tested experience or other credentials may be determined equivalent to the degree that would otherwise be required for a teaching assignment. In other cases—especially for those concentrating on applied arts, technical skills, or career preparation—tested experience in the field may be needed as much as or more than formal education. Tested experience is considered to include a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member will be teaching. This section establishes guidelines for determining that a faculty member is qualified based on tested experience and/or equivalent credentials.

404.2.1 Equivalent Credentials for Undergraduate Instructors

Most undergraduate instructors who do not hold an earned doctorate or master's degree in the discipline or subfield in which they teach, or who hold a graduate degree in a different discipline but have not completed at least 18 graduate credit hours in the discipline or subfield in which they teach, must hold a bachelor's degree, preferably in the discipline or subfield in which they teach, and at least one of the following:

- *Significant* tested experience relevant to department-defined course outcomes. The acceptable minimum number of years of experience will vary based upon the level or quality of that experience and will be assessed as part of the procedure for evaluating tested experience described in 404.3.
- More than 50 percent of the credit hours toward a master's degree in the discipline or subfield *and* adequate tested experience relevant to department-defined course outcomes
- Professional credentials—e.g., licensure or

certification in a relevant area—and adequate tested experience relevant to department-defined course outcomes

- A documented record of recognized achievement, research, or scholarship in the discipline or subfield in which they teach.

In the case of undergraduate instructors teaching skills-based or occupational courses (for example, automotive restoration, photography, or web development and design), significant tested experience alone, without an undergraduate degree, may be determined to be an equivalent credential.

404.2.2 Equivalent Credentials for Graduate Instructors

Graduate instructors who do not hold a terminal degree in the discipline or subfield in which they teach must hold a master's degree in the discipline or subfield in which they teach, and at least one of the following:

- *Significant* tested experience relevant to department-defined course outcomes, as determined as part of the procedure for evaluating tested experience described in 404.3
- A documented record of recognized research, scholarship or professional achievement in the discipline or subfield in which they teach
- Additional professional credentials—e.g., licensure or certification in a relevant area.

FAC 404.3 Procedure for

Evaluating Qualifications

Faculty

The potential instructor shall provide to the Chief Academic Officer a résumé or curriculum vitae and any other documentation relevant to the tested experience guidelines above.

In the case of undergraduate instructors, the CAO will submit the instructor's materials to the relevant department chair or qualified member of the discipline in which the instructor will teach, who will complete the Faculty Hiring Qualifications form (Appendix 14 in this handbook) and return it to the CAO.

In the case of graduate instructors, the CAO will submit the materials to the director of the graduate program or a qualified member of the discipline in which the instructor will teach, who will complete and return the hiring qualifications form. The candidate's qualifications will be independently evaluated and a recommendation will be made as to whether the instructor meets minimum qualifications, either by academic or by equivalent credentials.

If the CAO agrees with the reviewers' evaluations of the materials, the hire can be finalized. A record of the decision to hire shall be kept on file in the Academic Affairs office.

FAC 404.4 Annual Compliance

Review

Each September the CAO shall report to Faculty Review Committee all new faculty appointments based upon tested experience or any factor other than academic credentials. FRC may, upon request, review the materials submitted for tested experience appointments. The CAO is accountable for addressing any areas of concern raised by FRC.

FAC 405. Faculty Continued Education Program

McPherson College expects all faculty will possess the minimum academic credentials, the adequate tested experience, or a satisfactory combination of the two as determined in section 404.3 above. Occasionally, however, current faculty or applicants for faculty positions may lack the desired academic credentials or the significant tested experience deemed to qualify them fully for their teaching assignments. In such cases, to remain employed or to be considered for employment, these individuals must complete and sign a Faculty Continued Education Plan (see Appendix 15). An acceptable continued education plan will require the faculty member to complete a minimum of six graduate credit hours per year toward the required degree or the required 18 graduate hours in the field. The plan for continued study will be developed in consultation with the CAO and the department chair. Barring extenuating circumstances, the faculty member must make the planned progress on the continued education plan to remain employed. Deviations from the plan must be authorized by the CAO.

FAC 420. Appointments, Terms, and Conditions

There are five types of faculty appointments: (1) tenure-track appointments (Section 422), (2) appointments with tenure (Section 423), (3) visiting professor on special contract (Section 424), (4) guest professor (Section 425) and (5) adjunct faculty (Section 426).

The contractual instrument for the faculty member is the letter of employment. The terms of employment of a faculty member indicated in any correspondence of the President, Chief Academic Office (CAO), or other representative of the institution must be clearly and completely stated in the letter of employment. The CAO is responsible for ensuring that faculty members are informed of college procedures. Oral agreements must be put into writing to be binding. McPherson College recognizes that the letter of employment is binding for the faculty member and the institution.

The letter of employment will stipulate any exceptions to standard tenure and promotion procedures as described in this Faculty Handbook. The letter of employment will clearly delineate conditions for employment and faculty responsibilities. It will specify any unusual responsibilities and requirements for the particular faculty member. The faculty member will receive the appropriate rank as defined by Section 450 Academic Ranks. Any credit for previous experience must be established in the initial letter of employment or statement of compensation.

If both parties agree that the terms of the letter of employment need modification, then these terms can be

renegotiated for subsequent letters of employment.

FAC 421. Letter of Employment

The contractual instrument for the faculty member is the letter of employment. The terms of employment of a faculty member indicated in any correspondence of the President, Chief Academic Office (CAO), or other representative of the institution must be clearly and completely stated in the letter of employment. The CAO is responsible for ensuring that faculty members are informed of college procedures. Oral agreements must be put into writing to be binding. McPherson College recognizes that the letter of employment is binding with the faculty member and the institution.

The letter of employment will stipulate any exceptions to standard tenure and promotion procedures as described in this *Faculty Handbook*. The letter of employment will clearly delineate conditions for employment and faculty responsibilities. It specifies any unusual responsibilities and requirements for the particular faculty member. The faculty member will receive the appropriate rank as defined by [Section 450 Academic Ranks](#). Any credit for previous experience must be stated explicitly in writing by the President.

If both parties agree that the terms of the letter of employment need modification, then these terms can be renegotiated for subsequent letters of employment.

FAC 422. Tenure-Track Appointments

A tenure-track appointment is an appointment for a limited duration during which review will be conducted for a tenured appointment. The normal duration of a tenure-track appointment is a maximum of seven years. If a “satisfactory progress toward tenure” letter of employment is issued during the fifth year, the faculty tenure review process will begin in the sixth year of employment ([see FAC 460](#)).

FAC 423. Appointments with Tenure

Once tenure is granted, appointments are on a continuing basis. Such an appointment is terminable by the institution only a) after not less than 12 months’ notice to the faculty member, if the termination is on account of financial exigency or discontinuation of the discipline area, or b) for adequate cause. See FAC 460 for an overview of tenure, and see FAC 482 for information on dismissal by institution.

FAC 424. Visiting Professor

with Special Contract

This is a fixed-term, conditional appointment. This hire is intended to provide for the possibility of program development and/or later conversion to a tenure-track hire.

FAC 425. Guest Professor

A limited-term appointment such as a sabbatical replacement or a guest lecturer. The blend of responsibilities, such as teaching and/or administrative duties, will be determined on a case-by-case basis by the administration and department chair. This contract has a fixed end date, with the assumption that the contract will not be renewed.

FAC 426. Part-time and Adjunct Faculty

FAC 426.1 Part-time Faculty

A part-time faculty appointment is an appointment with academic rank of half-time or less. These appointments are limited-term (typically one year) and are available for indefinite renewal. Review of part-time faculty follows the procedures for summative reviews outlined in FAC 442.1.

FAC 426.2 Adjunct Faculty

Adjunct faculty appointments are part-time temporary faculty appointments for one or more courses. These appointments are on a course-by-course basis. Responsibilities are limited to classroom instruction and teaching. Adjunct faculty are expected to be available outside the classroom for student appointments. Review of adjunct faculty follows the procedures outlined in FAC 444.

FAC 427. Administrative Personnel with Academic Rank

The classification of administrative faculty shall be used for those individuals whose primary responsibilities are administrative. Individuals who earn faculty rank and then become administrative faculty retain faculty rank and/or tenure and may advance in academic rank. Administrative faculty may be assigned an academic rank in the letter of

appointment.

Administrative personnel who hold academic rank are subject to this handbook in their capacity as faculty members. Discipline of administrative faculty who hold academic rank shall take place in accordance with the provisions of this handbook concerning faculty discipline. Administrative faculty shall have the same grievance rights as other faculty.

FAC 431. Expectations of Faculty Members

The primary responsibilities of McPherson College faculty are excellent classroom teaching and embracement of the college's mission by modeling what it means to be a whole person engaged in scholarship, participation, and service. Abundant guidance for fulfilling these responsibilities is available in Appendix 12 of this handbook, "Elements of Professional Practice for McPherson College Faculty." The extent to which these critical responsibilities are carried out is evaluated according to the procedures outlined in FAC 440–448 of this handbook.

In addition to these primary responsibilities, faculty are expected to comply with certain policies and procedures in order to ensure the academic integrity of the college's educational programs and services. Many of these policies and procedures—for example, giving final exams, holding office hours, dealing with academic dishonesty, arranging travel courses or field trips—are enumerated in the 600-section of this handbook.

Moreover, faculty need to perform various professional responsibilities to assure the effective and efficient

operation of the college's educational and administrative functions. These include, but are not limited to

- Regularly attending department, division, and faculty meetings and serving on committees as elected or assigned.
- Placing textbook orders by the deadline announced by the Office of Academic Affairs.
- Submitting at the beginning of each semester
 - The current syllabus for each course taught. (A template and checklist for syllabi has been adopted by the faculty and are available in the Office of Academic Affairs, as is a cover sheet for general education syllabi.)
 - A weekly schedule indicating class meetings; committee, department, division, and faculty meetings; and office hours.
- Sharing with the Office of Academic Affairs phone numbers, emergency contact information, and summer contact information.
- Reporting class attendance through the learning management system.
- Submitting all grades by the deadline announced by the registrar.
- Sharing equitably in departmental tasks, such as preparing assessment reports, program reviews, accreditation self-studies, and curriculum revision.
- Sharing equitably with departmental colleagues such voluntary tasks as meeting with prospective students, assisting with visit days and Presidential Scholars interviews, sponsoring student clubs and activities, etc.
- Reading email—including during the summer months—in order to respond to important requests for information or action.

Finally, there are several incidental expectations associated

with being an engaged member of the college community. Some of these include

- Marching in Honors Convocations and Commencement Exercises.
- As circumstances allow, supporting the campus community and its cultural life through attendance at some activities, such as lectures, concerts, exhibitions, theatre performances, athletic contests, or other activities.

FAC 440. Faculty Evaluation Purpose and Philosophy

FAC 440.1 Purpose

Regular faculty evaluation aims to advance the college's mission by developing faculty who model scholarship, participation, and service and who continually strive for excellence in the teaching/learning process. Participation in evaluation offers faculty the opportunity to identify and assess their growth as teachers and their contributions to the advancement of the mission of the college. The intent is to offer a guide for professional goal setting and to provide constructive and balanced information to help faculty members fulfill their academic responsibilities. Evaluations also

allow the college to determine whether faculty are effectively fulfilling their responsibilities. Evaluations are central to decisions regarding contract renewal, promotion, and tenure.

FAC 440.2 Philosophy

McPherson College's evaluation procedures are grounded in the following philosophical positions:

- **The primary goal for McPherson College faculty is excellence in all matters of teaching and learning.** The college's evaluation procedures focus on helping and encouraging faculty members to develop their teaching effectiveness in order to continually improve student learning.
- McPherson College's mission is *to develop whole persons*. **Faculty should strive to exemplify the wholeness the college hopes to produce in students;** therefore, the evaluation process considers faculty members' scholarship, participation, and service.
- **Faculty contribute to the college and their communities in various ways;** therefore, individual faculty members may prioritize how the criteria of scholarship, participation and service are to be considered in the evaluation process. Faculty Review Committee recognizes that faculty evaluation must be sensitive to the range and impact of teaching contexts.
- **Faculty undergoing review should not be overburdened by the evaluation process.** The evaluation procedures described in this handbook have been designed to allow faculty undergoing reviews to maintain their focus on their classroom performance. An effort has been made to ensure the quantity and extent of required evaluation

materials is reasonable and to distribute the production of evaluation materials throughout the academic year and across the careers of faculty members.

FAC 441. Evaluation and the Elements of Professional Practice

To guide Faculty Review Committee in making fair and equitable judgments in the evaluation process and to assist faculty in completing self-evaluations, McPherson College faculty have adopted the Basic Elements of Professional Practice, organized into the domains Teaching, Scholarship, Participation, and Service. In summative reviews (see FAC 443, especially Section 443.1.2), the elements in Domain I: Teaching constitute the principal criteria for contract decisions. In addition, in comprehensive evaluations (see FAC 443, especially Section 443.2.2), faculty address Domains II-IV in their self-evaluations; however, faculty rank those domains according to the influence they wish each domain to carry in their evaluation.

Faculty Review Committee recognizes that the teaching/learning process is complex; not every basic element of professional practice is relevant to every teacher, and the list may well omit elements of practice that are critical in the performance of some teachers. Both the rubric and the checklist included in Appendix 12: The Basic Elements of Professional Practice are intended as guides. **FRC does not systematically use either the rubric or the checklist in the faculty evaluation process; neither is there an expectation that a faculty member will**

systematically address the listed elements in their Professional Development Plans or comprehensive evaluation materials. Faculty are encouraged to be familiar with the Elements of Professional Practice and to use them as guides in assessing their strengths and weaknesses as a McPherson College faculty member.

FAC 442. Annual Evaluation Activities For All Faculty

FAC 442.1 Student Course Evaluations

Regardless of an instructor's rank or type of appointment (see FAC 422-426), students evaluate instructors of regularly scheduled courses with five or more students enrolled using a nationally normed, standardized survey instrument adopted by the college. (Cross-listed courses and multiple section courses may be combined for evaluation purposes. Experiential courses that the instructor is overseeing but not teaching (like internships, student teaching, etc. will not be included). Instructors who regularly have more than half their teaching load being classes with less than five students will work with the VPAA to develop an alternative method of course evaluation.

The results of these surveys are available to the faculty

member and department chairs for formative purposes and to the Faculty Review Committee for summative purposes.

Rational:

The current policy requires all courses to use the IDEA evaluation surveys. However, not all courses/professors benefit from this.

- Courses with less than three students require 100% participation to see results.
- There is little anonymity in small courses and no anonymity in courses with one student.
- Small courses can result in skewed data.
- We are overwhelming students with evaluations, but often not seeing the results of those evaluations, especially in small classes.
- Professors who regularly teach small courses aren't getting the IDEA results needed for either formative or summative purposes. This change would provide the option of creating an alternative.
- Courses that regularly are set up for one student and are experiential in nature (internships, field experiences, etc.) aren't well suited to the evaluation questions. For example, the instructor of record serves a very different role in an internship versus a classroom experience. The evaluation questions focus on the instructor role.

FAC 442.2 The Professional

Development Plan

All faculty members teaching half time or more (excluding guest professors; see FAC 425) must submit an annual Professional Development Plan (PDP) to their department chair and the chief academic officer. The PDP provides faculty members an opportunity to reflect on their performance in the past year as measured by the criteria of teaching, scholarship, participation, and service. In addition, the PDP provides faculty members a place to record their goals for the coming year. Candor and realism are important qualities of the Professional Development Plan.

442.2.1 Content of the Professional Development Plan

The Professional Development Plan (PDP) comprises two parts: (I) Projects and Goals and (II) Mission Objectives.

I. Projects and Goals

This section of the PDP lists the faculty member's goals for the previous year and briefly reports on success in achieving those goals. It should explain the circumstances that prevented the completion of projects or attainment of goals.

This section should also enumerate the projects and goals for the coming year and explain how the completion of these projects or the accomplishment of these goals will contribute to the larger goals of the department and/or the college.

Finally, this section may specify ways the college can assist with the completion of the faculty member's projects and goals.

II. Mission Objectives

The college's mission is "to develop whole persons through scholarship, participation, and service." The faculty member's most important function is to teach effectively in order to

maximize student learning. This section of the PDP reflects briefly upon the faculty member's involvement and growth in the areas of teaching and learning, scholarship, participation, and service. Faculty seeking guidance for this section of PDP should refer to 443.2.2 for suggested content and examples.

When complete, the PDP should be approximately 750 words. A template for the Professional Development Plan is available on the college Intranet site.

442.2.2 Annual Professional Development Plan Procedures

First-year faculty members submit their PDPs to their department chairs and the Academic Affairs office by January 15; returning faculty, by October 1. After receiving the PDP, department chairs meet with faculty members individually to discuss the PDPs. (Chairs may meet with the CAO for review of their own PDPs.) Following the meeting, the chair writes an evaluative response and shares it with the faculty member, who signs to acknowledge receipt of the response. Faculty members who take issue with the chair's evaluations may append a statement of his or her disagreement to be filed with the chair's response. In the case of returning faculty, the chair's evaluation with the faculty member's comments will be forwarded to the CAO by November 1. In the case of first-year faculty, the response and any comments shall be submitted by February 1.

FAC 443. Evaluation of

Tenure-track and Tenured Faculty

There are two levels of review for tenured and tenure-track faculty at McPherson College: (1) *Summative reviews* occur in the first, second, and fifth years of employment. Faculty Review Committee may require a fourth-year summative review when there are ongoing conditions to be met. (2) *Comprehensive evaluations* occur in the third year of employment, in the years of application for tenure and/or promotion, and every fifth year following the granting of tenure.

Summative reviews require little additional work on the part of the faculty member beyond the annual evaluation activities required of all faculty, as explained in FAC 442. *Comprehensive evaluations* require the faculty member to submit updated vitas and an additional self-evaluation of 5-10 pages (see Section 443.2).

The final authority over matters of employment is the President, who is empowered to override Faculty Review Committee recommendations when, in his or her judgment, such an action seems in the best interest of the institution. In cases in which the President intends to transmit to the Board of Trustees a recommendation that reverses or substantively alters the recommendation of Faculty Review Committee, the President shall communicate to Faculty Review Committee in writing the basis for the change in the recommendation.

The faculty evaluation procedure is set forth in more detail below. A table summarizing the stages of the college's evaluation procedures, including deadlines for submission of materials and/or notifications, can be found in Section 448.

FAC 443.1 Summative Reviews

The purposes of summative reviews are to ensure that the faculty member's performance is satisfactory and to help the new faculty member develop professionally. Following review of all evaluation materials, Faculty Review Committee composes a Faculty Evaluation Report, which is delivered to the faculty member by the CAO. The report cites strengths and weaknesses and offers recommendations for professional growth.

Summative reviews occur in the first, second, and fifth years of employment. A fourth-year summative review may also be required if the third-year comprehensive evaluation specifies areas needing improvement prior to the fifth-year review. A summative review that raises serious concerns about the faculty member's performance can trigger a comprehensive evaluation that could result in nonrenewal as described in the remainder of this handbook section.

443.1.1 Summative Review Materials

The only materials required from faculty undergoing a summative review are the annual Professional Development Plan and the course syllabi submitted prior to the beginning of each semester.

Faculty Review Committee is provided with the materials below for each summative review.

1. A classroom observation report provided by the Chief Academic Officer or designee. The observation visit will be scheduled for a class and date mutually acceptable to the faculty member and the observer. The classroom observation is guided by a rubric based on Domain I of McPherson College's "Elements of Professional Practice

Checklist" (see Appendix 12).

2. Student course evaluations for all courses, administered in the final weeks of each semester. Summary reports of student evaluations are available online to both FRC and the faculty member.
3. Two course syllabi selected by the faculty member. Because faculty members submit their course syllabi to Academic Affairs prior to the first day of class, all that is required is that the faculty member notify the Academic Affairs office of the two syllabi to be provided to FRC.
4. The faculty member's Professional Development Plan (PDP), as described in Section 441. For first-year faculty, the PDP should be submitted to the department chair and the CAO by January 15. All returning faculty submit PDPs no later than October 1.
5. The department chair's summary evaluation and response to the faculty member's PDP, as described in 441.2.2.

443.1.2 Summative Review Criteria

Unless there are other issues requiring attention, Faculty Review Committee keeps its focus in the summative review on the faculty member's classroom performance, relying primarily on the criteria listed in Domain I of the Elements of Professional Practice for McPherson College Faculty. (See Appendix 12 for details.)

443.1.3 Summative Review Procedures

First-year review. The PDP is submitted to the CAO and department chair by January 15. The chair writes an evaluative response, meets with the faculty member to discuss the response, and submits it with any comments from the faculty member to the CAO by February 1. Faculty Review Committee completes summative reviews of first-year faculty and forwards its recommendations to the President by March 1. By March 15, the CAO will have delivered FRC's Faculty Evaluation Report to

first-year faculty members. The report shall indicate one of two possible decisions: (1) notice of a one-year letter of employment for the following academic year or (2) notice of nonrenewal.

Second-year review. The annual PDP and the chair's response are submitted as explained in FAC 442. Faculty Review Committee will forward its recommendations on second-year (and fourth-year faculty, if necessary) to the President by January 15. By February 15, the CAO will deliver FRC's evaluation report to the faculty member. The report shall indicate one of two possible decisions: (1) notice of a one-year letter of employment or (2) notice of nonrenewal.

If a faculty member is required to undergo a fourth-year summative review, FRC may also request an additional comprehensive evaluation prior to the application for tenure or promotion.

Fifth-year review. The annual PDP and the chair's response are submitted as explained in FAC 442. By March 1 of the fifth year, the faculty member shall receive one of two possible decisions: (1) a notice of a one-year "satisfactory progress toward tenure" letter of employment (while not constituting a promise of tenure and not indicating that a tenure decision has been made, such a letter does indicate that the faculty member is progressing satisfactorily toward a likely eventual grant of tenure, assuming equally satisfactory future progress); or (2) notice of non-renewal and a one-year terminal letter of employment.

FAC 443.2 Comprehensive Evaluations

Comprehensive evaluations take place in the third year of employment and in the years in which a faculty member applies for tenure and/or promotion. Following the granting of tenure, a comprehensive evaluation takes place in the third year, in the year when the faculty member applies for promotion, and otherwise at five-year intervals. In addition, Faculty Review Committee can require additional comprehensive evaluations if a faculty member's regular summative review or comprehensive evaluation has raised serious concerns about the faculty member's performance.

The purpose of the comprehensive evaluation in the third year of employment and the years of application for tenure or promotion is to ensure that the faculty member meets McPherson College's standards for teaching, scholarship, participation, and service at a level that merits advancement to the next stage of employment. The purpose of the post-tenure comprehensive evaluation is to encourage experienced faculty to reflect upon their current standing as a teacher and model of the college's mission and to create a plan for continued growth in their teaching, scholarship, participation, and service.

443.2.1 Comprehensive Evaluation Materials

Academic Affairs provides Faculty Review Committee with the same materials provided for summative reviews. However, some additional material is required of faculty members undergoing comprehensive evaluation.

The following materials are provided by Academic Affairs and the CAO:

1. A classroom observation report provided by the Chief

Academic Officer or designee. The observation visit will be scheduled for a class and date mutually acceptable to the faculty member and the observer. The classroom observation is guided by a rubric based on McPherson College's "Elements of Professional Practice Checklist" (see Appendix 12).

2. Student course evaluations for all courses, administered in the final weeks of each semester. Summary reports of student evaluations are available online to both FRC and the faculty member.
3. An evaluative letter from the department chair that addresses the faculty member's knowledge of content and pedagogy, course design and preparation, and any other information related to the faculty member's classroom performance, collegial relationships, and responsibilities to the department. This evaluation is solicited by the CAO. In the tenure year, this evaluation shall also address institutional need for the position (see FAC 402).

The following comprehensive evaluation materials are prepared by the faculty member and submitted by October 15:

1. Professional Development Plans (PDPs) from the past three years.
2. A self-evaluation of 5-10 pages that discusses the faculty member's growth in the areas of teaching, scholarship, participation and service. More information on suggested content for the self-evaluation and evaluation criteria is provided below in Section 443.2.2 Comprehensive Evaluation Criteria.
3. Two to four representative course syllabi. When possible, the faculty member should select syllabi from a range of courses, for example, syllabi from general education or lower-level courses and syllabi from upper-division courses for majors.
4. A detailed, current curriculum vitae. The CV should

include (along with the usual information about professional life) courses taught, committee work, college and community service, and professional development activities.

5. At the faculty member's request, the comprehensive evaluation may also include an interview with Faculty Review Committee. The CAO facilitates the interview and provides for a written record of the interview.

443.2.2 Comprehensive Evaluation Criteria

Comprehensive evaluations prioritize the faculty member's classroom performance, but the comprehensive evaluation also gives attention to the faculty member's scholarship, participation, and service. These criteria are listed in Domains II–IV in the Elements of Professional Practice for McPherson College Faculty (Appendix 12). In the self-evaluation, the faculty may rank these final three criteria, so that Faculty Review Committee may give more or less weight to those criteria, depending upon their rank.

In addition to the Elements of Professional Practice, the following list of suggested content may guide faculty members in the development of their CEM self-evaluation. (And so may Part II of their PDPs. See Section 441.2.1 above.)

Teaching and Learning. Effective teaching is the faculty member's most important function at McPherson College. In reflecting upon this primary criterion, the faculty member might discuss:

- Trends observed in student evaluations
- New methods or changes in teaching style that have improved (or failed to improve) student engagement or learning
- Data or observations regarding student learning
- Formal professional development, such as attendance at a conferences or workshops aimed at developing teaching

skills or reading or viewing work on the art and science of teaching

- Informal professional development, such as peer observations or time spent with a mentor

Scholarship. McPherson College takes a broad view of scholarship consistent with Ernest Boyer's four categories of scholarship: the scholarship of discovery, integration, application, and teaching.[\[1\]](#) In addition to scholarly publications and presentations, examples of scholarship might include:

- Familiarity with recent developments in the field
- Active participation in an online platform or listserv for peers in the field
- Involvement in professional organizations
- Completed coursework toward another degree or minimum faculty qualifications
- Completion of online courses
- Maintaining a blog on issues related to the field
- Incorporation of new techniques or ideas into the faculty member's work at the college
- Development of new or substantially revised courses or curricula
- Development of innovative teaching materials/strategies
- Support or development of community activities connected to the academic discipline
- Media contributions (newspaper, magazine, etc.)

Participation. Community and the individual's responsibility to others are core values at McPherson College. Participation in the college community might include:

- Constructive participation in faculty, division, and department meetings; committees, task forces, and work groups; program reviews; strategic planning; etc.
- Representation of the college to off-campus groups
- Contributions to responsible academic advising

- Sponsoring clubs or co-curricular events
- Cooperation with admissions events such as Visit Days, Presidential Scholars, and Enrollment Days and making oneself available to meet with prospective students
- Participation in or attendance at college functions and events such as lectures, athletic contests, and music and theater productions
- Collegiality and effective collaboration and cooperation with colleagues.

Service. As an institution affiliated with the Church of the Brethren, McPherson College values service as an ethical and theological imperative that makes visible the love of God. Therefore, McPherson College emphasizes service to others, encouraging all members of its community to give selflessly of themselves to others. Examples of service may include

- Leading college service work-teams or volunteering for service trips or projects
- Organizing or participating in efforts to help the hungry, homeless, and otherwise marginalized
- Volunteering for service of any type, such as delivering Meals on Wheels or canvassing for United Way
- Volunteering service to the college in leadership positions, such as department/division/faculty/committee chair
- Volunteering to prepare reports not required by the faculty member's duties
- Filling leadership roles in or participating in church, civic organizations, or local or state government
- Involvement in informal or formal efforts at community betterment

443.2.3 Comprehensive Evaluation Procedures

Third-year comprehensive evaluations. Comprehensive evaluation materials must be submitted by October 15. Faculty Review Committee will complete its evaluation of third-year faculty

members and forward its recommendations to the President by January 15. By February 15, third-year faculty members shall receive FRC's Faculty Evaluation Report, including one of three possible decisions:

1. A notice of "satisfactory progress toward tenure" and a one-year letter of employment. While not constituting a promise of tenure and not indicating that a tenure decision has been made, such a letter does indicate that the faculty member is progressing satisfactorily toward a likely eventual grant of tenure, assuming equally satisfactory future progress and continuing institutional need for the position;
2. A one-year letter of employment, with conditions stated for further growth to maintain employment; or
3. A notice of nonrenewal and a one-year terminal letter of employment.

Comprehensive evaluations for tenure and promotion. Letters of application for tenure and/or promotion must be submitted to the CAO by October 1 of the review year. CEMs are due by October 15; department chair evaluations, by November 1. FRC will complete its evaluations of candidates for tenure and/or promotion and forward its recommendation to the President by December 15. By March 1, candidates shall receive notification of one of three possible recommendations by the President to the Board of Trustees:

1. Recommendation for tenure;
2. A one-year continuing letter of employment under special circumstances, with continuation after this letter of employment subject to review by Faculty Review Committee; or
3. Notice of non-renewal and a one-year terminal letter of employment.

Following the spring meeting of the Board of Trustees, candidates shall receive final notice about the tenure and/or

promotion decision.

Post-tenure comprehensive evaluations. CEMs are due by October 15. FRC completes post-tenure evaluations by March 1. By March 15, the CAO will communicate one of two possible responses:

1. A statement that the faculty member is continuing to provide excellent service to the college; or
2. A statement of concerns needing attention or suggestions for further growth.

[\[1\]](#) *Scholarship Reconsidered: The Priorities of the Professoriate.* The Carnegie Foundation for the Advancement of Teaching, 1990. 15-25.

FAC 444. Evaluation of Visiting Professors with Special Contract

Visiting Professors with Special Contract are fixed-term hires intended to provide for the possibility of program development and/or later conversion to tenure-track (see FAC 424). In general, these appointments follow the evaluation procedures for tenure-track positions as described in FAC 443. A visiting professor with special contract will have additional evaluation criteria spelled out in the initial letter of employment regarding expected program growth or the conditions to be met in order for the appointment to be converted to tenure track.

FAC 445. Review of Guest Professors

FAC 445. Review of Guest Professors

Guest professors are hired for limited terms with fixed end dates (see FAC 425). Guest professors undergo the summative review process described in Section 443.1.

FAC 446. Review of Adjuncts

The CAO and the department chairs are responsible for evaluating the performance of adjunct faculty. (See Section 426 for definition of adjunct faculty.) The supervising department chair will inform adjuncts of evaluation procedures, and the CAO's office will collect evaluative materials from adjuncts and forward them to department chairs. Data to be collected from adjuncts include vita (which should be on file in the CAO's Office), syllabi, and student evaluations from each course taught. After reviewing these materials at the end of the semester, the chair should complete the Limited-Term Appointment Evaluation Report form (see Appendix) and forward it to the adjunct faculty and the CAO.

FAC 448. Summary of Faculty Review Dates

	Year 1	Year 2	Year 3	Year 5	Tenure	Promotion	Post-tenure
Oct 1		PDP	PDP	PDP	App letter PDP	App letter PDP	PDP
Oct 15			CEM		CEM	CEM	CEM
Nov 1		Chair response	Chair response	Chair response	Chair evaluation	Chair evaluation	Chair response
Dec 15					Rec to President	Rec to President	
Jan 15	PDP due	Rec to President	Rec to President				
Feb 1	Chair response						
Feb 15		Rec to faculty	Rec to faculty	Rec to President			CAO interview
Mar 1	Rec to President			Rec to faculty	Rec to faculty	Rec to faculty	
Spring Bd					Approval/denial	Approval/denial	
Mar 15	Rec to faculty						FRC response

FAC 450. Academic Ranks

McPherson College recognizes five ranks:

1. **Instructor:** Master's degree required, or completion within five years, or acceptable equivalent credentials

or tested experience as determined under FAC 404.

2. **Assistant Professor:** Master's degree or terminal degree, as determined under FAC 451, or acceptable equivalent credentials or tested experience as determined under FAC 404.
3. **Associate Professor:** Terminal degree, as determined under FAC 451, or acceptable equivalent credentials or tested experience as determined under FAC 404; evidence of professional growth; plus a minimum of six years teaching experience at McPherson College at the rank of assistant professor.
4. **Professor:** Terminal degree, as determined under FAC 451, or acceptable equivalent credentials or tested experience as determined under FAC 404; evidence of professional growth; outstanding contributions to fulfillment of the college's mission; plus 12 years teaching experience in higher education, with at least six years at McPherson College at the rank of associate professor.
5. **Emeritus:** Retired from McPherson College; taught a minimum of 15 years at McPherson College; contributed outstanding service to McPherson College; review by the Faculty Review Committee within three years following retirement.

In addition to the five rank categories listed above, McPherson College uses the classification of Adjunct to denote persons who are hired on a course-by-course, semester-by-semester basis (see FAC 426.2).

Exceptions to the above will be clearly established in the letter of employment.

FAC 451. Definition of Terminal Degree

The terminal degree at McPherson College is the earned academic doctorate.

Certain positions may have an approved exception to the requirement of an earned doctorate. The list of approved exceptions is on file in the office of the CAO.

FAC 452. Procedure for Approving Exceptions to the Terminal Degree

Faculty Policies Committee may recommend to the President that an exception be made to the requirement of the earned doctorate for certain positions. Such an exception would be based on input of the department and its division. This procedure may be initiated by the department, division, FPC, or the CAO, in consultation with the President.

FAC 460. Tenure

A faculty tenure system exists at McPherson College. Tenure provides academic freedom and security to make the academic profession attractive to able, dedicated, ethical and creative

scholars and teachers. Tenure ensures that employment of a faculty member will not be terminated except in the case of discontinuation of the discipline area, financial exigency suffered by McPherson College, dissolution of the college as a legal entity, or dismissal for cause as defined by FAC 490 in this Faculty Handbook.

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FAC 460.1 Obtaining Tenure

Unless otherwise specified in the initial letter of employment, faculty members must undergo the rigorous sequence of evaluations explained in FAC 443 to successfully attain tenure. Faculty members hired on a tenure track must submit a letter indicating their intent to undergo tenure review by October 1 of the tenure review year (usually the sixth year of employment). The faculty member must submit by October 15 of the tenure review year the Comprehensive Evaluation Materials described in FAC 443.2. The procedure for applying for tenure is described in 442.2.3.

FAC 460.2 Discontinuation of a Tenured Position

Before terminating an appointment because of financial exigency or discontinuation of the discipline area, the institution, with faculty participation, will make every

effort to place the faculty member concerned in another suitable position with the institution.

A "suitable position," as used in the preceding sentence, shall be one for which the faculty member possesses demonstrated qualifications that clearly make him or her suitable to receive tenure in such new position immediately. If the faculty member accepts such a "suitable position," the faculty member shall, in such new position, retain his or her existing tenure. Whether an available position is a "suitable position" (with tenure retention) shall be decided by the President, in consultation with the Faculty Review Committee, and shall be stated in writing when the position is offered to the faculty member.

A tenured faculty member whose employment is terminated by reason of the elimination of the discipline area or financial exigency and for whom a suitable position is not available, shall for a period of one year following the termination of the faculty member's position (but not extending past the time the faculty member obtains new full-time employment at any institution of higher learning) be advised of all open faculty positions at McPherson College. During this time, if he or she chooses to apply for any such position, the terminated faculty member shall have preference over any other applicant for such position who, in the judgment of the President in consultation with the Faculty Review Committee, does not possess superior qualifications. If the faculty member is hired for such position, the CAO shall assign his or her academic rank in the new position. The provisions of this section shall also apply to administrative personnel with academic rank, as defined by FAC 424.

FAC 465. Promotion

Unless otherwise specified in the initial letter of employment, new full-time faculty members are brought in at the rank of assistant professor and are eligible to apply for promotion when the minimum time at the required rank has been served, as defined in FAC 450. The procedure for applying for promotion is described in FAC 443.2.3.

FAC 470. Academic Freedom

McPherson College works to select faculty members who are not only competent teachers but are also in harmony with the mission of the college. Members of the faculty, by choosing to contribute to the achievement of the college mission, enjoy full freedom to pursue the truth and to teach the truth as they see it. The college has chosen to follow the 1940 Statement of Principles of Academic Freedom as amended in 1990 and endorsed by the Association of American Colleges, the American Association of University Professors, the American Association of Colleges for Teacher Education, the American Association for Higher Education, the Council of Independent Colleges, and other organizations. The statement is as follows:

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

Teachers are entitled to freedom in the classroom in discussing their subjects, but should be careful not to introduce into their teaching controversial matter which has no relation to the 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.

College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As men and women of learning and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespersons.

This section on academic freedom applies to all faculty members.

FAC 481. Termination of Appointment at Initiative of Faculty Member

A faculty member who desires to terminate an existing appointment at the end of the academic year shall give notice in writing at the earliest opportunity, or within 30 days after the letter of appointment is delivered. The faculty member may request a waiver of this requirement in cases of

hardship or in a situation where she would otherwise be denied substantial professional advancement.

FAC 482. Dismissal by Institution

Termination of a tenured faculty member, early dismissal of a Professor with Special Contract, or the non-renewal of a tenure-track appointment with less advance notice than that specified in [Sections 440](#) and [460](#) shall be preceded by a statement of reasons and the opportunity to be heard by a hearing committee as specified in [Section 491](#). If the faculty member's professional competence is in question, the testimony will include that of qualified faculty members from this or other institutions of higher education.

FAC 483. Non-reappointment of Non-tenured Faculty

If a non-tenured faculty member alleges that a decision not to reappoint him/her is a violation of academic freedom (as found in FAC 470), the Faculty Review Committee will consider the allegation. If the committee finds against the faculty member, he/she may appeal through the established grievance procedure described in [Section 491](#). If the committee finds in favor of the faculty member, the President shall take the finding and rationale into account. However, the President is not bound by

the finding and retains the right and responsibility to make the final decision.

FAC 484. Conditions of Administrative Leave

A faculty member may be placed on administrative leave before a termination decision if immediate harm to the faculty member, students, or the institution may result from continuance. Salary will be paid during an appropriate period of notice.

FAC 485. Terms of Replacement

If a tenure appointment is terminated because of a financial exigency, the released faculty member's position will not be filled within a period of two years, unless the released faculty member has been offered reappointment and has declined.

FAC 490. Faculty Disciplinary

Proceedings

[FAC 490.1 Introductory Comments](#)

[FAC 490.2 Grounds for Faculty Discipline](#)

[FAC 490.3 Procedural Guidelines](#)

[FAC 490.4 Overview of Faculty Disciplinary Proceedings](#)

FAC 490.1 Grounds for Faculty Discipline

Faculty discipline may include any discipline the President determines to be appropriate in the particular case. Discipline may include dismissal but, without limitation, may include lesser measures such as oral or written reprimand, suspension without pay, mandatory counseling, or supervision or mentoring by faculty or administrative personnel.

Grounds for discipline include any substandard performance or misconduct by the faculty member that justifies corrective action by the college. Grounds for discipline include but are not limited to:

- conduct involving dishonesty or moral turpitude that directly impacts the performance of a job;
- conduct seriously injurious to the interests of the college (but not including speech or conduct protected by academic freedom, see FAC 470);
- acts carried out with the intent and purpose of causing injury to the college;
- violation of college rules or policies, including,

without limitation, prohibited harassment of any kind, such as sexual harassment;

- intentional misrepresentation of professional education, qualifications, accomplishments, degrees, or honors;
- violation of standards of scholarship, including, without limitation, plagiarism, theft, or fraud;
- professional incompetence.

Grounds for dismissal are any grounds for discipline that justify the conclusion that the faculty member's continued service at the college undermines the pursuit of the mission of the college.

FAC 490.2 Procedural Guidelines

The following procedure and timeline are designed to be timely and fair. While this process and timeline should generally be adhered to, deviations from the process and timeline that do not affect the fundamental fairness of the proceedings will not affect the validity of such proceedings. Since allegations that may call for faculty discipline create a cloud over both the institution and the affected faculty member, all parties should strive to complete such proceedings as expeditiously as possible, without sacrifice of the fundamental goal of fairness.

When problems in the performance or behavior of a faculty member arise, the chief academic officer, or CAO, is responsible for gathering information and for working with human resources, the president, or others as the CAO sees fit to determine one of two disciplinary paths: discipline not involving dismissal or discipline involving the possibility of

dismissal.

490.2.1 Faculty Discipline Not Involving Dismissal: Seeking a Resolution

When the CAO chooses to pursue disciplinary actions not involving dismissal, the CAO is responsible for proposing the discipline. The CAO will discuss the matter with the faculty member in a personal conference in an attempt to reach a resolution. The faculty member may either accept the proposed discipline or reject the proposed discipline and appeal in writing to the Faculty Review Committee (FRC).

When the faculty member appeals the proposed discipline, FRC, working in consultation with the DHR, shall attempt to effect a mutually agreeable resolution. The faculty member, the CAO, or FRC can request that this process include a meeting with FRC.

FRC may choose to uphold the decision of the CAO, offer a different disciplinary action, or find that disciplinary action is unwarranted. If FRC elects to modify or reject the recommendation of the CAO, FRC's proposed change must receive the approval of the president. If FRC upholds the CAO's proposed discipline, the faculty member may appeal FRC's decision in writing to the president of the college. The President may reject, uphold, or modify the decision of FRC, and the President's decision is final.

490.2.2. Faculty Discipline Involving Possible Dismissal: Seeking a Resolution.

When the CAO elects to pursue disciplinary actions that include the possibility of dismissal, the CAO, acting in consultation with the DHR, will discuss the matter with the faculty member in a personal conference. The matter may be concluded by mutual consent, e.g., a severance agreement.

If the faculty member and the CAO do not agree upon a

solution, the CAO will forward the question of faculty dismissal to the Faculty Review Committee. FRC, working in consultation with the DHR, shall inquire into the situation and try to reach a solution. Faculty Review Committee shall consider the case based on the available information. At the request of either FRC or the affected faculty member, this process may include a meeting of FRC with the individual faculty member.

FRC shall chose choose one of the three findings below, submitting its recommendation in writing to the president. The recommendation shall specifically state the grounds for, and the reasoning behind, its finding. The recommendation shall be delivered within twenty (20) working days from the date the faculty member declined the CAO's proposed resolution.

The findings available to FRC include

- 1) that disciplinary action is not needed;
- 2) that the issue does not merit dismissal but that the faculty member should be disciplined by means designated by FRC; or
- 3) that there are grounds for formal dismissal proceedings.

The faculty member or the CAO may appeal FRC's decision in writing to the president of the college. The president may reject, uphold, or modify the decision of FRC. In the case of Finding 3), the college and the affected faculty member may agree either to pursue mediation (490.2.3) or to commence formal dismissal proceedings (490.2.4).

490.2.3. Third-Party Mediation

If the college finds and FRC confirms that grounds for dismissal proceedings exist, the college (through the President or CAO) and the affected faculty member may jointly choose mediation. If mediation is to be used, it must be

chosen within five (5) working days of the college's decision. The college and the affected faculty member shall jointly choose a mediator at the college's expense. At any point, either party may unilaterally end mediation.

If no mutually agreed-upon resolution has been reached following the above procedures, formal dismissal proceedings will commence.

490.2.4. Commencement of Formal Dismissal Proceedings

Within five (5) working days after it is determined that formal dismissal proceedings are to take place, the President and Faculty Review Committee shall formulate a joint statement (the "Statement") of the grounds for dismissal; however, if the President and Faculty Review Committee disagree, the President (or the President's designee) shall formulate such Statement.

Formal dismissal proceedings shall commence with a written communication from the President to the affected faculty member, containing a copy of the written Statement, described above. At the same time, the affected faculty member shall be informed in writing that he or she has five (5) days after receipt of the Statement to request a formal hearing concerning the proposed grounds for dismissal. The faculty member shall be provided with this handbook and reminded of the process outlined therein.

At least five (5) working days before the scheduled hearing, the affected faculty member shall inform the President and the Hearing Committee in writing of his or her position with respect to a formal hearing. If it is the faculty member's desire to proceed with a hearing, a time and date that allows the faculty member sufficient time to prepare his or her defense shall be set. Reasonable requests for rescheduling should be granted, subject to the need for the proceedings to take place in a timely fashion.

490.2.5. Hearing Procedures

(a) Hearing Committee Composition

The formal hearing shall be conducted by a Hearing Committee of three (3) full-time faculty members. This Hearing Committee will be responsible for making a final recommendation to the President. One member of the Hearing Committee shall be chosen by the affected faculty member; another shall be chosen by the President. The third member of the Hearing Committee shall be jointly chosen by the other two Hearing Committee members. If the two members cannot agree upon a third member in a timely fashion, the CAO or the President can ask Faculty Review Committee to appoint the third person. The faculty recommends that the choice of members of the hearing committee be on the basis of their objectivity and competence, and the regard in which they are held in the academic community. If a member refuses to serve, resigns, or becomes unable to serve, he or she shall be replaced by the party or parties appointing him or her. The Hearing Committee will elect its own chair. The affected faculty member and the President shall make their selections for the Hearing Committee not later than ten (10) working days after the delivery of the Statement of Grounds for Discipline to the affected faculty member.

(b) Hearing Committee Proceedings

Faculty disciplinary hearings are not open to the public. However, the Hearing Committee may invite whoever is required to ensure that the hearing is fair and that all relevant facts are presented. If any material facts are in dispute, the testimony of witnesses and other evidence related to the Statement of Grounds for Discipline should be received. The legal rules of evidence will not be applicable, but the Hearing Committee should conduct its proceedings to ensure that evidence is reliable and received in an orderly way. The statements of witnesses may be received under oath or affirmation. Unsworn statements may be received if the Hearing

Committee deems this appropriate.

The Hearing Committee shall determine the order of proof and shall, within reason, assist each party in obtaining the attendance of witnesses or securing evidence. The Hearing Committee may question witnesses, but shall also permit the parties and/or their counsel or other representatives to question witnesses.

The President will have the option of attending the formal hearing and may designate appropriate representatives or legal counsel to assist in the proceedings. The affected faculty member shall have the same rights. The faculty member will have the opportunity to hear and question all witnesses; however, the Hearing Committee will have the right to receive into evidence written statements made outside the hearing and to give them what weight it deems appropriate. The identities of all persons providing statements, and the contents of such statements, shall be disclosed to the affected faculty member, who will have a reasonable time to respond to them, such as by the presentation of responsive evidence. All of the evidence should be recorded by a court reporter.

(c) Consideration by Hearing Committee

After all the evidence has been presented, the parties shall have the opportunity to present oral arguments and, if the Hearing Committee chooses to receive them, written briefs. The Committee may choose to make its recommendation without waiting for a transcript of the hearing if it believes that a just decision may be reached without a transcript, or it may choose to await the preparation of a transcript. The Hearing Committee shall address each of the grounds of discipline presented in the Statement, and shall state the reasons for its recommendation. The Hearing Committee shall prepare its recommendation through private deliberations on the basis of the evidence and arguments presented or received in the hearing. The President and the faculty member shall be

notified of the recommendation in writing. If a transcript of the hearing is prepared, a copy of such transcript shall be made available for examination and use by the President and the affected faculty member (or their designees).

(d) Consideration by the President of Hearing Committee's Recommendation

The President shall consider the recommendation made by the Hearing Committee. In so doing, the President shall consider the evidence and arguments, whether oral or written, presented to the Hearing Committee. The President may also consider other evidence, but only after the affected faculty member has been apprised in detail of such evidence and given reasonable opportunity to respond to it.

The recommendation of the Hearing Committee shall be sustained, or the President shall, in writing, specify his or her objections to the recommendation. In the latter case, the Hearing Committee shall reconsider its recommendation, taking account of the President's objections, and shall, if necessary, receive new evidence, convoking if necessary a supplemental formal hearing. The Hearing Committee should frame its decision and communicate it to the President in the same manner as before. Only after studying the Hearing Committee's reconsidered recommendation shall the President make a final decision that overrules the Hearing Committee's recommendation.

Leave of the Affected Faculty Member

At any point during the disciplinary proceedings, the President shall have the right to place the affected faculty member on administrative leave when the allegations are serious enough to warrant such leave. Administrative leave shall be with pay unless the faculty member causes, in the judgment of FRC, unreasonable and inordinate delay in the proceedings. If the suspension is to become unpaid, the faculty member shall be given at least thirty (30) days' advance notice.

FAC 490.4. Confidentiality

Faculty disciplinary proceedings may involve allegations that, if publicly disclosed, could harm both the accused faculty member and the college. Further, persons making public or private statements about such matters could be sued for defamation, invasion of privacy, or other wrongdoing. Hence, all persons involved in faculty disciplinary proceedings shall refrain from discussing such matters with any person who does not have a legitimate and sufficient need to know about them.

As much as possible, the college intends to minimize publicity related to faculty disciplinary proceedings that might harm the reputation or the future employment prospects of the accused faculty member. However, the college reserves the right to respond truthfully to employment inquiries concerning the accused faculty member, and to respond to public statements by the accused faculty member or other persons.

The college is not required to make public statements or announcements concerning faculty disciplinary proceedings; however, any public announcements concerning the outcome of faculty disciplinary proceedings will be made through the office of the Chief Academic Officer or the President. No persons other than the CAO and the President are authorized to make public statements on behalf of McPherson College concerning any faculty disciplinary proceedings.

FAC 490.5 Conflicts

Section 490.3 will govern in the event of conflicts with any other portions of this handbook or with any rules or bylaws of any committee. Without limitation, the provisions of Section IX of the bylaws of the Faculty Review Committee do not apply in faculty disciplinary proceedings.

FAC 491. Faculty Grievance Procedures

491.1 Purpose. The objective of this policy is to provide an expeditious and fair method for resolving faculty grievances. The procedure intends to define clearly the matters that are at issue, to assure the faculty member that his/her complaint or problem has been presented to and considered by appropriate college officials, and to assure the college community that decisions involving faculty members are made professionally and ethically.

Without limitation, grievances covered by this policy include promotion, assignment of duties, academic freedom, or working conditions. Note that *all allegations of unlawful discrimination or harassment are to be processed according to "ADM 180 Discrimination and Harassment" or "ADM 185 Sexual Harassment"* (Appendices 17 and 18 in this Faculty Handbook) rather than through the faculty grievance procedure described here.

491.2 Procedures. Faculty are encouraged to resolve disputes with the college or with colleagues through reasoned discussion with their department chair, the chief academic officer, the director of human resources, or other colleagues deemed relevant to or helpful in resolving the dispute.

Mediation. Before or at any time during an investigation, the CAO and other parties may jointly choose mediation. If all parties agree, mediation can be provided by the college's human resources office. If any party objects to using an in-house mediator, human resources will provide an external mediator at the college's expense. At any point, any party may unilaterally end mediation.

Investigations. A faculty member who is unable to resolve a grievance through reasoned discussion or mediation or who believes that reasoned discussion is not an alternative given the nature of the grievance may initiate the formal grievance procedure by petitioning the CAO for an investigation. If the grievance is against the CAO, the president or the president's designee shall serve the function of the CAO for the duration of the investigation.

Whenever possible, the Faculty Review Committee shall serve as the Grievance Committee; however, if the grievance derives from a decision rendered by FRC, the Grievance Committee shall be comprised as follows: one faculty member chosen by the grievant, another chosen by the CAO, and a third member chosen jointly by the other two Grievance Committee members. If the

two members cannot agree upon a third member in a timely fashion, the CAO or the director of human resources can negotiate with the grievant to appoint the third person.

Within 15 days of the Grievance Committee's appointment, the grievant will submit a statement that details his or her case. Within 15 days of receiving the grievant's statement, the Grievance Committee will determine whether an investigation is warranted or unwarranted and report that finding to the grievant.

If an investigation is warranted, the affected parties will present committee members with all relevant information. The Grievance Committee may solicit the testimony of witnesses and/or request additional documentary evidence to ensure that the investigation is fair and that all relevant facts are presented. The Grievance Committee will report its findings and recommendations to the grievant and the CAO within 60 days following its determination that an investigation is warranted. The Grievance Committee may (1) determine that a settlement is not possible or is inappropriate or (2) recommend actions to the CAO to redress the grievance.

Within 15 days of receiving the Hearing Committee's report, the CAO shall (1) accept the Hearing Committee's recommendations, (2) state in writing to the Hearing Committee and to the parties involved in the grievance the reasons for rejecting the recommendations, or (3) indicate in writing why a decision is delayed and when a resolution is expected.

Should the CAO reject the recommendation of the Grievance Committee, the Grievance Committee will reconsider its recommendation, taking into account the CAO's objections. If necessary, it may receive new evidence or convoke a supplemental hearing. The Grievance Committee should report its final recommendation to the CAO within 15 days of receiving the CAO's objections. Only after studying the Grievance Committee's reconsidered recommendation may the CAO

make a decision that overrules the Grievance Committee's final recommendation. The CAO's decision shall be released within 15 days of receipt of the Grievance Committee's final recommendation.

491.3 Grievance Timeline

	Grievant pursues reasoned discussion with CAO and other relevant parties.
	Grievant and CAO discuss whether mediation is an option.
	Grievant petitions CAO for an investigation.
15 days	Appointment of Grievance Committee completed; grievant provides a statement detailing complaints.
15 days	Grievance Committee rules on whether an investigation is warranted. If so...
60 days	... the investigation is conducted; Grievance Committee reports its findings.
	<i>If CAO objects to the Grievance Committee findings, the process continues:</i>
15 days	CAO responds in writing to Grievance Committee's recommendation.
15 days	Grievance Committee reports its final recommendation.
15 days	CAO reports final decision to grievant and other relevant parties.

FAC 510. Sabbatical

McPherson College provides leaves with pay at periodic intervals to members of its faculty. Sabbaticals afford opportunities for scholarship, travel, writing, or other approved endeavors that will contribute to student recruitment, student retention, or growth as a member of the faculty or member of the administrative staff of the college.

The provisions of the McPherson College sabbatical leave program are as follows:

1. Sabbaticals must be approved by the Faculty Review Committee, the President of the College, and the Board of Trustees. Approval of sabbaticals is not automatic; it involves considerations such as the faculty member's past contributions to the college, the proposed leave's potential usefulness to the applicant, and the practical problems of handling the absent applicant's workload.
2. A faculty member may apply for sabbatical leave at the beginning of the sixth year of employment or six years following completion of the previous sabbatical leave.
3. Sabbatical applicants must complete and submit a request form to the Vice President for Academic Affairs (VPAA) by September 15 of the year prior to the requested leave. Sabbatical leave forms may be obtained from the VPAA's office.
4. Applicants may apply for a sabbatical leave of either one semester or one full contract year.
 - a. One-semester sabbaticals are paid at full salary. Fringe benefit programs continue during the one-semester sabbatical on the same basis as if the faculty member were at work full time on campus.
 - b. Full-year sabbaticals are paid at half salary. Because the college must, by law, base its contributions to Social Security and the 403(b) retirement plan on actual salary paid, those contributions will be reduced

by half during the sabbatical year. In the case of the retirement benefit, the college will make up for the lost 403(b) contribution in cash compensation disbursed evenly over 12 pay periods. The faculty member is free to self-contribute this amount toward retirement, or not.

5. Sabbatical recipients shall sign a statement recognizing that the compensation paid during the sabbatical leave is on a "provisional loan basis." One-half of the amount will be canceled after the first full contract year served following his or her return. The full amount will be canceled after the second contract year served.
 6. Within eight weeks following return from sabbatical leave, sabbatical recipients shall submit a written summary of their sabbatical leave experience to the CAO and schedule a time to present their experience to the campus community.
 7. Sabbatical leaves are granted for the purpose of professional advancement, not financial gain. If employment during the sabbatical creates new income greater than the college salary plus additional incurred expenses, the faculty member should consider the alternative of a leave of absence.
 8. Faculty on sabbatical leave are permitted to request faculty development funds, but faculty in residence have priority. If funds remain available, requests for faculty development funds will be considered and disbursed (if approved) at the end of the fiscal year in which the sabbatical leave occurred.
 9. Exceptions to the particulars set forth above must be approved by the VPAA.
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FAC 515. Leaves of Absence Without Pay

McPherson College grants leaves of absence to members of the faculty for purposes of study and research that promise to increase the member's professional effectiveness, value, and usefulness in subsequent service to the college.

1. Applications for leaves of absence shall be made in writing to the Vice President for Academic Affairs (VPAA) in consultation with the appropriate department chair. Application shall be made not later than six months before the beginning of the term in which the leave is desired.
2. Leaves of absence are approved by the President, upon recommendation of the VPAA.
3. Faculty members on leave of absence may continue on the college's health insurance, group life insurance, disability insurance, and retirement plans, provided they pay the cost of these benefits. Since Social Security and institutional retirement contributions are based on percentages of salary, these benefits do not accrue when persons are not on salary. If part-salaries are involved, these latter benefits will be handled on a percentage basis relative to the part-salaries.
4. Exceptions to the particulars set forth above must be approved by the VPAA.

FAC 520. Policy Relating to

Leave

McPherson College is committed to supporting a faculty member's work/life balance. With the well-being of college faculty members in mind, several leaves of absence are available to faculty.

1. For scheduled absences lasting one day to five days (one week), faculty members should reflect the dates and students' expected activities in their syllabi and notify the academic affairs office of the class cancellations when submitting the course syllabi.
2. For unscheduled absences lasting one to three consecutive days, such as brief illness, bereavement, or caring for a family member, faculty members should email their students, the department chair and the academic affairs office at the earliest opportunity. Department colleagues or the academic affairs office will post cancellation notices on classroom doors.
3. For unscheduled absences of more than three days, the following provides available leaves of absence for the college's faculty members:

1. Medical leaves of absence:

1. For absences of more than consecutive three days, a faculty member is entitled to the rights given under the college's Family and Medical Leave Act (FMLA) Leave of Absence policy. According to federal law, FMLA is unpaid; however, under college policy, FMLA is paid leave for faculty. Reasons for FMLA requests include:
 - Child birth, pregnancy or prenatal medical care;
 - Placement of a child with the employee for adoption or foster care and in order to care for such child;

- To care for a spouse, child, or parent with a serious health condition as described below;
- When the employee's own serious health condition makes the employee unable to perform the functions of his or her position (see ADM 192 under Administrative Policies, available at wwi.mcpherson.edu, for a full explanation of what illness, injury, impairment, physical or mental conditions comprise a serious health condition; or
- For a qualifying exigency, and/or covered service member leave as described in ADM 192.

FMLA qualifying absences up to 12 weeks (counted as 60 work days over a 12-month period) may be granted in a block of time, used intermittently, or as a reduced work schedule. Faculty experiencing more than one of the above events within 12 months of FMLA being triggered are limited to the total of 60 day's leave within that 12-month period. For qualifying events extending beyond the original 12-month period, faculty must reapply for FMLA certification. Please see the college's Human Resources Office for details under the ADM 192 Family and Medical Leave Act (FMLA) Leave of Absence Policy.

<http://wwi.mcpherson.edu/admin-policies/adm-192-family-and-medical-leave-act-fmla-leave-of-absence-policy/>

225. For absences of more than 12 weeks, the chief academic officer shall, in consultation with the human resources office, grant or not grant the leave request. The human resources office will request medical information to substantiate the leave request. Upon the receipt of the requested medical information, the human resources office will determine whether the leave request falls

within the realm of an ADA-qualified accommodation request as outlined in ADM 225 –Americans with Disabilities (ADA) Reasonable Accommodation Policy. The human resources office will work with the faculty member and the CAO through the accommodation process as outlined in ADM 225. This leave request is considered an unpaid leave of absence request unless approved otherwise by the CAO.

<http://wwwi.mcpherson.edu/admin-policies/adm-225-americans-with-disabilities-ada-reasonable-accommodation-policy/>

If a leave request of more than 12 weeks does not qualify through the college's ADA accommodation process, the CAO, in consultation with the department chair, determines whether the leave request can be granted or would be an undue hardship for the college. Granting a leave request for more than 12 weeks falls within the discretion of the CAO. The president may be consulted in these leave requests. This leave request is considered an unpaid leave of absence request unless approved otherwise by the CAO.

- For any faculty medical leave due to illness or injury that is approaching 90 calendar days, the faculty member would work with the human resources office for eligibility for the college-paid benefit, Long-Term Disability (LTD). This college-paid benefit is outlined in the college's current college benefit guide and can provide income for the faculty member through her/his Social Security normal retirement age. Upon approval and acceptance of LTD, the faculty member will resign.

<https://wwwi.mcpherson.edu/wp-content/uploads/2015/09/McPherson-College-Benefits-Guide-2020-11.6.20191.pdf>

1. For faculty members who do not qualify for the above listed medical leaves of absence, the faculty member should make her/his request to the chief academic

officer.

1. Non-medical leaves of absence

1. For any other non-medical leaves of absence for more than five days, the faculty member shall make those requests to the CAO.

2. These leave requests are considered unpaid leave of absence requests.

2. Faculty members on any unpaid leave of absence may continue on the college's health insurance, group life insurance, disability insurance, and supplemental benefits provided they pay their portion of health insurance and the entire cost of their other benefits and contributions. They may also continue to make voluntary retirement contributions. The faculty member must make payment arrangements with the human resources office prior to the start of the unpaid leave of absence. Since Social Security and institutional retirement contributions are based on percentages of salary, contributions to these benefits are suspended while the faculty member is in an unpaid status.

For any questions concerning this faculty leave of absence policy, please consult with the CAO or the college's human resources office.

FAC 530. Professional Development

McPherson College supports the professional development of its faculty in several ways. It offers regular workshops and presentations on campus, provides an annual allowance for attending academic or professional conferences and for

pursuing continuing education, and gives individual faculty members the option of using a portion of their annual allowance for professional memberships and subscriptions.

FAC 530.1 On-campus professional development activities

A half-day each semester is set aside in the academic calendar for professional develop. The CAO, in consultation with Faculty Executive Committee, shall make arrangements for these half-day programs, which may involve presentations from internal or external speakers on a variety of pertinent topics in higher education.

Once each semester, there is usually an unscheduled faculty meeting day. For those occasions when an additional meeting is not needed for faculty business, FEC plans one-hour professional development sessions. Typically, internal or local speakers deliver these brief workshops or presentations, but they might also consist of webinars, live presentations via streaming video, recorded videos, etc.

Attendance at these events is expected of all faculty.

FAC 530.2 Support for self-initiated professional development

McPherson College benefits from a significant endowment—the Kightlinger Fund—designated for the support of academic professional development. Each half-time and full-time faculty member is allotted a minimum annual allowance from the fund's endowment earnings. The allowance may vary from year to year, depending upon the endowment draw approved by the Board of Trustees and the number of faculty eligible for support.

FAC 530.2.1 Continuing education, conferences, and workshops

Faculty can access Kightlinger funds for support of continuing education or attendance at academic conferences and workshops by submitting a proposal to the CAO. The proposal form is available online and from the Academic Affairs office. As a rule, funds up to the minimum allowance are released soon after receipts are submitted. When the Kightlinger Fund has a balance at the end of the fiscal year, the CAO will reimburse to the extent possible faculty with expenses exceeding their annual allowance.

The Kightlinger Fund operates on a use-it-or-lose-it basis. Allowances cannot be carried over from year to year, but

expenses may be. Faculty who have unrefunded expenses in one year may choose to carry those expenses forward to be covered by their allowance for the following year.

Faculty seeking additional support for completion of a terminal degree may also want to consider applying for the college's forgivable loan.

FAC 530.2.2 Memberships and subscriptions

Faculty may use no more than half of their annual allowance to defray the cost of professional memberships or subscriptions. In those years when the Kightlinger Fund is exhausted and competing faculty proposals request funds beyond their annual allowance, the amount provided for memberships or subscriptions will be subtracted from requested reimbursements exceeding the annual allowance.

FAC 530.4 Faculty Mentoring

Faculty mentoring at McPherson College is an effort to create informal opportunities for the one-on-one exchange of teaching and learning experiences in a supportive and collegial environment.

These professional development efforts are part of formative development; therefore, submission of reports is not required.

A mentee may, if s/he so desires, solicit a letter of reference from his/her mentor.

If a faculty member would like to be assigned a new mentor, s/he may contact the Dean of Faculty.

New Faculty Mentoring

New faculty orientation is held at the beginning of each academic year. It is expected that all new full-time faculty will attend new faculty orientation. New adjunct faculty, or part-time faculty, are invited to attend as well. As part of the new faculty orientation program, new faculty are introduced to second- and third-year faculty to begin building a professional network on campus.

New faculty orientation continues throughout the year through the new faculty mentorship program, which pairs a new faculty member with a colleague outside of the new faculty member's department. Mentors meet informally with their new faculty colleague about once a month to provide just-in-time guidance and insight throughout the academic year. The Dean of Faculty may host workshops for new faculty and their mentors throughout the academic year.

New faculty may orient further in his/her department and division with guidance from his/her department chair and division chair.

FAC 530.5 Annual Teaching Awards

Each year an award of \$200 will be given to both a tenured and

a non-tenured faculty member to recognize excellence in teaching and service to students.

By the end of the second full week of classes, the dean will issue a memo to all faculty and students inviting nominations. There is no set criteria for the nomination letter. Faculty and students should feel free to include a variety of supporting information in their nomination letter.

The committee, consisting of award recipients from the previous year plus three students selected by SGA, will meet at least ten days before honors convocation to select the two recipients.

The committee selects the two recipients based on the nomination letters and any other information made available to them.

Faculty can receive the award once every five years.

Recipients will be recognized at fall honors convocation.

FAC 530.6 Coordination of Professional Development Events

Coordinator of Professional Development: A faculty member with one three-hour course release time for the academic year to direct, promote, and facilitate formal and informal professional development events.

A short term Teaching Effectiveness Task Force (consisting of one representative from each division) will meet each spring

to determine topics. The Task Force may participate in recommending presenters for the following academic year.

Professional development monies will be allocated to fund the formal professional development events and underwrite the cost of food for the informal professional development events.

FAC 530.7 K-12 Requirement

Each academic year full time faculty members who teach in a discipline which certifies prospective teachers will document at least eight hours of contact with K 12 school teaching personnel through the following types of activities:

1. Through attendance at professional conferences and workshops where K 12 faculty are participants
2. Through class visits and/or observation of student teachers
3. Through adjudication at music, debate, history, or athletic events
4. Through participation in on or off campus events such as math, computer science, or music contests
5. Through attendance at ESSDACK in service workshops (reimbursement beyond the professional allowance for attendance under [530.3](#) of one ESSDACK workshop each academic year is available if prior approval is obtained and if funding is available)
6. Other contacts, if pre-approved by the Provost and Dean of the Faculty

Faculty members should document their K 12 contacts by completing the college's professional development form.

FAC 550. Salary Schedule

Salaries for nine month and 10 month contracts are divided into 12 equal monthly payments, with one twelfth payment being paid each month. Paychecks for faculty will be deposited in a bank of the employee's choice, on the last working day of each month, unless employee requests other arrangements. Salary statements are distributed through the campus mail on the day the deposit is made. A schedule showing salaried staff paydays for the current year is available from the Business Office.

FAC 555. Faculty Loan Fund

Faculty Review Committee administers the Faculty Loan Fund, made available through donors' gifts. Current policies relating to loans (subject to review and change by the committee) are as follows:

1. The application should be in writing to the committee; a statement of purpose may be required if funds are not adequate to cover all applications.
2. Not more than \$400 will be loaned to any one faculty family.
3. There is no interest for the first six months. After six months, interest shall be four percent per annum (on funds actually owed, one third of one percent per month).
4. Initially, no loans will be made for a period longer than 12 months. Any borrower may make application for extension of loan at the above scheduled rate.

5. Any new application within a three month period following settlement of a prior loan will be considered an extension, except in cases of evident emergency.
 6. A time of repayment or prospective repayment plan should be submitted with each loan application. (An installment payment plan following the initial interest free, six month period is encouraged but is optional).
 7. If the Loan Committee approves the loan, further handling of the loan will be through the Business Office.
-

FAC 560. Retirement

McPherson College has no mandatory retirement age. Faculty members electing to retire should submit a letter declaring such to the Chief Academic Officer no later than October 15 of the academic year preceding retirement so that appropriate steps can be taken to seek a replacement.

FAC 561. Retirement Benefits

McPherson College contributes to the Teachers Insurance Annuity Association/College Retirement Equities Fund (TIAA/CREF) for eligible employees. Eligibility begins after completing one year of at least half-time service, or immediately if the employee has previously participated in a college-sponsored retirement program. McPherson College contributes an amount equivalent to 10 percent of contracted salary with benefits payable to the employee at retirement or

termination of employment. Supplemental retirement annuity programs are also available. Details on all such programs are available in the Business Office.

FAC 565. Optional Phased Retirement Plan

Full-time tenured faculty members with seven years or more of service are eligible to apply for phased retirement. Phased retirement is a reduced workload/reduced salary contract made available if mutually agreed upon by the faculty member and the administration. Application to participate in the plan should be made with the Chief Academic Officer by October 15 of the college year preceding phased retirement. Approval of phased retirement applications is not automatic; decisions must take into consideration department and college needs.

Phased retirement may impact the faculty member's eligibility for medical insurance and retirement benefits. Faculty members considering phased retirement should consult the Summary Plan Descriptions for college benefits eligibility, which is available on the Human Resources intranet site.

FAC 601. Teaching

All faculty are employed with the expectation that they will

be effective in the classroom. In regular faculty evaluations, classroom teaching is the most important consideration (see Section 440). Self-reflection for the purpose of improving instruction is a critically important professional responsibility. Faculty prepare an annual Professional Development Plan in which they establish performance improvement goals for the upcoming year and assess their success in achieving the previous year's goals.

Faculty are expected to remain current in their academic fields. Consulting as necessary with their department chairs, faculty have the autonomy to select their own textbooks and to develop their own curricula, consistent with existing course descriptions and program student learning outcomes. Text selection should be kept current, though yearly changes of texts are not necessary. All textbook adoptions should be placed by the deadline announced by the Academic Affairs Office.

McPherson College nurtures entrepreneurial teaching and learning. Faculty looking for support in developing creative and innovative approaches to course development (e.g., interdisciplinary teaching, team teaching, hybrid instruction, etc.) are encouraged to discuss proposals with their department chairs and Chief Academic Officer.

New faculty members who want assistance with developing teaching strategies or preparation of materials are encouraged to speak to their department chair, colleagues, or CAO.

FAC 602. Office Hours

As an institution that takes pride in excellent teaching and individual attention to students, McPherson College expects

faculty to be readily available to students. Faculty should schedule and observe 2-3 office hours per week. They should include these scheduled office hours on their syllabi and make themselves available to students by appointment outside regular office hours. Faculty are encouraged to spend as much of their work week on campus as circumstances allow.

FAC 603. Classroom Conduct

All faculty members at McPherson College have the responsibility to maintain an atmosphere conducive to learning in their classrooms and labs. Therefore, when, in the judgment of the instructor, a student's behavior undermines the learning atmosphere, the instructor may remove that student from the classroom for the remainder of the class period.

Students who repeatedly undermine the learning environment, or whose disruptive behavior includes violence, threats, or harassment, may be subject to permanent ejection from a course. Unless the instructor specifies otherwise, ejected students fail the course.

To request permanent removal of a disruptive student from a course, an instructor must document in writing the dates and behaviors justifying the request. The request should be submitted to the CAO, copied to the affected student, and placed in the student's permanent records. Students have the right to appeal an instructor's request for permanent removal from a course to the CAO.

FAC 604. Academic Integrity Policy

As a community of scholars, we expect academic integrity from both students and professors. Faculty who violate standards of academic integrity are subject to discipline as provided in section 490 of the Faculty Handbook. This policy outlines the repercussions for students who behave in academically dishonest ways.

Definitions

Academic dishonesty is any act of cheating, fabrication, or plagiarism.

- *Cheating* is using or attempting to use unauthorized materials, information, or study aids. Examples: copying homework, copying someone else's test, using an unauthorized "cheat sheet," etc.
- *Fabrication* is falsification or invention of any information or citation. Examples: making up a source, giving an incorrect citation, deliberately misquoting a source, etc.
- *Plagiarism* is representing the work of another (words, pictures, ideas, etc.) as one's own in the final submission of an academic assignment, not, as a rule, in drafts or preliminary versions.

(The examples above are not exhaustive; infractions may include actions not listed.)

Procedures for Unintentional Violations of Academic Integrity

Instructors use their discretion in determining whether

infractions of academic integrity are intentional or unintentional. When instructors determine an act of academic dishonesty is unintentional, they may use their professional judgment in determining the best way to remediate the student.

Procedures for Intentional Violations of Academic Integrity

When instructors determine that an act of academic dishonesty is intentional, they shall

1. Complete and submit an Academic Dishonesty Incident Report form, including documentation of the incident, to the Vice President for Academic Affairs. (The form is available on the college Intranet site or in the Academic Affairs office.)
2. Impose the sanction for academic dishonesty provided in their course syllabus, pending notification from the VPAA that their incident report is the first one filed against that student.

Students reported to the VPAA for the first time for an act of plagiarism shall submit documentation of their successful completion of a recommended plagiarism prevention program.

If a student has had one or more incident reports previously submitted to the VPAA, the following consequences shall ensue:

- *Second reported offense:* The student shall fail the course. At the request of the reporting faculty member, the student, the faculty member, and the VPAA can meet to determine the appropriateness of an F in the course for the behavior reported.
- *Third reported offense:* The student shall be suspended for the remainder of the term plus one additional full semester and fail the course in which the incident occurred. If the incident is reported prior to the last day to withdraw without a grade, the student will be withdrawn from all other courses in which he or she is enrolled. If the incident is reported after that date,

the student shall receive final course grades calculated by adding zeroes for all remaining course assignments to grades received up to that point in the course. Suspended students must reapply for admission and are not guaranteed re-admittance.

- *Fourth reported offense*: Dismissal with no right to appeal.

The VPAA will notify the student, the student's advisor, and the director of academic development each time an Academic Dishonesty Incident Report is submitted. With the exception noted above for a student's fourth infraction, students have the right to appeal any charge of academic dishonesty following the same procedures described in the [Grade Appeal Policy](#) published in the academic catalog.

Other Kinds of Academic Dishonesty

Academic dishonesty can also include dissimulation and aiding and abetting.

- *Dissimulation* is the act of disguising or altering one's actions so as to deceive another about the real nature of one's actions concerning an academic exercise, including (but not limited to) fabricating excuses for missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested), taking inappropriate credit for group work, etc.
- *Aiding and abetting* is knowingly facilitating any act defined in this policy, including (but not limited to) students helping other students plagiarize and/or cheat by unauthorized sharing of lab work or coursework, not reporting others' cheating incidents, etc.

Faculty retain the right to deal with instances of dissimulation and aiding and abetting as they deem

appropriate, including reporting such incidents to the VPAA.

FAC 605. Teaching Load

New Version (approved by Faculty on 4/05/12)

The maximum and expected teaching load for-full time faculty shall be an average of 24 hours of teaching per academic year. This may be shifted across years in consultation with the Chief Academic Officer (CAO)—for example, 28 hours in one year and 20 hours in a subsequent year—in order to provide flexibility in scheduling. The maximum number of preparations in a two-year period should not exceed 12. In addition to full-time load courses, faculty may request permission to teach a maximum of one course by appointment or independent study course each semester.

Type of Course	Faculty Teaching Load Count	Faculty Contact Hours
1 lecture credit hour	1 load hour	15 faculty contact hours per credit
1 lab credit hour	1 load hour	30 faculty contact hours per credit
1 private lesson credit	.33 load hour	15 faculty contact 30- minute periods per credit
Theater practica supervision	Variable by contract	Variable
1 team-taught credit hour	By arrangement with CAO	15 contact hours

1 online credit hour	1 load hour	15 contact hours
Internship supervision	None	None
Supervision of a full-time student-teaching field experience	.66 Load hours	Minimum 4 field observations
Course by appointment or individually scheduled TBA	None	15 faculty contact hours per credit hour
Independent study	None	5 faculty contact hours per credit hour

In addition to teaching duties, a faculty member is expected to serve on committees, perform curricular administrative tasks such as assessment, and to perform other campus and departmental duties. When other responsibilities are great, teaching load may be decreased or additional stipends allocated. These modifications shall be made on a contractual basis in coordination with the Chief Academic Officer (CAO).

Exception to the above guidelines may be approved by the CAO on a case-by-case basis.

FAC 607. Class Rosters, Records, and Attendance

Faculty are required to submit all course grades in accordance with the academic calendar. Faculty members should keep class

attendance records in order to comply with federal mandates that the college document the last date of attendance if a student withdraws. Faculty members are required to report attendance data through the college's on-line reporting system.

FAC 608. Scheduling of Classes and Course Changes

With direction from the academic departments, the registrar's office prepares the class schedule for each academic year several weeks in advance of the pre-enrollment period. Faculty members are invited to bring curriculum and schedule problems to the chief academic officer and/or registrar's office at any time.

Changes in course credits, content, and new course proposals must be approved by the department, the division, and Educational Policies Committee. If the course is part of the teacher education or general education program, the changes also need the approval of the Teacher Education Board.

FAC 611. Guidelines for Study-Travel Experiences

Regardless of the destination or time away from campus, study-travel experiences contribute to students' academic growth and

often provide life-long memories. In general, McPherson College categorizes study-travel experiences in one of three ways:

1. International study-travel experiences
2. Domestic study-travel experiences (under McPherson College's insurance policy, domestic travel is defined as anywhere in the 50 United States, plus Canada and Puerto Rico)
3. Local study-travel experiences, usually field trips of no more than a day in length

The following guidelines apply to study-travel experiences sponsored by faculty, including, but not limited to, travel courses, deputations, ensemble tours, student club and organization trips, alumni tours, service projects, and field trips. Travel for intercollegiate competition or off-campus practices is governed by athletic travel guidelines.

611.1 International Study-Travel Experiences

International travel includes all travel outside the 50 states, with the exception of travel to Canada and Puerto Rico. Faculty sponsors of such travel experiences are required to see that all relevant procedures in this section are followed.

611.1.1 Permission Procedures

Before international study-travel experiences can be announced or advertised, the faculty sponsor(s) must complete the following procedures:

- To assure liability coverage for international travel, sponsors must submit to the chief financial officer the following information no later than February 1 preceding the academic year in which the travel is projected:
 - the potential countries to be visited
 - an estimated number of students, faculty, and

chaperones

- an estimated length of the travel experience.

Faculty sponsors should submit this information even if they are unsure the travel experience will actually materialize as the college cannot insure a trip after the insurance contract for the academic year is finalized.

- Travel courses for credit must be approved through normal faculty procedures. The chief academic officer can also approve courses on a one-time pilot basis only.
- A tentative itinerary and a realistic budget, including the estimated cost for students, must be submitted to the chief financial officer. Only after the CFO approves the budget and appropriate arrangements have been made with the Business Office may the trip be promoted.

611.1.2 Preparing for the International Study-Travel Experience

Prior to embarking on the international study-travel experience, the faculty sponsor(s) should see that the following have been secured:

- At least one faculty member or responsible adult chaperone in addition to the sponsoring faculty member must accompany every international travel experience. This second responsible adult should be prepared to stay with a student who becomes seriously ill or injured while the group continues its travels. It will often be helpful if one of the adults assuming responsibilities is male and the other is female, but this is not required.
- The list of trip participants and their emergency contact information has been gathered on the McPherson College Travel Form and submitted along with the final itinerary to the Academic Affairs office at least a week before travel begins.

- The faculty sponsor has verified through the administrative assistant in the VPAA's office that each trip participant has a signed Release of Liability Waiver on file in the Academic Affairs office. Most students will sign the waiver during check-in at the beginning of the academic year. If the student's waiver is not on file, the student will have to complete one in order to travel with the group.
- If students will receive academic credit for the experience, a copy of the class syllabus should also be submitted to the Academic Affairs office.

For detailed suggestions and guidelines for planning the international study-travel experience, faculty should consult Appendix __, Planning Effective Study-Travel Experiences. Questions or concerns regarding travel liability should be directed to the chief financial officer.

611.1.3 International Travel Guidelines

In case of a significant illness or injury to a trip participant, the faculty sponsor should seek appropriate medical care at a health care facility within that country. The emergency contact provided by the student should be informed as soon as possible as well as the college's chief financial officer and/or chief academic officer. Should the situation demand, one of the faculty members or accompanying chaperones should be prepared to stay on location with the affected traveler while the group moves on in keeping with its itinerary.

All institutional policies, including the policies regarding alcohol, drugs, and harassment, remain in place on international trips. Students who violate the college's code of conduct should be confronted by the faculty sponsor. In case of non-compliance, the professor has the right to return the student to the U.S. Upon return to campus, the sponsor may use discretion in determining whether to report the misconduct

to Student Services for further action.

611.1.4 Rental Vehicle Policy

The faculty member or employee renting a vehicle outside the United States (except Canada and Puerto Rico) must have been approved as a college driver as explained in Administrative Policy ADM 315. In addition, the approved college driver must meet all applicable laws in the country where the vehicle will be operated. At the time of finalizing the rental, the faculty sponsor must purchase the Collision Damage Waiver offered by the rental agency. Vehicles are limited to 15-passenger vans, minivans, compact to full-size cars. Students are not allowed to operate a rented vehicle outside the United States.

Every accident, with or without injuries or property damage, needs to be reported immediately to the local police, the rental agency, and to the college's CFO.

FAC 611.2 Domestic Study-Travel Experiences

Domestic travel includes all travel within the 50 United States, as well as travel to Canada and Puerto Rico. Faculty sponsors of domestic travel experiences are required to see that all relevant procedures in this section are followed.

611.2.1 Permission Procedures

Before domestic study-travel experiences can be announced or advertised, the faculty sponsor(s) must complete the following procedures:

- Travel courses for credit must be approved through normal faculty procedures. The chief academic officer can also approve courses on a one-time pilot basis only.
- A tentative itinerary and a realistic budget, including the estimated cost for students, must be submitted to the chief financial officer. Only after the CFO approves the budget and appropriate arrangements have been made

with the Business Office may the trip be promoted.

611.2.2 Preparing for the Domestic Study-Travel Experience

Prior to embarking on a domestic study-travel experience, the faculty sponsor(s) should see that the following have been completed:

- The faculty sponsor should consider whether at least one faculty member or responsible adult chaperone in addition to the sponsoring faculty member should accompany the group. This second responsible adult would need to be prepared to stay with a student who becomes seriously ill or injured while the group continues its travels. It will often be helpful if one of the adults assuming responsibilities is male and the other is female, but this is not required.
- The list of trip participants and their emergency contact information has been gathered on the McPherson College Travel Form and submitted along with the final itinerary to the Academic Affairs office at least a week before travel begins.
- The faculty sponsor has verified through the administrative assistant in the VPAA's office that each trip participant has a signed Release of Liability Waiver on file in the Academic Affairs office. Most students will sign the waiver during check-in at the beginning of the academic year. If the student's waiver is not on file, the student will have to complete one in order to travel with the group.
- Copies of the above forms, plus a final itinerary, are submitted to the Academic Affairs office at least a week before travel begins. If students will be receiving academic credit for the experience, a copy of the syllabus should be included.

For detailed suggestions and guidelines for planning domestic study-travel experience, faculty should consult Appendix __,

Planning Effective Study-Travel Experiences. Questions or concerns regarding travel liability should be directed to the chief financial officer.

611.2.3 Travel Guidelines

In case of a significant illness or injury to a trip participant, the faculty sponsor should seek appropriate medical care for the participant at a health care facility. The emergency contact provided by the student should be informed as soon as possible as well as the college's chief financial officer and/or chief academic officer. Should the situation demand, one of the faculty members or accompanying chaperones should be prepared to stay on location with the affected traveler while the group moves on in keeping with its itinerary.

All institutional policies, including the policies regarding alcohol, drugs, and harassment, remain in place on domestic trips. Students who violate the college's code of conduct should be confronted by the faculty sponsor. In case of non-compliance, the professor has the right to return the student to campus. Upon return to campus, the sponsor may use discretion in determining whether to report the misconduct to Student Services for further action.

611.2.4 Rental Vehicle Policy

The faculty member or employee renting a vehicle must be an approved college driver as explained in Administrative Policy ADM 315. Faculty sponsors of domestic travel do not need to purchase the Collision Damage Waiver offered by the rental agency. Vehicles are limited to 15-passenger vans, minivans, compact to full-size cars. In cases when students are driving, refer the "Student Driving (Undergraduate and Graduate Students)" section in ADM 315.

Every accident, with or without injuries or property damage, needs to be reported immediately to the local police, the

rental agency, and to the college's CFO.

Faculty wishing to charter a bus for a domestic travel-study experience should consult Bus Chartering Procedures in Administrative Policy ADM 315.

FAC 611.3 Local Study-Travel Experiences

Local travel includes those class field trips ranging from an hour or two to a full day away from campus. Any organized trip taken with students for the purpose of class or co-curricular activities or events that returns students to campus without an overnight stop is considered "local travel."

611.3.1 Preparing for Local Study-Travel Experiences

Class field trips and other local travel experiences do not require permission of the CFO or CAO, but faculty planning such trips should consider the college's activities calendar to avoid setting a date that creates conflicts for students. If at all possible, faculty should include the date of field experiences in the course syllabus.

If students participating in the field experience will miss other classes that day, the faculty member should notify the faculty at large of the event and the students that will be participating at least 48 hours prior to students' absences. Students are responsible for making appropriate arrangements with their other professors, recognizing that the field experience may or may not be an excused absence by that instructor.

The faculty sponsor should verify through the administrative assistant in the VPAA's office that each trip participant has a signed Release of Liability Waiver on file in the Academic Affairs office. Most students will sign the waiver during check-in at the beginning of the academic year. If the student's waiver is not on file, the student will have to complete one in order to travel with the group.

At least 48 hours before the local travel begins, the faculty sponsor should submit a description of the event, the anticipated departure and return times, and a list of trip participants to the Academic Affairs office.

611.3.2 Transportation for Local Study-Travel Experiences

Transportation for local travel typically consists of one of three options: the use of college-owned or rented vehicles, the use of employee-owned vehicles, and/or the use of student-vehicles.

- *College-Owned or Rented Vehicles.* The college typically owns or leases a number of vans capable of carrying 15-25 passengers. These college vehicles are reserved primarily for transporting student-athletes to away contests, but they are often available for class or organization field trips. Depending upon staffing and organization of duties, the scheduling of these vehicles is managed either by the Athletic Director's office or by Facilities Management. When planning a field trip for a large number of students, check on the availability of these vehicles first. Departments can expect to be charged for expenses associated with the use of college-owned or rented vehicles. If they are booked, Facilities Management can assist with renting a vehicle appropriate for the size of your group. Only McPherson College faculty, staff, students or volunteers who have an acceptable Motor Vehicle Record, the appropriate license for the vehicle to be used, and who have been approved by Facilities Management can operate a college-owned or rented vehicle. Those who want to be approved as drivers must have undergone a MVR check through the Human Resources office while at McPherson College and driving instruction through Facilities Management. In cases when students are driving, refer the "Student Driving (Undergraduate and Graduate Students)" section in ADM 315.

- *Employee-Owned Vehicles.* Faculty who have cleared a Moving Vehicle Record check through the Human Resources office may use their personal vehicles to transport students. In case of an injury accident, the employee's personal liability coverage is primary. The college's insurance does provide extended liability beyond the employee's coverage, but not for property damage.
- *Student-owned Vehicles.* Under the law, students who drive themselves and others on college-sponsored field trips are considered commuters. A student's personal insurance is primary for both liability and collision. The college's insurance provides no extended coverage for student drivers. Students driving their own vehicles to a field experience or event do not have to undergo a MVR check. The liability waiver that students sign at the beginning of the year will ask students to confirm their awareness that their insurance is primary in an instance where they are using their personal automobile for college-sponsored travel.

611.3.3 Local Travel Guidelines

In case of illness or injury to a participant on a field experience, the faculty sponsor should take appropriate measures, including seeking medical care, as needed. If the situation is serious, the sponsor should inform the college's chief financial officer and/or chief academic officer as soon as possible.

All institutional policies, including the policies regarding alcohol, drugs, and harassment, remain in place on local trips. Students who violate the college's code of conduct should be confronted by the faculty sponsor. The sponsor may use discretion in determining whether to report the misconduct to Student Services for further action.

611.4 Clery Reporting Requirements

The 1990 Clery Act requires the college to report every instance in which a college group stays in the same hotel for two consecutive nights or in a hotel where a college group has previously stayed. Contact Student Affairs to determine the proper way to report your accommodation and travel information.

FAC 612. Eligibility of Students to Represent College in Co-Curricular or Deputation Roles

A student must be properly enrolled in courses totaling at least twelve semester hours and must have made passing grades in at least twelve hours in the previous term in order to represent the McPherson College in any extra curricular activity or in deputation activities. (Normally, students should not represent the college if they were on the probation list at the end of the previous term.)

The college defines a sponsored trip or deputation as any individual or group officially representing McPherson College away from the campus. All College sponsored trips and deputations must be cleared with the College Advancement Office. All persons performing in music ensembles shall be approved by the Music Department and other persons taking part in a deputation program shall be approved by the department which they represent. The total deputation program shall be planned ahead, covering the entire year as much as possible, so as to avoid problems arising from an end of semester pile

up of programs.

Eligibility rules of the Kansas Collegiate Athletic Conference (KCAC) and the National Association of Intercollegiate Athletics (NAIA) are followed for all students participating in athletic events.

FAC 614. Special Courses (Appointment, Independent Study, Career Connections Internship and Field Experience, Readings and Research)

Students may enroll for various kinds of individualized instruction, including courses by appointment, independent study, Career Connections internships and field experiences, and readings and research, following submission of a formal application to the Provost and Dean of the Faculty. Forms are available in the Student Enrollment Services Office. The "Special Courses" section in the *McPherson College Catalog* describes each of the above types of individualized instruction. Questions about proper use of these special courses should be directed to the Provost and Dean of the Faculty.

FAC 618. Convocations

Convocations at McPherson College are opportunities for the entire campus community to gather to celebrate achievements of community members and to share information of importance and interest to everyone. Attendance at convocation is a responsibility every student and employee owes to the collective body; much of the campus, including the dining hall and the library, demonstrates a commitment to community by closing for convocations. The value of convocation is directly connected to the common gathering of all community members at one time, in one space. For these reasons, among others, convocation attendance is expected of all community members.

FAC 621. Student Overload

See "Course Load," McPherson College Catalog.

FAC 650. Faculty Role in Program and Institutional Assessment

Faculty in all areas are expected to participate in a program

of assessment in the major field of study and in general education areas in which they teach. The goal of academic assessment is to improve student learning and instructional effectiveness. Faculty members should be familiar with the assessment processes and methods in their areas of teaching and are expected to participate in the implementation of assessments. Once a year departmental chairs, in collaboration with departmental faculty, are required to prepare and submit a program assessment report, including assessment results and any changes implemented based on the prior year's assessments.

All faculty should also be familiar with institutional assessment and accreditation and be prepared to perform duties in the process of carrying out, reviewing, or revising institutional and program assessment practices.

FAC 651. Freshman Testing Program

The American College Testing program (ACT) or the Scholastic Aptitude Test (SAT) is required of some entering freshmen depending on high school cumulative GPA. Scores from these instruments are used for admission to the college and academic advising. On a "need-to-know" basis, faculty should contact the Associate Dean of Academic Records to secure needed information from these tests, including educational and vocational plans, special educational needs and interests, advanced placement in high school, and high school extracurricular activities and college extracurricular plans.

FAC 655. Final Examinations

Faculty are expected to involve students in a major educational experience in all regular credit courses at the end of each term at the time indicated in the schedule of final examinations approved by the Educational Policies Committee. A two-hour period is scheduled for each final examination, which should include a genuine evaluation device.

Faculty desiring to hold exams at times other than those on the approved exam schedule may do so only with permission of the Chief Academic Officer.

Students who have three or more final exams scheduled on the same day may speak to the CAO about working with the involved faculty to arrange a different time for one or more of the finals. Students should not ask faculty to take exams at another time for any reason other than extraordinary, unavoidable circumstances, nor should faculty agree to do so without approval of the CAO.

FAC 656. Grades and Grading Scale

Faculty are expected to make grading policies clear and explicit on course syllabi. At midterm and at the end of each term, faculty are required to turn in all student grades by the specified due date.

See "Satisfactory Academic Progress: Scholarship, Probation and Suspension Rules" and "Scale of Grading" in the *McPherson College Catalog*.

FAC 657. Guidelines Concerning Disputed Grades

Introduction. The *McPherson College Catalog* traditionally contains a statement that "all grades are determined by the instructor in charge of the specific course." The guidelines that follow do not abrogate this basic principle of faculty responsibility. They do provide for an avenue by which students who feel that they have been unjustly evaluated may request review of the evaluation. In keeping with the spirit of the catalog statement, all such review of evaluations should remain solely in the hands of faculty; no student or student group should be involved in review procedure at any stage of its progress. The guidelines for review of disputed grades are as follows:

Step 1. No review procedure may begin until a student concerned about his/her evaluation has discussed this evaluation personally with the instructor who recorded the grade under review. (Note: this step may be waived in cases of permanent absence of the instructor or as otherwise deemed advisable by the Provost and Dean of the Faculty.)

Step 2. When a student, after consultation with the instructor described in Step 1 above, feels a continuing grievance, the Provost and Dean of the Faculty may, if he or she deems this appropriate under the circumstances, confer with student and instructor separately and informally, thus attempting to

obtain resolution of the dispute at issue.

Step 3. If resolution is not achieved in Step 2, above, the student, but only with the written permission of the Provost and Dean of Faculty, may appeal to a committee of review established as follows: One member of the faculty of McPherson College selected by the student; one member of the faculty of McPherson College, other than himself, selected by the instructor involved; one member of a faculty, preferably in an academic discipline close to that in which the review is undertaken, appointed either by the Provost and Dean of the Faculty or by the President of the College. The member of the committee thus appointed by the Provost and Dean of the Faculty or President may be from another institution than McPherson College. The appointed committee should examine any written or oral evidence submitted by the principals involved in the review. Following such examination, in closed session, the committee should determine the legitimacy of the student's grievance; in the event that the grievance is found to be valid, the committee should recommend to the Provost and Dean of the Faculty an alternative grade for record. Decisions of this committee are final and subject to no institutional appeal. The Step 3 procedure described above shall occur only if the Provost and Dean of Faculty deems such procedure appropriate in the particular case, and gives to the aggrieved student written permission to pursue such procedure.

FAC 658. Students on Academic Probation

Students may be placed on probation at McPherson College for academic reasons. Student academic probation is governed by

the Satisfactory Academic Progress: Scholarship, Probation and Suspension Rules in the *McPherson College Catalog*. The Office of the Provost and Dean of the Faculty will provide faculty advisers with information concerning the academic status of students. Faculty advisers are expected to work with all such students in order to help them overcome their difficulties.

FAC 660. Academic Advising Program

The welfare of each student should be a primary concern of each faculty member. Faculty members should be available for advising with students. Faculty members should take the initiative in advising whenever they see the need for it, or they should report the need to the colleague who is in the position to do the most good. Any undesirable practices pertaining to the physical, intellectual, social, or moral life of a student should be reported to the Dean of Students. Problems found through advising should also be reported to the Dean of Students. An “early alert” system is in place, by which all personnel are encouraged to communicate any perceived student problems to the Deans’ Office.

FAC 665. Advising Students

for Teacher Education

Faculty should advise students desiring to become teachers to contact the Department of Curriculum and Instruction as early in their college careers as possible. However, faculty advisors should be very familiar with requirements and procedures described in the *Advisor/Advisee Handbook for Teacher Preparation Programs*.

FAC 670. Who's Who Among Students in American Universities and Colleges

Each year faculty who have been teaching at McPherson College for more than one year are invited to elect the students to Who's Who Among Students in American Universities and Colleges. A faculty representative conducts the election by ballot. The recommendation of Who's Who Among Students in American Universities and Colleges is to confine the election to students who fulfill the basic requirements of a 3.0 grade point average and 80 hours completed. The following qualities should be determining factors in the choices made: scholarship ability, participation and leadership in academic and extracurricular activities, citizenship and service to the college, and potential for future achievement. Faculty may vote for as many persons as they believe to be deserving of this recognition. Those students receiving votes from 50 percent or more of the voting faculty will be elected.

FAC 720. Classrooms

Teachers should see that the classrooms in which they teach remain tidy. Teachers should erase blackboards after class sessions and close laboratory and office windows when they leave for the day. All first floor office and laboratory windows, except fire-escape windows, should be locked in the evening.

FAC 725. Supplies

Faculty offices will include furniture, a computer and printer. Faculty members should obtain all classroom and office supplies from the Campus Bookstore. If items are not available there, faculty members may initiate purchases by filling out a requisition form, available in the Business Office, and getting the department chair's approval. Approved requisitions are taken to the Business Office where the Business Manager contacts the various supply sources and places the order, subject always to the specifications provided by the department. Faculty members may also purchase supplies off-campus with approval of their department chair and/or supervisor. Faculty members will be reimbursed for these purchases through a check requisition.

FAC 730. Departmental Budgets

The Provost and Dean of the Faculty, usually in early December, will request the department chair to develop a departmental budget for the upcoming year. To help persons in this process, a budget request worksheet will be provided. Should requested budget increases exceed the consumer price index, persons should provide a rationale as to why the department cannot live within the budget planning guidelines. The institution's strategic planning process requires persons to explain how increases in expenditures are necessary to meet departmental goals and objectives, as printed in the *McPherson College Catalog* and articulated in annual departmental assessment reports.

The budget requests are to be returned to the Provost's Office in January. At that time, the Faculty Executive Committee will review budget requests and forward them with their recommendations to the Cabinet, where the final institutional budget will be developed.

All faculty should check with their department chair regarding departmental purchase practices and budget for faculty needs.

FAC 740. Library

Mission Statement

The mission of Miller Library is to provide access to information and to instruct and assist stakeholders in locating, using, and evaluating this information.

In order to fulfill this commitment, the staff strives to:

1. build and maintain a well-balanced collection of materials, both print and non-print,
2. provide access through bibliographic tools, instruction, and required equipment,
3. provide reference assistance as needed,
4. expand in-house resources through cooperative arrangements such as interlibrary loan and library consortia,
5. promote use by providing a welcoming environment conducive to study and collaboration, and,
6. support the achievement of information literacy in all students.

Location of Materials

The online catalog is available through the campus network and on the web. Access it through the library's home page at <https://www.mcpherson.edu/academics/library/> and via the Library tab on Bulldog Connect.

With the exception of the special collections, print materials are arranged on open shelves on upper level by Dewey Decimal Classification. Fiction, Graphic Novel, Rotating, and DVD collections are located on the main floor, and Juvenile and Curriculum collections are located on the north side of the lower level. Special collection materials are designated by location symbols:

B Brethren Collection (lower level, Brethren Archives)

GN Graphic Novel (main floor, entry)

J Juvenile Collection (lower level, north)

CUR Curriculum (lower level, north)

S Center for Science & Religion (Melhorn Science Hall)

AR Automotive Restoration (Paul Russel and Company Center for Automotive Research-upper level, south)

Periodical databases and online reference materials are available on library workstations (main level) and through the campus network. For a detailed listing of these resources, please consult the Online Resources page in the Miller Library Online Resources web site, <https://www.mcpherson.edu/academics/library/> or the Library tab on Bulldog Connect, using the link *A to Z Databases*.

Older periodical resources in print format are located on the upper level, northwest side.

If you have difficulty locating materials, please inquire at the Public Services desk.

Circulation of Materials

All materials are circulated through the Public Services desk, with loan periods determined by type of material. See [Library Policies](#) for more information regarding loan periods.

Materials are borrowed by presenting the materials and McPherson College identification card at the Public Services desk.

Reserve Materials

It is the faculty member's responsibility to provide materials to be placed "on reserve." Personal copies of materials belonging to faculty members may be placed on reserve but will have barcodes affixed. It is suggested that rather than placing multiple copies of photocopied materials on reserve, faculty members consider placing that material on their LMS class sites for students to access. Reserve materials are on

two-hour loan, for use in the library only.

We require notice of at least 24 hours in order to collect and process reserve materials. Please do not tell a class that materials are on reserve before you tell us to place them on reserve.

Faculty members are welcome to review their portion of the shelf at any time.

When reserve materials become significantly overdue, the faculty member having placed them on reserve will be notified so that the appropriate adjustments in assignments, etc., can be made.

Orientation/Instruction Services

The library staff provides orientation and instruction in use of available resources and services to faculty and students in a classroom setting or individually, as requested. Library staff members will conduct individual and class tours of our facility; it is necessary, however, to schedule class tours at least 24 hours in advance to assure that a staff member will be available for an extended period of time. Information concerning the number of students, the areas of special interest and the amount of time allotted for the tour will assist our planning. The librarian is also available to go to your classroom to demonstrate online searching techniques. We appreciate receiving copies of assignments requiring library research. Library instruction sessions should be scheduled by visiting this [page](#).

Interlibrary Loan

Participation in the Online Computer Library Catalog (OCLC), an international bibliographic records and holdings database, and the Kansas Interlibrary Loan Circuit provides excellent interlibrary loan service to McPherson College students and

employees. To request such materials, fill out this [form](#).

Classrooms and Meeting Rooms

Maker Space, Main Floor, Paul Russell and Company Center, Miller 103, 105, and 106 are all scheduled through the Facilities Management Office using this [form](#).

FAC Appendix 01. Board of Trustees BYLAWS

ARTICLE I

Election of Trustees

Section 1. Number. The Board of Trustees shall consist of not more than twenty-five (25) members and not less than twenty (20) members; provided, however, that the Board shall have the power to act even if the number of its members falls below twenty (20).

Section 2. Trustees. The Board of Trustees shall be comprised of the best qualified persons available with a majority of its membership persons who are members of the Church of the Brethren and/or McPherson College alumni.

Section 3. Nominations for Trustees. The Committee on Trustees of the Board of Trustees shall present such nominations as it may determine for consideration by the Board of Trustees at the first meeting of the calendar year, or, if vacancies exist, at any other duly called meeting of the Board of Trustees. The committee shall regularly invite suggestions for

nominations from members of the Board of Trustees and it may seek other suggestions for nominations from outside the Board of Trustees.

The committee shall ask for suggestions for nominations from the Alumni Association of McPherson College and from the district conference of each of the following four duly constituted Church of the Brethren Districts: Northern Plains, Western Plains, Southern Plains and Missouri-Arkansas. The committee shall also seek suggestions from organizations within McPherson County, and any of the McPherson College Advisory Boards.

Section 4. Elections. Election of trustees shall occur at the first meeting of the Board of Trustees during the calendar year except when the Board deems it advisable to conduct an election at another regular or special board meeting.

Section 5. Term. Each trustee shall serve a term of five (5) years, or until his/her successor is elected unless he or she earlier dies, resigns, or is removed from the Board of Trustees. Trustee terms commence at the conclusion of the first meeting subsequent to their election. To the extent practicable, an equal number of terms shall commence each year. No trustee shall be eligible for more than two (2) successive five (5) years terms of office without having been off the Board of Trustees for a period of at least one (1) year.

Section 6. Vacancies. If a trustee position is vacated before the expiration of the term, it may be filled by the Board of Trustees. The successor trustee so elected shall hold office for the unexpired portion of such term.

ARTICLE II

Powers and Duties of the Board of Trustees

The Board of Trustees shall:

Section 1. Establish policy for McPherson College.

Section 2. Select and hire a President of the College who shall hold office at the pleasure of the Board of Trustees.

Section 3. Elect trustees as provided in Article I of the bylaws.

Section 4. Have the option to declare vacant the seat of any trustee who shall be absent from three (3) consecutive meetings of the Board.

Section 5. Elect by ballot from their own number a Chair, Vice Chair, Treasurer, and a Secretary.

Section 6. Identify and create such committees as may be required.

Section 7. Incur indebtedness.

Section 8. Grant honorary degrees.

Section 9. Have the right to exercise all other powers belonging to it, whether by law or otherwise, except as otherwise set forth in these bylaws. Notwithstanding any contrary provisions in these bylaws, the Board of Trustees shall not have the power or authority to take any action which shall deprive McPherson College of its status as an exempt organization under the provisions of the United States Internal Revenue Code, Section 501(c)(3).

ARTICLE III

Meetings

Section 1. Regular Meetings. The Board shall meet regularly at least three (3) times during each academic year, July 1 through June 30.

Section 2. Special Meetings.

2.01. Special meetings of the Board may be called by the Chair at such place as may be specified. Notice of special meetings shall be given at least fifteen (15) days prior to the meeting.

2.02. An emergency meeting of the Board of Trustees may be called at any time by two-thirds (2/3) consent of the trustees.

2.03. The Chair may and, upon written request of a majority of the trustees, shall call a special meeting of the trustees at any time, with at least fifteen (15) days notice.

2.04. Notice shall be given of such called meetings by any of the following methods of authorized notice: leave a written or printed notice at the residence or place of business of such Trustee; mail such notice; send by confirmed telefacsimile transmission or confirmed delivery by reputable private express service; call on the telephone or send by e-mail. Such service of notice shall be entered in the minutes and said minutes upon being read and approved at a subsequent meeting of the Board, shall be conclusive upon the question of service.

Section 3. Quorum. A simple quorum for the transaction of business at any regular or special meeting of the Board shall consist of a majority of the total number of trustees. In the

absence of a quorum, a majority of those present shall have the power to adjourn the meeting to a future date. Notice of the date, time, and place to which the meeting is adjourned shall be promptly given by any of the methods set forth above, or by any combination.

Section 4. Telephone Conference Meetings. The trustees of the Board, or any committee designated by the Board, may participate in a meeting of the Board or committee by means of conference telephone or similar communications equipment by means of which all participating in the meeting can hear and converse with each other, and participation in such meeting shall constitute attendance at such meeting.

Section 5. Meetings by Letter or Electronic Correspondence. Any action required or permitted to be taken at any meeting of the Board or any committee of the Board may be taken without a meeting if all members of the Board or committee consent thereto in writing, telefacsimile transmission, without limitation, or by e-mail with such "correspondence" to be filed with the minutes of Board or committee.

ARTICLE IV

Dissolution

In the event of dissolution of McPherson College, assets remaining after payment of all debts of the College shall be transferred by the Board of Trustees to a nonprofit organization whose purposes are substantially the same as those of the College and which, at the time of transfer, is exempt from federal income taxation under Internal Revenue Code, Section 501(c)(3) or the corresponding provisions of any subsequent federal tax laws. Any such assets not so transferred by the Board of Trustees shall be disposed of by

the District or Circuit Court of the County in which the registered office of the College is located, exclusively for such tax-exempt purposes or to such tax-exempt organization as the Court shall determine. No member, trustee or officer of the College, or any private individual, shall be entitled to share in the distribution of any of the assets of the College on its dissolution.

ARTICLE V

Officers

Section 1. Officers. The officers of the Board of Trustees shall consist of a Chair, Vice Chair, Treasurer, and Secretary. The officers shall be nominated by the Committee on Trustees and elected by the Board for a term of three (3) years and shall not be eligible for re-election after having served two (2) successive terms. Nominations shall not include any trustees with less than two (2) years of service on the Board and nominations for the Board Chair shall not include any trustees with less than two (2) years of service on the Executive Committee. The officers of the Board shall be elected at the first meeting of the Board of Trustees during a calendar year. Such elected officers will assume the duties of their respective offices at the conclusion of the first subsequent meeting of the Board following their election. The Board may deem it advisable to conduct an election at another regular or special board meeting. When a special election is held, the Board may seat the elected officer(s) at the conclusion of that meeting.

Section 2. The Chair of the Board of Trustees. It shall be the duty of the Chair of the Board of Trustees to preside at all meetings of the Board. He/she shall sign all contracts and other instruments of writing which have been first approved by

the Board of Trustees or Executive Committee.

Section 3. Vice Chair. The Vice Chair shall act in the place of the Chair when the Chair is unable to perform the duties of his/her office or is absent from the meeting. If both the Chair and Vice Chair are absent or unable to perform their duties, a member of the Executive Committee shall assume the responsibilities of the Chair. The Vice Chair shall serve as Chair of the Committee on Trustees.

Section 4. Secretary. The Secretary shall keep the Corporate Seal and shall affix the same to all documents requiring a seal. He/she shall keep the proper records and shall discharge such other duties as pertain to his/her office or are prescribed by the Board of Trustees. The Secretary shall serve all notices required by law or the bylaws of the College.

Section 5. Treasurer. The Treasurer shall ensure that all Trustees shall receive quarterly financial statements from the college administration. The Treasurer shall ensure that annual or special audits are provided all trustees in a timely manner for review and discussion as appropriate. He/she shall work closely with college personnel responsible for financial matters, the Board-approved auditor, and the appropriate Board committee(s).

ARTICLE VI

Committees

Section 1. The Board shall have the standing committees described below. Except as may be set forth otherwise in these bylaws, no person who is not a trustee of the College shall be a member of any standing committee.

Section 2. Executive Committee

2.01 The principal standing committee shall be the Executive Committee. The Executive Committee shall consist of the elected officers of the Board and the chairs of all standing committees, with the President as an ex officio member. The Executive Committee shall exercise the powers of the Board between board meetings. This committee shall meet regularly or at the request of the Chair of the Board.

2.02 The Executive Committee shall commission regular evaluations of the President and shall be responsible for contract negotiations with the President.

2.03 Ad hoc committees for special purposes may be formed by the Executive Committee, subject to the approval of the Board, as needed. Special committees shall be appointed by the Chair of the Board as needed.

2.04 Notices of meetings and minutes of the Executive Committee meetings shall be sent to all members of the Board within fifteen (15) days of each meeting.

Section 3. Other Standing Committees. Chairs of each of the committees, other than the Committee on Trustees (chaired by the Vice Chair of the Board), shall be appointed by the Officers of the Board for a term of one (1) year, subject to reappointment for a total of six (6) consecutive years.

3.01 Financial Affairs Committee. The Financial Affairs Committee shall consist of not less than five (5) Board members, including the Treasurer of the Board, as well as the Chief Financial Officer of the college and the Vice President for Advancement who will serve as ex officio members. This committee shall review all of the financial affairs of the college, including the annual budget, investment policies and procedures and financial planning for the college. In addition, the committee shall review fundraising and advancement functions. This committee shall make annual recommendations regarding the selection of an

auditor. In addition, the committee shall review fundraising and advancement functions. This committee shall bring necessary policy recommendations to the Board. Minutes of this committee shall be sent to the entire Board.

3.02 Academic Affairs Committee. The Academic Affairs and Student Life Committee shall consist of not less than five (5) Board members and the Provost who shall serve as ex officio members. This committee shall review all matters pertaining to the academic affairs and Policies of the College, recommendations for the promotion and tenure of faculty members, academic programs, faculty welfare, honorary degrees, and any related matters. This committee shall bring necessary policy recommendations to the Board. Minutes of this committee shall be sent to the entire Board.

3.03 Enrollment and Student Life Committee. The Enrollment and Student Life Committee shall consist of not less than five (5) board members. The Vice President for Enrollment and Dean of Students shall serve as ex officio members. This committee shall review all matters related to student life and well being, marketing of the college, college promotions, communications, student retention and recruitment and financial aid. This committee shall make necessary policy recommendations to the Board. Minutes of this committee shall be sent to the entire board.

3.04 Committee on Trustees. The Committee on Trustees shall consist of not less than five (5) Board members and shall include at least one member from each of three standing committees: Financial Affairs, Academic Affairs & Student Life, and Admissions & Advancement, plus the Vice Chair of the Board, who will serve as Chair of the Committee. The President of the College shall serve as an ex-officio member. This committee shall be responsible for the recruitment of new board members, evaluation of board performance, evaluation of the organization and membership of the Board, nominations for membership to the Board,

nominations for officers of the Board, and shall make policy recommendations on these matters to the Board. Minutes of this committee shall be sent only to members of the committee and the President, but the minutes shall be available in the President's Office to any member of the Board.

3.05 Strategic Planning Committee. The Strategic Planning Committee shall consist of not less than five (5) Board members and shall include at least one member from each of three standing committees: Financial Affairs, Academic Affairs & Student Life, and Admissions & Advancement. The President of the College shall serve as an ex-officio member. This committee shall review all materials necessary to develop and support a strategic plan, including internal operational and financial results as well as data describing the external environment in which the College operates. This committee shall make recommendations relative to the necessary and appropriate actions of the Board related to the College's strategic plan. Minutes of this committee shall be sent to the entire board.

ARTICLE VII

President

The President, as the chief administrative officer of the College, is responsible for the overall success of the College in meeting its goals and objectives. He/She shall operate the College within the charter and bylaws and carry out the policies of the Board of Trustees. He/She shall report at each meeting of the Board on the condition and prospect of the College, submit a proposed budget for the ensuing college year, and make such recommendations and suggestions to the Board of Trustees and the Executive Committee as he/she deems

advisable. He/She shall sign all legal documents for and on behalf of the College, as may be directed by the Board or the Executive Committee. The President of the College shall be an ex officio member of the Board of Trustees and all Board Standing Committees.

ARTICLE VIII

Bylaws, Amendments, and Revision

These bylaws may be changed or amended at any meeting of the Board of Trustees by a two-thirds (2/3) vote of all trustees, provided notice of the substance of the proposed amendment is sent to all the trustees at least thirty (30) days before the meeting, At the meeting, the Board may accept or reject any amendment as proposed, or adopt a modified or substitute version of any proposed amendment. The Board shall not amend any section of the bylaws other than those sections designated for proposed amendment in the notice.

ARTICLE IX

The Seal

The Corporation shall have a common Seal, consisting of a circle having on its circumference the words, "McPherson College, McPherson, Kansas."

ARTICLE X

Indemnification

Each trustee and officer of the College shall be indemnified against all expenses actually and necessarily incurred by such trustee or officer in connection with the defense of any action, suit or proceeding to which he or she has been made a party by reason of being or having been such trustee or officer. The College shall cover such expenses except in relation to matters where the trustee or officer shall be adjudicated in such action, suit or proceeding to be liable for gross negligence or willful misconduct in the performance of duty. The College shall maintain appropriate trustee and officer liability insurance coverage for this purpose.

ARTICLE XI

Conflict of Interest

A trustee shall be considered to have a conflict of interest if

(a) such trustee has existing or potential financial or other interests which impair or might reasonably appear to impair such member's independent, unbiased judgment in the discharge of his or her responsibilities to the College, or

(b) such trustee is aware that a member of his or her family, or any organization in which such trustee (or member of his or her family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interests. For the purposes of this provision, a family member is defined as a spouse, parents, siblings, children and any other relative if the latter resides in the same household as the trustee.

All trustees shall disclose to the Board any possible conflict of interest at the earliest practical time. Furthermore the trustee shall absent him or herself from discussions of, and abstain from voting on, such matters under consideration by the Board of Trustees or its committees. The minutes of such meeting shall reflect that a disclosure was made and that the trustee having a conflict or possible conflict abstained from voting.

Any trustee who is uncertain whether a conflict of interest may exist in any matter may request the Board or committee to resolve the question in his or her absence by majority vote.

Each trustee shall complete and sign a disclosure form provided annually by the Secretary of the Board of Trustees.

The foregoing bylaws were amended by the Board of Trustees of McPherson College on July 15, 2006.

The foregoing bylaws were amended by the Board of Trustees of McPherson College on November 8, 2008.

The foregoing bylaws were amended by the Board of Trustees of McPherson College on November 6, 2009.

The foregoing bylaws were amended by the Board of Trustees of McPherson College on August 9, 2013.

FAC Appendix 02. Faculty

Constitution

Constitution of the Faculty of McPherson College

(As amended 13 March 2013)

Preamble : McPherson College faculty desire a shared governance structure informed by the college's mission statement and the traditions of the Church of the Brethren. In particular, faculty want a governance structure that embodies:

1. *simplicity* – by clearly delineating channels of authority, responsibility, and representation;
2. *community* – by ensuring a free flow of information and respect for diversity of opinion, and
3. *stewardship* of faculty resources to promote teaching and scholarship – by distributing administrative tasks evenly and appropriately, in so far as possible, while considering individual interests and abilities.

To establish such a structure, Faculty Meeting does hereby ordain and establish this constitution for the faculty of McPherson College.

Article I: Membership

Section 1 : Voting members shall include all faculty members teaching at least one-half time holding the rank of instructor, assistant professor, associate professor, or professor and full-time college personnel holding academic rank.

Section 2 : Non-voting members shall include the President of the College and all other administrative personnel, campus

minister, visiting instructors, and emeriti faculty. All non-voting members of the faculty may attend Faculty Meeting and discuss matters of interest to them.

Section 3 : Either voting or non-voting membership may be extended to any individual by majority vote of Faculty Meeting.

Article II: Meetings

Section 1 : Generally, Faculty Meeting will be held twice per month during the regular school year.

Section 2 : Meetings and other business of the faculty shall be conducted according to the latest revised edition of Robert – s *Rules of Order*.

Section 3 : Meetings may be called by the President, Chief Academic Officer, or by the Faculty Executive Committee. Individual members may submit requests for special meetings to the Faculty Executive Committee for consideration.

Section 4 : The Faculty Executive Committee assumes responsibility for Faculty Meeting agendas. Agendas posing items of business must be distributed to faculty at least 48 hours (excluding weekends and holidays) prior to the scheduled meeting. Informational meetings may be called on shorter notice and without distribution of an agenda.

Section 5 : A simple majority of voting members constitutes a quorum.

Section 6 : A simple majority of members present is required for passage of business items unless a higher percentage is stipulated by action of Faculty Meeting.

Section 7 : Any member may move that the specific faculty

meeting move to a Closed Instructional Faculty session for discussion on any topic. With the approval of one third of the votes cast, the discussion will only be open to faculty holding academic rank and teaching half-time or more. During closed session, any member may move that the session be opened. With approval of two-thirds of votes cast, the session will be opened to both Instructional Faculty and Administrative Faculty.

Article III: Officers

Section 1 : Faculty Meeting officers are the Chair, the Secretary, and the Divisional Chairs.

Section 2 : The Faculty Chair presides at all regular and special Faculty Meetings and at all meetings of the Faculty Executive Committee. The Faculty Chair is elected for a one-year term. Re-election is not barred.

Section 3 : Divisional Chairs preside at their respective divisional meetings and serve on the Faculty Executive Committee. Chairs are elected by the voting faculty members of their respective divisions. Minimum qualifications for serving as Division Chair shall be tenured faculty at the Associate Professor or Professor level. Terms of service are three years, the divisions holding elections different years in order to preserve a rotation. Re-election is not barred. New division chairs shall be elected each spring at least one month prior to the date for full faculty elections.

Section 4 : Faculty Secretary keeps minutes of Faculty Meeting proceedings and distributes such minutes to all faculty members not later than 48 hours (excluding weekends and holidays) prior to the next meeting. Faculty Secretary is elected for a one-year term. Re-election is not barred.

Article IV: Committees

Section 1: Faculty Executive Committee shall consist of the Faculty Chair, Divisional Chairs, and the Chief Academic Officer.

Section 2 : Faculty Meeting shall provide standing committees to care for the principal responsibilities of the faculty – the curriculum and educational policies, the library and classroom instructional resources, and matters related to faculty personnel, including evaluation and promotion.

Section 3 : Faculty Executive Committee coordinates nominations and elections to standing committees and appointments to ad hoc committees or task forces. It oversees and evaluates all aspects of faculty governance.

Section 4 : A set of Bylaws shall detail the purposes, procedures, and charges of each standing committee.

Article V: Amendments

Section 1 : This Constitution may be amended by Faculty Meeting provided the amendment has been submitted to Faculty Executive Committee in writing and that it has been distributed at the previous Faculty Meeting.

Section 2 : A two-thirds vote of all voting members present is necessary to adopt an amendment.

FAC Appendix 03. Bylaws for FEC

Bylaws for Faculty Executive Committee

- **Name**

Faculty Executive Committee

- **Purpose**

To serve as a coordinating group for Faculty Meeting and faculty committees and functions; to monitor the flow of work among various levels of faculty organization, and to evaluate the effectiveness of faculty governance.

- **Composition of Committee Membership, Criteria for Selection**

Division chairs, chair of the faculty, Provost and Dean of the Faculty.

- **Terms and Process for Selection of Membership**

All members serve by virtue of office, as determined by Faculty Constitution. Committee reconstituted annually for terms May 1 to April 30. Lame duck members may be expected to serve in May for the sake of continuity and orientation of new members.

- **Committee Officers or Leadership**

Chaired by chair of faculty. In absence of the faculty chair, the senior division chair chairs meetings. Minutes and records provided for by the Provost and Dean of the Faculty.

- **Meeting Procedure**

Meetings will be held at the call of the chair as required for the timely handling of agendas. A quorum shall consist of no fewer than four of the five members. Decisions shall be by majority vote of those present. Minutes will be kept on all meetings and archived by the Provost and Dean of Faculty. Minutes of non-personnel

matters shall be available to all faculty not later than 48 hours (excluding weekdays and holidays) prior to the next meeting of the committee. Minutes are to be made available either in hard copy in the office of the Provost and Dean of Faculty and / or on the Faculty Records Server.

▪ **Committee Charge – Responsibilities & Accountabilities**

- A. Committee begins not later than May of prior academic year to plan fall faculty retreat.
- B. Plan and organize regular faculty meetings throughout the year and arrange for distribution of agendas and minutes.
- C. Serve as nominating committee for faculty committee positions for academic year following the year of its term of office; insure that committee loads are equitably distributed.
- D. By the beginning of the academic year for which the Committee will serve, determine which Division chair will serve as liaison to Educational Policies Committee, Faculty Policies Committee, and Instructional Resources Committee. Liaison will read minutes of committee and report major action items and upcoming issues relevant to faculty to FEC.
- E. Monitor workflow within the faculty committee structure, suggesting alternatives for revision of structure or process.
- F. Serve as clearinghouse for establishment of *ad hoc* faculty committees and task forces.
- G. As needed and appropriate, review and refer items from committees to full Faculty Meeting, from committee to committee (faculty or joint), or to administrative offices from faculty governance entities.
- H. Serve as recipient and processor of appeals from any committee to full Faculty Meeting; evaluate merits of request, allowing and planning the

process for referral of any reasonable request to the Faculty Meeting.

- I. The Committee will determine which Division Chair will serve as liaison to each non-policy, college committee (including *ad hoc* committees) that has faculty members. Liaison will read minutes of committee and report major action items and issues relevant to faculty to FEC.

- **Reporting Relationships:**

This committee functions on behalf of Faculty Meeting and reports directly to it. As this committee serves primarily as a coordinating committee for the faculty governance process, no subcommittees report directly to it. Under special circumstances this committee may appoint *ad hoc* committees or task forces to carry out specific projects.

- **Appeal Process**

Any faculty member wishing to question policy or procedural recommendations or urge a broader hearing on such issues should make that wish known to the committee before its final action to the extent that the faculty member was aware in advance of the pending action. The FEC should weigh any such requests in its decision whether to initially craft the action as a recommendation to Faculty Meeting or not. Appeal to Faculty Meeting may be initialized by any academic department or, alternatively, by any group of not fewer than six faculty members that takes exception to any action of the committee which was not referred to Faculty Meeting. The department or group may lodge a request in writing to this Faculty Executive Committee that such issue or action be submitted to Faculty Meeting. Any such request shall not be reasonably refused.

- **Bylaw Amendment Process**

These bylaws may be changed through the following process:

- A. Job titles included in these bylaws may be updated by the Vice President for Academic Affairs on his or her own authority.
- B. Changes to these bylaws may be brought to the Faculty Executive Committee for a first reading and then acted upon at any subsequent meeting, provided the action item is announced in advance as an agenda item for that meeting. Once approved by the Faculty Executive Committee, changes shall be forwarded to Faculty Meeting for final approval.
- C. Changes to these bylaws may also be initiated by Faculty Meeting. Bylaw changes may be brought to the Faculty Meeting for a first reading and then acted upon at any subsequent meeting, provided the action item is announced in advance as an agenda item for that meeting.

Approved by Faculty 18 April 1997

Updated by Faculty Meeting 7 December 2001

Amended by EPC 04 October 2004

Amendments approved by Faculty Meeting 21 October 2010

FAC Appendix 04. Bylaws for FRC

Bylaws for Faculty Review Committee

I. Name

Faculty Review Committee

II. **Purpose**

To advise and make recommendations to the President of the College on review and evaluation of faculty members for continued employment, promotion, tenure, and sabbatical leave. The committee also considers candidates for honorary degrees and faculty emeriti status.

III. **Composition of Committee Membership, Criteria for Selection**

Provost and Dean of Faculty (without vote); three elected faculty members as division representatives, all with vote; one additional faculty member elected as a faculty at-large representative, with vote. Faculty committee members must be tenured and have the rank of associate professor or full professor. Gender representation among the voting members of the committee is required.

IV. **Terms and Process for Selection of Membership**

Provost and Dean of Faculty, by virtue of office. Division representatives serve rotating three-year terms. The faculty at-large representative serves a four-year term. Division representatives are elected by full faculty from at least two nominees recommended by the appropriate division. The faculty at-large representative is elected by full faculty. Because requirements for membership to FRC are the most restrictive, election to FRC supersedes elected membership on any conflicting committee (FPC, EPC). In the event division elections result in a loss of gender representation, the faculty at-large position will be replaced through faculty elections for the remainder of the outgoing member's term.

A committee member(s) scheduled for promotion must be replaced by a new committee member for the year of promotion consideration. The election process to determine the replacement member will be the same as

previously stated.

A committee member scheduled for five-year post-tenure review will recuse her/himself from the discussion and documentation of the review. No replacement of that member is needed.

V. Committee Officers or Leadership

Provost and Dean of Faculty serves as chair and also arranges for minute taking and archiving.

VI. Meeting Procedure

Meetings will be held as coordinated by the chair (dean), as required for the expeditious handling of required agendas. A quorum shall consist of the dean or his/her representative, plus three of the four elected faculty, provided all four faculty members are consulted in advance. Three affirmative votes are necessary for passage of a vote. Minutes will be kept on all meetings and archived by the dean. Minutes will be of two kinds and maintained in separate format: confidential and open. Minutes of discussions or actions on employment status of any faculty member will be strictly confidential, as will be minutes related to nomination of persons for honorary degrees. Minutes of any other nature will be regarded as open unless the committee expressly votes to the contrary on the grounds of personnel confidentiality. The open minutes for any given meeting shall be distributed to members of the faculty no later than one week following their final approval. Minutes are to be made available in hard copy in the office of the dean and distributed to the faculty electronically.

VII. Committee Charge – Responsibilities & Accountabilities

A. Oversee the evaluation process according to policy-prescribed schedules and guidelines; make recommendations to the President regarding evaluation of faculty effectiveness and continuation of contracts.

B. Make recommendations to the President for the

granting of sabbatical leaves to individual faculty members based on approved policy and guidelines.

- C. Make recommendations to the President on promotion and tenure for individual faculty members based on approved policy and guidelines.
- D. Make recommendations to the President for the awarding of emeriti status.
- E. Consider candidates for honorary degrees and recommend such candidates to Faculty Meeting.
- F. At any time other than regular evaluation times, make recommendations to the President whenever concern arises about faculty effectiveness or discipline that has potential implications for, or impact on, the faculty member's employment status.

VIII. **Reporting Relationships:**

Matters on which this Committee makes recommendations to Faculty Meeting:

Candidates for honorary degrees

Matters on which the Committee makes recommendations to the President:

Performance evaluation of individual faculty members; promotion, tenure, sabbatical leave, and emeriti status decisions for individual faculty members.

Committees or groups which make reports and/or recommendations to this Committee:

Grievance Committee to the extent of its involvement in faculty personnel issues.

IX. **Appeal Process**

Appeals of specific employment related decisions:

If any faculty member takes exception to a recommendation of this Committee regarding that faculty member's employment status, or wishes to question the basis for recommendations, s/he may lodge a request in writing to that effect by delivering that request to the Provost and Dean of Faculty. The Committee will then schedule a mutually suitable time for dialog with the

faculty member within 21 days of the request. At his/her own election, the faculty member may bring one other faculty member or staff to the meeting. Following such meeting the Committee may reconsider its recommendation, gather new information, or reiterate its former position.

X. Bylaw Amendment Process

These bylaws may be changed through the following process:

A. Job titles included in these bylaws may be updated by the Vice President for Academic Affairs on his or her own authority.

B. Changes to these bylaws may be brought to the Faculty Review Committee for a first reading and then acted upon at any subsequent meeting, provided the action item is announced in advance as an agenda item for that meeting. Once approved by the Faculty Review Committee, changes shall be forwarded to Faculty Meeting for final approval.

C. Changes to these bylaws may also be initiated by Faculty Meeting. Bylaw changes may be brought to the Faculty Meeting for a first reading and then acted upon at any subsequent meeting, provided the action item is announced in advance as an agenda item for that meeting.

Approved by Faculty Meeting 15 February 2007

Approved by Board of Trustees 02 March 2007

Amendments approved by Faculty Meeting 21 October 2010

FAC Appendix 05. Bylaws for

FPC

Bylaws for Faculty Policies Committee

I. **Name**

Faculty Policies Committee

II. **Purpose**

To advise and make recommendations to the Faculty or to the Chief Academic Officer on matters of policy concerning faculty personnel, faculty hiring, sabbaticals, faculty evaluation and promotion, faculty compensation, and on other such matters as the CAO may request.

III. **Composition of Committee Membership, Criteria for Selection**

Chief Academic Officer, without vote. Three elected faculty members, all with vote. One division chair, *ex officio*, without vote, as liaison from Faculty Executive Committee (liaison will review minutes but will not be required to attend).

IV. **Terms and Process for Selection of Membership**

Chief Academic Officer, by virtue of office. Division chair liaison, selected annually by Faculty Executive Committee. Elected faculty members serve three-year terms, one member elected each year by division. Re-election is not barred. Terms run for academic year, July 1 to June 30.

V. **Leadership**

Chief Academic Officer serves as chair and also arranges for minute-taking and archiving.

VI. **Meeting Procedure**

Meetings will be held as coordinated by the chair. A quorum shall consist of the Chief Academic Officer or the CAO's designee plus two of the three elected faculty. Decisions shall be made by majority vote of the

three voting members. Minutes will be kept on all meetings and archived by the CAO. The minutes of any given meeting shall be available from the CAO's office upon request, following their final approval.

VII. Committee Charge – Responsibilities & Accountabilities

- A. Review *Faculty Handbook* on a regular schedule and keep it current.
- B. Recommend to the Faculty policies and procedures for the faculty hiring process and periodically review the implementation and effectiveness of same.
- C. Recommend to the Faculty policies to guide the practice of faculty evaluation.
- D. Recommend to the Faculty policies to guide the granting of sabbatical leave for faculty members.
- E. Recommend to the Faculty policies to guide the granting of tenure and promotion.
- F. Prepare an annual written report and presentation to Faculty Meeting on the status of faculty salaries and benefits. This report should include distribution of the salary schedule and comparative information on McPherson College salaries and benefits relative to state and national norms. When justified, recommend to Faculty and the President revised compensation policies and salary plan structures.

VIII. Reporting Relationships

Matters on which this Committee makes recommendations to the Faculty:

- Policy guidelines on faculty promotion, tenure, and evaluation.
- Other policies necessary to keep the Faculty Handbook current.

Matters on which the Committee makes recommendations to the President:

- Faculty salary plan structure or periodic modifications thereof.

Committees or groups that make reports and/or recommendations to this Committee:

- *Ad hoc* or standing committees this Faculty Policies Committee deems necessary to carry out its charge.

IX. **Appeal Process**

- Appeals of policy recommendations :
Appeal to Faculty Meeting may be initiated by any academic department or, alternatively, by any group of not fewer than six faculty members that takes exception to any action of this committee that was not referred to Faculty Meeting. The department or group may lodge a request in writing to the Faculty Executive Committee that such issue or action be submitted to Faculty Meeting. Any such request shall not be unreasonably refused by the Faculty Executive Committee.

Revised by FPC November 2015

Approved by Faculty Meeting 02 December 2015

Revised by FPC 31 August 2017

FAC Appendix 06. Bylaws for EPC

Bylaws for Educational Policies Committee

I. **Name**

Educational Policies Committee

II. **Purpose**

To propose academic policy and to oversee curriculum and the quality of the academic program. To make recommendations accordingly to either the President or the Faculty Meeting as specified below.

III. **Composition of Committee Membership, Criteria for Selection**

Provost and Dean of Faculty by virtue of office (with vote)

Three faculty members representing all academic divisions (with vote)

One representative of the Teacher Education program (with vote)

One student (with vote)

One Division Chair ex officio as liaison from Faculty Executive Committee (without vote-not required to attend)

Two ex officio members without vote: Associate Academic Dean (Registrar) and College Librarian.

IV. **Terms and Process for Selection of Membership**

Provost and Dean of Faculty and all *ex officios* by virtue of office. Faculty representatives for three-year terms, one elected each year by division. Teacher Education representative elected annually by Teacher Education Committee. Student representative recommended annually by Student Government Association for approval by President. Division chair liaison as determined annually by the Faculty Executive Committee. Re-election is not barred for any position. Terms run for the academic year, July 1 to June 30.

V. **Committee Officers or Leadership**

The committee shall annually elect a chair from among its elected faculty membership. The Provost and Dean of Faculty shall act as executive secretary for the committee.

VI. **Meeting Procedure**

Meetings will be held at the call of the chair, on such schedule as required for expeditious handling of required agendas. A quorum shall consist of a majority of the membership entitled to vote . Decisions shall be made by majority vote of those present. Minutes will be kept on all meetings and archived by the Provost and Dean of Faculty. Minutes will be open and available to all faculty no later than 48 hours (excluding weekends and holidays) prior to the next meeting of the committee. Minutes are to be made available either in hard copy in the office of the Provost and Dean of Faculty or posted electronically for faculty.

VII. Committee Charge – Responsibilities & Accountabilities

- A. Approve new courses or substantive changes in courses.
- B. Approve additions, alterations or deletions to/of programs of study.
- C. Approve individualized interdisciplinary programs.
- D. Review and approve basic academic calendar and course schedule.
- E. Interpret existing academic policy, recommending new policy as appropriate.
- F. Recommend changes in academic requirement – e.g., general education curriculum or graduation requirements.
- G. Recommend addition or deletion of academic departments.

VIII. Reporting Relationships

With respect to accountabilities VII.A-E. above, the Committee may act as a final recommendation to the President unless specific appeal is taken to Faculty Meeting.

With respect to accountabilities VII.F-G. above, the Committee shall take actions as recommendations to the Faculty Meeting, which in turn will recommend to the President.

Committees or groups which report and/or recommend to this Committee: Teacher Education Board

Other ad hoc Committees which may be created from time to time to expedite the work of EPC

Other Faculty Advisory or Joint Committees falling within the scope of this committee's responsibility

IX. Appeal Process

Any academic department or group of six or more faculty members may appeal any action of EPC not submitted to Faculty Meeting. The department or group shall request in writing that Faculty Executive Committee take such issue or action to Faculty Meeting. [Faculty Executive Committee shall not refuse any reasonable request.]

X. Bylaw Amendment Process

These bylaws may be changed through the following process:

A. Job titles included in these bylaws may be updated by the Vice President for Academic Affairs on his or her own authority.

B. Changes to these bylaws may be brought to the Educational Policies Committee for a first reading and then acted upon at any subsequent meeting, provided the action item is announced in advance as an agenda item for that meeting. Once approved by the Educational Policies Committee, changes shall be forwarded to Faculty Meeting for final approval.

C. Changes to these bylaws may also be initiated by Faculty Meeting. Bylaw changes may be brought to the Faculty Meeting for a first reading and then acted upon at any subsequent meeting, provided the action item is announced in advance as an agenda item for that meeting.

Approved by Faculty 18 April 1997

Updated by Faculty Meeting 7 December 2001

Amended by EPC 04 October 2004

Amendments approved by Faculty Meeting 21 October 2010

FAC Appendix 07. Bylaws for Teacher Education

Appendix A – Teacher Education Board Bylaws

I. Name

Teacher Education Board

II. Purpose of Teacher Education Board

To foster and sustain a quality professional education program at McPherson College by maintaining curricular accountability and by ensuring admission of quality to the program; in turn, to contribute to quality in the educational profession at large.

III. Composition and Terms of TEB Membership and Criteria for Selection

A. Voting members shall include:

1. Department Chair, also serving as Unit Head.
2. Faculty who teach half time or more in the Department of Curriculum and Instruction undergraduate courses.
3. One representative from each Division of the College, including a representative of Social Science in addition to Department of

Curriculum & Instruction faculty

4. Two students representing the McPherson College student body. One student will be seeking endorsement in elementary education. One student will be seeking endorsement in secondary education or at the K-12 level.
 5. One representative from area public schools, representing K-12 constituents
 6. The College Registrar, as the officer who finalizes graduation clearance and who serves on Educational Policies Committee
- B. Ex-officio members may include all part-time faculty of the Department of Curriculum & Instruction
- C. Faculty representatives **1 & 2** are expected to:
Demonstrate an active interest in the procedures and curriculum of the Teacher Education Program of McPherson College; demonstrate an active interest in procedures, curriculum, and instructional development associated with K-12 schools; have a pattern of responsible Undergraduate Council involvement.
- D. Representative from each Division **3** are expected to:
The representatives from each division will report to their respective divisions immediately after each Teacher Education Board meeting. This report will include all business and discussion items, excluding items in executive session. In turn, the representatives will report to Teacher Education Board any relevant discussion or decisions from division meetings.
- E. The Student representatives **4** are expected to:
Demonstrate to the Department of Curriculum & Instruction an interest in the procedures and curriculum of the Teacher Education Program of

McPherson College; demonstrate an active interest in procedures, curriculum, and instructional development associated with K-12 schools; demonstrate to the Department of Curriculum & Instruction a reputation of perception and maturity that will ensure fairness and confidentiality in sensitive matters; be of good academic standing at McPherson College.

F. The Public School representative **5** is expected to: Demonstrate to the Department of Curriculum & Instruction an interest in the procedures and curriculum of the Teacher Education Program of McPherson College; demonstrate an active interest in the procedures, curriculum, and instructional development associated with K-12 schools; have past or present experience of working with the Teacher Education Program of McPherson College.

G. Membership appointments on the Teacher Education Board are for one year. The TEB shall be reconstituted each year in August at the beginning of the academic year.

IV. IProcess for Selection of Membership

A. Members identified in Section III above as **A-1, 2** and **6** all serve by virtue of position.

B. Members **A-, 3, 4** and **5** are appointed by the President of the College upon recommendation of the Chief Academic Officer and the Chair of the Department of Curriculum & Instruction, who in turn shall have consulted with representatives of the respective constituencies as well as with fellow Department of Curriculum & Instruction faculty.

V. Undergraduate Council Officers or Leadership

A. The permanent Chair of the TEB shall be the Chair of the Department of Curriculum and Instruction and serve as the Unit Head. In the absence of the Chair at any meeting, an Acting Chair for the

meeting shall be chosen from and by the members present.

- B. The Administrative Assistant for the Department of Curriculum and Instruction shall serve as the Secretary for the Board. The Secretary shall keep minutes of all meetings and distribute them to members of the Board not later than the beginning of the next meeting.

VI. Meeting Procedures

- A. An initial meeting shall be called by the Chair within the first two weeks of the fall semester. A regular meeting schedule shall be established at that meeting.
- B. Meeting procedure shall be governed by Robert's Rules of Order unless expressly altered by majority vote of the Board. A quorum must be present before voting decisions can be made. A quorum is defined as a simple majority of members. All deliberations dealing with individual students, or with any matter of a personnel nature, including admission to the program and/or student teaching, shall be conducted in executive session.
- C. In all decisional matters possible, consensus will be sought. However, after discussion, vote shall be shown in the record for all decisions.
- D. All minutes of the Board other than those of executive sessions shall be available to each faculty member who serves as an advisor to a student in the Teacher Education Program upon request.

VII. Undergraduate Council Charge – Responsibilities & Accountabilities

- A. To consider any proposed policy for the Department of Curriculum & Instruction or the Teacher Education Program. No Departmental or Program policy will be considered effective until approved

- by the Board. Policy changes may be proposed by the Department or by any Board member as a representative of his/her particular constituency.
- B. To consider for approval any change in a course or in curricular structure at McPherson College which holds potential to affect compliance with accreditation standards for any program in Teacher Education. Proposals may come directly from departments or instructors, or they may be referred from Educational Policies Committee when screening by that committee raises question about the impact of a proposed change on Teacher Education.
 - C. To approve all applications to the Teacher Education Program. (See the "Admissions and Procedures in Teacher Education" section of the *McPherson College Teacher Education Advisor/Advisee Handbook*.)
 - D. To screen all candidates for student teaching and to approve all qualified applicants prior to their placement in a K-12 school assignment. (See the "Admissions and Procedures in Teacher Education" section of the *McPherson College Teacher Education Advisor/Advisee Handbook*.)
 - E. To serve as the first step of an appeal process by which undergraduate students may seek review of any Department of Curriculum & Instruction decision or Teacher Education Board decision that affects the status or standing of the student. (See addendum to these bylaws for the procedure for this appeal process.)

VIII. Reporting Relationships

- A. But for appeals which may arise under guidelines set out in section **VII-D** above, the Board shall be the source of final decision for matters set forth above in sections **VII-A** and **VII-C**.
- B. Upon approval by Board, matters specified in

section **VII-B** shall be referred by the Board to next appropriate body in the approval sequence. In the normal course of events, this will be the Division appropriate to the course or curricular change. Any time it is determined that there is a potential impact on compliance with Teacher Education Program accreditation standards by a course or curricular change, approval by the Teacher Education Board is a prerequisite to final consideration of the proposal by the Educational Policies Committee.

IX. Student Appeal Process

A. Purpose of Procedure

To provide a due process review and appeal mechanism for students who question any decision made with respect to their admission to, or satisfactory progress in, the Teacher Education Program at McPherson College.

B. Issues Subject to Appeal

1. Reasons (other than GPA or test scores) given for denial of admission to the Teacher Education Program at McPherson College.
2. Reasons (other than GPA or test scores) given for refusal to authorize placement in student teaching.
3. Suspension of the student teaching experience.

C. Steps in the Appeal Process

1. Within ten school days after notice of the adverse decision, student must request, in writing submitted to the Chair, a hearing with the Board (or rehearing if the decision appealed was previously made by this Board). The request shall contain the following information:
 - i. Student Name
 - ii. Precise statement of major, and of

minors if any

- iii. Any other pertinent personal demographic data
- iv. The specific issue on which rehearing is requested, the reason for the request, and as much extended rationale as deemed necessary by the appealing student.
- v. Included with the above rationale shall be evidence that the student has consulted with Department of Curriculum & Instruction faculty, major field advisor, and any other college official who has a role in the matter as an advisor or counselor to the student. To the extent possible, this information should be in the form of original documentation or correspondence. To the extent that is not available, the appealing student should provide summaries of relevant conversations.

2. After the above information has been submitted, the Board shall meet with the student at a time mutually agreeable. The student may make a presentation to the Board, or the Board may question the student or initiate conversation with the student, as may be agreed at the time the meeting is scheduled. The Board may excuse the student to make its decision on the request for hearing/rehearing. The Board may defer its decision to a subsequent meeting if it elects to search out further information. The decision will be distributed to the student in writing (traditional and/or electronic).

3. If the decision of the Teacher Education Board is not acceptable to the student, s/he may appeal the decision to the Chief Academic Officer (CAO). Such appeal shall be in writing and shall be made within five school days of receipt of notice of the decision of the Board. The information stipulated in section A above shall be provided with the appeal. The CAO, at his/her option, may consult with the Educational Policies Committee in the course of reaching a decision.
4. If the decision of the CAO is not acceptable to the student, s/he may appeal to the President of the College, to be submitted in writing within five school days of receipt of notice of the CAO's decision. Included with the appeal shall be the same documentary information as set forth in section C. The decision of the President will constitute final disposition of the appealed action.
5. In the event a student either fails to appeal any decision within prescribed time limits, or comes to the end of the appeal process with a decision that limits his/her continued participation in the program, that student's singular option for seeking continued status in the Program is to initiate a re-application.

D. Steps in the Appeal Process for Inadequate C-BASE Scores

1. Student must submit a formal written request to the Chair of the Education Undergraduate Program. The request shall contain the following information:
 - i. Student Name

- ii. Precise statement of major, and of minors if any
 - iii. Any other pertinent personal demographic data
 - iv. Any specific rationale for why she/he should be allowed to student teach without adequate test scores.
 - v. Included with the above rationale shall be evidence that the student has consulted with Curriculum & Instruction Department faculty, major field advisor, and any other college official who has a role in the matter as an advisor or counselor to the student. To the extent possible, this information should be in the form of original documentation or correspondence.
 - vi. Also included in the rationale, student must submit a plan for remediation in the area(s) of inadequacies.
 - vii. Minimum of three written letters from qualified professionals, supporting the student's appeal.
2. After the above information has been submitted, the Board shall meet with the student at a time mutually agreeable. The student may make a presentation to the Board, or the Board may question the student or initiate conversation with the student, as may be agreed at the time the meeting is scheduled. The Board may excuse the student to make its decision. The Board may defer its decision to subsequent meeting if it elects to search out further information. The Board's decision will be distributed to

the student in writing (traditional and/or electronic)

3. If the decision is not acceptable to the student, s/he may appeal the decision to the CAO. At that time the same procedures as outlined in sections C-E of the Appeal Process in Section IV may be followed.

X. Amendments; Caveats

These Bylaws may be changed or amended through the following process:

- A. The proposed amendment shall be brought to the Teacher Education Board for first reading, and may then be acted upon at any subsequent meeting provided the action item is announced in advance as an agenda item for that meeting.
- B. Once approved by the Teacher Education Board, amendments shall be forwarded to the Educational Policies Committee for final approval.
- C. Nothing in section VIII, or in this section, IX, shall be construed as impairing the prerogative of College Administration to exercise final approval of policies or decisions as may be set forth elsewhere in college policy.

FAC Appendix 08. Bylaws for GEC

Bylaws for General Education Committee

I. Name

General Education Committee

II. Purpose

To propose general education policy and to oversee curriculum and the quality of the general education program. To make recommendations accordingly to the Educational Policies Committee as specified below.

III. Composition of Committee Membership, Criteria for Selection

Three faculty members representing academic divisions (with vote), one additional faculty member elected as a faculty at-large representative, with vote.

One student (with vote)

One ex officio member with vote: VPAA or the VPAA's designee.

Two ex officio members without vote: Registrar and Director of Assessment.

IV. Terms and Process for Selection of Membership

Division representatives serve rotating three-year terms. The faculty at-large representative serves a four-year term. Division representatives are elected by divisions. The faculty at-large representative is elected by full faculty. The Student representative is recommended annually by Student Government Association for approval by VPAA. Re-election is not barred for any position. Terms run for the academic year, July 1 to June 30.

V. Committee Officers or Leadership

The committee shall annually elect a chair from among its elected faculty membership. The VPAA or VPAA's designee shall act as executive secretary for the committee.

VI. Meeting Procedure

Meetings will be held at the call of the chair, on such schedule as required for expeditious handling of required agendas. A quorum shall consist of a majority of the membership entitled to vote. Decisions shall be made by majority vote of those present, with the chair

voting in cases of tied votes. Minutes will be kept on all meetings and archived by the VPAA. Minutes will be open and available to all faculty no later than 48 hours (excluding weekends and holidays) prior to the next meeting of the committee. Minutes and supporting documents are to be made available either in hard copy in the office of the VPAA or posted electronically for faculty.

VII. Committee Charge – Responsibilities & Accountabilities

- A. Supervise creation and revision of General Education SLOs.
- B. Approve/disapprove applications for courses seeking to qualify as general education.
- C. Oversee creation and revision of assessment criteria.
- D. Review general education renewal documents.
- E. Review courses approved for general education to ensure that they meet program goals.
- F. Collaborate with Director of Assessment to oversee assessment of the general education program.
- G. Collaborate with registrar to determine if an adequate number of general education offerings are available, report findings to EPC.
- H. Conduct review of general education SLOs and recommend revisions to EPC.
- I. Conduct continuous review of the general education program and recommend changes to EPC.
- J. Interpret existing general education policy and make recommendations to EPC.

VIII. Reporting Relationships

The Chair of GEC will report committee activities and decisions to EPC once per month. Additional reports may be made at the request of the Chair of EPC or the Chair of GEC. With respect to accountabilities VII.A-F above, the committee may act on its own authority. With respect to accountabilities VII.G-j. above, the Committee shall take actions as recommendations to EPC.

IX. Appeal Process

Any academic department or group of six or more faculty members may appeal any action of GEC not submitted to EPC. The department or group shall request in writing that EPC take up the issue. EPC decisions are binding for GEC.

X. Bylaw Amendment Process

These bylaws may be changed through the following process:

- A. Job titles included in these bylaws may be updated by the Vice President for Academic Affairs on his or her own authority.
 - B. Changes to these bylaws may be brought to the Educational Policies Committee for a first reading and then acted upon at any subsequent meeting, provided the action item is announced in advance as an agenda item for that meeting. Once approved by the Educational Policies Committee, changes shall be forwarded to Faculty Meeting for final approval.
 - C. Changes to these bylaws may also be initiated by Faculty Meeting. Bylaw changes may be brought to the Faculty Meeting for a first reading and then acted upon at any subsequent meeting, provided the action item is announced in advance as an agenda item for that meeting.
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FAC Appendix 09. Bylaws for Intercollegiate Athletics Committee

I. Name

Intercollegiate Athletics Committee (IAC)

II. Purpose

IAC is responsible for reviewing and approving additions and/or alterations to the McPherson College Intercollegiate Athletic Program.

III. Composition of Committee Membership

Faculty Athletic Representative (FAR) (chair)

Three faculty members representing all academic divisions

Athletic Director

Associate Academic Dean (Registrar)

Two Student Representatives

Representative from the Coaching Staff

Director of Athletic Operations (ex-officio)

IV. Terms and Process for Selection of Membership

The Faculty Athletic Representative (FAR) will serve as chair of the committee. Faculty members will be appointed by the Faculty Executive Committee. Student Government Association will select one student member. The Athletic Director will appoint a coach and student-athlete. The student-athlete should represent gender balance between student membership.

V. Committee Officers or Leadership

The Director of Athletic Operations will serve as secretary.

VI. Meeting Procedure

Meetings will be held as coordinated by the chair. A quorum shall consist of at least half of the committee membership. Decisions shall be made by a majority vote

of the members. Minutes will be kept on all meetings and archived by the Vice President of Academic Affairs.

VII. Committee Charge—Responsibilities and Accountabilities

- A. Recommend policies and procedures to ensure the welfare of student-athletes.
- B. Approve additions or substantive changes to the athletic program.
- C. Review additions, alterations or deletions of athletic policies, regulations, and scheduling that falls outside the published guidelines.
- D. Interpret existing academic and athletic policies, recommending new policy as needed.

VIII. Reporting Relationships:

Committee reports to EPC

Each representative will report to their respective groups

IX. Appeal Process

Any student-athlete, team, or coach wishing to question policy or resource recommendations or urge a broader hearing on such issues should first make that wish known to the Committee. This must be a written statement submitted to the Faculty Athletic Representative. Upon receipt of the formalized appeal, the FAR will either meet with the appealing party(ies) and/or present the information to the IAC committee if necessary.

Revised, May 2011

FAC Appendix 10. Bylaws For

Institutional Assessment Committee

Name: □Institutional Assessment Committee (IA)

Purpose: □To support and cultivate a culture of assessment leading to improved professional practice and enhanced student learning

Composition of Committee Membership, Criteria for Selection:
□Chief Academic Officer by virtue of office-ex officio (without vote) □Three faculty members representing all academic divisions (with vote) □Three unit member representatives (with vote) One student (with vote) Director of Institutional Assessment and Academic Compliance (with vote).

Terms and Process for Selection of Membership: Director of Institutional Assessment and Academic Compliance by virtue of office. Faculty and unit representatives serve for a rotating three-year term as invited and accepted by the current assessment committee. The aim is for no more than one faculty representative and one unit representative to rotate off the committee per academic year. Student representatives will be recommended annually by Student Government Association for approval and recommendation by assessment committee. Re-recommendation is not barred for any position. Terms typically run from May 1 to April 30.

Committee Officers or Leadership: □ Director of Institutional Assessment and Academic Compliance will serve as chair. An assessment committee member will act as secretary for the committee.

Meeting Procedure: □Meetings will be held at the call of the chair, on such schedule as required for expeditious handling of required agendas. Decisions shall be made by majority vote

of committee members. Notes will be kept on all meetings. Notes will be open and available to all faculty/staff upon request.

Committee Charge – Responsibilities & Accountabilities

1. Monitor assessment system effectiveness and recommend improvements through proper avenues
2. Administer and/or assist with institutional assessments on a regular basis
3. Aggregate and share reports with appropriate stakeholders data-Chair or Chair's designee
4. Ensure feedback and proper distribution of assessment data to appropriate stakeholders
5. Monitor preparation and review the annual institutional and program level assessment reports as necessary
6. Make recommendations for improvement of institution-wide programs
7. Prepare reports as requested for strategic planning
8. Assist in facilitating the institutional accreditation process
9. Evaluate and provide feedback regarding department and unit assessment reports
10. Monitor, prepare, and review other reports when required/requested

Reporting Relationships: □The committee chair reports to the Chief Academic Officer and provides recommendations to other institutional offices and college personnel as needed. Institutional assessment components deemed appropriate for campus-wide reporting will be determined by the assessment committee and shared with the Chief Academic Officer.

Appeal Process

Any faculty/staff member wishing to question policy or committee recommendations or urge a broader hearing on such issues should first make that wish known to the committee. In

the event the faculty/staff member and/or the committee feel further action is required, the Chief Academic Officer will be consulted and the appropriate referral made to institutional governing bodies according to institutional policy.

Amendment Process

Bylaws may be changed through the following process:

Job titles included in these bylaws may be updated by the Chief Academic Officer upon his/her authority or by the assessment committee upon its own authority.

Changes to these bylaws may be brought to the assessment committee for a first reading and then acted upon at any subsequent meeting, provided the action item is announced at least 48 hours in advance as an agenda item. The assessment committee shall review suggestions and vote on changes for final approval.

FAC Appendix 11. Bylaws for IRB

Bylaws for Institutional Review Board

I. Name

Institutional Review Board

II. Purpose

To review research studies and ensure that the well-being of research participants, researchers, and the institution is appropriately safeguarded.

III. Composition of Committee Membership, Criteria for Selection

From 3 – 5 persons appointed by the college. Each review board must include at least one person trained in the methodology used by the research proposal under review.

IV. Terms and Process for Selection of Membership

The Chair of IRB will be appointed each year by the Academic Dean. The Chair will have a 1 year term of office that may be repeated. Other members will be appointed on an ad hoc basis as proposal review is needed.

V. Committee Officers or Leadership

In addition to the Chair, a Secretary will be selected within the committee to maintain minutes.

VI. Meeting Procedure

Meetings will be held as coordinated by the chair, as required for the handling of reviews. A quorum shall consist of a majority of those appointed to the committee, provided that at least one member trained in the use of the relevant methodology is present. Decisions shall be made by a majority vote of the members. Minutes will be kept on all meetings and archived by the Dean.

VII. Committee Charge – Responsibilities and Accountabilities

Oversight of research involving human and animal subjects at McPherson College

VIII. Reporting Relationships:

The IRB reports to the Provost.

IX. Appeal Process

Appeals to the decisions of IRB shall be made to the Provost.

FAC Appendix 12. Faculty Evaluation Rubric

[Click here to open Appendix \(PDF\)](#)

FAC Appendix 13. Guidelines for IRB

McPherson College Institutional Review Board Guidelines for Research

Purpose of the Institutional Review Board (IRB)

The Institutional Review Board is charged with the responsibility of reviewing research studies and ensuring that the well-being of both researchers and research participants is appropriately safeguarded.

Application Process

What study plans must be reviewed?

Not all research studies must go through the full review process. Review is not required for research using historical documents or pre-collected data. Some research can be approved by means of an expedited review process. Research dealing with sensitive topics, using innovative methodology, using human or animal subjects, or involving vulnerable subjects is required to go through the full review process.

What is the nature of the review?

There are two types of review.

1. Full Review by all members of IRB. Full review is required for all research involving greater than minimal risk to subjects. In addition, full review is required for all research involving vulnerable or "captive" subjects. Examples of vulnerable populations would include children, the elderly, or psychiatric patients. Examples of captive subjects would include animals, prisoners, and students in a classroom setting. The following is required in the application process when a full review is warranted:

- A. Risks to subjects are fully explained, have been minimized as much as possible, and are reasonable in relation to anticipated benefits, if any, to subjects; and the proposal explains how the study adds to the body of knowledge.
- B. In the case of animals, the scientific purpose of the research is sufficient to justify the use of animals.
- C. Procedures are in place to assure the proper care and humane treatment of animals (if more humane alternative procedures are available, the Review Board should require that they be used).
- D. Informed consent of human subjects will be appropriately documented.
- E. Selection of subjects is justified and follows the good practice of the discipline.
- F. Informed consent will be sought from each potential human subject or that subject's legal guardian. Informed consent will be documented. The documentation and data should be maintained by the department for a period of one year.
- G. The proposal has a provision for monitoring data collected to ensure safety of the subjects.
- H. Adequate provisions to protect the confidentiality or anonymity of subject's identity are in place.
- I. Adequate provisions for maintaining the confidentiality of data are in place.

2. Expedited review by the chair and one member of the committee. Expedited review is provided for research that involves no more than minimal risk to subjects or for review of minor changes in previously approved research projects. Expedited review can be requested when the risks are minimal, selection of subjects is in accordance with good practice as identified by the profession, informed consent of humans will be obtained and will be appropriately documented, and safeguards are in place to maintain the confidentiality or anonymity of subjects.

Who does the review?

Each Institutional Review Board will be composed of 3-5 persons appointed by the college. For each proposal, the board must include one person trained in the methodology to be used, and one member must be from outside the discipline. The faculty project advisor may not sit on the board.

Steps of the review process.

1. The student researcher contacts the chair of the committee to pick up the research proposal application.
2. The student researcher prepares the application and schedules an appointment with the review board. In general, the committee should receive the application one week prior to the meeting.
3. The student researcher and the faculty project advisor meet with the board. The student researcher is asked to provide a brief overview of the project. Members of the board may ask questions of the researcher or the advisor.
4. The IRB will respond in writing to the student researcher and the faculty project advisor within one week hours of the meeting.

Decisions of the Institutional Review Board.

The IRB can reach one of three conclusions in relation to a

research project application. These decisions are:

1. Full Approval.

Members of the board approve the project as presented without stipulations.

2. Conditional Approval.

The proposal is approved with stipulations that is, members of IRB approve the project contingent upon the recommended changes. Should a problem or problems be identified, the board may award only conditional approval contingent upon specific ethical or methodological changes identified by the board. If changes are deemed important but not essential to the proposal, the researcher need submit only a corrected proposal to the chair of the committee, who may approve the revised proposal. Should the changes be deemed important and significant, the chair of the board may approve the revised proposal after consultation with the whole committee.

3. Project Denial.

Should the members of IRB determine that there are serious ethical or methodological problems with a proposal, it can refuse to approve the project. Should a project be denied, the researcher and the faculty advisor will be informed of the reasons for denial. Should the board conditionally approve a proposal or deny a proposal, the student researcher can request an additional meeting with the board for reconsideration.

MCPHERSON COLLEGE APPLICATION FOR PROJECT/PROPOSAL APPROVAL
Institutional Review Board (IRB)

Name of Student or Faculty Researcher(s):

Name of Faculty Project Advisor:

Date of application _____

Title _____ of _____ Project/Proposal:

Funding Agency (if applicable):

Decision of the Institutional Review Board:

Date of decision: _____

_____ Full Approval _____ Conditional Approval.

Reasons for conditional approval:

_____ Project Denied.

Reasons for denial:

Institutional Review Board Application Check List

_____ Completed and Signed Application Form

_____ Copy of Research Proposal

_____ Consent Form and Cover Letter (if applicable)

_____ Copy of Instruments/Questionnaires

_____ Copy of Protocol (if needed)

_____ Letter of Approval of Outside Agency (should data be collected external to the college)

Institutional Review Board Reviewer's Evaluation Sheet

Project/Proposal Title:

Student Researcher:

Type of Review: _____ full review _____ expedited review

Consent Form: _____ approve without correction _____ approve with correction _____ not approved; needs to be re-written and re-submitted _____ not applicable

Methodology/: _____ approve without correction

Procedures _____ approve with correction _____ not approved;
needs to be re-written and re-submitted

Instruments/ _____ approve without correction

Questionnaires _____ approve with correction _____ not
approved; needs to be re-written and re-submitted _____ not
applicable

Risks to Subjects: _____ no risk to subjects (Human or _____
minimal risks Animal) _____ risks more than minimal;
appropriate safeguards in place _____ risks more than minimal;
appropriate safeguards not in place

Other Problems with Proposal:

Recommendation:

_____ full approval

_____ conditional approval

_____ project denial

Reasons for Conditional Approval:

Reasons for Denial:

Meeting Date:

Reviewer's Signature (Approved by EPC on 12/09/08)