

2008-2009 Faculty Manual

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Faculty Roster and Calendar

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Academic Calendar 2008-2009

	Fall 2008	Spring 2009
New Student Days	Aug 21-24	
Classes Begin	Aug 25	Jan 12
"Senior Packets" in class of 2009 campus mail boxes	Aug 25	Jan 12
SOCHE Registration	Aug 25 – 29	Jan 12-11
Last day to ADD a full-semester course & a 1st half-semester course	Aug 29	Jan 16
Martin Luther King Jr.'s birthday observed (classes are held)	-	Jan 19
File PASS/FAIL option for full-semester and 1st half-semester course	Sept 8-12	Jan 16-30
Last day to DROP a 1st half-semester course <u>without a 'W'</u>	Sept 12	Jan 30
Last day to DROP a 1st half-semester course <u>with a 'W'</u>	Sept 26	Feb 13
Last day to DROP a full-semester course <u>without a 'W'</u>	Sept 26	Feb 13
1st half-semester courses end	Oct 15	Mar 6
2nd-half semester courses begin	Oct 16	Mar 16
Last day to remove an 'I' grade	Oct 17	Mar 6
Fall Holiday	Oct 20-21	-
Spring Break	-	Mar 9-13
Midterm grades due to Registrar by NOON	Oct 20	Mar 9
Last day to ADD a 2nd-half semester course	Oct 24	Mar 20
Academic Advising Week	Oct 27 –31	Mar 23-27
Last day to DROP a full-semester course <u>with a 'W'</u>	Oct 31	Mar 27
File PASS/FAIL option for 2nd half-semester courses	Nov 3-7	Mar 30–Apr 3
Last day to DROP a 2nd half-semester course <u>without a 'W'</u>	Nov 7	Apr 3
Good Friday (no classes)	-	Apr 10
Online Registration	Nov 3-14	Mar 30 – Apr 9
Last day to DROP a 2nd half semester course <u>with a 'W'</u>	Nov 21	Apr 17
Thanksgiving Holiday	Nov 26-30	-
Last day for first year, first semester students to DROP one full-semester Course <u>with a 'W'</u>	Dec 12	-
Classes End	Dec 12	May 6
Reading Day	Dec 13	May 7
Final Exams	Dec 15-19	May 8-9 & 11-13
Senior Grades due to Registrar by NOON	-	May 14
Commencement	-	May 16
Final Grades due to Registrar by NOON	Dec 22	May 18

Faculty Roster and Calendar:

DEPARTMENT CHAIRPERSONS

<u>Department</u>	<u>Chairperson</u>	<u>Term Ends (June 30)</u>
Art	Ed Charney	2011
Biology	James Welch	2011
Chemistry	Kristin Cline	2010
Communication	Matthew Smith	2009
Economics	Fred Tiffany, Fall 08 Only – Lawrence Gwinn Spring 09	2011
Education	Lowell Monke	2010
English	Robin Inboden	2009
Geography	Ralph Lenz	2009
Geology	John Ritter	2010
Health, Fitness & Sport	Steve Dawson	2009
History	Molly Wood	2010
Languages	Timothy Bennett	2010
Management	Wendy Gradwohl	2009
Math/Computer Sci.	Brian Shelburne - Doug Andrews, Acting Chair Spring 09	2009
Music	David Schubert	2010

Philosophy	Nancy McHugh	2010
Physics	Elizabeth George	2010
Political Science	George Hudson	2011
Psychology	Mary Jo Zembar	2010
Religion	Paul T. Nelson	2011
Sociology	Keith Doubt	2009
Theatre and Dance	Corwin Georges	2010

FACULTY MEMBERS BY DEPARTMENT

ART

Edward Charney, Associate Professor,
Chairperson
Jack D. Mann, Professor
Scott Dooley, Associate Professor
Alejandra Gimenez-Berger, Assistant Professor
Daniel McInnis, Assistant Professor
Mark Chepp, Adjunct Professor
Janice Glowski, Adjunct Professor

BIOLOGY

James Welch, Associate Professor and Chair
Timothy Lewis, Professor
Horton H. Hobbs, III, Professor
David L. Mason, Professor (Greenawalt Chair)
Ronald deLanglade, Professor
Margaret Goodman, Professor
Cathy L. Pederson, Associate Professor
Kathy Reinsel, Associate Professor
Jay Yoder, Professor
Matthew Collier, Associate Professor
Kevin Gribbins, Associate Professor
Michelle McWhorter, Assistant Professor
Charles Kwit, Assistant Professor

CHEMISTRY

Kristin Cline, Associate Professor and Chair
David C. Finster, Professor
Amil Anderson, Associate Professor
Peter Hanson, Associate Professor
Justin Houseknecht, Assistant Professor
Raymond Dudek, Visiting Assistant Professor

COMMUNICATION

Matthew J. Smith, Associate Professor and Chair
Cathy Waggoner, Professor
Stefne Broz, Associate Professor
Kathleen M. Warber, Assistant Professor
Sheryl Cunningham, Assistant Professor
Kristine Warrenburg, Visiting Instructor

ECONOMICS

Frederick Tiffany, Associate Professor and Chair

Fall 2008

Jeff A. Ankrom, Professor
David Wishart, Professor
Larry Gwinn, Associate Professor and Chair
Spring 2009
Marcia Frost, Associate Professor

EDUCATION

Lowell Monke, Associate Professor and Chair
Kathryn Calabrese, Associate Professor
Robert Welker, Professor and Director, Grad
Studies in Education
Lora Lawson, Associate Professor
Stefan Broidy, Assistant Professor
Sara A. Brannan, Associate Professor
Debra Mallonee, Instructor
Regina Post, Assistant Professor
Rebecca Workman, Visiting Assistant Professor
Tammy Gebara, Visiting Instructor

ENGLISH

Robin Inboden, Professor and Chair
Robert Davis, Professor
Kent H. Dixon, Professor
Mimi S. Dixon, Professor
Mary Ellen Jones, Professor
Lori Askeland, Associate Professor
Ty Buckman, Associate Professor
D. Scot Hinson, Associate Professor
Cynthia Richards, Professor
Carmiele Wilkerson, Associate Professor
Michael McClelland, Associate Professor
D'arcy Fallon, Associate Professor
Rick Incorvati, Associate Professor
J. Fitzpatrick Smith, Assistant Professor
Karen Hayes, Adjunct Faculty
Jody Rambo, Adjunct Faculty
Melissa Barrett, Visiting Assistant Professor
Allison Fisher, Visiting Instructor
Shannon Thomas, Visiting Instructor

GEOGRAPHY

Ralph D. Lenz , Professor and Chair

Olga Medvedkov, Professor
Andrew Scholl, Assistant Professor

GEOLOGY

John Ritter, Professor and Chair
Kenneth Bladh, Professor and Provost
Katherine L. Bladh, Associate Professor
Michael J. Zaleha, Associate Professor

HEALTH, FITNESS, SPORT

Steven C. Dawson, Professor and Chair
Linda L. Arena, Professor
Thomas P. Martin, Professor

HISTORY

Molly Wood, Associate Professor and Chair
Amy Livingstone, Professor
Tammy Proctor, Professor
Thomas T. Taylor, Professor
Scott Rosenberg, Associate Professor
Darlene Brooks Hedstrom, Associate Professor
Tanya Maus, Assistant Professor
Christian Raffensperger, Assistant Professor

LANGUAGES

Timothy Bennett, Associate Professor and Chair
Amy Christiansen, Associate Professor
David J. Barry, Associate Professor
Lillian C. Franklin, Associate Professor
Ruth Hoff, Associate Professor
Christine McIntyre, Associate Professor
Leanne Wierenga, Associate Professor
Timothy Wilkerson, Associate Professor
Lila M. Zaharkov, Associate Professor
Shelley Chan, Associate Professor
Terumi Imai, Assistant Professor
Manual Apodaca-Valdez, Assistant Professor
Howard Choy, Assistant Professor
Margaret Roark,
Jie Wu, Visiting Assistant Professor

MANAGEMENT

Wendy Gradwohl, Associate Professor and Chair
Pamela S. Schindler, Professor
Lowell E. Stockstill, Professor
David M. Vrooman, Professor

Carol Young, Professor
Wayne Maurer, Associate Professor
Ronald P. Lucchesi, Assistant Professor
John Fenimore, Adjunct Assistant Professor
Alphonso Spence, Visiting Instructor
Hank Sturges, Adjunct Assistant Professor

MATHEMATICS & COMPUTER SCIENCE

Brian Shelburne, Associate Professor and Chair
Fall 2008
Douglas Andrews, Professor and Chair Spring
2008
Alan C. Stickney, Professor
William J. Higgins, Associate Professor
Nancy K. Saks, Associate Professor
Adam Parker, Assistant Professor
Steven A. Bogaerts, Assistant Professor
Donald Mills, Visiting Assistant Professor

MUSIC

David Schubert, Professor and Chair
Donald A. Busarow, Professor
Trudy Faber, Professor
Daniel Kazez, Professor
Christopher Durrenburger, Associate Professor
Joyce L. Wendel, Associate Professor
Stephen Siek, Adjunct Professor
Brandon Jones, Assistant Professor
Colvin Bear, Adjunct
Bryan Crisp, Adjunct
Timothy Olt, Adjunct
Denver Seifried, Adjunct
Luis Obregon, Adjunct
Mark Smarelli, Adjunct
Lesa DeBorde, Adjunct
Lawrence Pitzer, Adjunct
Basil Fett, Adjunct
Lee Merrill, Adjunct
Susan Musselman, Adjunct
Carol Todd, Adjunct
Lori Akins, Adjunct
Lisa Grove, Adjunct
Joseph Hesseman, Adjunct
Richard York, Adjunct

PHILOSOPHY

Nancy McHugh, Associate Professor and Chair

Donald Reed, Professor
Miguel Martinez-Saenz, Associate Professor
Erin Gilson, Visiting Assistant Professor

PHYSICS

Elizabeth George, Associate Professor and Chair
William Dollhopf, Associate Professor
Daniel Fleisch, Associate Professor
Paul Voytas, Associate Professor
Jeremiah Williams, Assistant Professor

POLITICAL SCIENCE

George Hudson, Professor and Chair
J. Robert Baker, Professor
Staci Rhine, Professor (Laatsch Faculty Scholar)
Bin Yu, Professor
James Allan, Assistant Professor
Edward Hasecke, Associate Professor
Heather Wright, Assistant Professor

PSYCHOLOGY

Mary Jo Zembar, Professor and Chair
Jeff Brookings, Professor
Clifford E. Brown, Professor
Josephine F. Wilson, Professor, (Keil Chair)
Stephanie Little, Associate Professor
Michael Anes, Assistant Professor
Lauren Crane, Assistant Professor
Laura Deming, Visiting Instructor

RELIGION

Paul T. Nelson, Professor and Chair
Warren R. Copeland, Professor (Wray Chair)

Rochelle L. Millen, Professor
Barbara B. Kaiser, Associate Professor
Jennifer Oldstone-Moore, Associate Professor
Janice Glowski, Visiting Assistant Professor

SOCIOLOGY

Keith Doubt, Professor and Chair
David A. Nibert, Professor
Jerry G. Pankhurst, Professor
Stephen Smith, Professor

THEATRE AND DANCE

Corwin Georges, Professor and Chair
Steve Reynolds, Professor
Shih-Ming Li Chang, Associate Professor
James H. Humphries, Jr., Associate Professor
Ligia Pinheiro, Associate Professor
Seton Brown, Visiting Instructor

LIBRARY

Douglas Lehman, Associate Professor and
Director
Alisa Mizakar, Assistant Professor
Suzanne Smailes, Associate Professor
Ken Irwin, Assistant Professor
Kristen Gibson, Assistant Professor

SCHOOL OF COMMUNITY EDUCATION

Elma Lee Moore, Dean
Fethah Ghavami, Director

Tentative 2009-2010

Fall Semester

New Student Days	Aug. 20-23
Classes Begin	Aug. 24
Labor Day	Classes Held
Fall Break	Oct. 19-20
Thanksgiving Break	Nov. 25-27
Classes End	Dec. 11
Reading Day	Dec. 12
Finals Exams	Dec. 14-18

Spring Semester

Classes Being	Jan. 11
MLK Day	Jan. 18
Spring Break	March 8-12
Good Friday	April 2
Classes End	May 5
Reading Day	May 6
Final Exams	May 7-12
Commencement	May 15

Faculty Roster and Calendar: NEW MEMBERS OF THE WITTENBERG FACULTY

ART

McInnis, Mr. Daniel – Assistant Professor of Art; B.F.A., Ithaca College; M.F.A., Savannah College of Art and Design; M.F.A.

BIOLOGY

Kwit, Dr. Charles – Assistant Professor of Biology; B.S., University of Wisconsin; Ph.D., Louisiana State University.

COMMUNICATION

Cunningham, Dr. Sheryl – Assistant Professor of Communication; B.A., Bluffton University; M.A., Ohio University; Ph.D., University of Washington.

Warrenburg, Ms. Kristine – Visiting Instructor in Communication; B.A., DePauw University; M.A., Butler University; Ph.D. work in progress, University of Denver.

EDUCATION

Workman, Dr. Rebecca – Visiting Assistant Professor of Education; B.S., Bowling Green State University; M.Ed., Wright State University; Ph.D., Kent State University.

Gebara, Ms. Tammy – Visiting Instructor in Education; B.S., Baylor University; M.Ed., University of Texas Arlington; and Ph.D. work in progress, The Ohio State University.

ENGLISH

Barrett, Ms. Melissa – Visiting Assistant Professor of English; B.A., Wittenberg University; M.F.A., Sarah Lawrence College.

Fisher, Ms. Allison – Visiting Instructor in English: B.A., The University of Houston, M.A. and Ph.D. work in progress, The Ohio State University.

Thomas, Ms. Shannon L. – Visiting Instructor in English: B.A., Pacific Lutheran University; M.A. and Ph.D. work in progress, The Ohio State University.

LANGUAGES

Wu, Ms. Jie – Visiting Assistant Professor of Languages (Chinese); B.A., Fudan University; M.A., University of Colorado (Boulder); M.A. and Ph.D. work in progress, University of Washington.

MATHEMATICS & COMPUTER SCIENCE

Mills, Dr. Donald D. – Visiting Assistant Professor of Mathematics; B.S. Bob Jones University; M.S. and Ph.D., Clemson University.

PSYCHOLOGY

Deming, Ms. Laura -- Visiting Instructor in Psychology; B.A., University of West Florida; M.C., Arizona State University.

RELIGION

Glowski, Dr. Janice M. – Visiting Assistant Professor of Religion; B.A., Wittenberg University; M.A. and Ph.D., The Ohio State University.

THEATRE & DANCE

Brown, Mr. Seton – Visiting Instructor in Theatre; B.A., Wittenberg University; M.F.A., The American Conservatory Theater.

**Faculty Roster and Calendar:
PROGRAM
DIRECTORS**

<u>Program</u>	<u>Director</u>	<u>Term Ends (June 30)</u>
Africana Studies	Carmiele Wilkerson	2011
American Studies	Mary Ellen Jones	2009
Biochemistry/Molecular Biology	Margaret Goodman	2011
Computational Science	Eric Stahlberg	2010
East Asian Studies	Jennifer Oldstone-Moore	2010
Environmental Studies	Andrew Scholl	2011
General Education	Thomas Taylor	2011
Global Studies	Christine McIntyre	2009
Graduate Studies in Education	Robert Welker	2011
Honors Program	Josephine Wilson	2010
International Education	JoAnn Bennett	ongoing
Liberal Studies	Elma Lee Moore	ongoing
Marine Sciences	Kathleen Reinsel	2011
Oral Communication	Stefne Broz	ongoing
Pre-Modern & Ancient World Studies	Amy Livingstone	2010
Russian & Central Eurasian Studies	George Hudson	2009
Urban Studies	Warren Copeland	2011

WittSems	Miguel Martinez-Saenz	2010
Women's Studies	Lori Askeland	2009
Writing Across the Curriculum	Rick Incorvati	ongoing

Faculty Roster and Calendar:

RELIGIOUS HOLIDAYS

Good Friday and Christmas are the only religious holidays for which classes are canceled. Student absence from class due to observance of any of the religious holidays listed below will be considered excused. Students are expected to meet their academic responsibilities in each course, even though they may be excused from class. Faculty members are expected to cooperate in helping students meet their responsibilities. Students should, however, notify their instructor(s) in advance of their intended absence from class.

Rosh Hashanah	October 4
Yom Kippur	October 13
Sukkot	October 18
Shemini Arzeret	October 25
Simchat Torah	October 26
Hanukkah	December 26
Ash Wednesday	March 1
Purim	March 14
First two days of Passover	April 13-14
Kwanza	Dec. 26-Jan. 1

Bylaws

- Directors Bylaws
- Faculty Bylaws
- Charter
- Constitution
- Directors Constitution
- Mission
- Special Rules

Bylaws:
**BYLAWS OF THE BOARD OF
DIRECTOR**

ARTICLE I

Lutheran Directors and Guests

SECTION 1. SELECTION OF LUTHERAN DIRECTORS; INVITED GUESTS.
(As amended 6/7/88, 1/29/00, and 5/6/00)

The Lutheran nominees shall be selected by the Committee on Board Affairs. The Executive Director of the Division for Education and Schools of the Evangelical Lutheran Church in America, the President and President-Elect of the Wittenberg Alumni Association or such substitutes as the Wittenberg Alumni Association might offer us shall be invited to attend meetings as guests of the Board. In the exercise of its discretion, the Board may invite and admit other guests to its meetings. Invited guests shall be privileged to attend, observe, and participate as determined by the Board.

ARTICLE II

Meetings of the Board of Directors

SECTION 1. NOTICE

Notice of regular meetings shall be mailed to each member of the Board of Directors at least two weeks prior to the date of such meetings.

SECTION 2. PARLIAMENTARY RULES

Robert's Rules of Order, Newly Revised, shall be observed in conducting the business of the Board.

SECTION 3. ORDER OF BUSINESS (as amended 10/8/93 and 5/8/99)

The President, in consultation with the Chair of the Board, will propose an agenda for each meeting to be sent to members of the Board two weeks prior to each scheduled meeting. (Amended October 8, 1993)

ARTICLE III

Officers of the Board of Directors

SECTION 1. CHAIR (as amended 5/8/99)

The Chair of the Board of Directors shall preside at its meetings and shall discharge the duties which usually pertain to that office. The Chair shall execute contracts and other legal documents authorized or issued by authority of the Board of Directors requiring his or her signature, the Secretary or Treasurer or their respective assistants attesting.

SECTION 2. VICE CHAIR (as amended 5/8/99)

The Vice Chair of the Board of Directors shall, in the absence or disability of the Chair, perform all the duties of that office.

SECTION 3. SECRETARY (As amended 6/7/88)

The Secretary shall give due notice of meetings and shall keep correct Minutes of all proceedings of the Board of Directors and of its Executive Committee, incorporating the reports received at such meetings. The Secretary shall report to the Board of Directors all actions taken by the Executive Committee and all documents signed by the officers in behalf of the University. The Secretary shall keep such other records as may be required by law. The Secretary, with the consent of the Board, may delegate to the Assistant Secretary such duties as the Secretary deems appropriate.

SECTION 4. TREASURER (As amended 6/7/88)

The Treasurer shall be the chief financial and investment officer of the Corporation. The Treasurer shall submit annually, and at such times as the Board may request, itemized reports of the funds under the Treasurer's direction. The Treasurer, with the consent of the Board, may delegate to the Assistant Treasurer such duties as the Treasurer deems appropriate.

ARTICLE IV

Committees of the Board

SECTION 1. STANDING COMMITTEES (As amended 6/7/88)

The standing committees of the Board of Directors of the Corporation shall be:

- Committee on Academic Affairs
- Committee on Advancement
- Committee on Audit
- Committee on Board Affairs
- Committee on Buildings and Grounds
- Committee on Finance
- Committee on Honors
- Committee on Student Development
- Executive Committee

SECTION 2. APPOINTMENT OF COMMITTEES
(As amended 6/7/88 and 5/8/99)

A Chair and Vice Chair for each Standing Committee except the Executive Committee shall be appointed by the Chair of the Board in consultation with the President of the University and the Committee on Board Affairs and with the concurrence of the Board. The President of the University shall assign one or more administrative staff member to each Committee, one of whom shall serve as Committee secretary, and each of whom shall be an advisory member with voice but not vote. The Chairs and members of Committees shall serve until their successors are appointed. Faculty representatives on Standing Committees shall be appointed by the Chair of the Board of Directors, in consultation with the President of the University, upon nomination by the Faculty.

Other non-Board members, such as students or representatives of the community, may be appointed to full membership on Board committees by the Chair of the Board upon recommendation of the Committee Chair.

SECTION 3. EX OFFICIO, ADMINISTRATIVE AND FACULTY REPRESENTATIVES (As amended 6/7/88 and 5/8/99)

The Chair of the Board and the President of the University shall be members' ex-officio, with voice and vote, of all Committees. In addition, the Committee shall have Faculty representatives as follows: Committee on Academic Affairs - one faculty; Committee on Honors - President, Provost, and three Faculty; Committee on Finance - one Faculty; Committee on Buildings and Grounds - one Faculty; Committee on Student Development - one Faculty; and Committee on Advancement - one Faculty.

SECTION 4. MINUTES

Written Minutes of Committees shall be kept and submitted to the Secretary of the Board of Directors. Copies of such Minutes shall be available to any Director upon request.

SECTION 5. COMMITTEE ON ACADEMIC AFFAIRS (as amended 5/8/99)

- A. The Committee on Academic Affairs shall consider matters relating to the academic programs of Wittenberg University. The Committee is authorized to examine the instructional programs, the conduct thereof, and all other matters pertaining thereto.
- B. The Committee shall receive and forward to the Board for action the joint recommendation of the President of the University and the Provost as to those members to be promoted in rank or elected to tenure and shall receive and forward to the Board for information a concurrent report of the President and the Provost providing institutional context for their promotion and tenure recommendations. The Committee ordinarily shall not examine the credentials of individual candidates for promotion or permanent tenure, but may make such an examination if particular circumstances warrant.
- C. The Provost shall be an advisory member with voice but not vote.

SECTION 6. COMMITTEE ON ADVANCEMENT

- A. The Committee on Advancement shall consider matters relating to the development and advancement of the University and recommend to the Board of Directors policies and programs in such areas as public and community relations and all fund-raising activities for annual support and capital development. The Committee shall approve all fund-raising campaigns in behalf of the University.
- B. The Committee shall include representatives from the Committee on Management.

SECTION 7. COMMITTEE ON AUDIT (As amended 6/7/88)

The Committee on Audit shall consist of three members of the Board of Directors not members of the Committee on Finance. It shall arrange for and supervise the annual audit of the books and securities of the Corporation by the firm of certified public accountants designated by the Board of Directors. The Committee shall report at the regular meeting of the Board of Directors following the close of the fiscal year.

**SECTION 8. COMMITTEE ON BOARD AFFAIRS
(As amended 6/7/88, 5/8/99, and 1/29/00)**

- A. The Committee on Board Affairs shall consider all matters of Board operation and functioning. It shall serve as a Committee on Board Committees, making recommendations to the Chair about Board Committee membership. It shall function as the Committee on the Constitution, making recommendations for amendments as necessary. It shall serve as the Nominating Committee for Board officers and elective committee positions and shall nominate to the Board persons qualified for Board membership. It shall assist the Chair of the Board in the orientation of new Board members and in developing Board member stewardship. It shall carry out the periodic evaluation of the President
- B. The Secretary of the Board shall be an ex-officio member with voice and vote.

SECTION 9. COMMITTEE ON BUILDINGS AND GROUNDS

(As amended 6/7/88)

The Committee on Buildings and Grounds shall exercise supervision of all plant, buildings, and equipment of the University, inspecting said facilities annually, recommending expenditures to keep them in proper condition and adequately insured. It shall confer with the President in recommending suitable sites for new buildings and shall provide for the preparation of plans and specifications for new buildings. It shall oversee the call for bids and recommend to the Board of Directors the contractor or contractors who should be awarded the contract or contracts.

SECTION 10. COMMITTEE ON FINANCE (As amended 6/7/88)

- A. The Committee on Finance shall consider matters relating to the management of the institution and recommend to the Board of Directors appropriate policies and programs. The Committee's work shall encompass the budget and institutional investments. It is also responsible for the coordination of these areas in institutional management.
- B. The Committee shall consider a budget proposed by the President of the University and shall report its recommendations to the Board of Directors at the Annual Meeting. It may present a revised budget at any other meeting of the Board of Directors.
- C. The Committee or a subcommittee shall make investments of University funds under guidelines approved by the Board of Directors, reporting such transactions at the next meeting of the Board of Directors. The Committee may retain investment counsel.

SECTION 11. COMMITTEE ON HONORS

- A. The Committee on Honors shall nominate persons for honorary degrees and the Wittenberg Medal of Honor and shall also be responsible for the composition of resolutions giving special recognition to persons deemed worthy of such honor. The Committee shall report to the Board of Directors.
- B. The Committee shall be composed of four members of the Board of Directors, the Provost, three members of the Faculty, the President of the University, and the president of the senior class.

SECTION 12. COMMITTEE ON STUDENT DEVELOPMENT

- A. The Committee on Student Development shall consider all matters relating to Wittenberg community life and recommend to the Board appropriate policies to encourage development of the whole person -- intellectually, socially, physically, and spiritually.

- B. The University Pastor, the Dean of Students, and the Director of Admissions shall be advisory members with voice but not vote.

SECTION 13. EXECUTIVE COMMITTEE (As amended 10/9/90 and 5/8/99)

- A. The Executive Committee shall consist of the Officers of the Board of Directors (Chair, Vice Chair, Secretary, and Treasurer), the President of the University, and the immediate past Chair of the Board, if a Director. The Chair of the Board of Directors shall be Chair of the Executive Committee.
- B. The Executive Committee shall:
 - 1. Act on behalf of the Board, between meetings of the Board, in circumstances deemed by the President and the Chair to require immediate action;
 - 2. Consult with and act as an advisory body to the Chair of the Board and the President of the University;
 - 3. Determine the compensation of the President and the Executive Staff; and
 - 4. Report its actions to the Board at the next meeting thereof.

ARTICLE V

Wittenberg University

SECTION 1. OFFICERS OF ADMINISTRATION

In addition to the President of the University there shall be a Provost and such other chief officers of administration as shall be determined from time to time. Such officers shall be nominated by the President of the University and shall be elected by and serve at the pleasure of the Board to perform such duties as are customary and as are directed by the President of the University or by the Board through the President of the University.

ARTICLE VI

Faculty Tenure Policy

SECTION 1. FACULTY TENURE POLICY (As amended 5/3/97 and 5/8/99)

- A. Each decision regarding appointment, granting of tenure, and dismissal shall be made by the President of the University and the Provost in consultation with the Faculty Committee and the appropriate departmental Chair or representative as specified in the Bylaws of the Faculty. Recommendations embodying such decisions shall be transmitted by the President of the University to the Board.
- B. The precise terms and conditions of every appointment to the Faculty shall be stated in writing and be in the possession of both the President of the University and the appointee before the appointment is consummated. With exception of temporary appointments for specifically limited terms, all full-time appointments to the rank of instructor or higher are of two kinds: (1) probationary appointments, and (2) appointments with continuous tenure.
- C. Probationary appointments may be for one year or for other stated periods, subject to renewal; but the total probationary period shall not exceed seven years. A maximum of three years of prior full-time service at the rank of instructor or above at another accredited institution of higher learning shall be included as part of the probationary period.

- D. The President of the University, the Provost, the Faculty Committee, and the departmental Chair or representative shall review the prospects for permanent tenure of each probationary Faculty member during the third year of service at Wittenberg. The Faculty member shall be entitled at this time to a frank appraisal of the likelihood of his or her being placed on permanent tenure.
- E. Written notice that a probationary appointment will not be renewed shall be given to a Faculty member in advance of the expiration of that appointment (1) not later than March 1 during the first year of teaching at Wittenberg; (2) not later than December 15 during the second year; and (3) not later than August 15 during any subsequent year.
- F. Except in the case of early retirements, appointments with tenure shall be continuous until the retirement of the Faculty member at the time and age designated by the University's retirement program in effect at the time of such retirement and may not be terminated by the University except for adequate causes or under extraordinary circumstances resulting from financial exigencies or discontinuance of a program or department for educational reasons. No termination of tenured Faculty shall be made without at least twelve months' notice to the Faculty member, except in case of moral turpitude when no notice shall be required. If a tenure appointment is terminated because of financial exigency, the released Faculty member's post will not be filled by a replacement within a period of two years unless the released Faculty member has been offered reappointment and has declined.
- G. A Faculty member desiring to terminate an existing appointment or to decline a renewal in the absence of notice of nonrenewal shall give notice not later than April 15.
- H. If a Faculty member on probationary appointment alleges that a decision not to reappoint him or her was caused by considerations volatile of academic freedom, such allegation shall be given preliminary consideration by the appropriate committee as designated by the Bylaws of the Faculty. If the committee concludes that there is probable cause for the Faculty member's allegation, the matter shall be heard in the manner set forth in (I) below, except that the Faculty member shall be responsible for stating the grounds for such allegations, and the burden of proof shall rest upon the Faculty member.
- I. Termination for cause of tenure appointment or nonrenewal of a probational appointment without adequate advance notice shall be subject to the following procedures:
 - 1. The Faculty member may request that his or her case be heard by a Faculty committee as designated in the Bylaws of the Faculty.
 - 2. The Faculty member is entitled to receive from the President of the University a written statement with reasonable particularity of the grounds for dismissal.
 - 3. The Faculty member is entitled to counsel of his or her own choice, to confront and interrogate all witnesses adverse to him or her, and to call any other witnesses.
 - 4. The Hearing Committee shall tape record all hearings and shall furnish copies of the tapes to all parties upon request.
 - 5. When the Hearing Committee has reached a decision, it shall forward its recommendations to the President of the University, who shall transmit the full report and his or her recommendations to the appropriate Board for action.
 - 6. Public statements regarding the hearings, except for such announcements as may be required for meetings, shall be withheld until the proceedings have been completed. Announcement of the final decision of the appropriate Board shall include a statement of the Hearing Committee's recommendations.
 - 7. Until the final decision has been reached, the Faculty member will be suspended only if immediate harm to the Faculty member or others is threatened by his or her continuance. Such suspension shall be with pay. If the Faculty member's appointment is terminated for any reason other than moral turpitude, the Faculty member shall receive

his or her full salary for at least the period of notice to which he or she is entitled under these regulations and shall be continued in his or her duties for that period unless his or her welfare or that of the University requires that he or she be granted a leave of absence.

ARTICLE VII

Amendments and Repeal

SECTION 1. AMENDMENTS

These Bylaws may be amended by a vote of two-thirds of the members present at any meeting of the Board of Directors of the Corporation.

SECTION 2. FORMER BYLAWS REPEALED

All former Bylaws, rules, and regulations in conflict with these Bylaws are hereby repealed.

Bylaws

BYLAWS OF WITTENBERG UNIVERSITY FACULTY AND STUDENT GOVERNMENT

These Bylaws establish procedures for exercising those Duties and responsibilities in the areas of faculty personnel, academic affairs, campus activities, and student life which are conferred upon the Wittenberg University Faculty by Article IV, Sections 2 and 3 of the Constitution, Article VI of the Bylaws of Wittenberg University, and the charter of Wittenberg College, Sec. 2. They were adopted in June, 1979, to become effective in September, 1980, amended numerous times between 1980 and 2003, and revised in 2003.

The Faculty shall directly exercise responsibilities in those areas herein assigned to its Board of Committees or to the Faculty as a whole, and in other areas which in the judgment of the Provost to the University, are appropriate for exclusive consideration by the Faculty.

Except where otherwise stated in these Bylaws, the faculty shall exercise its authority and make decisions in meetings of the faculty.

MEMBERSHIP

The following shall enjoy voice and vote in all meetings of the Faculty of Wittenberg University:

members of the faculty holding or sharing full-time positions at the rank of Instructor, Assistant Professor, Associate Professor, or Professor, including those who hold such appointments but are working part-time as a transition to retirement;

members of the faculty holding positions at the rank of Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor;

eight student senators, with the specific senators identified in the bylaws of the student senate. The student senators do not vote in faculty elections.

The following shall enjoy voice but not vote in meetings of the Faculty of Wittenberg University:

student members of the faculty policy committees

members of the faculty holding visiting appointments

administrators holding the rank of Vice President or higher; and academic administrators holding the rank of Assistant Professor or higher, or the equivalent, as determined by the Provost.

other persons to whom the faculty shall extend voice privileges on a special or standing basis

Except where otherwise noted, all faculty members with vote may serve on the faculty committees and boards listed in Article VIII

OFFICERS

A tenured member of the faculty shall preside at meetings of the faculty. The presiding officer shall be elected by the faculty to serve a two-year term that begins on August 1. In the absence of the elected faculty officer, the chairperson of the Faculty Executive Board shall preside.

The faculty shall elect a tenured member of the faculty to serve as Secretary to the Faculty for a two-year term. The secretary shall, with the assistance of the Provost's Office, prepare minutes of faculty meetings and distribute such minutes to all faculty members and to all student representatives to the Faculty within ten calendar days after each meeting, and maintain such records as the faculty shall determine prudent.

MEETINGS OF THE FACULTY

The faculty shall meet monthly during the academic year, and at any other times as scheduled by the Faculty Executive Board, or as determined by majority vote of the Faculty, or upon a petition to the Faculty Executive board by ten members of the voting Faculty membership.

At meetings of the faculty, a quorum shall consist of sixty voting members.

An agenda, prepared by the Faculty Executive Board, shall be distributed by the Provost of the University to all faculty members and to all student representatives to the Faculty at least seven calendar days prior to each meeting. All standing Board and Policy Committees with the power to make recommendations to the faculty may bring business items to faculty meetings, as may any group of ten voting faculty. In accordance with X.B below, the Faculty Executive Board in combination with the eight student senators also may place items on the agenda.

Proposals to be submitted to the Faculty for approval must be printed in the agenda. Proposed amendments should be distributed at least three days prior to the meeting; however, this shall not preclude voting upon an amended version of a proposal when, in the judgment of the presiding officer, such amendment does not substantially change the sense of meaning of the proposal. The faculty may waive either the seven-day or the three-day advance notice requirements by a two-thirds vote of those present.

When a committee, in its discretion, believes that its potential proposal to the Faculty will constitute a significant policy change, it's recommended that said committee call for and conduct an open hearing on that proposal before submitting it to the Faculty for action.

When a committee, in consultation with the Provost believes that a matter is of minor importance to the Faculty, it may submit a written report concerning the matter to the faculty without requiring a vote by the Faculty. Such reports must be included in the agenda for a faculty meeting. When the report is the next item in the order of business, the presiding officer will ask if there is any objection to the report. If there is none, the report will stand approved. If a member objects, the causes for the objection shall be stated together with a motion to open debate on the report and cause a faculty vote on it. The

motion to open debate shall be undebatable and require a simple majority. If the motion to open debate fails, the report will stand approved.

Parliamentary Authority

Meetings and other business of the Faculty shall be conducted according to the latest revised edition of Robert's "Rules of Order," except as noted in Special Rules of Order adopted by a two-thirds vote of the faculty.

Boards and Committees

Nominations and Elections. Nominations of faculty members to all elected positions on all Faculty Boards and Policy Committees will be held at the regular April meeting; vacancies in elected positions that extend beyond the end of the academic year also will be filled by election at that time. Nomination slates shall be drawn up by the Faculty Executive Board and distributed in the agenda for this meeting. A least two nominations shall be made for each vacancy. Additional nominations may be made from the floor. Elections shall be conducted by secret electronic ballot as soon thereafter as possible, with the results reported and declared at the May faculty meeting. In the event that an electronic ballot is not feasible, a secret mail ballot will be used. Newly constituted Boards and Committees will meet at least once before the end of the spring semester to elect a chair, to set initial fall meeting dates, and as necessary, to organize and prepare for operations in the fall. All terms shall begin on August 1.

Student members of the Faculty Policy and Task Committees will be selected by the Student Senate. Except where otherwise noted in the Bylaws, both faculty and student members shall have voice and vote on the Committees on which they serve.

Ad hoc committees. In cases where no existing Board or Committee has responsibility, or has reasonability but lacks either adequate resources or time for special projects or purposes, an ad hoc committee may be established by the Faculty on the recommendation of the Faculty Executive Board or the Board or Committee in question, or shall be established by the Board or Committee in question. The size, composition and manner of selection of such ad hoc committees shall be determined by the establishing agent. Normally, ad hoc committees will be temporary, serving until the assigned purpose is accomplished.

Exclusions. No faculty member or student may serve on a total of more than two Faculty Boards and Faculty Policy Committees at the same time. Exception to this rule is the Board of Directors Liaison Committee. No faculty member shall serve on more than one of the following at one time; The Faculty Executive Board, the Faculty Personnel Board, the Educational Policies Committee, the Budget and Compensation Advisory Committee, the Hearing Board on Academic Freedom and Tenure. No Board or Committee should include more than one faculty member from a single department.

The following Boards, Policy Committees and Task Committees will be established under the authority of the Faculty. Boards and Policy Committees will report to the faculty at its regular meetings. Any committee not reporting business to the faculty during the year should report to the faculty in writing for the regular May meeting.

STANDING BOARD AND COMMITTEES

FACULTY BOARDS

FACULTY EXECUTIVE BOARD

Membership

- a. Six faculty members, each with at least five years service at Wittenberg; two to be elected each year for three-year terms.

Duties

- a. To represent the Faculty in the interim between meetings of the Faculty;
- b. To initiate discussion and to recommend action on matters of Faculty interest which are not delegated to other committees, including proposed changes in the bylaws.
- c. To prepare, in consultation with the Provost, an agenda for each Faculty meeting, that may be altered in the meeting by a 2/3 vote
- d. To serve in an advisory capacity to the President, the Provost, and the Board of Directors.
- e. To represent the Faculty within the planning process of the University;
- f. To nominate candidates for Faculty Boards, and Faculty Policy Committees and to conduct the elections (to seek in all nominations and appointments broad representation of academic disciplines, variety of viewpoints, continuity in terms of service, equitable distribution of committee work load, and accommodation of individual interests and expertise);
- g. To fill by appointment faculty vacancies on such Boards and Policy Committees created by resignation, leaves of absence, or other causes, for a period of time not to exceed beyond the end of an academic year
- h. To propose to the faculty, on an annual basis, the calendar dates for each academic year in consultation with the Provost. Such calendar proposals are subject to a majority vote of the faculty assembled.
- i. to propose to the faculty, in consultation with the Provost and the Educational Policies Committees, changes in the basic characteristics of the academic calendar, such as total number of contact hours, daily schedule, number of weeks, days, and holidays observed. Such proposals are subject to a majority vote of the faculty using a secret mail ballot.
- j. to serve as a conference committee between faculty and students for communication and policy review regarding matters of common interest
- k. to approve or refer to the faculty measures submitted to it by the faculty or by the Student Senate in accordance with X. B. A matter submitted to the Committee must be referred to the faculty upon the petition of 10 members of the faculty.

FACULTY PERSONNEL BOARD

Membership

Six faculty members on tenure; three elected by the Faculty for three-year terms, two elected each year.

Duties

- a. to make recommendations regarding policies and criteria for the evaluation of faculty members with respect to rank, salary and tenure; to review the annual personnel recommendations by department chairpersons and to make recommendations to the Provost and the President; to suggest changes in existing policies to the Faculty for review, discussion and endorsement.
- b. to make recommendations on appointments and dismissals.
- c. to make recommendations regarding sabbatical leaves and leaves of absence for faculty members.

FACULTY ENDOWMENT FUND BOARD

Membership

Six faculty members elected for three year terms; two elected each year.

Duties

to bring to the campus scholars and artists who will make a significant contribution to the intellectual and cultural life and climate of the University.

FACULTY HEARING BOARD ON ACADEMIC FREEDOM AND TENURE

Membership

Six faculty members; three-year term; two elected each year.

Duties

- a. to serve as Hearing Committee (as provided in the University Bylaws VI, I, I) whenever a faculty member who has been notified of impending dismissal requests a hearing. The services of the board will be available to faculty members of the University.
- b. to serve as a Hearing Committee in other cases which individual faculty members may bring to it.

BOARD OF ACADEMIC STANDARDS

Membership

Six elected faculty members, with three-year terms, two elected each year. Ex-Officio, with voice but not vote: the Dean of Students, the Registrar, and Assistant Provost for Academic Services.

Duties

- a. to monitor and recommend changes in all policies with respect to academic standards, including but not limited to:
 1. standards for probation and suspension,
 2. standards for academic performance (the grading system) and,
 3. the academic environment.
- b. to apply the University's standards in cases of academic suspension and dismissal
- c. to serve as a first level of appeal after academic dismissal or academic suspension by the Board. When the Board acts in its appellate capacity, the Dean of Students and Assistant

Provost for Academic Services also vote. Further appeals may be made to the Provost, as determined by policy.

HONOR COUNCIL

(created by Faculty Action, January 14, 2003)

Membership

- a. Six elected faculty members, with three-year terms, two elected each year; two administrators, one appointed by the Provost and one appointed by the Dean of Students; and ten students, with representation from each class. The students will be selected by a committee consisting of the chair and vice chair of the Honor Council, two additional volunteer members of the Honor Council, and three students appointed by Student Senate. Once selected, student members will serve until they graduate.
- b. From among its membership, the Honor Council will elect a student as chair and a faculty member as vice chair, each of whom shall have served at least one year on the Council before assuming office.
- c. Honor Council Faculty Advisor. The Provost, in consultation with the Faculty Executive Board, will appoint a faculty member as Honor Council Faculty Advisor, a position without vote except when an elected member of the Council is also named as Advisor. The advisor will be responsible, in cooperation with the Dean of Students, for the oversight of the Honor Council and its processes.

Duties

- a. to maintain and enforce standards of academic integrity
- b. to create and conduct educational programming designed to promote academic integrity
- c. to advise and consult with the student body, faculty members, and administrative officers on matters pertaining to academic integrity
- d. to designate from its members, students and faculty to serve on honor boards
- e. to consider petitions for removal of the grade of XF from University records
- f. to issue an annual report to students, faculty and staff, which would typically include a summary of cases and a description of the Council's activities.
- g. to review policies and procedures of the Code of Academic Integrity and the Honor Council at least on a bi-annual basis and to recommend changes to the faculty and students

FACULTY DEVELOPMENT BOARD

Membership

Six elected faculty members, two elected each year. Ex-Officio member with voice but not vote: The Faculty Development Administrator.

Duties

- a. To promote effective teaching on campus through programming, workshops, course development grants and formative evaluations
- b. To approve grants for the development of teaching and the redirection/retraining of faculty.
- c. To sponsor regular events using funds from Faculty Development.

- d. To review proposals and make recommendations for the disbursement of institutional resources for faculty research, conference presentations, or professional development.
- e. To assist faculty members to deepen and broaden competence in their chosen fields and their contributions to the academic community
- g. To initiate discussion, to advocate for, and to recommend action on matters related to faculty development.

FACULTY DEVELOPMENT ADMINISTRATOR

A tenured member of the faculty nominated by the Faculty Development Board and appointed by the Provost. Reports to Faculty Development Board and serves as ex-officio with voice but not vote on the Faculty Development Board.

Duties:

- a. To implement and collaborate with the Faculty Development Board on programs and initiatives
- b. To serve as a resource for faculty or groups on current issues related to faculty development, career development, and teaching
- c. To meet with academic departments as well as special groups to determine needs for information, programming, workshops, materials, etc.
- d. To organize workshops, lunches, etc., geared to faculty needs
- e. To work with individual faculty members, confidentially, on improvement of their teaching as requested by the faculty members themselves
- f. To develop and implement formative methods of teaching evaluation
- g. To manage the Board's faculty development program for new faculty
- h. To maintain a library of information on teaching and professional opportunities for faculty

STUDENT DEVELOPMENT BOARD

Membership

Three faculty members serving three-year terms, one elected each year, and the Faculty Fulbright Representative, appointed by the Provost, two student members. Ex-Officio member with voice but not vote: Assistant Provost for First-Year Experience.

Duties

- a. To review proposals and make recommendations for the disbursement of institutional resources for student research and other scholarship opportunities.
- b. To coordinate with the Admissions and Financial Aid offices evaluation of candidates for Wittenberg competitive scholarships (e.g. Smith).
- c. To conduct interviews for Fulbright, Marshall, and Rhodes (and other national fellowships) on

campus.

- d. To appoint subgroups for external funding interviews or special student opportunities, when required.
- e. To advise and advocate for student scholarship and development opportunities.

FACULTY POLICY COMMITTEES

COMMITTEE ON EDUCATIONAL POLICIES

Membership

Six faculty members, with three-year terms, two elected each year; four student members; the Provost. Ex Officio with voice but not vote: The Associate Provost

Duties

- a. to examine periodically the overall education program of the University.
- b. to recommend proposed changes in the University curriculum.
- c. to be responsible for policies under which task committees operate.
- d. review all proposed changes in the total number of faculty members in a department or program to determine the effect of the proposed change on the educational program and to submit recommendations as may seem appropriate.

COMMITTEE ON LIBRARY POLICY

(Duties of the Audio Visual Committee were assigned to the Committee on Library Policy by faculty action, March 19, 1996; amended March 17, 2008)

Membership

Three faculty members, with three-year terms, one elected each year; and two student members. Ex officio with voice but not vote: The Directors of Computing and of the Library

Duties

- a. to act as a liaison among faculty, students and the Directors of Computing and the Library regarding the service rendered by the Libraries to the University.
- b. to make recommendations to the Director of the Library, the Director of Computing, the Provost and the President regarding the improvement of the facilities and services of the libraries.

COMMITTEE ON ATHLETIC POLICY AND RECREATION

(Amended by faculty action, March 19, 1996; December 10, 1996, January 14, 2003; March 17, 2008)

Membership

Three elected faculty members, with three-year terms, one elected each year; three student members and two faculty representatives to the North Coast Athletic Conference. Ex Officio members with voice but not vote:

The Director of Athletics and Recreation, the Associate Athletic Director/Senior Women's Administrator, and the Director of Intramurals and Recreation.

Duties

- a. to recommend to the faculty general intercollegiate athletics related to the rules for eligibility, the maximum number of athletic events in each sport, the time of absence of athletic teams from campus, and the participation in events not on the regular schedule.
- b. to advise, and make recommendations to, the President, athletics administrators, and Faculty Representatives to the North Coast Athletic Conference, regarding the determination of priorities in the intercollegiate athletics program, the intercollegiate sports in which the college participates, the basis for selecting intercollegiate opponents, and schedules for each sport; and to report regularly to the faculty on such advice and recommendations.
- c. to recommend faculty members for appointment as the Faculty Representatives for Athletics to the North Coast Athletic Conference and the NCAA, with appointment for three years with the possibility of reappointment.
- d. to encourage a strong intramural program and encourage campus-wide participation in that program.

COMMITTEE ON FACILITIES AND ENVIRONMENT

Membership

four faculty members, with two-year terms, two elected each year. Four student members. Ex-officio with voice but not vote: The V.P. for Business and Finance and the Provost or designee and the Director of Plant, Safety and Environment.

Duties

- a. to advise the administration on matters relating to facilities and environment.
- b. to hear, discuss, and make recommendations on department matters relating to facilities and environment.
- c. to hear, discuss, and make recommendations on the use of present and future buildings.

ENROLLMENT MANAGEMENT ADVISORY COMMITTEE **(by Faculty Action March 17, 2008)**

Membership

Four faculty members, three elected with three-year terms, one elected each year, and one appointed by the Provost. Ex-officio members with voice but not vote: the Vice-President for Enrollment Management or the Director of Admissions, the Director of Financial Aid, the Assistant Provost for Student Success and Retention, and the Registrar.

Duties

- a. to make recommendations regarding admissions requirements
- b. to make recommendations regarding financial assistance and other financial aid given to students
- c. to report to the faculty upon request regarding admission standards, registration, enrollment, financial aid and grades
- d. to advise the offices of the Registrar, Admissions, and Financial Aid on issues of policy, procedures,

- and implementation
- e. to analyze and advise regarding annual reporting on retention
- f. to coordinate with the School of Community Education on issues of common interest

BUDGET AND COMPENSATION ADVISORY COMMITTEE

Membership

Four faculty members, with four-year terms, one elected each year and four student members. Students do not participate in discussions of compensation and fringe benefits, nor will students have access to any but aggregate data concerning compensation and fringe benefits.

Duties

- a. to participate with the appropriate members of the University administration and the Board of Directors in the formulation of the University budget.
- b. to aid in the establishment of a salary scale and to review annually its impact upon the faculty.
- c. to recommend changes in the salary scale to the faculty and the administration.
- d. to review all fringe benefits and to recommend changes to the faculty and administration.
- e. to work with the Provost and the V.P. for Business and Finance in administering salary and fringe benefits policy.
- f. to adjudicate questions regarding salary and fringe benefits.

BOARD OF DIRECTORS LIAISONS

The faculty representatives will consist of the Chairpersons, or their designees, from the faculty boards or committees which correspond to the committees of the Board of Directors. In addition, three faculty serving three-year terms, one elected each year, will serve as an advisory board for the Honors Committee of the Board of Directors.

Duties

- a. to attend appropriate sessions of the Board of Directors meetings three times per year.
- b. to serve as a channel of communication between faculty and the Board of Directors.
- c. to provide advice on the choice of recipients of honorary degrees.
- d. to report to the Faculty when appropriate.

COMMITTEE ON ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

(Created by Faculty Action, April 11th, 1995)

DIVERSITY ADVISORY COMMITTEE

(by Faculty Action March 17, 2008)

Membership

Six elected faculty members, two elected each year; two students. Ex-Officio member with voice not vote: Director of Multicultural Student Programs.

Duties

- a. To advocate for, promote, and propose diversity initiatives throughout campus.
- b. To promote diversity in all areas of campus life: student, faculty, staff, and programming.
- c. To work in an advisory capacity with various campus constituencies (Enrollment Management,

Admissions, Office of Multicultural Student Programs, Human Resources, Witt Series, Academic Departments and Programs, etc.) to promote a more diverse campus.

- d. To assist in special-events planning that recommends and plans activities that promote diversity on campus.*
- e. To develop and sponsor a speaker series on campus which addresses issues of diversity.

*Martin Luther King Committee will function as special-events subcommittee of the Diversity Advisory Committee. Two members of Diversity Committee will serve on King Committee.

Membership

Six faculty members, with three-year terms, two elected each year, and three student members. Ex-officio members with voice but not vote: The Provost (or designee), The Director of General Education, the Chairperson of the Committee on Educational Policies (or designee).

Duties

- a. to develop and implement the program for assessing student achievement of the general education goals posited in the 1995 curriculum.
- b. to oversee the implementation of department and program assessment activities;
- c. to review the effectiveness of University efforts to assess student achievement and to make recommendations for policy changes, as it deems appropriate, to the Faculty;
- d. to review the utilization of assessment information in ongoing efforts to improve the effectiveness of the University's educational program;
- e. to serve as a clearinghouse for information, and identify resource people, helpful to our ongoing assessment efforts.

GENERAL EDUCATION ADVISORY COMMITTEE

Membership

Four elected members, with three year terms; one additional member appointed annually by the EPC from its membership to act as liaison between EPC and GEAC; two students. Members with voice but not vote: The Director of General Education, and the Provost or designee.

Duties

- a. to advise the Director of General Education in activities of advocacy for the General Education Program on such issues as budget resources, external funding, administrative support, program and course development.
- b. to advise the Director of General Education on suggested changes in the General Education Program and to recommend changes in the program to the EPC when warranted.
- c. to review courses proposed to help students achieve learning goals in the General Education Program, to advise faculty desiring to submit such proposals, and to make recommendations concerning proposals to EPC.
- d. to work with the administration in adjudicating transfer credits to be counted toward General Education requirements.
- e. to receive and act on petitions from students regarding the General Education Program.
- f. to assist the Director of General Education in the compilation of yearly reports assessing the state of General Education at Wittenberg and advise the Director and other faculty committees on the assessment of the General Education Program in general.

COMMITTEE ON WRITING AND SPEAKING

Membership

Four faculty members, with four-year terms one elected each year, ; two students. Members with voice but not vote: The Director of Speaking, the Director of Writing, and the Director of the Writing Center.

Duties

- a. to advise the Provost and related administrators in activities of advocacy for the speaking and writing programs on such issues as budget resources, external funding, administrative support, program and course development.
- b. to advise the Director of General Education on suggested changes in the General Education Program and to recommend changes in the program to the EPC when warranted.
- ac. to review and approve courses proposed to help students achieve speaking and writing learning goals in the General Education program, to advise faculty desiring to submit such proposals, and to make recommendations concerning speaking and writing to the General Education Advisory Committee.

COMMITTEE ON ACADEMIC COMPUTING

Membership

Six faculty members, with three-year terms, two elected each year; and four student members. Ex-Officio with voice but not vote: The Directors of Computing and of the Library.

Duties

- a. to act as a liaison among faculty, students and the Directors of Computing and the Library regarding the services rendered by Computing at the University
- b. to make recommendations to the Director of Computing, the Director of the Library, the Provost and the President regarding the improvement of computing facilities and services.
 1. regarding the improvement of academic computing facilities and services
 2. concerning significant proposed changes in academic computing policy software, or hardware
- c. to assess periodically academic computing facilities and services

FACULTY TASK COMMITTEES

The following make curricular proposals to the Educational Policies Committee and/or advise the faculty and/or the administration on matters under their purview. All student and faculty members of Task Committees shall have voice and vote in Committee deliberations. Administrative Members shall serve with voice and without vote. Members will serve one-year terms, and faculty members will be appointed by the Provost, in consultation with the Faculty Executive Board.

The Provost and Faculty Executive Board, in consultation with a committee chair, may choose to leave a position temporarily vacant. Student members will serve one year terms and be appointed by Student Senate.

COMMUNITY EDUCATION COMMITTEE

Membership

Six faculty members; four students, three of whom are SCE students. Ex-officio member: Dean of Community Education

Duties

- a. to recommend to the Educational Policies Committee academic policies related to credited studies in the School of Community Education.
- b. to advise the Dean of the School of Community Education and the Provost on matters related to the School of Community Education's programs.

COMMUNITY SERVICE COMMITTEE

Membership

Three faculty members; three students, one of whom should be a student coordinator or a staff member of the Community Service Office. Ex Officio: Director of Community Service, Assistant Provost for Off Campus Programs

Duties

- a. to recommend to the Educational Policies Committee academic policies related to community service and service learning.
- b. to advise the Director of Community Service and the Assistant Provost for Off-Campus Internships on matters related to community service and service learning.
- c. to assist faculty in the development of service learning opportunities.

HONORS PROGRAM COMMITTEE

Membership

Six faculty members; six students.

Duties

- a. to recommend to the Educational Policies Committee academic policies related to the Honors Program
- b. to coordinate the Honors Program in conjunction with the Director of the Honors Program and the Provost

INTERNATIONAL EDUCATION COMMITTEE

Membership

Six faculty members, the Director of International Education; six students, at least 3 of whom should be international students.

Duties

- a. to advise the Administration on issues pertaining to Wittenberg's international student populations ,including recruitment, housing, orientation, programming, registration, retention, and general welfare.
- b. to advise the Provost on matters related to student participation in international programs not owned or operated by Wittenberg University.
- c. to select study aboard scholarship recipients
- d. to select the Global Awareness Award recipient.
- e. to approve non-Wittenberg study abroad programs for individual students

FIELD STUDY COMMITTEE

Membership

Four faculty members appointed by the Provost (at least two with experience directing field study programs) and two students with experience as participants in field study programs. The Director of International Education and the Dean of the School of Community Education.

Duties

a. to oversee all Wittenberg owned or operated field study programs(including study abroad, domestic and embedded programs) as well as to monitor domestic field studies not owned or operated by Wittenberg, whether credit-bearing or not.

- to advise program directors in planning and implementation of programs.
- to approve program proposals including review of academic, staffing and logistical concerns
- to evaluate and assess field study programs after completion
- to oversee financial aid for field study programs
- to advise the Provost on the continued operation of field study programs in the event of political crisis or natural disaster
- to oversee safety and liability issues for field study programs.

b. to recommend policies for field study program including domestic, foreign, and embedded programs.

Membership and duties of this committee will be reviewed by the Faculty Executive Board two years after its formation

MATH WORKSHOP ADVISORY COMMITTEE

Membership

Four faculty members; three students. Ex officio: Director and Associate Director of the Math Workshop, Assistant Provost for Academic Services, Registrar

Duties

a. to advise the Math Workshop and the Provost on matters pertaining to workshop programs

PRE-HEALTH PROFESSIONS COMMITTEE

Membership

Six faculty members, one of whom will be the Pre-health Professions Advisor, Ex officio -Director of Career Center.

Duties

- a. to interview and evaluate students interested in applying to medical or dental programs that require a committee letter of evaluation.
- b. to prepare and distribute committee letters of evaluation of programs as requested by the student.

PROGRAMMING COMMITTEE

Membership

Six faculty members, three elected by the faculty for three-year terms, three appointed by the Provost; four

students. Ex Officio: Wittenberg Series Coordinator, Director of Student Activities

Duties

- a. to program for and present a distinguished speakers and artists series, the Wittenberg Series
- b. to advise the administration and the faculty in order to limit competition with events, major and minor, including the Wittenberg Series
- c. to assist in long-range planning and promotion of all major cultural and intellectual events, including their contribution to the academic program.
- d. to consult with faculty in disciplines appropriate for topical lectures of performances.
- e. to coordinate with Science and Mathematics department chairs and designated faculty or student representatives in planning the annual IBM Lecture Series.

STUDENT APPELLATE BOARD

Membership

Four faculty members, four students

Duties

- a. to hear appeals submitted by students after a hearing with the Student Senate has been completed and processed.

TEACHER EFFECTIVENESS COMMITTEE

Membership

Four faculty members; four students

Duties

- a. to recommend to the faculty and the Provost ways to promote the effectiveness of Wittenberg teaching.
- b. to evaluate periodically the standardized faculty teaching evaluation forms, and in conjunction with the Faculty Personnel Board, to make recommendations to the faculty concerning those forms.

FACULTY TASK BOARDS/COMMITTEES FOR COMPLIANCE WITH FEDERAL LAW

The following task boards and committees serve external legal requirements; as such, their composition and Duties are subject to change as determined by the President. All members will be appointed by the President or Provost in accordance with federal guidelines. All members of these boards or committees shall have voice and vote in Committee deliberations.

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE

(Created by faculty action, September 15, 1999)

Membership

Three faculty members for renewable two-year terms; one student member for a one-year term; one veterinarian; one community representative. Ex Officio: Associate Provost.

Duties

a. to assure that University establishes and maintains proper measures to ensure the appropriate care and use of all nonhuman vertebrate animals used for research, research training, experimentation, biological testing, or related purposes. In a manner consistent with established University policies.

INSTITUTIONAL REVIEW BOARD

(Created by faculty action, March 19, 1996)

Membership

Three faculty members. Ex Officio : Associate Provost; "public" members as required by funding and regulatory agencies.

Duties

a. to approve all research involving human subjects, regardless of sponsorship, that uses Wittenberg facilities or resources or that is conducted by Wittenberg faculty members, staff, or students.

b. to assure that the rights and welfare of participants are adequately protected, in compliance with the Federal Policy for the Protection of Human Subjects, as published in the *Federal Register* (June 18, 1991, Vol. 56, No. 117).

SEXUAL COMPLAINT GRIEVANCE BOARD

Membership

At least four faculty and four staff, appointed by the President for three year terms; the Chief Justice of the Student Senate Hearing Board, and three other students in staggered two-year terms. No faculty member shall serve simultaneously on the Sexual Complaint Grievance Board and on the Faculty Hearing Board on Academic Freedom and Tenure.

Duties

a. to adjudicate formal complaints of sexual harassment or sexual misconduct.

b. to periodically review policies related to sexual harassment or sexual misconduct, and to make recommendations as appropriate.

DEPARTMENT CHAIRPERSONS

- A. A chairperson of a department or of an area program shall be appointed by the President upon the recommendation of the Provost, who first shall consult with members of the department or program. A chairperson shall be appointed for a term of three years and may be reappointed for successive terms.
- B. The chairperson shall be the administrative officer of the department but it is expected that, by means of departmental meetings and personal consultation, that staff will be involved in decision making. The chairperson may also delegate administrative Duties. Among the chairperson's responsibilities are the following:

1. The Chairperson shall take the initiative in seeking to enhance the academic and scholarly vitality of the department as a whole, and shall encourage and facilitate professional growth of staff members with special attention to the needs of new members.
2. The chairperson shall, in consultation with department members, make recommendations to the Faculty Personnel Board and the Provost relative to selection, retention, promotion, tenure, and salaries of department members.
3. The chairperson shall, in consultation with department members, plan courses and course changes, prepare schedules, make teaching assignments, and supervise the advising of majors.
4. The chairperson shall prepare budget requests for departmental needs and related library needs, and shall requisition budgeted items and authorize budgeted expenditures.
5. The chairperson shall represent the department in relation to general College matters, prepare departmental statements for the catalog, conduct correspondence, and maintain such files as the welfare of the department may require.

III. STUDENT GOVERNMENT

- A. The student body of Wittenberg University shall establish a constitution governing its composition, organization, and procedure.
- B. The Student Senate shall, under the authority of the University Faculty, determine policies pertaining to student social activities, student residence and disciplinary regulations, student organizations, and other aspects of student life. Any policy passed by the Student Senate shall be presented to the Faculty Executive Board or to the Faculty floor. If the Faculty Executive Board considers it appropriate for faculty consideration, it will forward the measure to the Faculty for final disposition.
- C. The Student Senate shall provide for the selection of student members to occupy those seats on Policy and Task Committees of the Faculty. These shall be selected before the end of the spring term.
- D. The judiciary branches of the student government shall have the power, at the request of the involved student(s), to investigate cases regarding student disciplinary violations, and to make recommendations to the Dean of Students concerning the disposition of such cases. The Dean of Students shall determine the final disposition of all cases unless the Dean's decision is challenged by the student(s) charged. In that event, appeal may be made to the Student Appellate Board. At the request of the student(s) charged, the student members of the Student Appellate Board will be excused from participating in appellate decisions.

IV. AMENDMENTS TO THE BYLAWS

- A. Amendments to the bylaws may be proposed by a petition to the Provost by 15% of the Faculty or 15% of the student body, or a majority vote of the faculty assembled, or by the Faculty Executive Board. Such proposed amendments must be distributed fifteen days before the faculty meeting in which they will be discussed.
- B. Ratification of proposed amendments to the bylaws shall require a majority vote of the faculty assembled, followed within one month by a two-thirds vote of the faculty voting by secret electronic ballot. In the event that an electronic ballot is not feasible, a secret mail ballot will be used.
- C. In cases of question, the Provost shall interpret these bylaws; the Provost's interpretation will stand, unless overruled by a two-thirds faculty vote. If such an interpretation occurs outside a faculty meeting, it shall be reported at the next meeting of the faculty.

Rationale:

After testing an electronic balloting system in 2006-07, the Faculty Executive Board feels that electronic balloting provides a more accurate, secure, and easy way to vote. The balloting will take

place via the Wittlink Portal function, and it allows for the FEB to get two SEPARATE reports: one showing who voted and one showing vote counts. Neither the computing center nor the FEB will have a list combining individual names with their votes, so as to insure confidentiality. The FEB plans to keep the option of mail ballot for use in case of a special situation that requires a non-electronic ballot (e.g. catastrophic computer failure).

V. **SEPARABILITY**

- A. Should any Section of these governance provisions be found in conflict with the Constitution of Wittenberg University or the Bylaws of the Board of Directors, the balance of the document shall remain effect.

Bylaws:

THE CHARTER OF WITTENBERG COLLEGE

GRANTED MARCH 11, 1845

SECTION 1. Be it enacted by the General Assembly of the State of Ohio, That John Hamilton, of the county of Stark, William G. Keil and David Tullis, of the county of Guernsey, John B. Reck and Solomon Ritz, of the county of Tuscarawas, George Leiter, of the county of Richland, John H. Hoffman and Jacob Roller, of the county of Columbiana, Elias Smith, of the county of Wayne, Presley N. O'Bannan, of the county of Licking, John N. Kurtz, of the county of Clark, Phillip Binkley, of the county of Greene, David Porter Rosenmiller, Frederick Gebhart, and Peter Baker, of Montgomery county, and George Sill, of the county of Preble, members of the board of directors, appointed by the English Evangelical Lutheran Synod of Ohio and Miami Synod, to establish a college at some suitable point in Greene or Clark county, State of Ohio, are hereby created a body corporate and politic, by the name, style, and the title of The Board of Directors of Wittenberg College, and they and their successors in office, as such, shall have power to sue and be sued, plead and be impleaded, to defend and be defended, in all courts of law and equity; to have a common seal, and to alter it at pleasure; to hold all kinds of estate which they may acquire by purchase or donation to any amount necessary to accomplish the objects of the institution, and to have and to convey at discretion; to form a constitution and bylaws for their perpetuation and government; to make all necessary regulations for the management of their fiscal concerns; to admit, exclude, and expel members; to appoint officers, and to do such other acts as may be necessary to effect the promotion of theological and scientific knowledge; provided, however, that said constitution, bylaws, and regulations, shall be consistent with the constitution of the United States and the State of Ohio.

SECTION 2. That the professor or professors appointed by said board, in said college, or a majority of them, shall constitute the faculty, and have power to enforce the rules and regulations enacted by the board of directors for the government and discipline of the students, and finally to suspend or expel such of them, as may, in their judgment, deserve it, and to grant and confirm by the consent of the board of directors, such degrees in the liberal arts and sciences, or such branches thereof, to such students or others, whom, by their proficiency in learning and other meritorious distinctions, they shall regard as entitled to them, as it has been usual to grant in other colleges, and to grant to such graduates diplomas or certificates under their common seal, to authenticate and perpetuate such graduation; provided that the power of conferring degrees shall not be exercised by said corporation until it shall have acquired property, either real or personal, and in possession thereof, to the value of ten thousand dollars, to be ascertained by three disinterested free-holders of the county where said college may be located; said appraisers to be appointed by the auditor of such county, and to make return in writing of their appraisal, which returns shall be filed and preserved in the office of said auditor.

SECTION 3. That no misnomer of said corporation shall defeat or annul any gift, grant, devise or bequest, to or for the said corporation, provided the intent of the parties shall sufficiently appear upon the face of the gift, grant, will, or other writing, whereby any estate or interest was intended to pass to or for said corporation.

Bylaws:

CONSTITUTION OF THE EVANGELICAL LUTHERAN CHURCH IN AMERICA

(selections)

The relationship between the Evangelical Lutheran Church in America and its related colleges is described in the following sections from the constitution adopted by the E.L.C.A. at its constituting convention and as amended through August, 1999.

CHAPTER 8 - RELATIONSHIPS

8.32 Colleges and Universities. This church shall express its responsibility for higher education through its colleges and universities, its Division for Higher Education and Schools, and its synods. While variation is possible in college relationships across this church, this church recognizes the desirability of some degree of uniformity of relationship for colleges within the same region. Therefore, synods shall determine initial policies and thereafter review periodically such policies consistent with recommendations from the board of the Division for Higher Education and Schools and in consultation with that board and the colleges and universities within the region with respect to and consistent with the bylaws, as set forth herein.

8.32.01 A variety of relationship patterns is possible including relationship with the Churchwide Assembly, the Division for Higher Education and Schools, a synod assembly, or a corporation whose voting members are, or have been elected by, synod assemblies, other organizational units (conferences, clusters, etc.), or congregations.

8.32.02 Primary responsibility for recruiting members for its board belongs to each college. This responsibility is best exercised when appropriate structures of this church are substantially involved.

8.32.03. The college and the appropriate synods shall determine how many of the college board members are to be elected or ratified by the approved form of relationship as provided in 8.32.01.

8.32.04. The responsibility for initiating changes in constitutional documents rests with each college. Each college will reach agreement with the appropriate structures of this church as identified in 8.32.01 regarding changes in constitutional documents. This church's participation may range from prior consultation to final approval.

8.32.05. Representation of members of this church on college boards, limitation of terms for board members, whether or not college presidents shall be members of this church, and representation of bishops of synods on college boards shall be determined by each college and the appropriate synods.

8.32.06. Subject to approval by the appropriate synods, a college or university may be owned by a not-for-profit corporation that has voting members at least 90 percent of whom shall consist of members of the biennial Churchwide Assembly. Meetings of such corporations shall be held in conjunction with the Churchwide Assembly for the purpose of electing or ratifying members of the governing board and approving amendments in the governing documents. At least 60 percent of the members of the governing boards of such corporations shall be members of this church.

8.32.A97. The relationship of this church to its colleges and universities shall be guided by policies fostering educational institutions dedicated to the Lutheran tradition wherein such institutions are an essential part of God's mission in the world; faithful to the will of God as institutions providing quality instruction in religion and a lively ministry of worship, outreach, and service; diligent in their preparation of leaders committed to truth, excellence, and ethical values; and pledged to the well-being of students in the development of mind, body, and spirit.

CHAPTER 10 - SYNODS

10.21 Each synod, in partnership with the churchwide organization, shall bear primary responsibility for the oversight of the life and mission of this church in its territory. In fulfillment of this role, the synod shall . . . b. provide for leadership recruitment, preparation, and support in accordance with churchwide standards and policies, including: 5) supporting recruitment of leaders for this church's colleges . . . and i. Support relationships with and provide partnership funding on behalf of colleges, universities, and campus ministries.

CHAPTER 16 - CHURCHWIDE UNITS

16.11.D91 - Division for Higher Education and Schools

This division shall be responsible for the educational activities of this church through its colleges and universities, its campus ministries, and its early childhood education centers, and elementary and secondary schools. It shall advocate to this church for these educational enterprises and for this church to these educational efforts. This division also shall develop programs and recommend policies in response to this church's commitment to mission in education, and, thereby, shall help to prepare leaders for church and society. To fulfill these responsibilities, this division shall:

- a. encourage, assist, and sustain the colleges and universities of this church, both individually and as a community of institutions. To do so, this division will:
 1. render services in policy, planning and oversight for this church's colleges and universities; distribute churchwide funding in consultation with synodical partners; encourage and provide funding for colleges and universities to use the services of a common auditor; assist colleges and universities in providing health-insurance programs through voluntary employees' beneficiary associations; and provide risk management services for the colleges and universities and, in cooperation with the Division for Ministry, for the seminaries of this church.
 2. cooperate with congregations, synods, and the colleges and universities in student recruitment; and work in partnership with congregations, the ELCA Foundation, other funding sources, and colleges and universities to encourage and develop scholarship opportunities.
 3. assist the colleges and universities in the recruitment and development of faculty and administrators.
 4. promote relationships between groups of colleges and universities and synods; provide for the creation and support of a council of college and university presidents and be represented on each college board by an advisory member; and participate in the search for and election of college and university presidents.
 5. make recommendations to the Church Council on long-term educational policy, including the establishment and location of colleges and universities.
 6. assist colleges and universities to develop international education opportunities in consultation with the Division for Global Mission.
- b. recruit--in consultation and cooperation with the Division for Ministry, the Commission for Multicultural Ministries and the Commission for Women, the colleges and universities of this church, and this church's campus ministry programs - candidates for ordained and lay ministries of this

church and other leaders for congregations, and seek to develop methods for helping students and academic personnel to discover and strengthen their Christian vocation in the church and in the world.

- c. represent the colleges, universities, and schools of this church in public policy matters under the coordination of the Division for Church in Society; and encourage, support, and promote relationships with associations and entities related to higher education and to schools.

Bylaws:

THE CONSTITUTION AND BYLAWS OF THE BOARD OF DIRECTORS OF WITTENBERG COLLEGE

(As amended June 7, 1988, October 9, 1990, February 9, 1991, October 8, 1993, May 3, 1997, May 8, 1999, October 16, 1999, January 29, 2000, and May 6, 2000, May 8, 2004 and September 17, 2004)

THE CONSTITUTION

ARTICLE I

Name, Purpose, Property, and
Relationship to the Evangelical Lutheran Church in America

SECTION 1. NAME

The name of this corporation, in accordance with its Charter, is The Board of Directors of Wittenberg College. The educational institution operated by it is known as Wittenberg University. This corporation's principal place of business is Springfield, Ohio.

SECTION 2. PURPOSE (As amended 5/8/99)

- A. The purpose of this corporation shall be to establish and operate in an environment conducive to Christian faith and commitment an educational institution which shall include a college or colleges to educate men and women who are motivated and equipped to be responsible citizens in the occupations and professions which are necessary to society's well being through the harmonious development of their intellectual, spiritual, social, and physical potentials. The institution operated by and the programs of this corporation shall be open to all men and women without regard to race, creed, color, religion, national origin, sexual orientation, sex, or age who submit evidence of satisfactory character and scholarship.
- B. In the discharge of the purpose set forth in (A), this corporation shall have all express and incidental powers granted to nonprofit corporations under Section 1702.01 et sq, Ohio Revised Code, as the same may be amended.

SECTION 3. RELATIONSHIP TO CHURCH AND CONTROL (As amended 5/8/99 and 1/29/00)

Wittenberg University shall be connected with and conducted as an institution related to the Evangelical Lutheran Church in America or its successors. The control and direction of this corporation shall be vested in a Board of Directors.

This section shall not be amended except with the consent, declared by official action, of Supporting Synods including in their confirmed membership two-thirds of the total confirmed membership of all of the Supporting Synods. Supporting Synods means the six supporting synods within Region VI of the Evangelical Lutheran Church in America.

SECTION 4. SUPPORT BY LUTHERAN CHURCH BODIES

The corporation shall have a primary relationship with the Supporting Synods; however, financial and other

support of the corporation and its work shall be open to all Lutheran synods and other levels which wish to share the corporation's commitment to church-related, liberal arts education.

SECTION 5. TRANSFER OF PROPERTY AND MERGER

- A. The property of this corporation shall be held by it as a sacred trust for the purpose of furthering the cause of independent higher education.
- B. The consent of Supporting Synods of the Evangelical Lutheran Church in America, including in their confirmed membership two-thirds of the total confirmed membership of all of the Supporting Synods, declared by official action, shall be a necessary prerequisite to any sale, transfer, or conveyance of all the property and assets of the corporation, or any part thereof the sale or transfer of which would tend to change the character of the corporation or render its service less effective; to any merger of the corporation, or any part thereof, with any other corporation; and to the amendment of this section.

ARTICLE II

The Board of Directors of the Corporation

SECTION 1. MEMBERS AND TRUSTEES

- A. The trustees of this corporation shall be the Board of Directors. The Board of Directors shall constitute the membership of the corporation under all circumstances where action of the membership is required by law.
- B. Except as otherwise provided by law, the Charter, and this Constitution, the authority of the corporation, shall be exercised by the Board of Directors.

SECTION 2. ELECTIONS OF DIRECTORS (As amended 6/7/88, 5/8/99, and 5/6/00 and 5/8/04)

The Board of Directors shall be composed of that number of directors, determined from time to time by the Directors, acting in their capacity as members of the corporation; provided, however, that the number of Directors shall not be less than thirty and shall not exceed forty. The following procedures and requirements apply.

- A. Throughout his or her term of office, The President of the University shall be a Director with voice and vote.
- B. The remaining Directors shall be nominated by that committee of the Board charged with that responsibility, in consultation with the President of the University and the Chair of the Board. The Board, acting as members of the corporation shall elect the Directors at the annual meeting or a special meeting called for such purpose. A simple majority of the board shall be Lutherans including within this number at least one Lutheran from each Supporting Synod who shall be selected from among the clergy or lay members of such Supporting Synod after consultation with the Bishop of such Supporting Synod. The remaining Directors should include Wittenberg alumni, persons residing within the Clark County, Ohio region and other individuals who have demonstrated or expressed interest in the advancement of the University. Notwithstanding the criteria for selecting Directors reflected in this Section 2, no action of the board shall be void or voidable due to any deficiency in the number of Lutherans, alumni or Clark County residents serving on the Board or present at the meeting when said action is taken.
- C. The President may nominate for election by the Board as Emeritus Directors, to serve with voice but without vote, those individuals worthy of such honor, by reason of distinguished service to the University as members of the Board. Emeritus Directors shall not be counted toward the selection

criteria articulated in Paragraph (B), Section 2, of this Article II, or for the purpose of determining the presence of a quorum for any meeting of the board or any committee.

SECTION 3. CLASSIFICATION AND TERMS OF OFFICE (As amended 2/9/91 and 5-8-04)

The Directors elected under Paragraph (B), Section 2, of this Article shall be divided into three classes of approximately equal number. The term of office for each class shall be three years. Except as provided below, no Director shall be eligible for reelection for a term following the term during which he or she has completed twelve years of uninterrupted service, until one year has elapsed since the expiration of such Director's final term. Upon the favorable recommendation of the Board committee charged with the responsibility of nominating directors and upon the adoption of that recommendation by the affirmative vote of two-thirds of the whole authorized number of Directors, a Director who has reached the above limit of uninterrupted service may be reelected for one additional three-year term without the otherwise required one years absence.

Emeritus Directors shall serve at the pleasure of the Board.

SECTION 4. VACANCIES

Vacancies shall be filled by election in accordance with the procedures and requirements set forth in Sections 2 and 3 of this Article. Any member of the Board who has been absent from two successive regular meeting of the Board without acceptable excuse will be deemed to have resigned and his or her position on the Board and that position shall be declared vacant.

SECTION 5. COMMITTEES (As amended 6/7/88)

The Board of Directors may appoint certain of its members (but in no event less than three) to act as a standing or special Committee or Committees and may delegate to such Committee or Committees powers to be exercised under the control and direction of the Board. Each Committee shall report directly to the Board and each member shall serve at the pleasure of the Board. In addition, there shall be an Executive Committee composed and empowered as provided in the Bylaws.

SECTION 6. MEETINGS (As amended 6/7/88 and 5/8/99)

- A. Regular Meetings. Regular meetings of the Board of Directors shall be held three times a year, and the meeting nearest the end of the academic year shall be the Annual Meeting.
- B. Special Meetings. Special meetings of the Board of Directors shall be held at any time at the call of the Chair of the Board, the President of the University, or upon the written request of ten members of the Board.
- C. Committee Meetings. Meetings of any Committee shall be held at the call of the person who chairs the Committee, the Chair of the Board, or the President of the University.
- D. Place of Meetings. Meetings of the Board of Directors or any Committee may be held either within or without the State of Ohio in person or through communications equipment, if all persons participating in the meeting can hear each other. Customarily, all meetings will be held in Springfield, Ohio, although each presiding Chair shall determine where a Committee or the Board shall convene.
- E. Notice of Meetings. Notice of time and place of any regular meeting of the Board of Directors or any Committee shall be mailed to each member of the Board or Committee at least two weeks prior to the date of such meetings. Notice of time, place, and nature of the business to be considered by any special meeting of the Board of Directors shall be given at least forty-eight hours prior to any such meeting by mail, telegraph, telephone, or personal delivery. Such notice may be waived by any Director either before, after, or at such meeting in writing or by attendance at or by participation in any meeting, including one held through communications equipment, without protest prior to the commencement thereof.

- F. Quorum and Voting. At any meeting of the Board of Directors or of any Committee a simple majority of the authorized number of members of such Board or Committee shall constitute a quorum. At any meeting at which a quorum is present all acts, questions, and business which may come before the meeting shall be determined by a majority of votes cast by the Directors present at such meeting, unless the vote of the greater number is required by the Charter, this Constitution, or the Bylaws.

SECTION 7. ACTION OF DIRECTORS WITHOUT A MEETING
(As amended 6/7/88)

Any action which may be authorized or taken at a meeting of the Board of Directors or of any Committee, as the case may be, may be authorized or taken without a meeting with the affirmative vote or approval of and in writing or writings signed by all of the persons who would be entitled to notice of a meeting for such purpose or, in the case of the Board of Directors, acting in their capacity as members of the Corporation, such other proportion or number of voting members, not less than a majority, as this Constitution or the Bylaws may permit; provided, however, that any such writing or writings must be filed with or entered upon the records of the Corporation.

ARTICLE III
Officers

SECTION 1. GENERAL PROVISIONS, TERM OF OFFICE, AND REMOVAL (as amended 5/8/99)

The Board of Directors shall elect a Chair, a Vice Chair, a Secretary, and a Treasurer and such other officers and assistant officers as the Board may from time to time deem necessary. Each officer shall be elected by written ballot from the membership of the Board at its Annual Meeting for the term of one year or until such officer's successor is duly elected and qualified. Any officer may be removed at any time, with or without cause, by the affirmative vote of a majority of the Directors. Any vacancy may be filled by the customary election procedure at any regular or special meeting. The Chair shall serve as the President of the Corporation.

SECTION 2. POWERS

The officers shall have such authority and perform such duties, as between themselves and the Corporation, as are customarily incident to their respective offices, as may be defined more particularly in the Bylaws and as may be specified from time to time by the Board of Directors.

ARTICLE IV
Wittenberg University

SECTION 1. OFFICERS OF ADMINISTRATION (as amended 9/17/04)

- A. President. The Board of Directors shall elect a chief administrative officer of Wittenberg University who shall serve at the pleasure of the Board of Directors and who shall be designated the President of the University.
- B. Other Administrative Officers. The Board of Directors also shall elect a Provost and may elect such other administrative officers as they shall deem necessary and desirable to conduct the affairs of the University.
- C. Powers. The authority and duties of the administrative officers of Wittenberg University shall be those as are customarily incident to their respective offices, as are specified in the Bylaws, and as may be specified from time to time by the Board through the President of the University.

SECTION 2. FACULTY

- A. Composition. The Faculty of Wittenberg University shall consist of the President and such other administrative officers as the Board of Directors of the Corporation may designate and those persons recognized as members of the Faculty of Wittenberg University under its Bylaws as authorized herein.
- B. Selection. In the selection of administrative officers and members of the instructional staff, the qualifications of prospective personnel shall be measured by the highest personal and academic standards significant for such purpose and by evidence of their capacity for effective contributions to the life and relationships of Wittenberg University and its constituency, to the end that, as nearly as may be possible, personnel shall have those qualifications essential to the accomplishment of the purpose of the institution.
- C. Appointment. The President of the University, upon recommendation of the Provost, shall make temporary appointments to the Faculty of Wittenberg University and shall report those appointments annually to the Board of Directors of the Corporation. Members of the Faculty of Wittenberg University may be elected to permanent tenure by the Board of Directors of the Corporation upon the recommendation of the Provost and the President of the University.
- D. Responsibilities.
 - 1. Under the authority of the President of the University, the Faculty of Wittenberg University shall have primary responsibility for determining and implementing the educational policies of the University and for the extracurricular aspects of campus life, subject to the provisions of this Constitution and the Bylaws and regulations of the Board.
 - 2. Through appropriate committees as provided for in its Bylaws, said Faculty shall participate in establishing policies and reaching decisions regarding appointment, retention, promotion, tenure, and recognition of merit of Faculty members and participate in decisions relating to the establishment or abolition of academic administrative offices and in the selection of the personnel thereof.
 - 3. The Faculty shall have representatives on appropriate committees of the Board. Such representatives shall inform the Faculty regarding policies and plans of the Board.
 - 4. The Faculty shall participate in budgetary planning and in the allocation and utilization of the educational resources.
 - 5. The Faculty shall establish regulations or bylaws governing its composition, organization, and procedures.
- E. Academic Freedom. Every member of the Faculty of Wittenberg University shall enjoy the privileges and shall accept the responsibilities of academic freedom, to wit:
 - 1. Freedom to discuss the Faculty member's subject in the classroom.
 - 2. Freedom in research and in the publication of the results thereof, subject to adequate performance of the Faculty member's other academic duties, and further subject to the requirement that research for pecuniary gain shall be engaged in only with the approval of the President of the University upon recommendation of the Provost.
 - 3. Freedom to speak or write as a citizen, as a member of a learned profession, and as a member of the Faculty of Wittenberg University without institutional censorship or discipline; recognizing, however, that the Faculty member's position in the community imposes special obligations of responsibility. These require the Faculty member, as a person of learning and an educator, constantly to recognize that his or her profession and Wittenberg University may be judged by any actions and utterances. Therefore, the Faculty member must always be informed, accurate, discreet, and respectful toward the opinions of others. Whenever appropriate, the Faculty member must make every effort to indicate that he or she is not speaking for Wittenberg University.

SECTION 3. ACADEMIC UNITS, PROGRAMS, AND DEGREES

- A. Wittenberg University shall consist of Wittenberg College and such other academic units as shall be authorized by the Board of Directors.
- B. Programs. Wittenberg College shall offer programs leading to the Bachelor's degree and shall include courses of instruction in Christian religion in such programs. The Board of Directors may authorize graduate programs.
- C. Degrees. Upon recommendation of the Faculty of Wittenberg College, the Board of Directors may authorize and confer, through the President of the University, degrees appropriate to the completion of specified curricula.

ARTICLE V

Amendments and Bylaws

SECTION 1. AMENDMENTS (as amended 5/8/99 and 1/29/00)

Except as provided in Article I, Sections 3 and 5, this Constitution may be amended at any regular meeting of the Board of Directors of the Corporation by a vote of two-thirds of the voting members present, if such amendment has been presented in writing and distributed at a previous regular meeting, unless such requirements be waived by two-thirds of the total voting membership of the Board; provided, however, that the above shall not preclude alterations of a proposed amendment at the meeting at which such amendment is voted upon, if in the opinion and ruling of the Chair, the alteration does not substantially change the sense and the meaning of the proposed amendment.

SECTION 2. BYLAWS

The Board of Directors shall adopt Bylaws for their governance which shall include those provisions required by this Constitution and which may include such other provisions as are consistent with law, the Charter, and this Constitution.

Bylaws:

**A STATEMENT OF MISSION FOR WITTENBERG
UNIVERSITY**

Wittenberg University provides a liberal art education dedicated to intellectual inquiry and wholeness of person within a diverse residential community. Reflecting its Lutheran heritage, Wittenberg challenges students to become responsible global citizens, to discover their callings, and to lead personal, professional and civic lives of creativity, service, compassion, and integrity.

Bylaws:
SPECIAL RULES OF
ORDER

(Created by faculty action, April 8, 2003)

The faculty have adopted the following rules of order as additions or exceptions to the Robert's Rules of order.

1. In faculty meetings, the presiding officer does not have a duty to notice the absence of a quorum, nor is prohibited from doing so, but is obligated to act upon a quorum call properly made by a member of the faculty meeting who has both voice and vote.
2. Regular monthly faculty meetings shall convene around 3:45 p.m. The chair shall adjourn the meeting at the close of deliberations on the agenda item under discussion at 5:15 p.m., or at 5:30 p.m., if said agenda item has not been completed by that time. The 5:15 rule may be suspended by a 2/3 vote of the faculty assembled, but only if a quorum is present and only if the suspension occurs before 5:15 p.m.
3. In balloting by mail or by secret ballot, ballots that are illegible or improperly completed shall be counted as blanks and not as illegal ballots.
4. In any election with more than two candidates per slot, the candidate(s) with the highest plurality of votes shall be elected.
5. The vote counts in elections are not to be reported to the full faculty when the results of elections are reported and declared. The Faculty Executive Board shall maintain a record of election results, including vote counts, which can be viewed by any member of the faculty with voice and vote in faculty meetings.

Appointment

- Faculty Appointments
- Faculty Vita
- Hearing Board
- Other Appointments
- Personnel Decisions
- Reduction Discontinuation
- Sabbatical
- Workload

Appointment:

I. Faculty Personnel Decisions at Wittenberg

A. Introduction

Decisions regarding appointment to the faculty, tenure, and promotion, are among the most critical made by the university. Such decisions require effective, frank, and collegial communication between Faculty, Departments/Programs, the Faculty Personnel Board, and the Provost and the President. The policies that follow are designed to foster such communication by providing clear criteria and processes through which such decisions can be made. While the criteria and the processes are intended to be objective, the application of them is necessarily a subjective endeavor. The policies that follow cannot and should not produce uniformity of final judgments, but they do attempt to guarantee consistency and fairness in criteria and process.

The policies and procedures that follow were adopted and approved by the President in 1996, in a process that both revised previous policies and combined several older policy statements into one new document. Therefore many provisions that follow had been policy before 1995, even though in some cases the dates of earlier approval have been deleted. Those wishing to trace the pre-1995 evolution of these policies should consult the Faculty Manuals of 1995-96 and before.

B. Governance and Roles

Faculty personnel decisions and the policies that govern them are subject to the authority of the Constitution of the University, the Bylaws of the Board of Directors, and the Bylaws of the Faculty, all found elsewhere in this Manual. The most relevant sections of these are:

Article IV, Section 2: Faculty, in the Constitution of Wittenberg University

Article VI: Faculty Tenure Policy, in the Bylaws of the Board of Directors

Section I.J.1.b. Faculty Personnel Board and Section II: Department Chairpersons, in the Bylaws of the Faculty

The policies that follow in this document are subordinate to the governing documents cited above. Some of the key principles found in those documents are these:

the authority to grant tenure and to advance faculty members in rank rests with the Board of Directors;

the President, upon the recommendation of the Provost, makes annual probationary appointments to the faculty, and the President and the Provost make tenure and promotion recommendations to the Board of Directors (through the Board's Committee on Academic Affairs).

the Faculty are entitled to participate in faculty personnel decisions; faculty participation in such decisions lies largely with the administration's consultation with departments (through their chairs or

representatives), and the Faculty Personnel Board, both of whose responsibilities are explained in the faculty Bylaws.

The roles of the individual members of the faculty, the department, the Faculty Personnel Board, & the Provost and the President vary according to the specific task at hand, as detailed in the Appointment, Tenure, and Promotion sections that follow. Some of those responsibilities are summarized here:

Everyone involved in faculty personnel decisions, from the President to the Candidate, must be familiar with and abide by the relevant portions of the governing documents above and the policies outlined below.

Candidates for Tenure or Promotion are responsible for cooperating with and supplying relevant information to the department and/or the Faculty Personnel Board to assist the university's assessment of the candidate.

Students are responsible for assisting in the evaluation of faculty members for tenure and promotion, primarily through course evaluations, and also through open student meetings.

Departments are responsible for involving the appropriate department members in decision-making and for forwarding to the appropriate persons collective, carefully documented recommendations for appointment to the faculty, tenure, and promotion.

The **Faculty Personnel Board's** primary responsibility is to make recommendations to the Provost and the President, on behalf of the entire faculty, concerning the professional merits of candidates for tenure and promotion, as outlined in the Faculty Manual. (The FPB also participates in interviewing candidates for appointment, reviewing faculty salaries, and considering applications for sabbaticals and other leaves of absence--all covered elsewhere in the Faculty Manual). As the chief faculty governance body involved in faculty personnel decisions, the Faculty Personnel Board does bear the responsibility of monitoring and maintaining the integrity of the process.

In addition to many other tasks, **the President and Provost** are responsible for making tenure and promotion recommendations to the Board of Directors after consultation with the relevant Departments and the Faculty Personnel Board; as chief academic officer the Provost works with and receives recommendations from departments concerning appointment, tenure, and promotion; works with the Faculty Personnel Board as they develop their recommendations concerning tenure and promotion; and submits to the President recommendations for appointments, tenure, and advancement in rank. The President and Provost base their tenure recommendations on the recommendations of the department and the FPB, their own judgment of the professional qualifications of the candidate, and curricular, budgetary, or enrollment considerations.

The Bylaws of the Faculty stipulate that formal grievances that arise from personnel processes are heard by the Faculty Hearing Board on Academic Freedom and Tenure.

II. Faculty Appointments

A. Procedures for Appointment to Tenure-Track Positions

Appointments to the Wittenberg Faculty are made by the President upon recommendation of the Provost. The Provost's recommendation is informed by the departmental evaluation which is forwarded to the Provost by the department chair.

I. In formulating recommendations to the Provost for tenure track positions, chairs should consult members of the academic department by arranging for them to:

- a. review dossiers in order to participate in deciding who should be interviewed further and/or invited to campus for interviews; *
- b. interview candidates; *
- c. meet to share their judgments about who should be appointed; *

2. When the description of the faculty position includes responsibilities for teaching in an interdepartmental program, the chair of that program or her/his designated representative should be included in the interview processes and be consulted by the department chair regarding the candidates' potentials for meeting the interdepartmental program responsibilities of the position.

3. When the description of an administrative/staff position includes responsibilities for teaching in an academic department or interdepartmental program, the chair of that department/program or her/his designated representative should be included in the interview processes and should be consulted by the relevant administrator regarding his candidates' potentials for meeting the departmental or program responsibilities of the position.

4. After consulting with faculty members as described in steps 1-3, the chair should communicate the department's recommendation to the Provost.

5. Time considerations may not allow for the use of these procedures in making temporary or part-time appointments, but their use is encouraged.

*In the cases of larger departments, some or all of these functions may need to be carried out by a search committee or some similar, agreed upon procedure.

B. The College's Guidelines for Appointment of Faculty to the Ranks of Instructor, Assistant Professor, Associate Professor, Professor, and Adjunct Professors

To the rank of Instructor, an individual should have the master's degree, or its equivalent in graduate study.

To the rank of Assistant Professor, an individual should have the doctorate.

To the ranks of Associate Professor or Professor, the individual should meet the guidelines established for promotion to that rank within the College.

To the rank of Adjunct Professor. This academic rank may be used to describe purely honorific status, or part-time employment. If a faculty member has taught six consecutive years before moving to the position of "adjunct professor" and teaches two-thirds time, but less than full-time, he or she shall be entitled to any fringe benefits previously held.

C. Exceptions to the College's Appointment Guidelines in Art; Health, Fitness & Sport; the Library; Management; Music; and Theatre & Dance

The Department of Art

To the rank of Instructor: An individual should have the master of fine arts degree or its equivalent in graduate study.

To the rank of Assistant Professor: An individual should have the master of fine arts degree or its equivalent in graduate study, with evidence of effective teaching or professional experience in his/her field.

To the ranks of Associate Professor or Professor: The individual should meet the guidelines established for promotion to that rank within the Department of Art. (See promotion guidelines).

The Department of English (Approved at February 10, 2004 Faculty meeting)

For faculty whose field is creative writing and/or journalism, the masters' degree (M.A. or M.F.A..) in creative writing or journalism is considered a terminal degree in those fields and is acceptable for appointment at any level.

The Department of Health, Fitness, and Sport

(1) For appointment or promotion to the rank of Assistant Professor, Associate Professor, or Professor, formal graduate study beyond the master's degree in a sub-disciplinary area of health and physical education is required and may be substituted for specific study toward or achievement of the doctorate.

(2) For coaches, effective coaching as evidenced by:

- a. Professional growth as indicated by creative and scholarly performance
- b. Effective teaching and advising
- c. Significant contributions to the University and community

Performance in these three areas will be evaluated according to "Criteria for Coaching Evaluation" which have been approved by the *Health, Fitness, and Sport* faculty and are on file with the Faculty Personnel Board.

The Library:

(Approved by the Faculty on April 9, 2002)

To the rank of Assistant Professor:: The individual should have a master's degree from an American Library Association accredited graduate library school. This is the terminal degree for librarianship. In the unlikely event that an individual lacking the appropriate degree is conditionally appointed, the instructor rank will be used.

To the rank of Associate Professor or Professor: The individual should meet the guidelines established for promotion to that rank for library faculty. (See promotion guidelines).

The Department of Management:

For appointment to the rank of Instructor: MBA or equivalent from an accredited institution.

For appointment or promotion to the rank of Assistant Professor:

- a. JD, LLB or equivalent from an accredited law school, or
- b. MBA or equivalent plus work experience in a managerial capacity and evidence of course work on the doctorate (PhD, DCS, DBA, EdD), or
- c. Considerable managerial work experience and completion of a professional degree (CPA or the like).

The Department of Music:

To the rank of Instructor: An individual should have the Master of Music degree or its equivalent.

To the rank of Assistant Professor: An individual should have a doctorate in music and have demonstrated his/her effectiveness as a teacher and professional musician.

Exceptions to the requirements of the doctorate may be justified when the individual has acquired an educational background equivalent to the doctorate or where the individual has already achieved such a degree of distinction in the field of performance or composition that his/her qualifications cannot be in doubt.

To the ranks of Associate Professor or Professor: The individual should meet the guidelines established for promotion to that rank in the Department of Music, as noted below and in the college guidelines.

The Department of Theatre and Dance:

To the rank of Instructor: An individual should have the M.A. or M.F.A.

To the rank of Assistant Professor: An individual should have the master of fine arts degree or doctorate, with evidence of effective teaching or professional experience in his/her particular field.

To the ranks of Associate Professor or Professor, the individual should meet the guidelines established for promotion to that rank within the Department of Theatre and Dance. (See promotion guidelines).

(By Faculty Action, October 10, 1981; revised January, 1999)

D. Policy on Shared Appointments

A shared appointment is defined as two individuals who share the duties, responsibilities, salary, and fringe benefits of a faculty position more traditionally held by one individual. Each of the individuals is qualified to assume responsibility for the full-time position. Each individual is a voting member of the faculty. In annual evaluations, merit salary reviews, and tenure and promotion reviews the work of each is assessed separately with reference to the individual's portion of the position and with reference to

the usual standards of kinds and quality of work. Annual evaluations and tenure and promotion reviews of each individual occur on the same schedule as for other faculty.

Conditions

Should one of the individuals for any reason (including denial of tenure) fail to assume the duties of the shared appointment, the remaining person will be obligated to assume all the duties of the position or relinquish it.

Faculty members holding shared appointments are eligible to carry teaching overloads, but these overloads will be available only in exceptional circumstances. An overload assignment must be approved by the Provost upon the recommendation of the department chair. As is the case for all faculty, retirement plan payments are not available on overload compensation.

Change in Appointment

A person holding a shared appointment has the opportunity to apply for a full-time position in the University once a search to fill the position has begun. Should the individual be appointed to a full-time position, the other person would be expected either to assume the full load of the shared position or to surrender the appointment. A tenured faculty member in a shared position retains tenure if hired to a full-time faculty position.

The overload compensation for an individual holding a shared position is determined according to the overload compensation schedule for full-time faculty.

Professional Development Opportunities

The sabbatical leave policy for full-time faculty applies to the shared position. Each faculty member sharing the position may elect one of the following: 1) one semester of leave at 100% of her or his portion of the position's salary; 2) two consecutive semesters of leave at 75% of his or her portion of the position's salary; or 3) two separate semesters within a seven year period at 75% of her or his portion of the position's salary for each semester. All salary compensation percentages apply for the sabbatical terms only.

Each individual receives the full amount of the professional travel funds allocated to each faculty member in the university. Faculty development funds are available to each individual on the same basis as to all other faculty.

Benefits

Fringe benefits are accorded to the shared position and not to the individuals in the position. They are otherwise consistent with all full-time faculty benefit policies listed in the Faculty Manual (see the Benefits section for a full description).

In the event that any benefit policy is undefined here, unclear, or subject to more than one interpretation, the policy applications shall be made by the Provost in a case by case basis.

The salary of an individual in a shared position is based on rank and the individual's portion of the position. Several of the benefits are linked to the amount of compensation an individual receives in his or her paycheck. The amount of benefit accorded to an individual in a shared position must be calculated in this way for these benefits. For example, the level of benefit an individual can receive from

the Ohio Workers' Compensation Fund is determined in part by the amount of wages he or she receives. Benefits that are linked to the amount of compensation earned by the employee include group term life insurance, long term disability, TIAA-CREF Retirement Plan contributions, unemployment insurance, and workers compensation.

Other benefits are accorded to full-time faculty regardless of paycheck amount, and these benefits will be provided to each individual in the shared position as well. They include bereavement leave, child care opportunities, court duty leave, dependent care assistance, maternity leave, participation in Flexible Benefits Plan, the group blood assurance benefit, and military service rights.

Fringe benefits that are divided between the persons sharing a position are described below:

- Group Health and Dental Plan. Each individual in the shared position is entitled to participate in the University's Group health and Dental Plan under the terms of the plan then in effect. At the present time, the University pays a portion of the premium owed by each plan participant.
- Moving Expenses. The shared position, not each individual, is entitled to receive the amount of the moving expenses paid by the University under its existing faculty policy. The prorated amount to be paid to each individual shall be determined by them, in consultation with the Provost.
- Paid Sick Leave. The shared position (not each individual) is entitled to two months paid sick leave immediately upon the two persons' entering active service. Thereafter, the position accrues one month, defined as 24 days, of paid sick leave for each year they are employed in the full-time, shared position up to a maximum of six months. Either of the individuals or the two together may use the total accumulated paid sick leave, as they shall determine in consultation with the Provost.
- Tuition Remission and Scholarship Plans: See these plans in the Appendix section of this Manual.
- Unpaid Family and medical leave (FMLA leave). See the University's FMLA Policy in the Appendix Section of this Manual. Under this policy, employees are eligible if they have worked for at least 1,250 hours during a specified 12 month period. For salaried employees, whether the 1,250 threshold has been met is determined by the supervisor in writing. The FMLA Policy also includes a spousal exception that entitles a husband and wife who are both employed by the University to receive a total of 12 work weeks of FMLA leave during a 12-month period if the leave is taken for birth, placement for adoption, or foster care. This limitation for spouses does not apply to leave taken by either spouse to care for the other who is seriously ill and unable to work, to care for a child with a serious health condition, or for his or her own serious illness

E. Policy For Adjunct Faculty

Adjunct Assistant, Associate, and Full Professor

A. A person is eligible for promotion to the rank of adjunct assistant professor when he or she has taught, as an adjunct instructor at Wittenberg, a pattern of credit courses for several years, the number of which equals that taught for five years by a full-time faculty member.

An adjunct assistant professor is eligible for promotion to the rank of adjunct associate professor when he or she has taught a pattern of credit courses, the number of which equals that taught for five years by a full-time faculty member.

An adjunct associate professor is eligible for promotion to the rank of adjunct professor when he or she has been in rank for at least six years and has taught the number of credit courses which equals that taught over five years by a full-time faculty member.

In addition, the person must meet the criteria for promotion to assistant, associate, or full professor as stated in the guidelines for promotion noted in the Faculty Manual. The eligible adjunct faculty member may initiate the request for promotion with the appropriate department chair. A recommendation would follow the normal procedures for promotion.

B. An adjunct assistant, associate, or full professor may teach one or more courses in an academic year. In addition to teaching, responsibilities include advising, holding regular office hours and participating in committee work.

C. The salary of an adjunct assistant, associate, or full professor will be a prorated amount, depending upon the number of courses taught for the academic year, of a sum deemed equitable for a full-time faculty member with comparable training and experience. The adjunct assistant professor will receive any annual salary increments prorated from the base full-time salary.

D. Adjunct assistant, associate, or full professors may participate proportionately to their teaching loads in the fringe benefits program. For example, if one is teaching 1/2 of a full-time load, then Wittenberg would contribute 1/2 toward the person's total costs of the various fringe benefits. The adjunct assistant professor is eligible to participate in the retirement plan, group life and health insurance plans, and in the following professional growth opportunities: research and travel funds.

E. Adjunct assistant, associate, or full professors will enjoy the same guarantee of academic freedom and rights of appeal accorded the full-time faculty of the University.

F. Adjunct assistant, associate, or full professors are not eligible for appointment with tenure as adjuncts.

G. Policy for Visiting Faculty Appointments

I. There are five sets of circumstances in which it is appropriate to make a visiting faculty appointment:

- a. When the search for filling a faculty position does not provide a pool of applicants which will adequately fill the needs of or meet the qualifications for the position;
- b. When a vacancy occurs too late in the academic year to allow for a search that would result in a pool of applicants with optimal qualifications;
- c. When it is necessary to replace a faculty member who has been granted a leave of absence or a sabbatical leave;
- d. When a decision is pending concerning the continuation of a position or the establishment of the position as a tenure-track position;
- e. When the decision is made to appoint an established teacher/scholar for a limited term.

2. A visiting faculty appointment is a one-year appointment; a visiting faculty member's appointment may be renewed annually for a total of no more than three years. Visiting faculty members whose appointments are eligible to be renewed in the following year should be evaluated annually, in writing, by their department chairperson. Others may request a written evaluation by their department

chairperson. For visiting faculty whose contracts are renewable for up to three years or who are likely to be renewed, the evaluation should be filed with the Provost prior to reappointment.

The following stipulations apply:

- a. Department chairpersons should model reviews of visiting faculty members on the procedures stipulated for the normal first and second year reviews for probationary faculty members on tenure-track appointments.
- b. The Faculty Personnel Board normally does not consider evaluations of visiting faculty members.
- c. If the visiting faculty member later becomes a probationary (tenure-track) faculty member, these evaluations may be used as a part of any later reviews.

3. Any person receiving such an appointment is eligible to reapply for consideration in an extended search to fill a vacant position. To become part of the expanded pool of applicants under consideration, formal reapplication is mandatory.

4. A visiting faculty member has voice but not vote in meetings of the Faculty of Wittenberg University. In other regards, a visiting faculty member has the same rights and privileges to which all full-time faculty members are entitled. (Benefits for which visiting faculty members qualify are explained elsewhere.)
5. Full-time service as a visiting faculty member may be credited toward tenure. However, no more than a total of 3 years full-time service at another institution or as a visiting faculty member at Wittenberg may be credited toward tenure.

(Adopted by Faculty, May 11, 1982 - Revision to #5. at May 26, 1992 Faculty Meeting.)

H. Guidelines and Procedures for Appointment Faculty Members To Named and Endowed Chairs

1. The Provost will inform the appropriate department chairs of the vacancy in a named chair and request the recommendation of one or more nominees to fill it.

2. Each nominee must have achieved the following:

- a. Tenure
- b. Rank of professor or associate professor clearly qualified to be promoted to the rank of professor
- c. Distinguished teaching
- d. Scholarly and/or professional achievement
- e. Significant contributions to church, community, and/or society

3. The chair or professorship will normally be filled from within Wittenberg University. However, if, in exceptional cases, the position is to be filled from outside the University, the nominee must recently have met all of the above guidelines at some other institution of higher learning.

4. A decision to waive any of these guidelines will be made in consultation with the Faculty Personnel Board.

5. The appropriate department chair should send nominations to the Provost which will be forwarded with the Provost's recommendations, to the President. The President may nominate one person for the professorship or chair to the Board's Academic Affairs Committee which may submit the name of the nominee to the Board for its vote.

6. The Provost and/or President may recommend approval or disapproval, may pass that name forward without recommendation, or may refuse to pass a name forward. The Academic Affairs Committee and the Board may approve or disapprove.

7. The person holding a chair or professorship will be expected to adhere to the guidelines formulated for that position with respect to teaching and/or research obligations, and to the length of appointment to that position.

8. Special Guidelines for the The Kenneth E. Wray Chair in the Humanities follow below. (Originally adopted May 28, 1980)

Criteria:

(Added to the Faculty Manual , Fall, 2001 - Recommended by a Committee of Humanities Faculty and Approved by the President, Fall, 2000)

These guidelines are based on the Wittenberg's "Guidelines and Procedures for Appointing Faculty Members to Named and Endowed chairs." The chair is called the Kenneth E. Wray Chair in the Humanities. The appointment is permanent - that is, continuing for the duration of the individual's tenure at Wittenberg. The individual will be selected from among Wittenberg faculty holding the rank of Professor in the departments of English, history, modern languages, philosophy, and religion. These criteria determine the selection: demonstrated teaching excellence; breadth and excellence of scholarship; and a distinguished record of publication. A selection committee will recommend the appointment to the Provost and the President. The committee will be composed of individuals who are not eligible for the chair, one from each of the humanities departments; in its deliberations the committee will gather and weigh information it deems pertinent to making an informed recommendation. The faculty member holding the chair will receive an annual travel/supplies/materials allowance and an annual stipend. During the first year after an individual is appointed to the chair, the University will sponsor an "inaugural" event to honor the individual and to bring attention to the Wray Chair.

I. Tenure and Appointment to Administrative Positions

a. Guidelines for Tenure for Administration

The Faculty, at its meeting of May 2, 1978, adopted the following recommended guidelines, which were amended at the April 9, 1991 faculty meeting:

The Personnel Board recommends that, with the exception of the chief academic officer, an administrator neither be hired with tenure as a faculty member nor advanced to tenure during his/her term of service as an administrator.

b. Policy for Tenured Faculty Who Accept Full-Time Administrative Positions

Should a tenured faculty member at Wittenberg University accept an administrative appointment, AAUP guidelines regarding tenure will apply. The "1972 Recommended Institutional Regulations on Academic Freedom and Tenure" state that all regulations regarding tenure "apply to administrative personnel who hold academic rank, but only in their capacity as faculty members."

As of September 1, 1982, tenured faculty members who accept full-time administrative positions will be subject to the following:

1. Such a full-time administrator will lose academic rank if during three consecutive academic years in an administrative role the person does not teach or administer an academic program.
2. Such a full-time administrator will retain academic rank if he/she is engaged in some teaching or academic administration, but no guarantee of a teaching position can be given after three years unless there is a position available at the time the person wishes to return to full-time teaching.
3. If such a person loses academic rank and wishes to return to the department after three years, that department and the administration may at their discretion, rehire with tenure and rank.

(Adopted May 25, 1982)

III. Professional and Ethical Responsibilities of the Faculty

A. Professional Responsibilities of the Faculty of Wittenberg University

1. Teaching, Curriculum Development, and Advising

(a) Teaching

Good teaching is a sine qua non for tenure and advancement in rank. Good teaching includes:

- effective classroom performance (clear expression, organized presentation, current content),
- rigorous content and performance standards,
- opportunities for teacher/student consultation outside the classroom,
- prompt feedback to students on their performance,
- teaching methods appropriate to class size and level, and
- general concern for the student's well-being.

(b) Curriculum Development

Faculty members share corporate faculty responsibility for curriculum development. Such responsibility implies the faculty member will cooperate with other members of the department/ program in

- regular evaluation and revision of requirements for departmental or cross-disciplinary majors and minors,
- regular evaluation and revision of courses in the department/program, both those that serve general education and that serve the major,

- the incorporation of appropriate new materials and teaching techniques into existing courses,
- periodic development of new courses within or between departments.

It is expected that in the performance of these duties, faculty members will be interested in and supportive of disciplines other than their own and will display a strong commitment to liberal arts education.

(c) Advising

The faculty member should demonstrate effective advising to non-majors and majors.

Effective advising requires:

- availability to students.
- ability to relate the concept of a liberal arts education to the advisee's educational needs.
- familiarity with the academic requirements, policies, regulations, and services of the department/program and of the university, as well as with the student support services of the university.
- knowledge of current graduate school and professional opportunities in the adviser's field.

2. Although first and foremost a teacher, the Wittenberg faculty member is expected to engage significantly in professional activity beyond the campus. While it cannot be demanded that all faculty members publish extensively, it is expected at the very least that they will stay current in their fields. Beyond this, Wittenberg faculty members should be scholars seriously interested in and contributing to their disciplines, establishing and maintaining a professional identity beyond the Wittenberg community.

Means by which this end may be achieved include:

- publication;
- the presentation of professional papers;
- the creation, public performance, or exhibition of artistic works;
- service as discussants or session chairs at professional conferences;
- service as an officer of a professional association;
- completion of significant research, consulting, or artistic projects;
- submission or administration of grants;
- and similar activities which enhance the professional stature of the faculty and contribute to the quality of education at Wittenberg.

3. The Wittenberg faculty member is expected to participate, in a collegial* manner, in other activities that benefit the university community.

Such activities should include:

- appropriate participation in departmental governance and in the implementation of departmental programs

- appropriate participation in university governance, such as faculty meetings and committee work.

Such activities could include:

- coordinating or contributing to campus groups/events
- assisting in the efforts of other university offices, such as admissions, the chapel, advancement.

Such activities could also include, if accompanied by an explanation of their contribution to Wittenberg:

- coordinating or contributing to community groups/events

*"Collegial participation" includes the freedom to express dissent. (See University Policy on Dissent and Disorder, Appendix 4-6).

4. Professional Conduct

The Wittenberg faculty member is expected to act in accordance with the standards of conduct in the Statement of Professional Ethics.

B. Statement of Professional Ethics

. In matters pertaining to the professional role of the faculty where there are no institutional rules for guidance, the following statement serves as a guide for the Professional behavior of Wittenberg faculty.

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

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

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

professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

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

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

[Endorsed by the Seventy-Third Annual Meeting of the American Association Of University Professors.]

IV. Tenure and the Tenure Process

A. Introduction: Tenure, Tenure-Track, and Non renewal of Appointments

. An appointment to permanent tenure is an act of faith. In making such an appointment an institution is expressing its confidence that a faculty member is, and will continue to be for the rest of his/her professional life, a valuable asset to the institution. The future effectiveness of the institution's program may depend, in large part, upon the degree to which appointments to permanent tenure are made wisely. Such decisions must be based on reliable evaluations of the candidate at work in the academic situation over an extended period of time.

For these reasons, probationary appointments (commonly referred to as "tenure-track") are essential to preserving the integrity of the tenure system. Such appointments carry with them neither the same securities as tenure nor the guarantee of such at a future date, but they nonetheless imply a greater commitment on the part of the university than would a one-year appointment. For example, both the visiting/temporary faculty member and the probationary/tenure-track faculty member are on year-to-year contracts. But, unlike the visiting one-year appointee, the probationary/tenure-track appointee must be notified of non renewal of the contract for the following year. Such notice must be given in writing not later than March 1 in the first year of teaching at Wittenberg and not later than December 15 during the second year; twelve months notice is required for non-renewal after two years of service.* (See Article VI of the Constitution and Bylaws of Wittenberg & Adopted, May, 1999)

During the probationary period, those who are responsible for the evaluation should show continuing concern for the progress of the faculty member and give all reasonable guidance, assistance, and encouragement. But at the end of the probationary period, if tenure is recommended, the burden of proof rests with the candidate and those recommending tenure.

The ultimate power to make, renew, or not to renew appointments to the Wittenberg Faculty rests solely with the President, the Provost, and the Board of Directors, and not with the faculty, whose constitutional authority is limited to a right to participate in such decisions. When a probationary contract is not renewed, the faculty member should be notified of the reasons for the decision in writing. Common reasons the University may choose not to renew a probationary/tenure-track appointment or not to grant tenure include the following:

1) Professional Qualifications and Performance. The university judges the professional performance of the candidate as inadequate or unsatisfactory. (See the Guidelines for Assessing Professional Qualifications for Tenure, the Statement of Professional Responsibilities of Wittenberg Faculty, and The Statement on Professional Ethics). If such a decision not to reappoint occurs before the fifth year of probationary service, it typically involves consultation between the department and the Provost. The Provost should inform the Faculty Personnel Board of the decision not to renew the probationary faculty member's contract, but otherwise FPB consultation is not required.

If a decision not to reappoint or not to recommend tenure occurs late enough that the candidate will remain on faculty during what would be the tenure-decision year (usually the sixth year, except when prior service has been credited), then the probationary candidate still may be reviewed by the FPB, if the candidate so requests.

2) Elimination/Redefinition of the Faculty Line. The university eliminates the faculty member's line or redefines the line due to curricular, financial, or enrollment concerns. Such redefinition or elimination should not occur without consultation with the Educational Policies Committee and the relevant department. The faculty does not envision other circumstances in which non renewal of a probationary contract or failure to grant tenure would occur. But if such other circumstances should arise, the decision should be made in consultation with the appropriate faculty body. If the matter does not fall under the purview of other committees, the Faculty Executive Board should be consulted.

The faculty has no formal decision-making power over non-renewals of probationary contracts for reasons related to elimination/redefinition of the line, but in consultations related to such non renewals the faculty expects that the faculty consultative bodies:

1. will notify the faculty at the initiation of the consultative process
2. will have adequate access to pertinent data
3. will determine if they agree or disagree with the course of action taken, and will be free to propose alternative courses of action
4. will report on these consultations, with explanations, at the faculty meeting following their conclusion.

While observing these principles and this procedure will not guarantee that all probationary/tenure-track appointments are maintained, such will ensure that the Wittenberg community better understands decisions that interrupt the tenure process. While the final decisions will rest with the President and the Provost, these procedures help to preserve confidence in the integrity of the process. Through them the faculty can participate in difficult decisions without necessarily consenting to the outcome.

B. Guidelines for Assessing Professional Qualifications for Tenures

1. Brief Guidelines for Appointment to Permanent Tenure

Briefly stated, appointment to tenure on the Wittenberg Faculty should occur when the faculty member has completed the appropriate terminal degree necessary for the rank of Assistant Professor and has demonstrated:

1. excellence of pertinent professional preparation
2. effective teaching and advising
3. scholarly and/or professional achievement
4. appropriate service to the department, the university, and/or the academic community
5. strong indications of promise for continued professional growth in the above qualities and of the capacity for making significant contributions to the department, the institution, and the academic community.

For a fuller explanation of the meanings of criteria 1-4, see the statement of "Professional Responsibilities of the Faculty of Wittenberg University." (Note: Not everything found therein will apply to tenure decisions). Some guidelines may not apply to some fields; exceptions for specific departments follow in a subsequent section. Moreover, care must be taken lest guidelines which represent modification of past policy should be applied automatically and inappropriately to faculty who were appointed before such guidelines were in effect.

For various reasons, departments may occasionally make recommendations that depart from the guidelines, but such recommendations require compelling reasons and substantiation.

Tenure decisions for librarians will be based on the guidelines listed above, with the understanding that librarians' educational role may be fulfilled through means other than direct classroom teaching and advising. Librarians participate in formal research and publication to a lesser degree than classroom faculty due to the nature of librarians' responsibilities and work schedules.

2. Faculty and Course Evaluations by Students

(Revised by Faculty April, 2004)

Student evaluations of teaching serve three distinct but interdependent purposes (described in A-C). They provide feedback to the instructor for the purpose of course improvement; information regarding teaching effectiveness for the purpose of making personnel decisions; and information to help students make informed decisions about course selection.

A. To improve teaching instructors are strongly encouraged to solicit feedback from students during the semester. Questions for "formative evaluation" forms may be obtained from the Faculty Development Administrator. This information is to be used in personnel decisions only if presented by the candidate.

B. To assess teaching effectiveness, every instructor is required to evaluate each course using forms that contain at least some standardized questions. This "summative evaluation" form includes items consistent with descriptors of effective teaching. Students respond to each item and may also make

written comments. These forms and the information derived from them will be used in the personnel review process. Common Learning evaluations will not be used in the personnel review process

C. To provide other students with course selection of information, students will complete a "student questionnaire." These student questionnaires will be filed in the library for student access. They may be consulted in the personnel review process, but only as a supplement to the evaluations described in B above.

Policy Governing Administration of Instructional Course Evaluations

I. All courses, whether taught by non-tenured or tenured faculty members, must be evaluated.

a) Faculty are strongly encouraged to use their own formative evaluation forms or those available through the Faculty Development Administrator. Such optional evaluations are confidential and the property of the instructor; they may be used for personnel decisions only with the instructor's permission.

b) All courses must be evaluated using the summative evaluation form. This form must indicate that summative evaluation results will be used in personnel review.

c) The student questionnaire must be completed for all courses. It should be administered at the same time as the summative evaluation. This form must indicate that it may be used in personnel review.

d) Administration of summative evaluations:

1) The summative evaluation forms and student questionnaires should be administered following a standardized procedure. Instructions will be included when the forms are distributed to the faculty member.

2) The summative evaluations and student questionnaires should be administered during the last two weeks of the semester. Courses that meet less than a full semester should be evaluated during the final week of the course.

3) The summative evaluation forms and the student questionnaires will be distributed to instructors in envelopes marked with the course's four-digit call number.

2. The student questionnaires and comment section of the summative evaluation forms will be scanned to ensure security of the forms

3. The summative evaluation forms and statistical reports will be sent to department chairs no later than the beginning of the following semester and filed in the departmental offices. The evaluations will be kept in department files six years for non-tenured faculty and three years for tenured faculty. Then, they will be returned to individual faculty.

4. Access to student questionnaires, summative evaluation forms, and statistical reports will be as follows:

- a) Students, faculty, and administrators may access student questionnaires at the library.
- b) Summative evaluation forms and statistical reports may be accessed by the individual faculty member, department chair, Faculty Personnel Board members, the Provost, and the President.
 - i. Department chairs will distribute summative evaluation forms and statistical reports to each individual faculty member to examine and then return to the chair.
 - ii. The summative evaluation forms and statistical reports will be used for personnel review. The department chair is responsible for making this information available to the faculty and administrators directly involved in making personnel decisions at the appropriate times, such as during annual reviews or evaluations for tenure or promotion.

C. The Tenure Process

1. The Six-Year Schedule

(The following text and grid were approved by Faculty Action October 20, 2000 Faculty Meeting)

Tenure-track faculty members are reviewed annually during their probationary service, which normally lasts six years. Candidates for tenure may receive up to three years' credit toward those six years for full-time teaching at other colleges/universities. Such a decision is made by the candidate, in consultation with the department chair and the Provost, at the time of appointment. In such cases, the schedule of annual reviews is modified accordingly. The language used below to denote the reviews, however, assumes the normal process culminating in a tenure decision at the end of the sixth year. In effect, candidates with credit toward tenure skip the initial year(s) of the process, although all candidates participate in the Third-Year Review process. If granted, tenure becomes effective at the beginning of the seventh year.

All annual reviews are conducted by the department, include classroom visits prearranged with the candidate, and are reviewed by the Provost. Of special significance are the Third-Year Review, in which the department must give the candidate a frank assessment of the prospects for tenure, and the Sixth-Year Review, in which the department must recommend to the Faculty Personnel Board whether the candidate be tenured. (A tenure candidate who remains in service into the sixth year is eligible for this latter, extensive review, even if already notified that the department will not recommend the candidate for tenure, subject to the stipulations outlined in Section IV .A above.) The Faculty Personnel Board evaluates the special Third- and Sixth-year Reviews before forwarding its recommendations to the Provost. Copies of the Third-, Fourth-, and Fifth-Year Reviews should accompany the tenure recommendation.

The First-, Second-, Fourth-, and Fifth-year Reviews are due by July 1. For candidates with one year or less credit toward tenure, the Third-year Review is due by March 15. For candidates with two or three years' credit toward tenure, this review is due by October 1 following the candidate's first year of tenure-track service at Wittenberg. The Tenure recommendation, which is the Sixth-year Review, is due by November 1.

If a faculty member (whether male or female) qualifies for a paid or unpaid leave under the Family and Medical Leave Act of 1993(FMLA) [Appendix, pg. 9] or Wittenberg maternity policy guidelines [Benefits, cp. 5] he or she is entitled to stop the tenure clock or extend the probationary period, with or without taking a full or partial leave of absence. The tenure clock may be stopped for up to one year for each event and no more than twice during the probationary period. A candidate granted an extended probationary period under these criteria will be reviewed under the same academic standards as a candidate who has not extended the probationary period. The institution will not impose greater demands on the candidate as a consequence of the longer probationary period. The proposed policy is based on "qualification" for FMLA leave rather than acceptance of paid or unpaid leave. Qualifications for FMLA and a change in the tenure clock will be evaluated on a case-by-case basis in consultation with the Provost and Human Resources (Approved by Faculty, Provost and Faculty Personnel Board, April 2004 Faculty Meeting)

If a candidate’s contract will not be renewed, the candidate must be so informed in writing by the following deadlines, regardless of any credit toward tenure for service elsewhere:

1. March 1, for candidates in their first year at Wittenberg,
2. December 15, for candidates in their second year at Wittenberg, and
3. 12 months prior to the beginning of fall semester, for candidates with more than two years’ service at Wittenberg.

A chart that outlines the six-year schedule is presented below:

Review Year	Review initiated by	Includes classroom visits?	Sent to and Reviewed by	Deadline for Dept's Report	Deadline to notify Candidate of Non renewal for Next Year
First	Department	Yes	Provost	July 1	March 1
Second	Department	Yes	Provost	July 1	Dec. 15 or March 1 (See above)
Third	Department	Yes	Provost, FPB	March 15 or October 1 (see above)	12 months notice, Dec. 15, or March 1 (see above)
Fourth	Department	Yes	Provost	July 1	12 months notice, Dec. 15 or March 1 (see above)
Fifth	Department	Yes	Provost	July 1	12 months notice or December 15 (see above)
Sixth	Department	Yes	Provost, FPB	November 1	12 months notice

2. The Responsibilities and Roles of the Department, the Department Chair, and peers During These Years: Some Basic Principles

The Chair

The Board of Directors Bylaws require the President to consult with the Provost, a faculty personnel committee, and "the appropriate departmental chair or representative as specified in the Bylaws of the Faculty" when developing recommendations for tenure (VI.1.A) The Faculty Bylaws designate the chair as the chief administrative officer of the department, one who is required to consult with colleagues on departmental business. (Faculty Bylaws, II.B) In particular, the chair is required to "make recommendations to the Provost and the Faculty Personnel Board relative to selection, retention, promotion, tenure, and salaries of department members.(Faculty Bylaws, II.B.2)

The chair is responsible for communicating to the candidate what "probationary/tenure-track" means and for conveying departmental and university expectations of tenure candidates. (This responsibility is shared by the FPB members involved in the search and by the Provost). However, the candidate bears the ultimate responsibility for learning and meeting these expectations and for asking questions when clarification is needed.

As the "chief administrative officer" of the department, the chair serves as representative of the department in both administrative and governance processes. As described below, the chair may or may not be chosen as the departmental representative in tenure cases, but if and when preparing reports relative to the tenure process as chair, the chair must act purely as a representative of the department and should not represent merely her/his own opinion or evaluation of the candidate. Any tenured member of the department, including the chair, may submit an additional written evaluation, but such an evaluation, even when written by a faculty member serving as chair, shall not be considered as the department chair's/representative's evaluation that is called for in the Board of Directors Bylaws.

Great weight is placed on departmental evaluations and recommendations in the tenure process. Moreover, such departmental evaluations of a candidate may be consulted not only by the Faculty Personnel Board, but also by the Provost, the President, the Board Committee on Academic Affairs, and even the Board of Directors. Therefore, it is essential that these formal written reports and recommendations concerning a tenure candidate be departmental evaluations, not chair evaluations.

Peer Review

Peer review is a crucial component in the tenure process. Broadly construed, it can refer to all of the ways Wittenberg involves other faculty members in the process of evaluating tenure candidates. The practices of requiring full departmental evaluation and of inviting input from the rest of the faculty are both forms of "peer review." The items that follow here refer only to peer review in the tenure process.

Peer review of tenure candidates requires the participation of all the tenured department members, though it may also include voluntary input from non-tenured members. Department members need not necessarily all do the same things; for example, some may visit the classroom, while others may become more knowledgeable about the candidate's professional development. But the departmental judgments about probationary/tenure-track candidates must be made by the tenured members of the department, and they must be knowledgeable about the candidate's strengths and weaknesses.

A critical component of peer review is yearly visits (with written reports) to the classes or other on-site teaching locations of a tenure candidate by tenured members of the faculty. Such visits should begin the first year of a six-year track (when the purpose is primarily formative) and continue through the probationary period. Such visits should be coordinated with the candidate and should include tenured faculty members from both inside and outside the candidate's department.


The evaluator will discuss his/her conclusions with the faculty member, using the evaluator's written summary as the basis for discussion. That summary and any written response the faculty member wishes to add should be copied to the department chair for subsequent use in the tenure process.

Some forms of peer review are not required at Wittenberg and may not be required unilaterally by the department, such as letters of evaluation from outside Wittenberg, or confidential evaluations of teaching. Such may be used if the candidate and the department both agree on their use.

Candidates also are encouraged to use formative peer reviews that remain off the record, unless offered by the candidate.

A chair should consult with department members and students in making an annual review and evaluation for each untenured member of the department. Individual faculty members who deem it advisable should feel free to communicate directly with the Faculty Personnel Board on personnel matters. It is the ongoing responsibility of individual faculty members to provide their chairs with information that may be relevant to their status.

NOTE: A copy of the recommendation form (found on next page) should be sent to the Provost's Office by July 1

Download First and Second Year Review Form 
(http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/firstandsecondyearreview.pdf)

4. The Third Year Review

Like the second-year review, the third-year review is conducted by the department, and includes classroom visits as a part of peer review. In addition, it includes supporting materials provided by the candidate and the department. These materials should include summative course evaluations and statistical summaries.

The Third-Year review is normally due by March 15; for candidates with two or three years' credit toward tenure, this review is due by October 1 following the candidate's first year of tenure-track service at Wittenberg. The third-year review also must be forwarded to the Faculty Personnel Board which reviews the document and responds candidly in writing to it, with copies going to the department, the candidate, and the Provost by June 1.


The third-year review is intended to give the candidate a clear sense of his/her progress toward tenure and should include a frank assessment of the candidate's potential for tenure. This assessment must be frank and candid enough to be useful; at the same time, the university does not and cannot commit to

tenure at this stage. If the Faculty Personnel Board finds the department's review to be vague or incomplete, it will require a revised review.

The formal written third-year review documents should represent the majority view of the tenured members of the department. The review should be signed by all tenured members of the department to demonstrate that they have read it. (Exceptions are allowed for faculty members who cannot participate due to leave or illness). The preparation of such reviews must include a joint meeting of the tenured members of the department and should address the qualifications for tenure described in the Faculty Manual.

In most cases, the chair will present the department's recommendation in a single letter. In some cases, other tenured members may wish to append to this letter additional letters in order to more fully convey the range of views within the department; in these cases the chair's letter and the appended letters will constitute the departmental evaluation. In extreme circumstances, when it proves impossible to represent the view of the department, the tenured members of a department may opt to write only individual letters and to write no single departmental evaluation; in such cases, all these letters together will constitute the departmental evaluation to be used in compliance with the Board Bylaws (VI.I.A) If the chair is in the minority, the majority may choose to assign to one of its own members the task of preparing the report.

In writing the review, the "Form for Third Year Review of Probationary Faculty" should be used. A current vita, a list of courses taught each year by the candidate at Wittenberg, and the candidate's response should be attached to the review. Eight copies of the review and attachments should be sent to the faculty secretary, Rosie Burley, (seven for the FPB and one for the Provost); Peer revaluations and student evaluations of teaching and advising should be placed on FPB reserve in the library as well as any publications or other professional materials.

Download Third Year Review Form  (http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/thirdyearreview.pdf)

5. The Fourth and Fifth Year Reviews

The third-year review serves as a baseline for future evaluations. It is especially important that fourth and fifth-year reviews provide updates on information recorded in the third-year review. Although generally not reviewed by the Faculty Personnel Board, these reviews are shared with the Board as information. Under unusual circumstances, the FPB may respond to the fourth-year review, but it will not respond to the fifth-year review. Choosing not to respond does not imply agreement or disagreement with the review.

A copy of the recommendation form and the candidate's response should be sent to the Provost's Office no later than July 1.

Download Fourth and Fifth Year Review Form  (http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/fourthandfifthyearreview.pdf)

6. The Sixth-Year (Tenure-Year) Review

a. The Schedule of Deadlines

The President and the Provost will notify the candidate immediately in the event that they determine that a significant possibility exists that tenure may be denied for reasons other than professional qualifications. Such notification may or may not occur before November 1. Consultations will be required, in accordance with section IV .A. If this process has not concluded by November 1 , the FPB should proceed to evaluate tenure recommendations.

October 15: The department should have completed its review and voted on what recommendation to make, and it should notify, briefly and in writing, the candidate, the Provost, and the Faculty Personnel Board of its intentions.

October 25: Deadline for a candidate not recommended by the department to request review by the Faculty Personnel Board.

November 1: The Faculty Personnel Board, the Provost, and the President should receive formal recommendation (positive or negative) from the department. (This deadline is extended to December 1 for a candidate not recommended for tenure by the department but who requests review by the FPB).

February 15: Faculty Personnel Board notifies the President and Provost, briefly and in writing of its intentions, with copies to the candidate and departmental chair. If the FPB's recommendation differs from the department's, the FPB should offer to meet with the tenured members of the department to discuss the matter.

March 10: The FPB's complete recommendations must be forwarded to the President and Provost.

March 31: The President and Provost inform the Faculty Personnel Board of their intentions regarding tenure recommendations. (Other consultations may be required, in accordance with section IV .A).

b. Process: The Department

As with the written third-year review, the tenure-year review documents should represent the majority view of the tenured members of the department. In addition, the tenure-year review documents must include the departmental vote. The review should be signed by all tenured members of the department to demonstrate that they have read it. (Exceptions can be made for faculty members who cannot participate, e.g. due to leave or illness). The preparation of such reviews must include a joint meeting of the tenured members of the department and a meeting with students.

In most cases, the chair will present the department's recommendation in a single letter. In some cases, other tenured members may wish to append to this letter additional letters in order to convey more fully the range of views within the department; in these cases the chair's letter and the appended letters will constitute the departmental evaluation. In extreme circumstances, when it proves impossible to represent the view of the department, the tenured members of a department may opt to write only individual letters and to write no single departmental evaluation; in such cases, all these letters together will constitute the departmental evaluation to be used in compliance with the Board Bylaws (VI.I.A) If the chair is in the minority, the majority may choose to assign to one of its own members the task of preparing the report.

Tenure packages prepared by departments may vary. In preparing tenure-review documents, the following protocol is recommended:

During the spring before tenure-decision year,

The department should hold an open meeting for students to meet with members of the department to convey their impressions of the candidate. All department majors should be notified in writing of this meeting, and the student body at large should be notified through appropriate means (e.g., an announcement in The Torch or on computer news, a letter to all students in the candidate's classes and past students who are currently enrolled). Such notice should include the date, time, and purposes of the open meeting. The notice also should invite written responses or verbal conversations, noting that such responses cannot be assured of confidentiality.

The department chair should meet with the candidate to describe exactly what materials he or she will be expected to provide at the beginning of the next academic year.

Fall of Tenure-Decision Year, the department chair should

notify all faculty, staff, and students the candidate will be considered for tenure this year and invite written responses evaluating the candidate. (Such written responses cannot be guaranteed confidentiality).

request of the candidate materials to be used in the evaluation.

make evaluation materials available to tenured members of the department.

hold a meeting with tenured members of the department to determine whether the department will recommend the candidate for tenure and to draft a rough outline of the recommendation. (The departmental vote will be reported to the FPB in the departmental recommendation). If the chair will not be writing the recommendation, the person who will do so should be chosen at this meeting.

inform the candidate of the departmental decision.

Provide to the candidate a copy of the department recommendation

put all supporting materials requested by the Faculty Personnel Board on restricted reserve in the library by the requested date. Required supporting materials include: peer reviews of teaching, student evaluations of teaching and advising; all letters received in response to the department's request for such input; summative teaching evaluations; statistical analyses of summative teaching evaluations that compare the candidate with the department and the university; copies of the candidate's professional work where appropriate/possible.

file eight copies of the department's recommendation, the candidate's response, a current vita, a list of courses taught each year at Wittenberg and copies of the third, fourth, and fifth-year reviews, with the Faculty Secretary, Rosie Burley, by the requested date.

Download Tenure Recommendation Form

(http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/tenurerecommendation.pdf)

Ground Rules

1. Basis for Evaluation: The Personnel Board shall discuss tenure cases thoroughly and confidentially in official meetings prior to forwarding a positive or negative recommendation to the Provost and the President. The FPB shall follow the "Guidelines for Assessing Professional Qualifications for Tenure" and shall follow the schedule outlined above. (See IV.C.6.a.)
2. Confidentiality: While the internal conversations about the merits of a tenure case are confidential, all materials consulted or received by the FPB, directly or indirectly, shall be made available to the candidate and to the department representative who presented the department's recommendation. While the FPB will receive additional materials after the deadline for tenure recommendations, it cannot guarantee that such late materials will be utilized in rendering judgments.
3. Voting: The FPB's decision to recommend a candidate for tenure requires a simple majority vote, determined in a secret ballot; the actual vote will be shared only with the FPB members. Otherwise, the results of such FPB votes will remain confidential. FPB members are not expected to recuse themselves in cases related to their own departments.
4. Ranking: The FPB shall not provide a ranking of candidates for tenure.

Process

1. Before discussing actual tenure candidacies, the FPB and the Provost will meet and review the criteria for tenure.
2. After receiving departmental recommendations the FPB will conduct preliminary discussions concerning each tenure candidacy, using the materials presented by the department, student evaluations, and any other materials submitted by interested students, faculty, and the candidate.
3. The members of the FPB and the Provost then will engage in frank and complete discussions on each candidacy in order to understand the full range of views on the professional qualifications of each candidate. In such meetings, all the participants should convey to one another any information relevant to the assessment of a candidate's professional qualifications for tenure, their own tentative assessments of the strengths and weaknesses of tenure candidacies, and any concerns about issues pertinent to the evaluation of such candidacies.
4. The FPB then will meet for final discussions and voting. If the FPB's recommendation differs from that of a department, the FPB will offer to meet with the tenured members of the department to discuss the differences before proceeding to the next step. After this meeting, the department representative will have the opportunity to append to the departmental recommendation a response to the FPB recommendation, before both recommendations go to the Provost and the President. (The department's recommendation cannot be changed at this point). (The provision for an FPB-department meeting at this stage does not preclude such a meeting at an earlier stage).

5. The FPB will forward to the Provost and the President its written recommendations, positive or negative, concerning each candidate for tenure. If the FPB forwards a positive recommendation in a case in which the department did not recommend the candidate, the FPB's recommendation must include a thorough statement of the candidate's qualifications for tenure. At the same time, the FPB will send a written summary of its recommendation to the department representative and to the candidate.

6. After a period of time to allow for the President and the Provost to consult, the FPB will meet with the President and the Provost to address any remaining questions about the FPB's recommendations.

7. After the President and Provost have determined their recommendation to the Board Committee on Academic Affairs, they will inform the FPB of their recommendation in writing. (The FPB is not at liberty to reveal the President's and Provost's recommendation to other parties before the meeting of the full Board of Directors).

If, at this time, the FPB learns that the administration's recommendation differs from that of the FPB, the FPB will prepare a written response. If the reasons for the differing recommendations include matters other than professional qualifications, the FPB will request from the appropriate board or committee (usually the EPC) its recommendation. The FPB will consider this additional information when framing its response.

8. The Board Committee on Academic Affairs will receive copies of the FPB's recommendations and responses, as well as the department's recommendation, when the President and Provost present their report and their recommendations to the BCAA.

9. The Provost will inform the candidate, the department, and the FPB of the Board of Directors' final decision.

V. Eligibility, Criteria, and Process

(Approved by the Faculty on February 26, 2002)

Promotion in academic rank recognizes publicly the work faculty members do in a variety of contexts, including teaching in the classroom, mentoring independent study, evaluating students' work, meeting with students and advisees, pursuing, presenting, and publishing personal research and research conducted with students, administering programs and serving on committees, among other activities. Promotion thus honors those who fulfill the tenets of the statement on "Professional and Ethical Responsibilities of the Faculty" (*Faculty Manual*, Faculty Appointment and Review Policies, 11-13) over a period of years, and is not granted lightly or automatically for longevity of service. To that end, the process outlined below, which roughly parallels that for tenure, seeks a true measure of the substance of the career in question while allowing for interpretation of that career in the context of a specific discipline and a particular set of individual circumstances and assuring comparable expectations of well-roundedness.

A. Eligibility for Promotion

Full-time faculty who possess the appropriate terminal degree are appointed at the rank of Assistant Professor of higher. Those who have not completed the appropriate terminal degree are usually appointed at the rank of Instructor. Tenured faculty who do not possess the appropriate terminal degree are not normally considered for promotion.

Candidates for promotion may be reviewed during the year in which they meet the eligibility requirement (i.e., by earning the terminal degree and completing the minimum years in rank). The promotion, if granted, takes effect the following year.

Promotion to the rank of Assistant Professor

Eligibility: Completion of the terminal degree, usually the Ph.D., is required. Promotion to the rank of Assistant Professor is usually effective the year after the completion of the degree, contingent upon the reappointment of the candidate to the faculty. These promotions need to be reviewed by the Faculty Personnel Board but are handled administratively by the candidate, the department, and the Provost.

Promotion to the rank of Associate Professor

Eligibility: Completion of a minimum of six years in the rank of Instructor or Assistant Professor at Wittenberg and/or a comparable institution, with no more than two years at the rank of Instructor counted toward the six years.*

*The maximum number of years at Instructor provision will apply to librarians beginning Fall 2007. This exception can be removed from the *Faculty Manual* at the start of the 2008-2009 academic year.

Promotion to the rank of Professor

Eligibility: Completion of a minimum of seven years in the rank of Associate Professor at Wittenberg or a comparable institution.

B. Criteria for Promotion

Normal Criteria for Promotion

Wittenberg University is first and foremost an institution that emphasizes excellence in teaching. While promotion decisions are approached holistically, the primary criterion is continued teaching effectiveness. Members of the Wittenberg faculty are teacher-scholars. Professional activity and institutional involvement and service are also important criteria for advancement in rank. Somewhat more emphasis is placed on professional activity and service in promotion decisions (especially to the rank of Professor) than in tenure decisions. There are a variety of ways by which one's professional identity can be established, including but not limited to publication, the presentation of professional papers, and the creation, public performance, or exhibition of artistic works. For all levels of promotion, the burden of proof that the candidate has met the criteria rests with the candidate and those recommending advancement.

Promotion to the rank of Assistant Professor

Criteria: Effective teaching and advising.

Promotion to the rank of Associate Professor

Criteria:

1. Continued effective teaching, advising, and curriculum development.
2. Professional growth as indicated especially by a continuing pattern of scholarly, artistic, scientific, or similar professional achievement.
3. Service appropriate to the faculty member's time to Wittenberg.

Promotion to the rank of Professor

Criteria:

1. Continued effective teaching, advising, and curriculum development.
2. Professional growth as indicated especially by a continuing pattern of artistic, scholarly, scientific, or similar professional achievement that is recognized by the candidate's peers beyond the Wittenberg University community.
3. A pattern of significant service to the department, the institution, and/or the broader academic community.

NOTE: The relative amounts of time faculty members spend on teaching, professional work, and service will vary from person to person and from year to year. Requiring "patterns" of professional achievement or service does not mandate equal contribution in all areas at all times.

Exceptions to the Normal Criteria for Promotion

The Library: The criteria for promotion are as listed above with the following exceptions.

To the rank of Associate Professor:

1. Normally, a second graduate degree. A librarian lacking a second graduate degree may achieve tenure but will be promoted to Associate Professor only if making extraordinary contributions to library services.
2. Application of knowledge of information resources evidenced by the selection and management of those resources or by instruction about them. Creative development in a specific area of the work of the library. Effective contribution to the library's educational role.
3. Professional growth as indicated by participation in/contributions to library professional affair.
4. Service to one's institution through job performance and additional campus activity.

To the rank of Professor:

1. professional growth as evidenced by the vigorous pursuit and accomplishment of significant library improvements through research, resourcefulness, and breadth of vision, or by equivalent efforts in an academic discipline. Proven ability to articulate library problems and solutions to peers in the library community and to faculty and administrators outside of the library.
2. Outstanding work performance and leadership; outstanding contributions to the library and the University.

The Department of Health, Fitness, and Sport follows the college “Guidelines” except as noted:

1. For promotion to the rank of Assistant Professor or Associate Professor, formal graduate study beyond the master’s degree in a sub-disciplinary area of health and physical education is required and may be substituted for specific study toward or achievement of the doctorate.
2. For coaches, effective coaching as evidenced by:
 - a. Professional growth as indicated by creative and scholarly performance.
 - b. Effective teaching and advising.
 - c. Significant contributions to the University and community.

Performance in these three areas will be evaluated according to “Criteria for Coaching Evaluation” which have been approved by the Health, Fitness, and Sport faculty and are on file with the Faculty Personnel Board.

C. The Promotion Process: The Department’s Role, Self-nomination, and Review of Candidates for Promotion to the Rank of Professor

Typically, nominations and recommendations for advancement in rank are made by departments according to the process outlined below. However, it is possible for individuals to self-nominate for advancement in rank when, contrary to the view held by the majority of the tenured members of a department, they feel that they meet the relevant criteria. The procedure for self-nomination is described in the section following the process for departmental nominations.

Preparing the Department Recommendation

Promotion recommendations prepared by departments may vary. However, in preparing promotion recommendations, the following protocol should be followed:

1. Faculty members should know when they have achieved eligibility for promotion based on years in rank, and department chairs should also keep themselves up to date on the eligibility of people in their departments. At the suggestion of either party, the department chair and the faculty member should discuss the decision to be considered for promotion, including a consideration of the likelihood for departmental recommendation and strategies for presenting the case. In cases where the department chair believes, contrary to the candidate, that promotion is inappropriate at that time, the chair is still obliged to meet with the tenured members of the department to discuss the candidate’s prospects for promotion. Typically, these discussions would occur before April 1 prior to the year when the faculty member is being considered for promotion.
2. If the faculty member decides to be considered for promotion, the department chair should advise him or her about what materials the department and the Faculty Personnel Board will need to support the case.
3. The department shall invite the candidate to prepare a statement to support the nomination.
4. The department chair should notify all faculty, staff, and students that the candidate will be considered for promotion and invite written responses evaluating the candidate. Such responses cannot be guaranteed confidentiality. Typically, this would occur before September 15 of the year when the faculty member is being considered for promotion.

5. All materials related to a candidate's promotion case should be addressed to the relevant department chair or the appropriate department representative.
6. The department chair should announce the time and place of an open student meeting for the purpose of discussing the candidate's qualifications for promotion, notifying department majors in writing and the student body at large by appropriate means (by letter to the candidate's past and current students, a computer announcement, notification in *The Torch*, etc.). Such notice should also invite written responses or verbal conversations, noting that such responses cannot be assured of confidentiality. Typically, such a meeting would occur in the prior spring semester, but not later than October 1 of the year when the faculty member is being considered for promotion.
7. Once the candidate's materials, teaching evaluations, and responses to the announcements to faculty, staff, and students, have been assembled, the department chair must make these evaluation materials available to tenured members of the department and the candidate to view but not copy. Typically, materials should be made available to tenured members of the department and the candidate prior to October 15 of the year when the faculty member is being considered for promotion. A candidate may choose to compose a written response to the collected supporting materials at this time.
8. The department chair must then hold a meeting with tenured members of the department to determine whether the department will recommend the candidate for promotion and to draft a rough outline of the recommendation. The promotion recommendation should represent the majority vote of the tenured members of the department. If the chair will not be writing the recommendation, the person who will do so should be chosen at this meeting. Recommendations must be signed by all tenured members of the department to demonstrate that they have read it. Exceptions can be made for faculty members who cannot participate, e.g., due to leave or illness.
9. The department chair must then inform the candidate of the departmental decision. In most cases, the chair will represent the department's recommendation in a single letter. In some cases, other tenured members may wish to append to this letter additional letters in order to convey more fully the range of views within the department. In these cases, the chair's letter and the appended letters will constitute the departmental evaluation.
10. In extreme circumstances, when it proves impossible to represent the view of the department, the tenured members of a department may opt to write only individual letters and to write no single departmental evaluation; in such cases, all these letters together will constitute the departmental evaluation to be used in compliance with the Board Bylaws (VI.I.A). If the chair is in the minority, the majority may choose to assign to one of its own members the task of preparing the report.
11. If the department declines to recommend promotion, the candidate may consider the option of self-nomination (see process below). In cases where the department declines to recommend promotion, the department chair must inform the candidate with a letter that details the reasons for the department's decision. Copies of this letter should be sent to the Faculty Personnel Board and the Provost. Candidates for promotion should be notified of the departmental decision no later than November 1.
12. The department chair must put all supporting materials requested by the Faculty Personnel Board on restricted reserve in the library by the requested date, usually November 1. Required supporting materials include:
 1. peer reviews of teaching
 2. student evaluations of teaching (i.e., the summative forms or copies of the Student Questionnaire forms accompanied by an explanation as to why the latter forms are

being submitted; Student Questionnaire forms may be submitted in addition to the summative forms at the request of the candidate) for the last four years including statistical analyses of summative teaching evaluations that compare the candidate with the department and the University.

3. all letters received in response to the department's request for such input
 4. copies of the candidate's professional work where appropriate/possible
 5. a current vita for the candidate
13. The department chair or department representative must send a copy of the recommendation to the candidate and file eight copies of the department's recommendation along with the candidate's current vita and a list of courses taught at Wittenberg with the Faculty Secretary, Rosie Burley, by the requested date, usually November 1.

Self-nomination

In preparing self-nominations the following protocol should be followed:

1. A candidate whose department declines to recommend him or her for promotion after the meetings typically held prior to April 1 between the candidate and the chair and the tenured members of the department may choose to self-nominate for promotion. The candidate is responsible for arranging an open student meeting to be monitored by another faculty member, for composing a letter of self-recommendation to be sent to the Faculty Personnel Board, and for placing all supporting materials requested by the Faculty Personnel Board on restricted reserve in the library by the requested date, usually November 1.
2. A candidate whose department declines to recommend him or her for promotion in the fall, prior to November 1 should inform the department chair, the Faculty Personnel Board, and the Provost of his or her intention to self-nominate with a letter to be delivered no later than November 15. The candidate is then given direct access to all the materials gathered as part of the process described above.
3. The candidate will then compose a letter of self-recommendation and place all relevant supporting materials requested by the Faculty Personnel Board on restricted reserve in the library no later than December 1. The candidate's letter of self-recommendation is to be copied to the department chair, and the Provost. Tenured members of the department will be granted access to the supporting materials on restricted reserve in the library.
4. If the department chooses to respond to the candidate's self-recommendation, it must do so in a letter to the Faculty Personnel Board and the Provost no later than January 15. This letter must be copied to the candidate.
5. If the candidate chooses to respond finally to the department, he or she must do so in a letter to the Faculty Personnel Board and the Provost no later than February 1. This letter must be copied to the department chair.
6. If a self-nominated candidate is denied promotion, he or she may self-nominate in subsequent years after the department again declines to recommend the candidate for promotion, only if the candidate demonstrates convincingly to the Faculty Personnel Board that significant changes in his or her record have occurred since the last review. When compelling evidence is not present, the Faculty Personnel Board may refuse to consider the self-nomination.

D. The Promotion Process: The Faculty Personnel Board, the Department, the Provost, and the President

Ground Rules

1. **Basis for Evaluation:** The Faculty Personnel Board shall discuss promotion cases thoroughly and confidentially in official meetings prior to forwarding a positive or negative recommendation to the Provost and the President. Typically, members of the Faculty Personnel Board should not be recommended for promotion.
2. **Members of the Faculty Personnel Board** who are close relatives (e.g., spouses), partners of persons who are recommended for promotion, or have other substantive conflicts of interest with candidates for promotion must recuse themselves from discussions of those cases and are ineligible to vote. In the event of a possible substantive conflict of interest, the other members of the Faculty Personnel Board shall determine by a simple majority vote whether the situation constitutes a substantive conflict of interest. Faculty Personnel Board members are not expected to recuse themselves in cases related to their own departments.
3. **Confidentiality:** While the internal conversations about the merits of a promotion case are confidential, all materials consulted or received by the Faculty Personnel Board, directly or indirectly, shall be made available to the candidate and to the departmental representative who presented the department's recommendation. While the Faculty Personnel Board will receive additional materials after the deadline for promotion recommendations, it cannot guarantee that such late materials will be utilized in rendering judgments.
4. **Voting:** The Faculty Personnel Board's decision to recommend a candidate for promotion requires a simple majority of those eligible to vote determined in a secret ballot; the actual vote count will be shared only with members of the Board. Otherwise, the results of such Faculty Personnel Board votes will remain confidential.
5. **Ranking:** The Faculty Personnel Board shall not provide a ranking of candidates for promotion.

Process

1. Before discussing actual promotion candidacies, the Faculty Personnel Board and the Provost will meet and review the criteria for promotion.
2. After receiving departmental recommendations, the Faculty Personnel Board will conduct preliminary discussions concerning each promotion candidacy, using the materials presented by the department, teaching evaluations, and any other materials submitted by the candidate.
3. The members of the Faculty Personnel Board and the Provost will then engage in full and frank discussions on each candidacy in order to understand the full range of views on the professional qualifications of each candidate. In such meetings, all the participants should convey to one another any information relevant to the assessment of a candidate's professional qualifications for promotion, their own tentative assessments of the strengths and weaknesses of promotion candidacies, and any concerns about issues pertinent to the evaluation of such candidacies.
4. The FPB then will meet for final discussions and voting. If the FPB's recommendation differs from that of a department, the FPB will offer to meet with tenured members of the department to discuss the differences before proceeding to the next step. After this meeting, the department representative will have the opportunity to append to the departmental recommendation a response to the FPB recommendation, before both responses go to the Provost and the President. (The department's recommendation cannot be changed at this point.)

(The provision for an FPB-department meeting at this stage does not preclude such a meeting at an earlier stage.) Typically, these tasks should be completed by March 15.

5. The FPB will forward to the Provost and the President its written recommendations, positive or negative, concerning each candidate for promotion. If the FPB forwards a positive recommendation in a case in which the department did not recommend the candidate, the FPB's recommendation must include a thorough statement of the candidate's qualifications for promotion. At the same time, the FPB will send a written summary of its recommendation to the department representative and to the candidate.
6. After a period of time to allow the President and the Provost to consult, the Faculty Personnel Board will meet with the President and the Provost to address any remaining questions about the Faculty Personnel Board's recommendations. The President and/or Provost may also elect to meet directly with the department, its representative, or the candidate to address remaining questions if they so desire.
7. After the President and Provost have determined their recommendation to the Board Committee on Academic Affairs, they will inform the FPB of their recommendation in writing. (The FPB is not at liberty to reveal the President's and Provost's recommendation to other parties before the meeting of the full Board of Directors.)
8. The Board Committee on Academic Affairs will receive a copy of the Faculty Personnel Board's recommendations and responses when the President and Provost present their report and their recommendations to the Board committee on Academic Affairs.
9. The Provost will inform the candidate, the department, and the FPB of the Board of Director's final decision.

Download Recommendations Concerning Promotions Form 

(http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/promotions.pdf)

Appointment: FACULTY VITA

In 1977-78 the Provost, in consultation with the Personnel Board, the department chairpersons, and deans, developed a new format for faculty vitae (see below). This uniform faculty vita replaces the annual activity form previously filled out by each faculty member. It is expected that each faculty member will prepare a vita in accordance with the format shown below and will update the vita by submitting under the appropriate number any additional items on an annual basis (updated information due February 1, new faculty vita due November 1). The entire vita will need to be redone only when recommendations are presented to the Personnel Board, grant requests are submitted to external agencies, and/or approximately every five years. Vitae and updates should be sent to the Provost.

GENERAL INFORMATION AND QUALIFICATIONS

- Name
- Date of Birth
- Place of Birth
- Education (list in chronological order: degrees, institutions, dates degrees conferred, major and minor fields of study)
- Teaching experience (institutions, dates of service, titles)
- Professionally-related experiences other than teaching

PROFESSIONAL ACTIVITIES

- Academic Awards and Honors (Please give full information including dates)
- Memberships and offices held in professional associations (Please give title and dates for offices held)
- Publications (books, parts of book, articles in refereed journals, book reviews, other work in scholarly publications)
- Papers presented at professional meetings (Please give title, place and date)
- Grant applications submitted (Please give title, place submitted, dates and indicate grants received)
- Other professionally-oriented or creative activities (including current research or creative activity)
- Date and purpose of last sabbatical
- Professional meetings attended (give dates) last five years

TEACHING (LAST FIVE YEARS)

- New courses you have designed
- Innovations or experiments in teaching methods
- Contributions to interdepartmental courses
- Academic contacts with students outside the classroom (field trips, non-credit teaching, special tutoring, academic advising, etc.)

- Workshops and professional meetings attended which are related to your development as a teacher (give dates)

CAMPUS AND COMMUNITY CONTRIBUTIONS (LAST FIVE YEARS)

- Committee assignments (including major University and department committees; give dates)
- Other contributions to the University
- Contributions to the community beyond the University, including the church, which are professionally related

Appointment:

WITTENBERG UNIVERSITY FACULTY HEARING BOARD ON ACADEMIC FREEDOM AND TENURE PROCEDURES

(Revised, 1998)

The Faculty Hearing Board on Academic Freedom and Tenure serves as the Hearing Committee provided for in the University's Bylaws (article VI, (I) and has two main duties as outlined in the Faculty Bylaws (I.J.1.e.2). These duties are to serve as a hearing committee in cases of faculty dismissal and in other professional grievances which individual faculty members may bring to it. The Hearing Board's ruling takes the form of a recommendation to the Provost--or to the President, if the Provost's Office has been directly involved in the case. Except for appeals directly to the Provost, President, or University Board of Directors, there is no provision within the University governance structure for appeals beyond this Board.

The disposition of each case brought before the Hearing Board shall be included in the Board's annual report to the faculty. Such reports shall identify the case and provide a brief summary of the Board's ruling and reasoning.

Although the University's Bylaws state that one of the main duties of the Board is to hear cases of faculty dismissal, it is rare that such an event occurs. Instead, almost all cases brought before the Hearing Board involve either denial of tenure or some other professional grievance. The Hearing Board has developed separate processes (described below) to handle the three types of cases (dismissal, denial of tenure or non-renewal of a probationary appointment, and all others). The following definitions apply to all processes:

1. Probationary appointment - an appointment in which the faculty member has not been granted continuous tenure, but which will be renewed automatically on an annual basis unless the faculty member is notified otherwise, often referred to as a tenure-track appointment.
2. Temporary appointment - an appointment for a limited term (usually one semester or academic year) which will not be automatically renewed and in which there is no possibility of the faculty member being considered for tenure.
3. Day - a 24-hour period, including weekends but not official breaks, during which school is in session (excluding the summer sessions).
4. Grievant - any individual with faculty status initiating a grievance under these procedures.
5. Respondent - the faculty member(s), administrator(s), committee (s), or board(s) against whom the complaint leading to a grievance is lodged.

The procedures described below follow the Recommended Institutional Regulations on Academic Freedom and Tenure, as published by the American Association of University Professors.

DISMISSAL

Dismissals due to a declaration of financial exigency are described elsewhere in the Faculty Manual. As used in this section, the term “dismissal” refers to the discharge of 1) a tenured faculty member, or 2) a faculty member with a temporary or probationary appointment before the end of the specified term, in which the faculty member is not permitted to finish the term of his or her contract. It does not include cases in which tenure has not been granted or in which a temporary or probationary faculty member has been notified that his or her appointment will not be renewed, but who is permitted to finish the contract term.

Dismissal of a faculty member is an extremely serious undertaking and requires substantial grounds. Except in cases of moral turpitude (Article VI, section 1(F) of the University Bylaws), adequate cause for such dismissal will be related, directly and substantially, to the fitness or performance of the faculty member in his or her professional responsibilities as a member of the Wittenberg faculty (as described elsewhere in the Faculty Manual). In particular, dismissal will not be used to restrain faculty members in the exercise of academic freedom or other rights of American citizens. If the Hearing Board finds that the dismissal was based on causes unrelated to professional responsibilities or moral turpitude, it invariably will have to rule in favor of the concerned faculty member. In addition, the Board can fulfill its duties adequately only if proper procedures have been followed prior to its involvement. Unless these initial procedures have been followed, the Hearing Board must support the faculty member’s petition against dismissal. These procedures are as follows:

Formal dismissal will be preceded by all of the following:

- a. discussions between the faculty member and the provost to work toward a mutual settlement;
- b. informal inquiry by the Faculty Personnel Board which may, failing to effect an adjustment, determine whether in its opinion dismissal proceedings should be undertaken. Such an opinion will not be binding upon the President.
- c. a written statement of charges, framed with reasonable particularity by the President of the Provost. This statement will be forwarded to the Hearing Board.

PROCEDURES TO BE USED IN CASES OF DISMISSAL

1. The individual concerned will have the right to be heard initially by the Faculty Hearing Board on Academic Freedom and Tenure. If the faculty member chooses to waive that right, he or she must notify the Hearing Board in writing within 15 days of the forwarding of written charges. The faculty member may continue in his or her present capacity pending a final decision by the Hearing Board, unless immediate harm to any party is threatened by continuance. In such a situation, the faculty member will be suspended, or assigned to other duties in lieu of suspension. Before a suspension occurs, the administration will consult with the Hearing Board concerning the propriety and conditions of the suspension. Salary will continue during the period of the suspension, as per Article VI, Section 1 (I), 7 of the University Bylaws.
2. At the beginning of the process, members of the Hearing Board deeming themselves disqualified for bias or interest shall remove themselves from the case. Each party will have a maximum of two challenges with or without stated cause. Members of the Board who are removed shall have neither voice nor vote in the case, and will not attend the pertinent hearings. The Faculty Executive Board will appoint temporary replacements for removed Board members.

3. The Board may hold pre-hearing meetings with the individual parties, or, with the consent of the parties concerned, joint meetings, in order to (i) simplify the issues (ii) effect stipulations of facts, (iii) provide for the exchange of documentary or other information, and (iv) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.
4. Service of notice of hearing with specific changes in writing will be made at least twenty days prior to the hearing. The faculty member may waive appearing before the Hearing Board or may respond to the charges in writing at a time before the hearing. If the faculty member does not appear, but denies the charges or asserts that the charges do not support a finding of adequate cause, the Board will evaluate all available evidence and rest its recommendation upon the evidence in the record.
5. During the proceedings the faculty member will be permitted to choose an academic and/or legal counselor at his or her own expense (Article VI, Section 1 (I), 3 of the University Bylaws). The University will also have the right to be represented by counsel during the proceedings. If the faculty member's legal counsel is present at the hearings, the University's counsel may also be present. The role of academic and legal counsels during the hearings will be limited to advising their clients.
6. All hearings will be private, but will be tape recorded and a transcription made at the request of either party. The University will bear the cost of making the transcription.
7. The burden of proof that adequate cause exists rests with the University and shall be satisfied only by clear and convincing evidence in the record considered as a whole.
8. The Board will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.
9. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Hearing Board in identifying witnesses and make available documentary and other evidence.
10. The faculty member and the administration, but not their counsels, will have the right to confront and cross-examine witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the Board will identify the witnesses, disclose their statements and if possible provide for interrogation.
11. In hearing charges of incompetence, the testimony shall include that of qualified faculty members from this or other institutions of higher education.
12. The hearing Board will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
13. The findings of fact and the decision will be based solely on the hearing record.
14. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the administration officers or Hearing Board members are prohibited until the proceedings have been completed, including consideration by the Board of Directors. To facilitate the work of the Hearing Board, the faculty member is also advised, although not required, to refrain from making public statements until the proceedings have been completed.
15. A simple majority vote of the members of the Hearing Board will be used to determine the Board's decision. A tie vote will be decided in favor of the faculty member.
16. The president and the faculty member will be notified of the decision in writing. This final report shall summarize the arguments presented by both sides and state the ruling and reasoning by which the Board reached its decision. If the Board has concluded that adequate cause for a

dismissal has been established, but that a penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.

17. If the final report concludes that adequate cause for dismissal has not been established by the evidence in the record, and the President rejects the report, he or she will state the reasons for doing so, in writing, to the Board and to the faculty member, and provide a 15-day opportunity for response before transmitting the case to the Board of Directors, along with any responses, for action. In order to protect the right to a final appeal, responses may include dissenting opinions from the Board and/or the faculty member.

DENIAL OF TENURE OR NON-REAPPOINTMENT OF PROBATIONARY CONTRACTS

A. Complaints of Violation of Academic Freedom

If a faculty member on probationary appointment alleges that a decision for non-reappointment or denial of tenure was a violation of academic freedom the allegation shall be given preliminary consideration by the Faculty Hearing Board on Academic Freedom and Tenure under the authority of the University's Bylaws Article VI, Section 1(H). *Such allegation must occur within thirty days of the official notification of non-reappointment or denial of tenure.* The allegation shall be accompanied by a statement that the faculty member agrees to the presentation, for the consideration of the Hearing Board, of such reasons and evidence as the University may allege in support of its decision.

PROCEDURES TO BE USED IN CASES OF DENIAL OF TENURE OR NON-REAPPOINTMENT OF PROBATIONARY CONTRACTS

1. At the beginning of the process, members of the Hearing Board deeming themselves disqualified for bias or interest shall remove themselves from the case, either at the request of a party or on their own initiative. Each party will have a maximum of two challenges with or without stated cause. Members of the Board who are removed shall have neither voice nor vote in the case, and will not attend the pertinent hearings. The Faculty Executive Board will appoint temporary replacements for removed Board members.
2. The Board may hold pre-hearing meetings with the individual parties, or, with the consent of the parties concerned, joint meetings, in order to (i) simplify the issues, (ii) effect stipulations of facts, (iii) provide for the exchange of documentary or other information, and (iv) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious. Such meetings will allow the Hearing Board to determine if there is probable cause for the faculty member's allegation. If the Board finds that no probable cause exists, the process terminates and the faculty member's appeal is denied.
3. Within ten days of receipt of the grievant's statement, the Chair of the Hearing Board will convene the Board, which shall hold hearings on the grievance. The Board will rule by a simple majority, within thirty days from the end of the hearings, in favor of the grievant or the respondent. Alternatively, the Board may fashion its own proposal with the consent of two-thirds of its membership.
4. All hearings will be private.
5. The burden of proof rests with the faculty member bringing the grievance.
6. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Hearing Board in securing witnesses and making available documentary and other evidence.

7. In hearing charges of incompetence, the testimony shall include that of qualified faculty members from this or other institutions of higher education.
8. The Hearing Board will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
9. The findings of fact and the decision will be based solely on the hearing record.
10. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the administration officers or Hearing Board members, are prohibited until the proceedings have been completely, including consideration by the Board of Directors. To facilitate the work of the Hearing Board, the faculty member is also advised, although not required, to refrain from making public statements until the proceedings have been completed.
11. A simple majority vote of the members of the Hearing Board on Academic Freedom and Tenure will be used to determine the Board's decision. A tie vote will be decided in favor of the respondent.
12. The final report of the Faculty Hearing Board shall summarize the arguments presented by both sides and state its ruling and reasoning. Either party in the grievance may have 15 days to attach an appendix to the report, which will be forwarded to the Provost or to the President.

B. Other Complaints Regarding Denial of Tenure or Non-Reappointment of Probationary Contracts

Although the Bylaws of the University specifically mention only violations of academic freedom as legitimate grounds for grievances, the Hearing Board may receive other types of complaints (e.g., allegations of impermissible discrimination or inadequate consideration) regarding denial of tenure or non-reappointment of probationary contracts. Such cases will be handled in accordance with the procedures listed above.

ALL OTHER CASES OF PROFESSIONAL GRIEVANCES

Preface

The affairs of the University should be conducted with scrupulous care and attention to just outcomes. However, an institution may not always achieve these ends and members of the faculty may believe that they have been treated unfairly. It is therefore necessary to establish a procedure for addressing professional grievances. It is expected that the procedure will be initiated only after an individual has made a sincere effort to secure satisfaction through existing informal channels (e.g., discussions with a department Chair, the Provost, the Faculty Personnel Board, or other appropriate places).

Purpose

These procedures have the following general purpose: to ensure that faculty members, in matters involving salary or other matters of professional concern, are not adversely affected by decisions resulting from any of the following: a) failure on the part of others to comply with departmental or University policies and procedures; b) errors of interpretation or perception; c) prejudice or arbitrary and capricious actions; d) violations of academic freedom.

Definitions

1. Faculty Grievance Officer - a faculty member selected by the chair of the Faculty Hearing Board on Academic Freedom and Tenure from the current membership of the Board. The Grievance Officer serves for the duration of a specific grievance case and will not vote on issues related to the outcome of that case. When either the grievant or the respondent alleges conflict of interest with the Faculty Grievance officer, the Hearing Board shall appoint a substitute Grievance Officer of the case in question from its remaining membership. The allegation of conflict of interest shall be made in writing to the chair of the Hearing Board.

Procedures

- 1.
2. When a faculty member becomes aware of an event or situation which might lead to the filing of a grievance, he or she should first make a prompt effort to secure satisfaction through existing informal channels. If this effort fails, the grievant shall notify the Chair of the Faculty Hearing Board of intent to begin proceedings. This should be done as promptly as possible under the circumstances, within thirty days of the event which precipitates the grievance. There are times, however, when the significance of an event is not apparent until its influence on subsequent events is realized. There are also times when a faculty member might feel that a grievance against a particular event might jeopardize an ongoing process. In cases such as these, grievances may be filed at a later time if their connection to current events is made clear by the grievant. The Hearing Board on Academic Freedom and Tenure reserves the right to evaluate the reasons for the delay and to decide whether or not to hear the grievance. The grievance itself must be presented as a written document which identifies the respondent, discusses the specific policy, action, or procedural errors, and proposes a suitable remedy. A copy of this statement will be sent to the respondent by the Chair of the Hearing Board. If, at this point, the Hearing Board deems that the grievance is without merit or that the grievant has not succeeded in making a prima facie case, the process terminates and the grievance is denied.
3. Within twenty days after the respondent receives the grievant's written statement, both parties will meet with the Faculty Grievance Officer, together or separately, to discuss the issues and attempt to resolve them. Other persons may attend these meetings by consent of all parties involved. A record of these meetings will be kept by the Faculty Grievance Officer. If a settlement is reached at this point, the process terminates.
4. If a settlement is not yet reached, the respondent will, within fifteen days of the meeting with the Faculty Grievance Officer, submit to the Chair of the Hearing Board a document addressing the grievant's claims and outlining a specific resolution to the problem. A copy of this document will be sent to the grievant by the Chair of the Hearing Board.
5. If the grievant agrees to the respondent's proposal, the process will end. If no agreement is reached, the grievant will, within seven days after receiving the proposal, notify the Chair of the Hearing Board in writing of the intent to continue the grievance process.
6. At this point, members of the Hearing Board deeming themselves disqualified for bias or interest shall remove themselves from the case. Each party will have a maximum of two challenges with or without stated cause. Members of the Board who are removed shall have neither voice nor vote in the case, and will not attend the pertinent hearings. The Faculty Executive Board will appoint temporary replacements for removed Board members.

7. Within ten days of receipt of the grievant's statement, the Chair will convene the Faculty Hearing Board, which shall hold hearings on the grievance. The Board will rule by a simple majority, within thirty days from the end of the hearings, in favor of the grievant or the respondent. Alternatively, the Board may fashion its own proposal with the consent of two-thirds of its membership.
8. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the administration officers or Hearing Board members are prohibited until the proceedings have been completed. To facilitate the work of the Hearing Board, the faculty members are also advised, although not required, to refrain from making public statements until the proceedings have been completed.
9. The final report of the Faculty Hearing Board shall summarize the arguments presented by both sides and state its ruling and reasoning. Either party in the grievance may have 15 days to attach an appendix to the report, which will be forwarded to the Provost or to the President.
10. If the respondent fails at any stage to comply with these procedures, the case will proceed to the Hearing Board, which shall devise an appropriate solution. If the grievant fails to comply, the case terminates.

Appointment:

OTHER APPOINTMENTS

ADJUNCT FACULTY

An adjunct teaching appointee is defined as a faculty person for whom the composite of her or her services to Wittenberg for which salary is received constitutes something less than a full-time faculty position. This teaching appointment normally applies to a person who has not previously taught full-time at Wittenberg.

There are four categories of adjunct faculty: Adjunct Instructors; Adjunct Assistant Professors, Adjunct Associate Professors, and Adjunct Professors.

ADJUNCT INSTRUCTOR

Adjunct instructors are appointed only for the period of time indicated in the letter of appointment and said appointments shall not exceed three courses in an academic year. Normally, the period of time is indicated as the semester during which a specific course is to be taught. This period of time will include additional semesters only when those semesters are explicitly included in the letter of appointment. In no case shall a letter of appointment extend the terms of appointment beyond a single academic year.

Terms and conditions relating to the appointment as adjunct instructor shall be explicitly stated in the letter of appointment. There shall be no terms and conditions other than those stated. The letter of appointment is binding only after it has been signed both by an agent of the University and the appointee. A letter of appointment is issued by the chief academic officer on behalf of the President of the University upon recommendation of the chairperson of the department or the Dean of the School in which the course to be taught by the appointee is offered.

The salary of the adjunct instructor will be commensurate with his or her training and experience.

Adjunct instructors will enjoy the same guarantee of academic freedoms and rights of appeal accorded the full-time faculty of the University.

Adjunct instructors are not eligible for appointment with tenure.

EMERITUS STATUS

The Committee on Instruction voted to accept in principle the guidelines recommended by the Faculty Personnel Committee and transmitted by President Stauffer and Provost Pfnister. The Committee emphasized however, that while the guidelines are accepted in principle, each recommendation must be considered individually, each recommendation must be considered individually and that the committee reserves final decision on the individual cases. The statement of policy relating to emeritus status is as follows:

The Faculty Personnel Board shall recommend annually that the title 'emeritus' be conferred upon a person who retires while in full-time service at Wittenberg, who has served Wittenberg for ten or more years, who has attained tenure, and who holds the faculty rank of Assistant Professor or higher, and/or holds the administrative title of Associate dean, its equivalent, or higher.

Individuals retiring from administrative positions not covered by the provisions of tenure, but meeting the criterion of service, may be granted 'emeritus' title and rank upon the recommendation of the President.

RANK AND PROMOTION OF ADMINISTRATORS

(By Faculty Action, January 19, 1978)

Any administrator with academic rank must be involved in academic teaching (i.e., classroom teaching for college credit at Wittenberg University) or be directly responsible for administering part of the academic program.

The administrator must be given rank in an academic department and the department in question must be consulted prior to the appointment.

The Personnel Board and the academic department act on recommendations for promotion in academic rank involving the administrator;

The appointment of an administrator with academic rank is subject to review by the Personnel Board after a three-year period and continuance in academic rank contingent upon the administrator meeting the stipulations cited above.

The Personnel Board must be consulted before administrative appointments are made at the level of Associate and Professor.

With the exception of the third stipulation, the above policies do not apply to administrators holding rank, as of January, 1978, in the University but not in an academic department.

Appointment:

I. FACULTY PERSONAL DECISIONS AT WITTENBERG

A. Introduction

Decisions regarding appointment to the faculty, tenure, and promotion, are among the most critical made by the university. Such decisions require effective, frank, and collegial communication between Faculty, Departments/Programs, the Faculty Personnel Board, and the Provost and the President.

The policies that follow are designed to foster such communication by providing clear criteria and processes through which such decisions can be made. While the criteria and the processes are intended to be objective, the application of them is necessarily a subjective endeavor. The policies that follow cannot and should not produce uniformity of final judgments, but they do attempt to guarantee consistency and fairness in criteria and process.

The policies and procedures that follow were adopted and approved by the President in 1996, in a process that both revised previous policies and combined several older policy statements into one new document.* Therefore many provisions that follow had been policy before 1995, even though in some cases the dates of earlier approval have been deleted. Those wishing to trace the pre-1995 evolution of these policies should consult the Faculty Manuals of 1995-96 and before. *Although AAUP statements as a whole are not binding on the University, Wittenberg has adopted as policy numerous AAUP statements, in whole or in part.

B. Governance and Roles

Faculty personnel decisions and the policies that govern them are subject to the authority of the Constitution of the University, the Bylaws of the Board of Directors, and the Bylaws of the Faculty, all found elsewhere in this Manual. The most relevant sections of these are:

- Article IV, Section 2: Faculty, in the Constitution of Wittenberg University
- Article VI: Faculty Tenure Policy, in the Bylaws of the Board of Directors
- Section I.J.1.b. Faculty Personnel Board and Section II: Department Chairpersons, in the Bylaws of the Faculty

The policies that follow in this document are subordinate to the governing documents cited above. Some of the key principles found in those documents are these:

- the authority to grant tenure and to advance faculty members in rank rests with the Board of Directors;
- the President, upon the recommendation of the Provost, makes annual probationary appointments to the faculty, and the President and the Provost make tenure and promotion recommendations to the Board of Directors (through the Board's Committee on Academic Affairs).
- the Faculty are entitled to participate in faculty personnel decisions; faculty participation in such decisions lies largely with the administration's consultation with departments (through their

chairs or representatives), and the Faculty Personnel Board, both of whose responsibilities are explained in the faculty Bylaws.

The roles of the individual members of the faculty, the department, the Faculty Personnel Board, & the Provost and the President vary according to the specific task at hand, as detailed in the Appointment, Tenure, and Promotion sections that follow. Some of those responsibilities are summarized here:

- **Everyone** involved in faculty personnel decisions, from the President to the Candidate, must be familiar with and abide by the relevant portions of the governing documents above and the policies outlined below.
- **Candidates** for Tenure or Promotion are responsible for cooperating with and supplying relevant information to the department and/or the Faculty Personnel Board to assist the university's assessment of the candidate.
- **Students** are responsible for assisting in the evaluation of faculty members for tenure and promotion, primarily through course evaluations, and also through open student meetings.
- **Departments** are responsible for involving the appropriate department members in decision-making and for forwarding to the appropriate persons collective, carefully documented recommendations for appointment to the faculty, tenure, and promotion.
- The **Faculty Personnel Board's** primary responsibility is to make recommendations to the Provost and the President, on behalf of the entire faculty, concerning the professional merits of candidates for tenure and promotion, as outlined in the Faculty Manual. (The FPB also participates in interviewing candidates for appointment, reviewing faculty salaries, and considering applications for sabbaticals and other leaves of absence--all covered elsewhere in the Faculty Manual). As the chief faculty governance body involved in faculty personnel decisions, the Faculty Personnel Board does bear the responsibility of monitoring and maintaining the integrity of the process.
- In addition to many other tasks, the **President and Provost** are responsible for making tenure and promotion recommendations to the Board of Directors after consultation with the relevant Departments and the Faculty Personnel Board; as chief academic officer the Provost works with and receives recommendations from departments concerning appointment, tenure, and promotion; works with the Faculty Personnel Board as they develop their recommendations concerning tenure and promotion; and submits to the President recommendations for appointments, tenure, and advancement in rank. The President and Provost base their tenure recommendations on the recommendations of the department and the FPB, their own judgment of the professional qualifications of the candidate, and curricular, budgetary, or enrollment considerations.
- The Bylaws of the Faculty stipulate that formal grievances that arise from personnel processes are heard by the **Faculty Hearing Board on Academic Freedom and Tenure**.

Appointment:
**FACULTY REDUCTION AND PROGRAM
DISCONTINUATION**

REDUCTION OF FACULTY DUE TO DECLARED FINANCIAL EXIGENCY

A critical element in any program to sustain and enhance the status of faculty is a clear prior understanding of the steps that would be taken to determine the existence of financial exigency and the procedures to be followed in accommodating this kind of institutional crisis. It is good to review these matters calmly in a period when no exigency exists and to do this in a manner that will eliminate as many problems and uncertainties as possible.

POLICY

It is present institutional policy to so involve faculty and Board in all critical facets of fiscal planning and review without limiting the President's responsibility for fiscal management, that the development of a financial exigency would not normally come up unexpectedly and unforeseen but would usually be clear to all as it developed. The regular involvement of the Faculty Budget Advisory Committee in the budget process should ensure that faculty are aware of the general and overall fiscal condition of the University. In addition, a faculty member serves on the Management Committee of the Board which passes on all proposed budgets and oversees institutional management. Also, a faculty member is elected to the Executive Trustees, which, among other duties, further reviews the institution's fiscal condition. It is possible, however, that an unforeseen and unpredictable calamity could arise that would result in an immediate state of financial exigency and, therefore, specific procedures for dealing with such a possibility should be established.

In the event that Wittenberg should be seen to be entering such a state of its affairs that it may be necessary to consider a reduction in the number of faculty due to financial exigency:

1. The President will present the necessary information to substantiate bona fide financial exigency to the Faculty Budget Advisory Committee, the Management Committee of the Board of Directors, and the Executive Trustees.
2. It shall be the responsibility of the administration to make every effort to secure agreement from the faculty at a regularly called meeting that a bona fide financial exigency exists and that the decision has been arrived at in good faith.
3. Only after completion of the steps named above will the Executive Trustees call upon the Board to declare a financial exigency to exist.
4. Immediately upon notification to the faculty that the above steps have been complied with and a state of financial exigency exists, an ad hoc committee on Termination Due to Financial Exigency shall be convened. This committee shall consist of two of the elected members (tenured de facto) of the Personnel Board, chosen by that board; two tenured members of the Educational Policies Committee, chosen by that committee; and two non-tenured faculty members, chosen by mailed ballot of the faculty from a slate consisting of four probationary nominees presented by the Board of Elections. If possible the committee will include at least one representative each from the humanities, the social sciences, and the natural sciences.

Membership on the committee shall be for the duration of the exigency. Vacancies will be filled by the original methods of selection.

5. The committee shall be convened by the senior member selected from the Personnel Board. With the consultation of the Provost, the committee shall prepare recommendations for reductions in faculty. Primary concern shall be to minimize distortion of the academic program and to avoid jeopardizing North Central accreditation. Further guidelines are found below (Guidelines, item 3).
6. The Committee on Termination Due to Declared Financial Exigency shall report its recommendations to the Provost, the President, and the faculty by March 1 in the regular budgeting process, or within thirty days if outside the regular budgeting process. After receiving the committee's recommendations, the Provost and the President shall within thirty days report to the faculty their actions based on these recommendations.
7. In anticipation of the possibility of faculty reduction due to financial exigency, the Faculty Personnel Board shall maintain a file of information about termination in financial exigency cases. This file should be made available to the ad hoc committee when and if it becomes active.

GUIDELINES

1. No new appointments shall be made nor shall vacancies due to retirement or resignation be filled unless proof of overwhelming need is clearly demonstrated to the Committee on Termination Due to Declared Financial Exigency by the Provost after consultation with the chairperson and department concerned.
2. The service of a full-time faculty member shall not be terminated until all part-time faculty in a program or department have been released, except in circumstances where a serious distortion in the academic program would otherwise result. The service of a full-time faculty member with tenure in a department or program shall not be terminated until all non-tenured faculty members in the department or program have been released, except in circumstances where a serious distortion in the academic program would otherwise result.
3. If a decision to terminate must be made between tenured faculty members within a department or program, the primary determining factor shall be the impact on the academic program. Other determining factors shall include:
 - A. Length of service at Wittenberg and teaching experience
 - B. Excellence of preparation in the person's field
 - C. Effectiveness of teaching
 - D. Scholarly and/or professional achievement
 - E. Strong indication of promise for continued growth in professional life
 - F. Evidence of capacity for making significant contributions to the department, the institution and the academic community
4. In the event that it is necessary to terminate the services of a tenured faculty member, that person shall be given reasonable opportunity to redirect within that person's or a related discipline, or to train for an administrative or professional staff position, if one is available.
5. In the event that it is necessary to terminate the services of a faculty member because of financial exigency, the faculty member shall be given written notice at least one year prior to the date of termination of the contract. After such notice, the decision may be appealed to the Faculty Hearing Board on Academic Freedom and Tenure.
6. If a tenured appointment is terminated because of financial exigency, the released faculty member's post will not be filled by a replacement within a period of two years unless the released faculty member has been offered reappointment and has declined.

7. For a period of one year after termination, or until such time as the terminated party becomes eligible for health insurance with a new employer, whichever comes first, the University shall provide health and major medical insurance equivalent to Wittenberg's for the terminated party and the party's family on the same basis as that fringe benefit was available to the faculty member prior to termination. If the terminated party qualifies for early retirement and enters the program, then the party shall be entitled to the health and other benefits of early retirement as set forth in the University retirement program in effect at that time.
8. Unemployment benefits shall be provided according to the state-approved Wittenberg Plan. Employment listings and the services of the faculty secretary with correspondence relating to employment shall be provided by the University for up to one year following termination of employment.

DISCONTINUANCE OF PROGRAM OR DEPARTMENT FOR EDUCATIONAL REASONS

Termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified semester may occur as a result of bona fide formal discontinuance of a program or department of instruction. The following standards and procedures will apply.

POLICY

The decision formally to discontinue a program or department of instruction will be based upon educational considerations, as determined primarily by the Educational Policies Committee and the faculty as a whole. "Educational considerations" do not include cyclical or temporary variations in enrollment. They must reflect long-range judgments that the educational mission of the University as a whole will be enhanced by the discontinuance.

Before the administration issues notice to a faculty member of its intention to terminate an appointment because of formal discontinuance of a program or department of instruction, the institution will make every effort to place the faculty member concerned in another suitable position. If placement in another position would be facilitated by a reasonable period of training, financial and other support for such training will be offered. If no position is available within the institution, with or without retraining the faculty member's appointment may then be terminated but only with provision for severance salary equitably adjusted to the faculty member's length of past and potential service.

A faculty member may appeal a proposed relocation or termination resulting from a discontinuance and has a right to a hearing before the Faculty Hearing Board on Academic Freedom and Tenure. The issues in such a hearing may include the institution's failure to satisfy any of the conditions specified above. In such a hearing a faculty determination that a program or department is to be discontinued will be considered presumptively valid, but the burden of proof on other issues will rest with the administration.

GUIDELINES

(By Faculty action, November 10, 1992)

CRITERIA

Mission

What is the relationship between the program and (1) the Statement of Mission of Wittenberg University, and (2) the statement “The Objectives of a Liberal Education at Wittenberg?”

- a. How central/peripheral is the program to the goals posited in these statements?
- b. Will the institution’s ability to meet its educational mission be enhanced by the discontinuance of the program under review?

Standards of the Field

To what degree does the program meet or exceed the generally recognized standards for programs of its type? (Generally recognized standards could be those developed by professional associations and applied by its program consultants, or by accrediting agencies.)

- a. Do the program’s courses and co-curricular experiences provide students the educational opportunities deemed essential for the field of study?
- b. Is the department qualified to perform the tasks recognized as essential for programs of its type?
- c. Do the current facilities, equipment, and library support meet the standards of the field? Will they for the foreseeable future?

Success of the Program

To what extent has the program been successful in the recent past in meeting the goals set out in the University Mission Statement and Statement of Objectives, and in the program’s own mission statement? To what extent is it reasonable to judge that the program will be successful in meeting such goals in the future? Criteria for judging such success could include, among other things:

- a. Long term trends in general enrollment in the programs’ courses, and in minors and majors
- b. Ability of the programs’ graduates to proceed into appropriate postgraduate programs and/or career tracks
- c. Recognized accomplishments of both alumni and faculty relevant to the program under review
- d. Recognition of excellence by others within the field (see Standards of the Field)
- e. Recognition by Wittenberg colleagues of program’s present and likely future contributions to their own programs, and of negative consequences to these programs should the program under review be discontinued.

Feasibility

To what extent does the University have the human, financial, and other resources needed to sustain such a program? Such resources include, but are not limited to:

- a. Qualified faculty
- b. Qualified students
- c. Necessary facilities and equipment
- d. Sufficient library resources

PROCEDURE

Proposal for Review or for Discontinuance

The process will be initiated by a proposal to the Educational Policies Committee for review or for discontinuance of an academic program. Such a proposal could originate from a variety of sources, such as the department or program itself, from a special faculty task force, from the Provost or Provost's staff, from the faculty as a whole, or from the Educational Policies Committee itself.

Action by the Educational Policies Committee

The Educational Policies Committee is charged with the responsibility to evaluate the program according to the criteria enumerated above and to formulate a report to the faculty.

- a. EPC will request that the program under consideration submit a statement regarding its perception of the program in relation to the four criteria for discontinuance.
- b. EPC will, at an appropriate time, inform the University community of the possibility of discontinuing the program and shall make arrangements for interested faculty, students, and staff to present their views to the committee either orally or in writing.
- c. EPC, or a body specifically given such responsibility by EPC, will examine the program in relation to the criteria for discontinuance, collecting such data as is necessary to make an informed judgment. EPC will invite the department/program to offer its own interpretation of the information collected. EPC will prepare a written preliminary assessment of the program, which it will then share with the program's faculty. EPC will ask the program to provide a written response within a reasonable amount of time. The program will be given an opportunity to discuss the preliminary assessment in person with EPC.
- d. EPC will then prepare a report for the faculty summarizing its findings and indicating its recommendation, if any.

Action by the Faculty

The Faculty will receive EPC's report before a general faculty meeting. A recommendation for program discontinuance must be voted on by the faculty.

Action by the Administration

Upon approval of a recommendation to discontinue a program, the Provost and other administrative staff shall make the necessary arrangements. Personnel action is expected to follow the guidelines in the Faculty Manual, "Discontinuance of Program for Educational Reasons."

Appointment:
SABBATICAL AND OTHER
LEAVE

The Faculty Personnel Board considers applications for leave from individual faculty members. In general, the Board has felt that approval should be automatic, if the application is academically credible. When too many leave requests are received in a given year, the Provost and appropriate department chairperson will review the Board-approved applications and may ask some of the applicants to delay their leaves. (Amended by Faculty Action, May 26, 1992)

It cannot be emphasized too strongly that the Personnel Board is a faculty committee, whose purpose is to work for the good of the faculty. In order to perform responsibly, Board members cannot be expected to discuss individual cases at large. (See Benefits Section, pg. 6.)

Appointment: WORKLOAD

All faculty with the exception of Department Chairpersons, are expected to teach 24 semester hours per academic year. Credit for serving as department chairperson will vary by department.

It is recognized that this description of University expectations is incomplete in that it both overstates and understates current faculty work loads.

1. It overstates faculty work loads in that there are recognized circumstances other than serving as department chairperson which result in teaching loads of less than 24 semester hours.
2. It understates faculty work loads in that there are a number of activities expected of all faculty members that are not reflected in this description. Such activities include but are not limited to:
 - academic advising
 - supervision of independent study and internships
 - meeting students and interacting with students
 - research, attendance at professional meetings, seminars, and workshops, presentation of papers,
 - publications, and other creative activities contributing to the faculty member's professional growth and development
 - planning for new courses and revising existing courses
 - serving the University community through committee and board membership, through assisting the Admission office, or through activities planned by the Advancement Office

It is recommended that Wittenberg revise its description of faculty work load in two respects:

First, it is recommended that all circumstances which provide a general basis for reduction in teaching loads be reviewed and the revised circumstances be explicitly included in the *Faculty Manual*.

Second, it is recommended that the University make provision for individual faculty members to petition for a reduction in formal classes taught for a specific semester based upon the faculty member's commitments for that term (as outlined in 2 above) over and above the teaching of courses. Approval of the petition is dependent upon the faculty member having an unusual combination of the activities described above. (By Faculty action, February 16, 1982).

REDUCED TEACHING LOAD FOR SENIOR FACULTY

(1996)

In recognition of the desire for some senior faculty members at Wittenberg to reduce their teaching loads in their pre-retirement years, the University provides the following opportunity.

ELIGIBILITY

Any faculty member holding tenure may apply to participate in the plan. The faculty member should apply to the Provost no later than October 1 of the academic year prior to the commencement of participation in the plan.

TEACHING LOAD AND AGREEMENT TO RETIRE

An eligible faculty member may arrange for a reduced teaching load for a period of not more than three (3) years. The faculty member must agree to relinquish tenure and to retire from the University at the conclusion of the period of the reduced load.

TEACHING LOAD

A faculty member may arrange annual teaching loads from 4 to 20 credits. The credit load may vary from one year to the next and may be negotiated annually, if necessary. Both the load and the course assignments are subject to the concurrence of the department chair. The faculty member will continue to carry non-class responsibilities, such as advising and committee appointments in proportion to the reduced load.

COMPENSATION

Annual salary will be based on the teaching load credits and prorated at 100% of the full compensation earned in the academic year immediately preceding the commencement of the individual's participation in the plan. The prorated salary will be increased annually according to any across-the-board faculty salary increases within the University.

PRIVILEGES

The University will provide the individual with an office and existing equipment and laboratory space (for science faculty) during the period. Laboratory space will be negotiated with the department chair, according to the faculty member's proposal for its use. The University will provide the faculty member with continued access to the Wittenberg Library, all cultural and athletic events, and the HPER facilities, under terms and conditions that apply to full-time faculty.

SABBATICAL LEAVE

The faculty member will not be eligible for sabbatical leave during the period of the reduced load.

EMERITUS STATUS

If a faculty member with a reduced load under this plan is otherwise eligible for emeritus status, any requirement for full-time service to the University in the year prior to retirement shall be waived. The faculty member must be recommended and elected to emeritus status according to the process existing for full-time faculty.

BENEFITS

During the period of participation in the plan the faculty member may continue to participate in the University's medical, group life insurance, long-term disability, and retirement plans, under the terms and conditions of such plans for full-time faculty and as the benefits may be amended and changed from time to time. These benefits may include, at the faculty member's election, benefits for the faculty member's spouse and dependent children, providing that those individuals were enrolled in the plan for a minimum of 12 months prior to entering into the agreement for a reduced teaching load.

RETIREMENT CONTRIBUTIONS

The faculty member shall continue to participate in Wittenberg's retirement program through TIAA-CREF during the period of participation in the plan. The University's matching contribution will be based on the faculty member's annual compensation, and participation will be governed by the normal terms and conditions of Wittenberg's retirement program. During the period of the reduced load Wittenberg will pay the faculty member an additional cash compensation equal to the difference between the current TIAA-CREF , matching funds and the TIAA-CREF matching funds for the annual base compensation in the year preceding initial participation in the plan.

RELEASE AND AGREEMENT

A detailed outline regarding benefits and retirement contributions and a specimen statement of the agreement will be sent to a faculty member upon request.

Direct inquiries and questions to the Provost.

ACADEMIC DEPARTMENT CHAIRPERSONS' AND PROGRAM DIRECTORS' TEACHING LOAD

(Approved by Ad Hoc Committee on Load Reduction for Chairperson, January 27, 2000)

ACADEMIC DEPARTMENT CHAIRPERSONS

Academic department chairpersons receive four, eight, or twelve semester hours of teaching load reduction. The amount of load reduction is determined in the following manner:

1. For every department, the following data is gathered for the most recent three years and an average is calculated for each:
 - Number of declared majors (taken from Registrar's Office records)
 - Operating budget allocations (minus salaries, wages, and benefits)
 - Number of full-time faculty FTE
 - Headcount of part-time faculty
2. A mean and standard deviation is provided for each of the four sets of values, from which four z-scores are calculated for each department.
3. Each department's four z-scores are added, producing an aggregate score.
4. Departments are ranked according to their aggregate score and are placed by the Provost, according to rank, into one of three categories:
 - those with the highest aggregate scores

- those with the next highest aggregate scores
 - all others
5. Chairpersons of the departments with the highest aggregate scores receive twelve semester hours of teaching load reduction. Chairpersons of the departments with the next highest aggregate scores receive eight semester hours of teaching load reduction. All others receive four semester hours of teaching load reduction.
 6. On occasion, special factors, which are not part of the formula, may affect a chairperson's workload to the extent that an additional load reduction for the year should be considered. In such a case, the chairperson may petition to the Provost for a special, one-year load reduction. A chairperson's petition should demonstrate two things:
 - The four quantitative measures for workload do not adequately take the special factors into account.
 - The special factors justify moving the department high enough in the departmental rankings to justify, in turn, additional teaching load reduction.

INTERDEPARTMENTAL PROGRAM DIRECTORS

Reduction, at the discretion of the Provost. load reduction is to be awarded to interdepartmental Program Directors for a year in which they are engaged in significant program planning, curriculum development or related activities. The Provost reviews load reductions for Interdepartmental Program Directors annually.

POLICY REVIEW

Every three years (next occurring again academic year 2008-2009, new data is gathered and both the formula for ranking departments and the workload decisions based on it are reviewed.

TEACHING LOAD REDUCTIONS FOR 2003-2004 I KNOW THIS IS NOT CORRECT...NEEDS UP DATED!!!!

Academic Department Chairpersons

Twelve Semester Hours Eight Semester Hours Four Semester Hours

Biology	Chemistry	Art
Education	Communication	Economics
English	History	Geography
Music	Management	Geology
	Political Science	Health, Fitness, Sport
	Psychology	Philosophy

Sociology Physics
Theatre/Dance Religion

Interdepartmental Program Directors

Four Semester Hours Zero Semester Hours

East Asian Studies Africana Studies

Women's Studies American Studies

Bio Chemistry-Molecular Biology

Computational Science

Environmental Studies

Global Studies

Marine Sciences

Russian Studies

Urban Studies

Support and Services

- Development Board
- Professional Meetings
- Research Fund
- University Services

SUPPORT AND SERVICES:

FACULTY DEVELOPMENT BOARD

Eligibility. All full-time faculty members Wittenberg University with the rank of instructor or above, as well as adjunct faculty with the rank of adjunct assistant professor or above, are eligible to participate in the Faculty Development programs, subject to the specific rules of each program. Part-time faculty members of Wittenberg University with rank of adjunct instructor become eligible in their third year of employment by the University.

Governance and Management. The program is overseen by the Faculty Development Board (FDB), as defined in the faculty bylaws. The Faculty Development Administrator is a tenured member of the faculty nominated by the Faculty Development Board and appointed by the Provost for a three-year renewable term. The Administrator reports to the Faculty Development Board and is evaluated by this board on a yearly basis.

The Faculty Development Program is responsible for the following tasks:

- supports the improvement of teaching through New Course Grants, Course Revision Grants and Faculty Aides
- assists faculty members to deepen and broaden competence in their chosen fields and their contributions to the academic community through Professional Enrichment, Faculty Project, and Faculty Research Grants
- recognizes and supports worthy teachers and their work through the Edith B. and Frank C. Matthies Award
- collaborates with the Faculty Development Administrator to foster faculty development (teaching and professional development) through events such as workshops and faculty lunches
- assists in the extension of a tenured faculty member's education through Faculty Growth Projects where such a pursuit will lead to professional growth that enhances departmental offerings and the academic strength of the University
- assists in the redirection or retraining of faculty moving to another department or out of academe through Redirection Grants
- initiates discussion and recommends action on matters related to faculty development

****Members of Faculty Development Board, except in the case of the Matthies Award, may apply for funding represented in the above areas.**

The Faculty Development Administrator

The Faculty Development Administrator must be a tenured member of the faculty who is committed to faculty development. The Administrator will be nominated to the Provost by the Faculty Development Board, will be appointed by the Provost, and will report to and be evaluated by the Faculty Development Board. The Administrator serves as an ex-officio member of the Faculty Development Board with voice but not vote. The administrator will receive a 1/3-time course release that will be divided equally between the semesters, but will retain full-time status in the faculty.

The Faculty Development Administrator will work with the Faculty Development Board:

- to implement the Faculty Development Board's programs and initiatives
- to serve as a resource for faculty or groups on current issues related to faculty development, career development, and teaching.
- to meet with academic departments as well as special groups to determine needs for information, programming, workshops, materials, etc.
- to organize workshops, lunches, etc., geared to faculty needs. (These may be in-house or may involve arranging for outside experts).
- to work with individual faculty members, confidentially, on improvement of their teaching as requested by the faculty members themselves.
- to manage the Board's faculty development program for new faculty

APPLICATION DEADLINES

Fall - October

Professional Enrichment Grants (\$700)
Faculty Project (\$1500) Grants
New Course and Course Revision Proposals (for spring courses)

Spring – January

Faculty Aide Program

Spring -- February

Faculty Research (\$3000) Grants
Faculty Growth (\$3000) Grant

Spring/Summer -- March

Professional Enrichment (\$700) Grants
Faculty Project (\$1500) Grants
New Course and Course Revision Proposals (for fall courses)

Spring – April

Matthies Award

No fixed deadline

Redirection Grants

NOTE: EIGHT COPIES OF EACH PROPOSAL SHOULD BE SUBMITTED TO AND RECEIVED BY THE FDB OFFICE **BY NOON** ON THE DAY OF A STATED DEADLINE.

DESCRIPTION OF FDB PROGRAMS

NEW COURSE AND COURSE REVISION PROPOSALS

New Course Proposals

The FDB encourages faculty in the preparation of new courses that can be counted toward a Wittenberg degree. Maximum grant per new course is \$500; no more than \$1000 for new course or course revision

grants can be received by the same faculty member in a single year. A new course is defined as a course that has never been taught at Wittenberg, or has not been taught for three years, and has not been taught by the applicant. Proposals may include requests of materials, books, registration fees and travel expenses for seminars, workshops, college or university courses in which the faculty member is enrolled. Books, software, and similar materials purchased with the grant are to be retained in the University if the faculty member leaves within 2 years of receiving the FDB Grant. The FDB in conjunction with the department faculty member and the appropriate departmental chairperson will determine the most appropriate place to house the materials. The funds must be spent and an expense report filed with the FDB Office by the end of the first semester after the course is taught.

COURSE REVISIONS

The Faculty Development program encourages faculty in the revision of courses. When a faculty member revises a Wittenberg course and money for professional materials is needed FDB will review requests for grants of funds up to \$200. No more than \$1,000 for new course or course revision grants can be received by the same faculty member in a single year. The proposal to the Board must demonstrate that a significant revision is taking place.

Proposals **may not** include replacement costs or release time. Funds **may not** be used to purchase materials whose primary intended use is in the classroom by students. Purchase of capital equipment **will not** be funded.

A new course or course revision proposal must include:

- written indication of Departmental approval from the department chair
- written EPC approval if not a topics course
- the semester in which the course is scheduled to be taught
- a preliminary budget

NOTE: A request for a Professional Enrichment Grant, New Course/Course Revision Grant for the same project can be funded if the request satisfies the guidelines as stated in the Faculty Manual. However, the applicant should divide the project into two different requests.

PROFESSIONAL ENRICHMENT GRANTS

The funds in this category are designated to encourage faculty members to deepen and broaden competence in their chosen fields and relate this competence more effectively in the classroom. The money available is to be spent primarily to improve the professional development of individuals as well as the teaching-learning process at Wittenberg. The Board will accept proposals for new methods for reaching students with special needs; attendance at institutes, seminars or workshops; and active participation in professional conferences (delivering papers, serving as chairperson, discussant, or officer in an international, national, regional, or state organization, etc.).

FDB EXCLUDES FROM THE PROFESSIONAL ENRICHMENT CATEGORIES **MERE ATTENDANCE AT PROFESSIONAL CONFERENCES.**

Individual faculty members may apply for support as often as they wish toward an annual maximum of \$700. After an individual's grants have reached a total of \$700, subsequent grants in that year, if approved, can be funded if funds remain at year's end.

Each proposal should include the following:

- Short summary of project, including statement of objectives and how they will be achieved
- Beginning and ending dates of project or grant period
- Itemized budget, including total cost of project, even if this exceeds amount requested
- If possible, a copy of the acceptance letter for meeting or other documentation of participation (if not available at time of application send later)

Proposal may not include funding requests for audio/visual hardware, research equipment, research toward terminal degree, tuition for graduate school, or funds to subsidize the publication of the results of the research.

When applying for involvement in a program, one should also apply for the intended FDB grant (i.e., even before knowing of acceptance on the program). Applications to FDB that are submitted after the FDB deadline with such knowledge of a program are late and will not be considered.

Unless otherwise noted, the Board will withhold ten percent of the money awarded for each proposal until after it receives the final expense report/receipts for which the award was granted. A final expense report with receipts is due the semester the project has been completed. Reports should include a completed University travel expense form and all receipts for expenditures. Please forward this report to the FDB Office and it will be sent to the Business Office. It is not necessary to file a written descriptive report to the FDB Office.

NOTE: A request for a Professional Enrichment Grant, New Course/Course Revision Grant for the same project can be funded if the request satisfies the guidelines as stated in the Faculty Manual. However, the applicant should divide the project into different requests.

FACULTY RESEARCH FUND GRANTS

The Faculty Research Fund supports and encourages faculty members to maintain active professional lives. The fund provides monies for research leading to publication or public presentation, creative endeavors (exhibitions, performances, etc.), and for purchase of necessary items for research.

Awards shall be made with the approval of a majority of the Board, and board members shall not vote on their own funding requests. Each request must include a description of the proposed research project, together with an itemized statement of the intended use of the requested grant funds. Those requesting funds should use the forms below when submitting proposals. Titles and texts of previously funded proposals are on file and may be reviewed by contacting the Faculty Development Administrator.

ELIGIBILITY AND USE OF FUNDS

Grants may be made only to full-time faculty members (including both faculty in a shared position) at Wittenberg University and adjunct faculty members holding rank of Adjunct Assistant Professor or

above. Adjunct Faculty shall be eligible for the same level of funding as full-time faculty. Dissertation research or other research designed to meet requirements toward a degree will not be considered eligible. The Board will give special consideration to faculty who have never received an faculty research fund grant. For faculty who have previously received grants, preference will be given to those who have filed reports in a timely fashion.

Requests for grants from the Board should be made in the amount of actual expenses, taking into account additional sources of funding for which the applicant is applying. All equipment and materials of continuing value to the University that are purchased with the grant funds shall become the property of Wittenberg University.

The grant period is for twelve months, starting from the date the grant is awarded; reports are due one month after the end of the grant period. Any funds not spent by the end of the grant period revert immediately to the Board. A faculty grantee may request (in writing no later than the report deadline) a continuation of funds not expended. Requests for extension should include a report on the project thus far, the reason an extension is being requested, and a plan for the completion of the project. The Board will review the request and make its recommendation to continue or discontinue support. Only one extension will be granted.

At the termination of the grant period, the faculty member shall submit a written report to the Board, which includes a financial statement covering the funds expended and an account of the results of the research to date. Those who are delinquent in reporting will receive lesser consideration for later funding requests. At least one copy of any publication or exhibition/performance programs resulting from projects supported by these grants shall also be filed with the Board for subsequent deposit in the Library.

Examples of **appropriate** funding requests include equipment costs; travel for research purposes; fees for manuscript preparation; journal publication per page fees; specialized, unique or currently unavailable software (if essential to research); or exhibition, recording and performance costs.

Fund requests **will NOT** be considered for subsidizing book publication through direct payments to publisher; dissertation publication or research; attendance or presentation at professional meetings; projects that focus on teaching preparation; journal subscriptions or offprint charges; or basic computer hardware equipment, monitors, and/or printers.

Faculty may apply for:

- Faculty Project Grants - up to \$1500**
These grants are available for establishing projects, purchasing equipment, paying publication fees and paying for performance/exhibition costs. The Board expects proposals to be for new projects or for new phases of larger projects, and it expects publication, public presentation, or exhibition/performance to result. Faculty may apply as often as necessary for their research needs, but the total funds awarded for Project Grants will not exceed \$1500 per year.
- Faculty Research Grants - \$3000** (small number available in any given year)
These grants are available for larger projects. Faculty may hold such a grant only once every five

years and should expect rigorous and competitive screening of these requests. Recipients of Faculty Research Grants are not eligible for Project Grants in the same twelve month period.

GUIDELINES for Faculty Project and Research Grants

The Board will consider only proposals that conform to the guidelines listed below:

Section One: Project Outline

- Name and department of faculty member or student submitting proposal
- Short descriptive title of project
- Starting date and anticipated completion of research
- 200 - word (or less) abstract describing the goals and anticipated outcomes for the project (publication, presentation, etc.)

Section Two: Project Description

- Background on the project – be sure to provide necessary information for an audience of non-specialists
- Objectives of project and description of final product
- Methodology – be as specific as possible
- Detailed budget for project
- Proposed plan of work including a tentative schedule
- Special issues or problems that the Board should consider in considering this proposal

REDIRECTION OF FACULTY

The funds available in this category are designated to retrain faculty members moving to another department or out of academe (only tenured faculty members will be considered for moving out of academe). In a broader sense, redirection is designed to meet the needs of departments of the University at large which result from changing departmental student enrollment, retirement, or the high percentage of tenured faculty.

The Board will seriously consider all proposals for redirection, but it will give priority to those which meet both a departmental or University need, as well as an individual's personal interest. It is for that reason that the guidelines include a statement to the effect that a proposal for redirection must include the recommendations of the department chairperson(s), and the appropriate chief academic officer.

GUIDELINES FOR REDIRECTION PROPOSALS

- Summary of redirection plan.
- Statement of objectives for redirection plan.
- Detailed description of plan, which should include:
 - Projected beginning and ending dates of plan.
 - Procedures to be followed for completion of plan.
- Itemized budget including total cost of plan even if this exceeds amount requested. For plans exceeding one year, the budget must indicate annual needs.
- Written recommendations of the department chairperson and/or appropriate dean.
- Written recommendation of the Provost.

Each proposal should include some method of reporting the progress and success of the plan. Plans spanning more than one year must report at least once a year. Any expenses directly related to redirection, such as room, tuition, materials, faculty replacement costs, stipends, etc., will be considered. However, the relation of such expenses to redirection must be clearly spelled out in the proposals.

The redirection effort should be designed so as to have the least negative impact upon the faculty member's full-time obligation to Wittenberg. Participation in a redirection effort while a full-time faculty member should not exceed one course per term or its equivalent in time.

In cases of external redirection, a negotiated target for the resignation of the faculty member shall be included in the proposal. Sufficient lead time is required to permit a department to screen candidates, and to recommend a replacement when the latter is needed.

If funds are granted, the recipient must submit at the conclusion of the grant period a written report that includes the evaluation noted above and an accounting of the funds spent.

FACULTY GROWTH PROJECTS

A grant for a Faculty Growth Project enables tenured faculty members to significantly expand or update their educational training. The grant funds clearly identified projects associated with an organized program of study, completion of terminal degrees, post-doctoral studies, internships, fellowships, and self-directed programs of study and field work. The project may occur during a leave of absence, sabbatical leave, or summer. The project should be consistent with the goals of the individual's department and the University.

Please note that not all Faculty Growth grants will be accepted for funding. They will be judged on professional merit to the University.

Applications are due in the spring semester of the academic year prior to the projected beginning date of the project. The Board allocates funds for 1 grant to be awarded up to \$3,000. Grant expenditures must occur in the fiscal year of the project (1 July - 30 June).

GUIDELINES FOR FACULTY GROWTH PROJECTS PROPOSALS

- Summary of proposal
- Statement of objectives for the growth project.
- Detailed description of the project including:
 - Projected beginning and ending dates
 - Procedures to be followed for completion of the project.
 - Itemized budget including total cost of the project even if this exceeds the amount requested.
 - Description of the method for evaluating and reporting progress/success of the project.

Any expenses related to professional growth of a faculty member will be considered. However, the relation of the expenses to the growth project must be clearly stated in the proposal.

The growth project should include a written evaluation from the Chairperson of the applicant's department, and from the Provost. Faculty members may not accept full-time compensated positions

during the leave period. Grants, fellowships, or assistantships are not considered compensation for this criterion.

If funds are granted, the recipient must submit at the conclusion of the grant period a written report that includes a description of progress and success of the project, plus an account of how funds were spent.

NOTE: Recipients of the Faculty Growth Grant are required to present the outcomes of their Faculty Growth Projects to the faculty.

FACULTY AIDE PROGRAM

This program selects students of any rank (freshman, sophomore, junior, senior) who are on work grant programs to aid faculty in their teaching, personal research, or creative activity.

PURPOSE

This program has two purposes: 1) to allow faculty members more time to be better prepared, productive, thought-provoking professors, and 2) to allow selected students an opportunity to learn some of the challenges and engage in some of the activities related to their major field of study, via a close working association with a faculty member in that discipline. The Faculty Aide Program is distinct from the normal work grant program in that the Professor/Aide relationship must be structured so there are explicit discipline-specific benefits for the student. Mere clerical work is thus an inappropriate use of a Faculty Aide. At no time should the Aide perform duties that are the sole responsibility of the faculty member. Specifically prohibited are grading that involves substantive and unsupervised evaluation of content, proctoring exams, and leading class discussions.

PROCEDURES

Any member of the Faculty Development Board who wishes to request a Faculty Aide may submit a written proposal to the FDB for consideration. Please use the Faculty Aide Proposal Form included here. Proposals must be in the hands of the FDB Office by the deadline each year so that the Student Employment and Financial Aid Officers can match faculty requests to the backgrounds of students requesting aid. A deadline notification memo will be sent by the FDB Office.

The Student Employment Office will determine the wages for Faculty Aides and will make the Faculty Aide's wages a part of the Work Grant money that students receive as a part of their financial aid package. Both the faculty person and Faculty Aides have the option of requesting a change and reassignment via the Student Employment Office if the working situation does not prove agreeable to either one of the persons involved. Neither participant has any guarantee of a new assignee or assignment if a semester has already started before a change is requested.

APPLICATION (http://www4.wittenberg.edu/facstaff/faculty_manual/application.pdf)

EDITH B. AND FRANK C. MATTHIES AWARD

Each year the Board of the Faculty Development Board selects and submits to the President the name of the nominee for the Edith B. and Frank C. Matthies Award. The purpose of the award, according to the original bequest, is “to further the education of selected and worthy teachers and to strengthen the faculty.” The award, which was granted for the first time in 1978, carries with it a stipend of \$1,000. All faculty are eligible to apply, except those persons sitting on the Faculty Development Board.

There are no restrictions on the kind of proposal that may be submitted or the kinds of activities that may be included in the proposal (research, travel, attendance at seminars or other courses, training in instructional methods, etc.) As long as it is clear that the proposed activities relate to the basic purpose of the FDB, which is the improvement of teaching. The Board hopes that the absence of restrictions will set this award apart from other types of faculty grants and will stimulate creative and imaginative proposals.

Describe as specifically as possible in your proposal what you intend to do. You may include a list of anticipated expenses; the award, however, is intended as a stipend or honorarium and not simply as a budget to defray expected costs. As a courtesy to applicants an explanatory letter will be sent to any faculty member whose application for a competitive grant is rejected.

STUDENT DEVELOPMENT BOARD

The Student Development Board promotes student scholarship and development on-campus and off-campus. The Board identifies and evaluates candidates for external fellowship and scholarship programs (e.g. Fullbright, Marshall and Rhodes scholarships), making recommendations to the Provost regarding official nominations. The Board also coordinates with the Admissions Office to evaluate candidates for Wittenberg's competitive scholarships. The Student Development Board also functions as an ad-hoc review panel when special funding or student development opportunities arise.

The Student Development Board is responsible for reviewing and awarding Student Research Grants. Since these are competitive programs, students submitting proposals must demonstrate a high degree of previous academic success and appropriate preparation for the type of research being proposed. These qualifications might include, but would not be limited to, GPA, relevant coursework, preliminary research, faculty assessment, etc. Students applying for grants should consult with appropriate faculty members to obtain approval of the research project before drafting a proposal.

Students (with faculty guidance and collaboration) may apply for two types of research funding from the Board:

Student Project Grants - \$250

These grants provide funds for reimbursement of supply costs, travel and other incidental research costs for students pursuing projects during the fall or spring semester.

Summer Research Grants - \$3000

[\$2200 student stipend, \$300 supplies, \$500 faculty supervisor stipend]

These grants support ambitious summer research projects. The Board expects the research to result in written work, exhibition, public presentation, and/or performance. This program is competitive, so only a limited number of summer stipends will be awarded. These research experiences do not carry academic credit, and they are considered to be the equivalent of a full-time summer academic load. However, subsequent related work may be awarded credit at the discretion of the student's department. Preference will be given to students of junior class standing. Graduating seniors are not eligible for summer stipends.

Proposal Guidelines

The Board will consider only proposals that conform to the guidelines listed below:

Section One: Project Outline

- Name and department of student submitting proposal
- Short descriptive title of project
- Starting date and anticipated completion of research
- 200-word (or less) abstract describing the goals and anticipated outcomes for the project (publication, presentation, etc.)

Section Two: Project Description

- Background on the project – be sure to provide necessary information for an audience of non-specialists

- Objectives of project and description of final product
- Methodology – be as specific as possible
- Detailed budget for project
- Proposed plan of work including a tentative schedule
- Statement of how appropriate faculty members will be involved in the project
- Letter of support from faculty supervisor of project
- Courtesy copy of academic transcript
- Special issues or problems that the Board should consider in considering this proposal

Meeting and Funding Cycles

Fall – September

Scholarship interviews for external grants (Fulbright, Marshall, Rhodes, etc.)

Fall – October

Admissions/Scholarship Meeting

Fall – November

Student Project Grant (\$250 for spring research)

Spring – January

Informational Meeting for Students regarding internal/external funding opportunities

Spring – March

Student Summer Research (\$2200, Stipend \$300 for materials, \$500 Faculty supervisor)

Spring – April

Student Project Grant (\$250 for fall research)

Support and Services:
**SUPPORT FOR ATTENDING PROFESSIONAL
MEETINGS**

The University will pay expenses incurred by faculty members attending professional meetings up to a maximum of \$600. This amount may be accumulated by an individual faculty member to a maximum of two years.

To be applied against this amount are all items of expense, including fees paid to travel bureaus and the regular charges made for the use of University cars.

For College faculty, plans for attendance at professional meetings must be made in advance with the chairperson of the department. A review of the expense involved as well as provisions for classes to be missed should be discussed. As approved by the department chairperson, plans for the trip should be reported in advance to the Provost.

In those instances when a faculty member is asked to service as an official representative of the University, the expenses so incurred will not, of course, be charged against the professional meeting allowance.

Support and Services:

UNIVERSITY

SERVICES

ADMINISTRATIVE ASSISTANT TO THE FACULTY

The University provides a full-time administrative assistant to help faculty with the following:

- Vita
- Books/book reviews
- Board of Directors - Honors
- Grant proposals (internal and external, e.g., FDO, FRFB, NEH, NSF)
- Syllabi
- Tests
- E-mail correspondence
- Scheduling meetings
- Memos/letters/reports
- Faculty Personnel Board recommendations
- Administrative forms (travel, check requests, DPOs, etc.)
- Quest and Question activities
- Letters of recommendation
- Print shop orders

The Administrative Assistant is not permitted to do personal typing, such as theses, during office hours.

AUDIO VISUAL SERVICES

Audio Visual Services, with main offices in the west wing of the main floor of Thomas Library, supports the teaching-learning process by providing the following:

- Circulation of audio visual material and equipment
- Media production services, including assistance in the planning, preparation and creation of instructional media material and presentations
- Consultation in selection and utilization of instructional media equipment
- Equipment and instructional facility maintenance services

FACILITIES

Audio Visual Services' facilities include an instructional media and equipment distribution center, a multipurpose AV Theater/Classroom, a media viewing area, a multimedia production lab, an equipment repair area, and staff offices. Audio Visual Services supervises operation of the Thomas Library Microlab.

HOURS OF OPERATION

Regular Audio Visual Services Office Hours are 8:00 a.m. - 5:00 a.m., Monday through Friday. Summer and holiday hours may differ. Since media equipment and material use sometimes involves very specific

information, most requests for reservations, theatre use or production services should be made during office hours. However, e-mail inquiries or voice mail messages are welcome.

EQUIPMENT AND MEDIA CIRCULATION

The following are available for loan:

Equipment	Media
slide projectors	videocassettes
filmstrip projectors	audiocassettes
overhead projectors	records
opaque projectors	CDs
record players	DVDs
cassette audiotape recorders	
portable CD players	DVDs
projection screens	
VHS camcorders	
portable computers	
video projectors	
digital cameras (video and still)	
document cameras	

Reservations for equipment or media checkout should be made a minimum of 24 hours in advance. Most items (except camcorders, tripods, portable computers, digital cameras, CD players and video projectors) can be delivered to departmental offices. Training in proper use of all equipment is available on request. Borrowers are responsible for the proper care and prompt return of all equipment. To inquire about audio visual equipment reservations call 327-7324.

NOTE: All audio visual equipment is intended for use by faculty, staff, and students in carrying out official University assignments. No equipment is to be loaned to any other individuals, scholars or individuals.

AV Technology Support

Audio Visual Services provides training on the instructional technology equipment in Hollenbeck Hall, Kuss Science Center, and other advanced technology locations. Call us for help in using the VCR and DVD players, document cameras, video/data projectors or other items in our state of the art facilities.

For assistance with computer hardware and training on Windows software applications please contact the Computing Center.

MEDIA MATERIALS COLLECTION

Audio Visual Services maintains a media collection which includes over 4,600 videocassettes 2,000 CDs, 430 DVDs, 16,000 phonograph records, and 105 audiotapes. You can search for media items through EZRA, Thomas Library's online catalog, either through <http://lib.wittenberg.edu> or <http://www6.wittenberg.edu/lib>.

Additions to the Collection: You may request the purchase of video programs or other material which you believe would be useful for your collection.. Please send a written request (note, or e-mail) describing the specific title(s) you would like us to consider. Purchase of program materials is subject to budget limitations and may require preview prior to purchase.

VIDEOCASSETTE CIRCULATION TO STUDENTS

Most library materials are available to all members of the Wittenberg community. However, to answer concerns regarding the protection of the video collection and the necessity for some materials to be readily available for professors' classroom use, the Library Policy Committee approved the following:

"Library Use Only" Restriction

Faculty members may request through Audio Visual Services that individual video programs be designated as "Library Use Only." Restrictions may be placed for one semester or long term. Restricted videos can be used by a student within the library for a two-hour period or can be checked out of the library for seven days with written authorization from a faculty member. Library staff will keep records of restricted titles and will report periodically to faculty members what items they have on "Library Use Only" status. These lists should be reviewed and any items not needing the restriction removed. As faculty members retire, items on their restricted lists will be returned to unrestricted status.

Any video not designated "Library Use Only" may be freely checked out of the library by any student for a seven day period.

FILM/VIDEOCASSETTE FREE LOAN, PREVIEW, AND RENTAL SERVICES

For hard-to-find titles or subjects not available in our collection, we can acquire media items from off-campus sources. Materials can be obtained through free loan, preview or rental arrangements. Audio

Visual Services staff will handle all arrangements for use, including ordering, receipt, delivery to and retrieval from your department office, and return to the source.

Free loan materials incur no use charge and can be ordered for a specific use date.

Some media distribution companies will allow free previews of their films/videocassettes for evaluation prior to purchase. Specific use dates are sometimes honored.

Films/videocassettes can be obtained for a specific use date on a rental basis, incurring a charge to be paid to the distributor after the use. This rental fee is "charged back" to your department. Audio Visual Services has a large collection of catalogs for you to use in locating suitable media support for your instructional needs. If you prefer, Audio Visual Services' staff can search for the particular items and provide a listing of titles which may meet your needs.

Media titles are also available through OhioLINK, the consortium of Ohio's college and university libraries and the State Library of Ohio. You can peruse the OhioLINK online catalog at <http://www.Ohiolink.edu>. After your search for a subject you can "limit" your search to media material types such as audio visuals and music records. Once you have found an item you would like to view, you can check it out "online" using your OhioLINK patron authorization number. You will be notified when the item arrives and you can pick it up at the Library Main Circulation desk. If you have questions regarding this capability, please call Audio Visual Services.

MEDIA PRODUCTION

Graphic/Photographic: Original graphics work, charts, signs and overhead transparencies can be prepared for instructional and research purposes. Copystand and limited black and white photographic services are also available. Output options include:

- Black and white or color transparencies
- 35 mm color slides
- Black and white or color signs or posters (up to 22" x 17")
- Mounting and laminating
- Color and duplicate slides

Media production equipment includes a scanner, digital cameras, 35mm slide scanner, color inkjet printers, laminating equipment and a photographic copystand. Software includes PowerPoint, assorted graphic applications, and optical character recognition for scanning text.

Note: Requests for media production should be made at least a week prior to the date material is needed. Some projects may require more time to complete. Costs of material used may be charged to departmental accounts or paid at time of pickup.

VIDEO EDITING

A video editing system is available for faculty, staff and students to use in their Wittenberg endeavors. AV staff will provide required training in the use of the equipment and facility to individuals or small groups, after which you can reserve the editing room and work on video editing projects.

THOMAS LIBRARY MICROLAB

This 22 unit computer lab is a general purpose campus computer lab that can be scheduled for class instruction. The Windows XP operating system (scheduled for Summer 2005 upgrade) supports both Corel and Microsoft Office suites. Many other applications are available to provide an enriched computing environment. An "instructor's station" is connected to a video/data projector, projecting the computer's display on the front wall. Knowledgeable student assistants are available to help with computing or facility questions. To schedule the Microlab for a class, call the Audio Visual Services Office, 327-7326.

GUIDELINES FOR OFF-AIR VIDEO RECORDING AND RETENTION OF VIDEOTAPES

Any faculty member may request that Audio-Visual Services record off air television programming for potential classroom use. The program(s) to be recorded must be available by open-air broadcast, not just through cable system sources; that is, the program could be picked up by a non-cable television set (e.g., using "rabbit ear" antenna) at the time of recording. Programs from some cable sources, such as HBO, A&E, etc. are not considered "off-air" and must be individually licensed. As a guide, the following television broadcast channels may be received in the Springfield area, depending on environmental conditions:

Channel	From	Channel	From
2	Dayton (ABC)	16	Dayton (PBS)
4	Columbus (NBC)	19	Cincinnati (FOX)
6	Columbus (ABC)	22	Dayton (NBC)
7	Dayton (CBS)	26	Springfield (IND)
10	Columbus (CBS)	34	Columbus (PBS)
14	Cincinnati (PBS)	45	Dayton (FOX)

Any video material taped by Audio-Visual services may be previewed or used for classroom teaching by any faculty member at Wittenberg for a period of 45 days following the taping.

During this 45-day grace period the faculty members interested in the taped material must decide whether they want to seek the rights to keep the material on a long-term basis or have it erased. Any material not decided on at the end of the 45-day grace period will be erased.

Should any faculty member wish to retain taped video material longer than the 45-day period, then the Director of AV Services will contact the holder of the copyright or his agent to determine (a) willingness to grant permission for prolonged use of the material for teaching and (b) cost (if any) for this right. If a

cost for use is involved, the Director of AV Services will inform the interested faculty member so that arrangements can be made for the payment of the fee.

During the period following the 45-day grace period after taping, and while negotiations are going on for the right to retain the taped material, this material will be held in storage and not used for classroom teaching or any other purpose.

SATELLITE DISH

Audio Visual Services supports the steerable C/Ku band satellite dish which sits atop the Shouplin Center. Normally the disk is used to provide 24 hour access to SCOLA (Channel 1 (news) programming. SCOLA is a non-profit educational organization transmitting international television programs for educational use. This content is broadcast on channel 3 of our closed circuit television system. However, with adequate lead-time, the dish can be steered to point at other satellites so that news, cultural and sporting events and teleconference downlinks may be broadcast throughout the Wittenberg campus.

The SCOLA schedule is available at their site: <http://www.scola.org>

COMPUTING SERVICES

The Computing Center's Solution Center is where computer users find help and a variety of services. The Solution Center , In Synod Hall, Room 13 is staffed from 8 a.m. - 12 p.m. and 1 p.m.- 5 p.m, Monday through Friday during the school year. The Solution Center can be reached at either 525-3801 or solution@wittenberg.edu. To place a work order for repair or help jog into the Witt Link Portal and click Computing Center under work orders in the left hand column or contact us via e-mail , phone or visit.

FACILITIES

- 450 public, classroom, and residence hall computers available for student use with network access and laser printers
- web, file storage space, an e-mail space for all faculty, staff and students
- file storage space for student, faculty and, collaborative work by request
- integrated software system serving campus administrative functions
- WittLink Portal, the Web interface to campus administrative software

There are approximately 450 computers open and available for students to use across campus in public, classroom, and residence hall computer labs. All of these labs are equipped with network capability and residence hall computer labs. All of these labs are equipped with network capability and laser printers. Each student has space available on Web, file, and e-mail servers for their personal use. There is also space available for class projects separate from the student's personal work area; setup for class file space can be requested by any faculty member. Our Windows 2000 and XP based network allows each faculty student to access his or her own area on the file servers from any networked lab on campus, residence hall room, or through our dialup modem services. Standard software includes Microsoft Office Professional, and specialized programs for individual classes are made available from a variety of locations around campus.

Administrative software systems are integrated to a single database serving all administrative offices. The WittPortal team maintains a Web interface to the administrative computing area for faculty and students. For additional support services, please see the WittLink Portal area of the Wittenberg.

ACADEMIC COMPUTING SERVICES

The purpose of the Computing Solutions Center is to help faculty, staff and students use the University's computing resources including:

- Training students to assist in the computing center and serve as assistants at campus computing sites.
- Assisting faculty members who prepare grants that include computing (see Joe Deck).
- Providing for the class use of computing, including assignment of class user names, update of class mailing lists, and creation of courseware accounts.
- Offering training sessions and seminars for campus computer users.
- Developing and maintaining user documentation and circulating computing guides where needed on campus.
- Promoting innovative academic applications of computing.
- Providing for the installation and update of major academic software packages and assisting the academic community in the use of major packages that are generally available.
- Providing support for the acquisition and use of computers on campus, including:
 - Assisting departments in the use of computers
 - Advising faculty members and students who wish to purchase computers.
 - Advising faculty members and students purchasing computer software.

The Computing Center is tasked with software and hardware support. However, with the continual proliferation of software packages and new hardware the amount of support available for unknown items is partial. The Computing Center investigates new hardware and software requested by faculty. There is a time requirement involved, and in the case of some software may only be updated during a larger break in classes such as summer or winter. For both hardware and software, the Computing Center is able to support items purchased in collaboration with the Solution Center because they are able to assess the likelihood of the item working with other software or hardware on campus. For items purchased without Computing Center involvement, the amount of time and resources available will be limited. Specifications and timeframes for software evaluations and further information may be found: http://www4.wittenberg.edu/administration/cctr/software/software_guidelines.html

ADDITIONAL SERVICES AVAILABLE

As part of Wittenberg's ongoing commitment to technology, additional services are added yearly. Examples include:

- the ability to connect your personal network enabled computer using our Witt Connect services in various locations including Hollenbeck Hall (hallway study areas), the new wing of the Barbara Deer Kuss Science Center, the Joseph G. Shouplin Center for Lifelong Learning meeting rooms (wireless available), and the Student Center meeting rooms (wireless available).
- VPN (Virtual Private Networking) available to faculty and staff to enable access to Wittenberg network drives and resources through a non-Wittenberg Internet Service Provider

- ❑ Dial up service—free to active Wittenberg faculty, students, and staff
- ❑ Access to set all passwords related to computer accounts and network registration updates from the WittLink Portal
- ❑ Access to advisee information in the WittLink Portal

For more information about any of these services, visit the computing Center's web pages at <http://www4.wittenberg.edu/administration/cctr/> or contact us at 525-3801 or solution@wittenberg.edu.

REPAIRS

There are times when computers malfunction or are inoperative. Please call the Solution Center, 525-3801 with information about any computer or software found to be inoperative.

STATEMENT REGARDING SPAM AND ABUSIVE E-MAIL

To support users' ability to read e-mail from anywhere through various web browsers and e-mail programs, Wittenberg chooses to retain messages on a central mail server. As a result, most SPAM software is not compatible with this service, many are cost-prohibitive, and many solutions block desired messages as SPAM. Currently Wittenberg performs checks on incoming mail including:

- ❑ Checking each message for known viruses and quarantining infected messages
- ❑ Blocking e-mail addresses presented by users to the computing Center as abusive
- ❑ Evaluating messages according to a weighted system of typical SPAM indicators in order to tag messages as possible SPAM for users' convenience

Wittenberg does not block entire domains or any message from an address unless it is specifically requested by a Wittenberg user and meets criteria as abusive. While this system is not comprehensive or perfect, it does allow the greatest measure of personal freedom and choice in the use of a Wittenberg-email address for users while blocking repetitive abuse of those addresses by outside sources. To report abusive e-mail, forward the message with header information to abuse@wittenberg.edu.

For suggestions about reducing SPAM see <http://www4.wittenberg.edu/administration/cctr/information/spam.html>

PLEASE NOTE: The following policy exists as part of the WittLink Portal system. Users are required to electronically sign the policy before using the Portal system.

ACCESS TO AND USE OF COMPUTING RESOURCES

University computing services support the educational mission and operational needs of the institution, encourages community and contribute to open communication. Policies protect individual and institutional rights, and identify responsibilities associated with the privilege of access to institutional resources. By accepting the privilege of using University resources, the individual accepts the responsibility for learning the legal and policy restrictions on that use and agrees to abide by those

regulations. The Wittenberg Computing Center is responsible for the integrity of computing systems and resources and for establishing guidelines for access and use of computing resources.

A user is responsible for all activity originating from his or her account and for ensuring that passwords or other security measures are not breached. A user who suspects that someone else has accessed his/her account must contact the Computing Center immediately. Faculty and staff members are responsible and accountable for their immediate family-member accounts. Family-members include spouses and dependent children as defined by the federal government for tax purposes.

Users may not: share passwords, attempt to circumvent security measures, interfere with the ability for others to use the network, use University computing resources for harassing communication, and use computing or networking resources to operate a business unrelated to the mission of the University.

Users must: abide by the provisions of copyright law. Wittenberg's information for the Digital Millennium Copyright Act can be found at <http://www.wittenberg.edu/web/dmca.html>. and comply with federal, Ohio, and other applicable laws; applicable University rules and policies; and applicable contracts and licenses.

All staff are expected to use good judgment in determining the appropriate amount of time spent in accessing the Web and using other computer applications. Establishing and enforcing guidelines for at-work personal/recreational use of Wittenberg computing resources is the responsibility of each supervisor, within the general provision that there be zero impact on the employee's work performance.

Users who violate this policy may be denied access to University computing resources and may be subject to other penalties and disciplinary action, both within and outside of the university.

USE OF HARDWARE/SOFTWARE

University owned or leased computer hardware, software, and software licenses are the property of Wittenberg University. With the exception of intellectual property, data stored on University property is the property of Wittenberg University.

Legitimate use of a computer or network system is based on the requirements of a user's position, not on the knowledge of the user or whatever is technically possible. Although some limitations are built into computer operating systems and networks, those limitations are not the sole restrictions on what is permissible.

The University owns licenses to a number of proprietary programs. Users may not redistribute or reverse engineer software outside of the license terms with the software suppliers. Copyright protection also applies to many resources found on the Internet, including but not limited to images, audio and video files, and electronic versions of print materials. The use and redistribution of any software or other copyrighted materials without permission is strictly prohibited.

PROTECTION OF CONFIDENTIAL INFORMATION

Once an individual is granted access to data, he or she is responsible as a custodian of that data. Data custodians are held accountable for maintaining the security and confidentiality of those records to

which they are granted access. Additionally, all faculty, staff and students must comply with the Family Educational Rights and Privacy Act (FERPA) guidelines regarding the release of student information.

ACCESS TO AND USE OF DATA

Material that is damaging to the University, in violation of copyright laws, in violation of University contractual agreements, or otherwise contrary to University standards may not be downloaded or posted to University computers or transported across University networks.

Violations include, but are not limited to:

- Accessing, or attempting to access, data or information without proper authorization regardless of the means by which this access is attempted or accomplished;
- Downloading copyrighted programs;
- Giving another person access to data or information to which they are not authorized;
- Obtaining, possessing, using, or attempting to use passwords or other information about someone else's account;
- Forging, fraudulently altering, or willfully falsifying computer files/data identified as University records;
- Using electronic resources to hoard, damage, or otherwise interfere with administrative or academic resources accessible electronically;
- Using electronic resources to steal another individual's work or otherwise misrepresent one's own work;
- Interfering with the work of another user;
- Supplying or attempting to supply false or misleading information or identification in order to access another user's account,;
- Deliberate, unauthorized attempts to access, use, or manipulate University computers, computer facilities, networks, systems, programs or data.

Users may not change, copy, delete, read or otherwise modify University leased or purchased software except where permitted.

RIGHT TO PRIVACY

Though users can expect the University to respect their privacy, the privacy rights of individuals using University owned equipment have some limits. In particular, Wittenberg reserves the right to monitor volume of traffic, investigate potential policy abuses, and take steps necessary to suppress viruses and other damaging programs. Computer Center personnel will not access programs, files or data without permission from one of the following:

- The creator/custodian of the materials
- The Dean of Students or President if the creator/custodian is a student or prospective student,
or

- The appropriate Vice President, Provost, or President if the owner is a member of the faculty, staff, alumni, parent, or family member of the faculty or staff.

Computer files are a form of property and the contents of a file will be treated as physical property. Users are expected to respect the privacy and restrictions placed upon information stored or transmitted across computers and network systems, even when that data or information is not adequately secured.

You should also be aware that your privacy is also impacted by other federal legislation. For more information on this you can review the following site:

http://www.acenet.edu/washington/anti_terror/2001/2001_anti_terror.pdf

SAFEGUARDING OF SECURITY PASSWORDS, USER IDENTITY, AND SYSTEM ACCESS

Investigating or reading another user's files is considered the same as reading papers on someone's desk - a violation of the person's privacy. Reading protected files without authorization by the custodian of the file, by whatever mechanism, is prohibited. Nevertheless, please be aware that from time to time, especially when you are away from your desk, your supervisor or another employee may need to access your computer or files. You should not expect information left on your computer or in your files to be unconditionally private.

Students, faculty and staff should report violations of this policy, potential loopholes in computer systems security, and cooperate with the Director of Computing in the investigation of suspected policy violations. These issues should be reported to the Computing Center Solution Desk (solution@wittenberg.edu) or by calling (937) 525-3801.

Users who have valid accounts may only use computer and network resources that they are specifically authorized to use. Users shall use accounts for authorized purposes and are responsible for safeguarding their computer account. Users should not allow other person(s) to use their account. Passwords should be changed often to ensure that private and secure files are kept secure. Computer accounts may not be transferred or used by other individuals including family and friends.

E-MAIL AND WORLDWIDE WEB APPLICATIONS

Wittenberg maintains electronic mail, web, and other systems to facilitate University business. Although e-mail correspondence can take on a more informal tone, all messages composed, sent, or received on the electronic mail system should be considered official University correspondence and could be subpoenaed by a court of law.

The University expects e-mail messages to be treated as confidential by other employees and accessed only by the intended recipient. Employees should not attempt to gain access to another employee's messages without permission. Communications via e-mail are subject to all University standards and policies that govern other forms of communication.

The University provides bulletin boards and chat rooms for communication purposes. As such, the University reserves the right to delete posted materials that violate standards of appropriate conduct.

The University also provides the opportunity for students, faculty and staff to post individual web pages. The University does not monitor web pages but individual students or staff members should be aware that University policies regarding harassment or inappropriate conduct apply to web page materials.

University e-mail, web and other electronic services may not be used for commercial and/or private gain.

VANDALISM

Any user's account, software, and hardware, is a possible target for vandalism. Attempted or detected alteration of user system software, data or other files, as well as equipment or resource disruption or destruction, is considered vandalism.

VIOLATIONS

Any user of computing and networking resources can be denied full or partial access to computing and networking resources if he or she violates this policy. Generally, denial of service will be justified by well-documented violations of policy and warnings. The Computing Center may terminate or restrict any persons' access to its resources, without prior notice, if such action is necessary to maintain availability, security, and integrity of operations for other users of the resources, or in the case of serious policy violations. The Computing Center will notify the user and the appropriate Vice President or Provost when access has been restricted or terminated. Appeals will be handled through existing processes. (Student violations will be referred through the student conduct or academic misconduct systems outlined in the Student Handbook. Faculty and staff violations will be referred through conduct processes outlined in the Faculty Manual and the Administrative and Hourly Staff Manuals.) Where directly applicable the Student Handbook, and the Administrative and Hourly Staff manuals take precedence over this policy. The student handbook can be found at:

http://www4.Wittenberg.edu/administration/human_resources/manuals.html. The hourly and administrative staff manuals can be found at:

http://www4.wittenberg.edu/administration/human_resources/manuals.html.

Any user of computing and networking resources is subject to disciplinary action up to and even including termination of employment or expulsion from school for serious violations of this policy. Examples of serious violations include, but are not limited to, violations of the law (child pornography, FERPA), software piracy, and unauthorized access to and/or modification of data (academic records, financial, payroll, donor information). FERPA information may be found at <http://www.wittenberg.edu/students/ferpa.html>. Should it become necessary to deny faculty, staff, or current students access to computing or networking resources, a notice will be sent to them within 24 hours by mail. Should it become necessary to deny any other individual access to computing or networking resources, a notice will be sent to them within 48 hours by mail.

WittConnect Service

Acceptable Use Policy

- Any modification of the network will not be permitted.

- Our pursuits are academic, and the University must abide by applicable legal and copyright law. You may not use your network connection to act as a service or to use software for copyright infringement.
- You will not be permitted to forge or misrepresent your identity or your network address. Only registered, approved devices may be used on the network
- Excessive use of network resources hampering use by others is also not acceptable.
- Computing Center student staff members will not perform repairs or upgrades to personally owned computers. Our help is limited to getting your computer back on Wittenberg's network. No program, virus software, or device can prevent all viruses. Trojans, worms, etc. There will be time where the software corruption on the computer may be beyond our purview to correct. In those cases, we will refer you to your manufacturers technical support or another third party of additional repair or assistance.
- You are responsible for your behavior on the network and on the Internet.
- Penalties for failure to comply with the university's usage guidelines can include: immediate suspension of network service, suspension of computer use privileges, and pursuit of disciplinary procedures outlined in the Student, Faculty, and Staff Handbooks.
- We reserve the right to take appropriate action and/or suspend users who attempt to circumvent network security or post excessive network activity
- all users are expected to follow the Access and Use computing resources policy. The full policy may be found: <http://www4.wittenberg.edu/administration/cctr/general/policies/policy.html>.

AntiVirus Protection

Network users are responsible for installing and maintaining Wittenberg's designated anti-virus and anti-spyware programs on his/her own computer, including keeping the virus list up-to-date. The University's anti-virus program does protect personal computers and is the version required for personal computer network access. Download: <http://www.wittenbeg.edu/software>. Neither Wittenberg University nor it designated agents may be held responsible for any damage to the students; computer and/or loss of data due to a virus, trojan, worm, etc. or efforts to repair/reconnect your computer to the network.

Note about malware:

Some malicious programs are becoming more prevalent on the Web. There is no protection currently available from these programs. In some cases the only known fix to eliminate these from the computer completely is to delete and reload the software and/or operating system. We urge users to practice "safe computing".

Statement of Resource Purpose

University computing services support the mission and operational needs of Wittenberg University. Policies protect individual and institutional rights, and identify responsibilities associated with the privilege of access to institutional resources. By accepting the privilege of using University resources, the individual accepts the responsibility of learning the legal and policy restrictions on that use and agrees to abide by those regulations.

Statement of Network User Responsibilities

Users may not attempt to circumvent security measures, forge or misrepresent an identity or network address or use a computer on Wittenberg's network to act as a server outside campus.

Users may not modify any aspect of the University's network infrastructure or attempt to add any hardware that is not expressly permitted.

The working condition and repair of a user's personal hardware is the sole responsibility of the user. As such, all users are required to maintain the most current version of virus protection and all necessary security patches and critical updates for the operating system (Windows or Mac)

Partial or full data loss or hardware failure due to the establishment/connection or maintenance of connection to the University's electronic resources is the responsibility of the user. The user is responsible for all reinstallation of software and backup data.

The user is solely responsible for any liability arising from the use of this computer.

Users may not disconnect or otherwise disable currently installed university hardware.

Users are responsible for their behavior and that of any sponsored guest while connected to Wittenberg's network.

Users will abide by the provisions of copyright law and comply with federal, state and other applicable laws; applicable university rules and policies, and applicable contracts and licenses.

Wittenberg's information for the Digital Millennium Copyright Act can be found:
<http://www.wittenberg.edu/web.dmca.html>

Acceptable Hardware/Software

There are no minimum hardware specifications. Wittenberg Computing Staff recommends that only systems using Internet Explorer 5.5 or above or Netscape 7.x be used to better utilize network resources.

Currently the only acceptable hardware includes:

Student, faculty, staff or guest laptop or desktop computers (Windows and Mac)

All hardware will be scanned prior to and during connection to the network to ensure compliance with operating system, virus protection, and application requirements. See the WittConnect Terms of use for more information. Computers found to be out of compliance (most typically with a virus) will be immediately disconnected from the network. Users may petition the Solution Center (Computer Services) for reconnection to the network after providing documentation that the virus, etc. are cleaned from the system

No server operating systems or server type applications are permitted.

Statement of Wittenberg's Responsibility

Wittenberg University is not responsible in any way for any damage resulting from the operation of the computer however caused. This includes, but is not limited to, property damage, personal injury, and /or direct or implied damage to the equipment, software applications, or data on the computer, whether or not it is connected to the University's network at the time.

Support will be limited to advising the user of steps necessary to complete network connection of their own hardware.

Statement regarding bandwidth usage and monitoring

Bandwidth monitoring is performed on a periodic basis to determine areas of high or unusual usage. Usage of particularly high bandwidth application is limited. When several people are running the same types of programs (gaming for example) there is a limit to the amount of bandwidth allotted to that particular activity. The result may be a slowdown of network performance related to the activity. Wittenberg's primary mission is academic, and in support of that purpose academic use of electronic resources is protected from subversion by nonacademic pursuits. At the same time, the University's environment is one of open access and academic freedom and so in support of that environment no sites or servers are prohibited unless deemed to be a threat to network integrity or security.

Senders of e-mail that users consider threatening, abusive, or who attempt to flood the mail system in a DOS (Denial of Service) attack may be blocked.

Statement regarding peer to peer (P2P) and other high bandwidth applications - Personal Computers

Peer to Peer (P2P) and other types of file sharing services are not considered to be of academic value and are not permitted for students use either on campus computers or on personal computers that are using University resources such as WittConnect. All instances of such file sharing or server applications will result in the immediate disconnection of the user's personal networked devices. Notification of the disconnection and reason will be sent to the Office of Student Development. Users may petition Student Development for reconnection to the network.

The Computing Center recommends that users who engage in other high bandwidth applications do so responsibly. Responsible use includes limiting such application use to off peak hours and to observe all federal, state and local statutes regarding such applications.

The Computing Center does periodically receive requests for information and or assistance for outside agencies, particularly the RIAA (Recording Industry Association of America). All such inquires are forwarded to the Director of Computing and then to the Vice Present of the appropriate area of the University. In most cases this falls under the jurisdiction of the Vice President of Student Development, but for employees and faculty the Vice President of their particular area will be notified.

Violations and Definition of Services Affected

Reconnection of service after suspension due to any reason (e.g., virus infection, peer to peer, server applications) outlined above will result in the following sanctions. Additional sanctions may be imposed by the offender's departmental area (for students, Student Development):

Any offense such as out of date virus scanner, out of date operating system, server software (i.e. an SMTP server or Microsoft's IIS) or other behavior that is potentially network damaging will result in immediate disconnection of the device from the network. Users may petition for recommendation after correcting the problem by updating their virus scanner, operating system, etc.

"Habitual Offenders": When a device or user has continuing issues with the same type of problem, they may be removed from the network for the remainder of the semester. This will result from repeated similar offenses, such as running an SMTP server multiple times, multiple missed virus scan updates, etc.

Offenses occurring within the span of a semester will result in sanctions and apply to all WittConnect users including those using dial up, VPN, wireless, and direct connection to the network.

The University reserves the right to make changes to any part or all of these terms of use at any time. When a revision is made, the Computing Center will issue notification via e-mail to affected constituencies. Current copies of this policy may be obtained:
<http://www4.wittenberg.edu/administration/cctr/networking/wittconnectou.html>

THE DIGITAL MILLENNIUM COPYRIGHT ACT AT WITTENBERG STATEMENT

Wittenberg University complies with the provisions of the Digital Millennium Copyright Act (DMCA). If you have a concern regarding the use of copyrighted material on any site on the wittenberg.edu network, please contact the agent designated to respond to reports alleging copyright infringement.

DESIGNATED AGENT

The designated agent for the Wittenberg University campus to receive notification of claimed infringement under Title II of the DMCA is: Joseph G. Deck, Director of Computing Services, Phone: (937) 525-3800, Fax: (937) 327-7372, jdeck@wittenberg.edu, Wittenberg University, Box 720, Springfield, Ohio 45501-0720

CLAIMS

The DMCA specifies that all infringement claims must be in writing (either electronic mail or paper letter) and must include the following:

- A physical or electronic signature of the copyright holder or a person authorized to act on his or her behalf;
- A description of the copyrighted work claimed to have been infringed, or, if multiple copyrighted works at a single online site are covered by a single notification, a representative list of such works at that site;
- A description of the material that is claimed to be infringing or to be the subject of infringing activity, and information reasonably sufficient to permit the service provider to locate the material;
- Information reasonably sufficient to permit the service provider to contact you, such as an address, telephone number, and, if available, an electronic mail address;
- A statement that you have good faith belief that use of the material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and
- A statement that the information in the notification is accurate, and under penalty of perjury, that you are authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

RESOURCES

GRANT PROPOSALS

ROLE OF THE ASSOCIATE PROVOST

The Associate Provost works with academic programs, individual faculty members, faculty committees, and others to develop ideas into proposals, to identify possible sources of support, and to oversee the internal process through which proposals are approved for submission. Although the Associate Provost will assist with editing, responsibility for writing a proposal narrative typically rests with the project director or principal investigator, who alone usually has the necessary knowledge and expertise.

Faculty members who wish to secure external funding for the acquisition of equipment, for projects related to the academic program of the university, or for personal professional development, research projects, or other scholarly activity should contact the Associate Provost at the earliest opportunity. Faculty members should not contact funding agencies directly without the approval of the Associate Provost. If you have a specific grant program in mind, this initial contact should occur several months in advance of the application deadline. This will make it possible to begin discussions within the administration and with any affected departments early enough to answer any questions raised by the proposal. One of the Associate Provost's most important responsibilities is assisting with this process.

HELP FOR PREPARING GRANT PROPOSALS

In 203 Recitation Hall, the Associate Provost maintains a small library of information related to grant opportunities (e.g., descriptions of grant makers and their programs, proposal writing guides, application forms, and samples of successful proposals). These items include:

Reference Works

The Complete Grants Sourcebook for Higher Education
The Directory of Corporate and Foundation Givers
The Foundation 1000
The Foundation Directory
The Foundation Grants Index
Guide to U.S. Foundations, Their Trustees, Officers, and Donors
National Data Book of Foundations
National Guide to Funding for Higher Education
Ohio Grants Guide 1999-2001

Guides to writing proposals and developing project evaluations plans

Bond, Sally L., et. al. *Taking Stock: A Practical Guide to Evaluating Your Own Programs*. Chapel Hill, N.C.: Horizon Research, Inc., 1997.

Burke, Jim and Prater, Carol Ann. *I'll grant You That: A Step-by Step Guide to Finding Funds, Designing Winning Projects, and Writing Powerful grant proposals*, Portsmouth, NH: Heinemann, 2000.

The Foundation Center's Guide to Grant seeking on the Web. The Foundation Center, 1998.

Frechtling, Joy. *The 2002 User Friendly Handbook for Project Evaluation*. Prepared under contract for the National Science Foundation. Westat, 2002.

Frechting, Joy A., ed. *Footprints: Strategies for Non-Traditional Program Evaluation*. A RED-sponsored Monograph on Evaluation., NSF 95-41. Rockville, MD: Westat, Inc., 1995.

Frechting, Joy A., ed. *User-Friendly Handbook for Project Evaluation in Science, Mathematics, Engineering, and Technology Education*. NSF 93-152. Revised edition. Westat, Inc., 1996.

Frechting, Joy and Sharp, Laurie, eds. *User-Friendly Handbook for Mixed Method Evaluations*. NSF 97-153. Westat, 1997.

Geever, Jane C. and McNeill, Patricia. *The Foundation Center's Guide to Proposal Writing*. The Foundation Center, 1993.

Golden, Susan L. *Secrets of Successful Grantsmanship: A Guerilla Guide to Raising Money*. The Jossey-Bass Nonprofit Sector Series. San Francisco: Jossey-Bass, 1997.

Hall, Mary. *Getting Funded: A Complete Guide to Proposal Writing*. 3rd edition. Portland, Oregon: Continuing Education Press, 2000.

Kiritz, Norton J. *Program Planning & Proposal Writing*. The Grantsmanship Center Reprint Series on Program Planning & Proposal Writing. Los Angeles: TGCI.

Quick, James Aaron, and New, Cheryl Carter. *Grantseekers Toolkit: A Comprehensive Guide to Finding Funding*. New York: John Wiley & Sons, Inc., 1998.

Quick, James Aaron, and New, Cheryl Carter. *Grant Winner's Toolkit: Project Management and Evaluation*. New York: John Wiley & Sons, Inc., 2000.

The following websites might also be useful to those preparing grant proposals:

Proposal writing guides

Most of the following are generic guides , containing useful advice for all types of grant proposal, not just proposals to the agency publishing the guide or tutorial.

American Association for the Advancement of Science, "Science's NextWave"

Mohan-Ram, Vid. "How Not to Kill a Grant Application." parts 1-5, January 7, January 28, February 11, February 25, May 26, August 11, 2000

<http://nextwave.sciencemag.org/cgi/content/full/2000/01/06/1>

<http://nextwave.sciencemag.org/cgi/content/full/2000/01/26/1>

<http://nextwave.sciencemag.org/cgi/content/full/2000/02/09/17>

<http://nextwave.sciencemag.org/cgi/content/full/2000/02/24/5>

<http://nextwave.sciencemag.org/cgi/content/full/2000/05/24/2#related>

<http://nextwave.sciencemag.org/cgi/content/full/2000/08/09/3>

Reif-Lehrer, Liane. "The Beauty of Outlines." June 9, 2000
<http://nextwave.sciencemag.org/cgi/content/full/2000/06/07/2?ck=nck>

Wolfe, Cecily (Program Director, Division of Earth Sciences, NSF). "Grant Preparation Advice, NSF-Style."
February 11, 2000.
<http://nextwave.sciencemag.org/cgi/content/full/2000/02/10/2>

Columbia-Presbyterian Medical Center
Faculty & Research: Writing a Grant Proposal, Writing Tips and Application Forms
<http://cpmcnet.columbia.edu/research/writing.htm>

Environmental Protection Agency
Grant-writing Tutorial
<http://www.epa.gov/seahome/grants/src/msieopen.htm>

The Foundation Center
A Proposal Writing Short Course
<http://fdncenter.org/learn/shortcourse/prop1.html>

Human Frontier Science Program
Kraicer, Jacob The Art of Grantsmanship
<http://www.hfsp.org/how/ArtOfGrants.htm>

Indiana University Purdue University Indianapolis, SOS Grant Web
Tips for Successful Proposal Writing (originally prepared by the University of Oklahoma)
<http://www.science.iupui.edu/wilson/gantweb/GrantSk.IUPUI.html>

National Institutes of Health
How to Write a Grant Application
http://www.niad.nih.gov/ncn/gtants/write/write_al.htm

Reidi, Alice N.T. (University of Delaware)
A Practical Guide for Writing Proposals
<http://members.dca.net/areid/proposal.htm>

Social Science Research Council
The Art of Writing Proposals: Some Candid Suggestion for Application to Social Science Research Council
Competitions
http://www.ssrc.org/publications/for-fellows/art_of_writing_proposals.page

University of Michigan
Thackrey, Don. proposal Writer's guide
<http://ww.research.umich.edu/proposals/pwg/pwgcontents.html>

University of Nebraska - Lincoln
Stanley, David. Writing from the Winner's Circle: A Guide to Preparing Competitive Proposals
<http://www.unl.edu/nepscor/newpages/noframes/pubs/winners/writing.html>

University of Vermont

Hemenway, Dvid. How to Improve Your Score When Submitting a Grant Application

http://www.uvm.edu/~ospuvvm/?Page=Proposal_Submission/DHemenwayImproveScore.htm

University Based Webpages With Links to Other Sites

Indiana University Purdue University Indianapolis

A list of links to federal funding sources

<http://www.science.iupui.edu/wilson/grantweb/FED.IUPUI.html>

A list of links to foundations and other private funding sources

<http://www.science.iupui.edu/wilson/grantweb/NONFED.IUPUI.html>

University of Minnesota

Funding Opportunities

<http://www.ospa.umn.edu/fundingopportunities/index.htm>

University of Vermont, Office of Sponsored Programs

<http://www.uvm.edu/~ospuvvm/>

University of Wisconsin-Madison, Grants Information Center, A Cooperating Collection of the Foundation Center Library Network, Proposal Writing: Internet Resources

<http://www.library.wisc.edu/libraries/Memorial/grants/proposal.htm>

Federal Government Funding Sites

Department of Agriculture

Cooperative State Research, Education, and Extension Services (SSREES) funding opportunities

<http://www.reeusda.gov/1700funding/ourfund.htm>

Department of Commerce

National Institute of Standards and Technology (NIST)

<http://www.nist.gov/welcome.html>

NIST funding opportunities

http://www.nist.gov/public_affairs/grants.htm

National Oceanographic and Atmospheric Administration

<http://www.noaa.gov/>

NOAA funding opportunities
<http://www.ofa.noaa.gov/%7Egrants/funding.html>

Department of Defense

Air Force Office of Scientific Research
<http://www.afosr.af.mil/>

Army Medical Research and Materiel Command
<http://mrmc-www.army.mil/>

Army Research Office, Scientific Services Program (provides opportunities for work at Army labs)
<http://www.aro.armymil/ssp/>

Office of Naval Research Young Investigator Program
http://www.onr.navy.mil/sci_tech/industrial/363/yip.asp

Office of Naval Research Summer Faculty Research Program
http://www.onr.navy.mil/sci_tech/industrial/363/summfac.asp

Office of Naval Research Faculty Sabbatical Leave Program
http://www.onr.navy.mil/sci_tech/industrial/363/sabat.asp

Research and Educational Opportunities in Science and Engineering (including summer facility positions in DoD labs, fellowships, and summer research appointments)
<http://www.acq.osd.mil/ddre/research/opportunities.html>

Department of Education

<http://www.ed.gov/fund/landing.jhtml?src=rt>

Fulbright-Hays Faculty Research Abroad Fellowship Program
<http://www.ed.gov/programs/iegpsfra/index.html>

Fulbright-Hays Seminars Abroad
<http://www.ed.gov/programs/iegpsrap/index.html>

Fund for the Improvement of Post secondary Education (FIPSE)
<http://www.ed.gov/programs/fipsecomp/index.html>

International Research and Studies Program (Title VI)
<http://www.ed.gov/programs/iegpsirs/index.html>

Department of Energy, Office of Science

<http://www.sc.doe.gov/grants/grants.html>

Environmental Protection Agency (EPA)

<http://www.epa.gov/>

National Center for Environmental Research, funding opportunities

<http://es.epa.gov/ncer/grants/>

Federal Register

http://www.access.gpo.gov/su_docs/aces/fr-cont.html

Grants.gov

<http://www.grants.gov/>

Department of Justice

National Institute of Justice Funding Opportunities

<http://www.ojp.usdoj.gov/nij/funding.htm>

Office of Justice Programs funding opportunities

<http://www.ojp.usdoj.gov/fundopps.htm>

National Aeronautics and Space Administration (NASA)

Research Opportunities Online

<http://research.hq.nasa.gov/research.cfm>

Helpful References (for grant applicants)

<http://research.hq.nasa.gov/GenInform.cfm>

Guide for the Preparation and Submission of Unsolicited Proposals

<http://ec.msfc.nasa.gov/hq/library/unSol-Prop.html>

National Endowment for the Humanities

Grant Programs and Deadlines

<http://www.neh.gov/grants/grants.html>

Fellowships

<http://www.neh.gov/grants/guidelines/fellowships.html>

Faculty Humanities Workshops (Formerly Humanities Focus Grants)

<http://www.neh.gov/grants/guidelines/facworkshops.html>

Summer Seminars and Institutes

<http://www.neh.gov/grants/guidelines/seminars.html>

Summer Stipends

<http://www.neh.gov/grants/guidelines/stipends.html>

National Endowment for the Arts (NEA)

<http://www.arts.endow.gov/grants/index.html>

National Institutes of Health

<http://www.nih.gov/>

AREA Program (Academic Research and Enhancement Award, R 15)

<http://grants.nih.gov/grants.funding;area.htm>

AREA application form (PHS 398)

<http://grants.nih.gov/grants/funding/phs398phs.398.html#forms>

CRISP (Computer Retrieval of Information on Scientific Projects: a searchable database of federally funded biomedical research projects).

<http://crisp.cit.nih.gov/>

How to Apply for NIH Funding

http://www.nichd.nih.gov/funding/apply_nih/apply_nih.htm

Tips for New NIH Grant Applicants

<http://www.nigms.nih.gov/funding/tips.html>

What Happens to Your Grant Application: A Primer for New Applicants

http://www.csr.nih.gov/Welcome/Grant_Application.htm

National Science Foundation

<http://www.nsf.gov/>

Course, Curriculum and Laboratory Improvement Program (CCLI)

<http://www.ehr.nsf.gov/EHR/DUE/programs/ccli/default.asp>

CCLI Program Solicitation

<http://www.nsf.gov/pubsys/ods/getpub.cfm?nsf04565>

Supplemental Information for Principal Investigators and applicants to NSF Course, Curriculum and Laboratory Improvement Program

<http://www.nsf.gov/pubsys/ods/getpub.cfm?nsf00117>

Custom News Service

<http://www.nsf.gov/home/cns/index.cfm>

E-Bulletin

<http://www.nsf.gov/home/ebulletin/>

Faculty Early Career Development Program (CAREER)
<http://www.nsf.gov/home/crssprgm/career/start.htm>

FastLane Home page
<http://www.fastlane.nsf.gov/fastlane.jsp>

Grant proposal Guide (nSF 02-2)
<http://www.nsf.gov/pubsys/ods/getpub.cfm?gpg>

Guide to Programs
<http://www.nsf.gov/pubsys/ods/getpub.cfm?gp>

Online document retrieval system
<http://www.nsf.gov/pubsys/ods/index.html>

Research in undergraduate Institution (RUI), Website
<http://www.ehr.nsf.gov/crssprgm/rui/start/shtm>

Research in Undergraduate Institutions , Program Announcement
<http://www.nsf.gov/pubsys/ods/getpub.cfm?nsf00144>

Smithsonian Institute

Office of Fellowships
<http://www.si.edu/ofg/>

United States Institute of Peace

<http://www.usip.org/grants/index.html>

GRANT PROPOSAL APPROVAL PROCEDURES

Wittenberg must approve in advance all requests for external funding that use the University's name; that commit its facilities, personnel, or financial or other resources; or that require Wittenberg to serve as the fiscal agent. Approval is required even if the proposal is submitted by an organization or individual not affiliated with the University. Approvals are recorded on a Grant Proposal Endorsement Form.

Preliminary reviews and approvals

Projects may need to be approved by:

- The Director of Plant, Safety, and Environment (John Paulsen, x7390)- if the project involves hazardous, toxic, or radioactive materials, if it requires the installation of equipment, if it

requires new utility service (e.g., network or electrical wiring, plumbing), or if it requires the improvement or renovation of space.


- The Director of Computing Services (Joe Deck, 525-3815) - if the project involves the acquisition of computer hardware or software, network connections, or network wiring.
- The Director of Audio Visual Services (Lyn McCurdy, x7325) - if the project involves the acquisition of audio visual equipment.
- The Associate Provost (Gary Gaffield x7922) - if the project has personnel costs or reallocates space, if the project will require continuing support beyond the period of the grant, or if it requires a commitment of university matching funds.
- The Institutional Review Board (contact Gary Gaffield) - if the project involves the use of human subjects in research. Review by the Institutional Review Board requires the completion of a petition. The petition form can be found in the Faculty Manual (section on "Support and Services").
- The Institutional Animal Care and Use Committee (contact Gary Gaffield) - if the project involves any use of live, vertebrate animals. Review by the Institutional Animal Care and Use Committee requires the completion of a protocol for animal care and use.
- The University's attorney (contact Gary Gaffield) - if the project raises liability or other legal issues

Final Reviews and Approvals

Once your project has received all necessary preliminary approvals, your department chairperson must sign the completed Grant Proposal Endorsement Form. Once your chairperson has signed the form, submit it and one copy of your final proposal to Gary Gaffield, who will circulate your materials for final review and approval by:

- The Provost
- The Vice President for Business and Finance
- The Vice President for University Advancement
- The President

Submit the completed form and proposal at least TEN(10) WORKING DAYS before the mailing deadline. If a proposed project is complicated or costly, you must allow additional time for review.

DOWNLOAD: Grant Proposal Endorsement Form 
(http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/grant.pdf)

GRANT ADMINISTRATION

All grant funds are administered by the university's business office. The Associate Provost arranges with the business office to create accounts for grant funds and must be notified as soon as a grant is awarded.

Interim and final reports must be filed by the project director, with copies sent to the Associate Provost. When a grant is awarded, the project director should meet with the Associate Provost to plan for the completion of these reports.

PURCHASING PROCEDURES USING GRANT FUNDS

(Added by Purchasing Department, September, 1999)

University Purchasing Policies and Procedures apply to all transactions for which payment in the form of a check from Wittenberg University is expected by the vendor. This includes payments made using grant funds. The same applies in any instance in which a grantholder expects reimbursement from Wittenberg University. Grantholders who have a University purchasing card must adhere to all terms and conditions of the Cardholder Agreement when using it for transactions associated with the grant project, as well as for transactions against operating budgets.

Regardless of funding source, University DPO's, Check Requests, Purchasing Cards, Purchase Requisitions and Purchase Orders are the only authorized means of conducting business transactions—verbal orders and personal payment with the expectation of reimbursement are not authorized alternatives for conducting Wittenberg or grant-related business. Please especially note that any transactions exceeding the \$100 DPO limit or \$300 Card limit must be authorized in advance by the Purchasing Department via a University Purchase Order.

The Purchasing Department (Extension 6307) is available to all grant holders to assist in researching or suggesting sources for supplies and equipment; providing or identifying appropriate expertise in evaluating product specifications, applications and/or cost; negotiating pricing and terms; or assisting if disputes arise with a supplier or vendor.

All expenditures of grant funds must be approved in advance by the project director's department chairperson.

UNIVERSITY ADVANCEMENT

The Office of University Advancement has responsibility for obtaining annual, capital, special, and deferred gifts. An important component of this responsibility is identifying potential donors or funding agencies and presenting the case for Wittenberg in such a manner as to obtain their support. The Wittenberg Fund provides annual support to all facets of the Wittenberg learning community. Gifts to the Wittenberg fund allows parents, graduating seniors, faculty, staff and friends to demonstrate their commitment to the mission of Wittenberg.

Wittenberg's major Gift program focuses on endowed and capital gifts which meet current priorities and provide long-term support and stability to the university. The Major Gift team focuses on developing long-term relationships, cultivating involvement in the university and working with donors to match their interests with institutional needs. '

The Advancement Office recognize the strong relationship between faculty and alumni and welcome the involvement of faculty in fostering the passion of our alumni and friends. Faculty might partner with Advancement in identifying prospects identify projects, introducing prospect to your academic program and provide insight into needs.

All Advancement activities for the 2006-07 academic year will be focused on raising funds for the Wittenberg Fund and capital and endowment needs as identified in the strategic plan initiatives.

Solicitation of funds by or for the benefit of any department, program, student or other organization, or athletic team which is a part of or affiliated with Wittenberg must be approved by the Vice President for University Advancement and by the Office of the President. All plans or projects whose goal is raising money in the name of Wittenberg University and/or whose donors expect to claim tax deductions or receive official acknowledgment from Wittenberg University must be coordinated through the Office of University Advancement.

The responsibility for the ideas, initiative, and basic preparations for academic program and equipment proposals rest with department heads, faculty, and the Provost's Office. However, suggestions, assistance, and guidelines will be offered by the Advancement Office, in cooperation with the Assistant Provost for Academic Programs, as time and priorities permit. Ample lead time should be allowed for consultation and for planning and revising proposals. Institutional proposals to corporations and foundations for capital projects or endowment are generally initiated by the Office of Advancement with the approval of the President. The Advancement Office recognizes the strong relationship between faculty and alumni and welcomes the involvement of faculty in fostering the passion of our alumni and friends. Faculty might partner with advancement in identifying prospects, introducing prospects to your academic program and providing insight into needs.

All Advancement activities for the 2006-2007 academic year will be focused on raising funds for the Wittenberg Fund and capital endowment needs as identified in the strategic plan initiatives

Gifts

Official acceptance of all gifts to Wittenberg is made by the Board of Directors based on the recommendation of the President and the Vice President for University Advancement. Only those gifts which are in conformity with the needs of the University will be accepted. The University reserves the right to refuse any gift judged to be inconsistent with institutional needs or policies or for which University resources are too limited to administer the gift properly. Additionally, only those gifts from which disbursements are to be made on a nondiscriminatory basis in conformance with affirmative action programs and policy will be accepted. Gifts to Wittenberg may be made in three forms: an outright gift (cash, securities, real property) deferred gifts, annuities, life insurance , retirement plans) and bequests.

All gifts received by any department or administrative office should be transmitted directly and immediately to the Office of University Advancement, accompanied by all original correspondence pertaining to the gift, its handling or use, and a copy of any acknowledgment written by a University representative. Gifts normally will be recorded and deposited within three days of receipt by the Office of University Advancement.

The responsibility for ideas, initiative and basic preparation for academic preparations and equipment proposals rest with department heads, faculty and the Provost's Office in cooperation with the Associate Provost, as time and priorities permit. Ample lead time should be allowed for consultation and for planning and revising proposals. Institutional proposals to corporations and foundations for capital projects or endowment are generally initiated by the Office of Advancement with the approval of the president.

COMPREHENSIVE CAMPAIGN

The University is in the planning stage for a comprehensive campaign to fund strategic plan initiatives. The typical stages of a capital campaign are:

Planning

Feasibility Study

Phase I - "Quiet Phase" Recruitment of Leadership Gifts

Phase II - "Public Phase" Announcement of goals and Leadership Gifts

Celebration

Throughout a campaign, it is often helpful for faculty members to serve on Advisory Committees related to initiatives in your department and to participate in meetings with donors. The Advancement Office will coordinate the department chairs to determine availability of faculty. Faculty involved with Advancement activities and donor meetings will receive training and guidance and will only be asked to participate in tasks with which they feel comfortable.

HUMAN SUBJECT RESEARCH

PAYMENTS TO HUMAN SUBJECTS

(Added, September, 1999)

Research subjects who are paid to participate in a study must be paid by the University. They must not be paid by personal check or cash.

Students who are University employees should be paid by the Student Employment Office (x7320).

Faculty members should be paid by Human Resources (x7520).

Other individuals, including students, who are not University employees should be paid by the Account Services Office (x6386). To issue a check, the Accounting Services Office will need the subject's name, address, and social security number, and a brief explanation of the reason for the payment.

INSTITUTIONAL REVIEW BOARD

Government regulations require Wittenberg to maintain an Institutional Review Board (IRB) to review research at the University that involves human subjects, in order to safeguard their rights and welfare. Wittenberg's IRB is responsible for evaluating the risks of participating in research projects, modifying projects when risks can be reduced, and assuring that subjects give their informed consent to participate.

Research projects cannot begin without the IRB's approval and grant proposals for human subject research must be approved by the IRB before the proposals can be submitted.

The IRB must review research that meets any of the following conditions:

- Wittenberg sponsors the research;
- University property or a University faculty is used in the research; or
- A Wittenberg employee conducts or directs the research (whether or not it is in connection with the employee's University responsibilities).

The IRB's purview includes biomedical, behavioral, and even survey research, and also student research, since it is directed by a faculty member. The source of funding, the identity of the research subjects, and

the status of the investigator (faculty member, student, or staff) have no bearing on the IRB's jurisdiction.

The IRB must conduct its review even if there is "minimal risk" of harm to the subjects. The Code of Federal Regulations (CFR) explicitly gives the IRB alone the authority to determine if only "minimal risk" exists.

The IRB's approval is not permanent and can be revoked. Continuing projects must be reviewed and approved at least annually. In addition, the IRB has the authority to suspend or terminate its approval when the research is not being conducted in accordance with its requirements or has been associated with unexpected serious harm to subjects.

THE REVIEW PROCESS

A petition to the IRB must be submitted for any research activity involving human subjects. The CFR defines research as "systematic investigation designed to develop or contribute to generalizable knowledge."

Petitions should be submitted to the Chairperson of the IRB: Gary Gaffield, 203 Recitation Hall. A petition form is contained at the end of this section.

In routine cases, in which there is minimal risk of harm, the IRB needs three to four working days to evaluate an application. Non-routine cases may require more time. To avoid delays, you should seek IRB approval as soon as possible, as its review of research protocols, informed consent forms, and related matters can be lengthy. Please keep in mind that the IRB does not ordinarily meet during breaks unless special arrangements have been made.

IRB CRITERIA FOR REVIEW

Federal regulations require an IRB to consider the following when reviewing human subject research:

- Risks to subjects must be minimized. For research that may expose a research subject to more than minimal risk (including risk of physical, psychological, or social injury), or that increases the ordinary risks of daily life, principal investigators must provide a detailed evaluation of the risks involved, the measures taken to minimize the risks, and a risk/benefit analysis to justify proceeding with the proposed research.
- Risks to subjects must be reasonable in relation to anticipated benefits to the subjects and in relation to the importance of the knowledge that may reasonably be expected to result.
- Selection of subjects must be equitable.
- When appropriate, there should be adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data.
- When appropriate, the research plan should make adequate provisions for monitoring the data collected to ensure the safety of subjects.
- Informed consent must be obtained each prospective subject and informed consent will be appropriately documented (if a printed form is used, two copies should be executed, one to be retained by the subject and the other by the researcher). The important elements of informed consent are:

- Consent must be intelligent, knowing, and voluntary.
- Prospective subjects must be told the purpose of the research and its benefits.
- The research protocol should be explained.
- Any risks should be identified.
- Prospective subjects should be told explicitly that they have the right to decline to participate, or, once they become a subject, to withdraw from participation at any time. They should be advised that they can do both without penalty.
- They should be advised of the extent to which confidentiality or anonymity will be maintained.
- They should be informed whom to call for answers to questions about the research or their rights as subjects.
- They should be told whom to notify in the event of an injury.

WHEN DOES RESEARCH NOT HAVE TO BE REVIEWED BY THE IRB?

Ultimately, most of the research projects that the IRB reviews turn out to be exempt from federal regulations. There are three specific kinds of projects that are exempt. They are:

1. A project whose purpose is not research. Lab exercises, when their purpose is to teach skills or concepts, are not considered research. Research consists of “systematic investigation, including research development, testing, and evaluation” and is “designed to develop or contribute to generalizable knowledge.”
2. Survey or similar research that poses no risk or that protects the anonymity of subjects. Federal regulations require IRB review of “research involving the use of educational tests, . . . survey procedures, interview procedures, or observation of public behavior” only if:
 - Subjects can be directly or indirectly identified, and
 - Disclosure of their responses “outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation.”

Unless both conditions are met (anonymity is not assured and there is a risk of harm if responses were to be disclosed), such research is exempt.

3. Research concerning educational methods and practices. Federal policy exempts “research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on . . . instructional strategies, or (ii) research on the effectiveness of . . . instructional techniques, curricula, or classroom management methods.”

If a proposed research project fits into one of these three categories, it does not require an IRB review and no petition needs to be submitted to the IRB.

The principal investigator can make this determination. (If the principal investigator is a student, then only the faculty member or staff member supervising the research can determine if the research is exempt.) Anyone who declares a research project exempt from federal regulations must notify the IRB.

If the principal investigator is uncertain whether a project is exempt, he or she should contact Gary Gaffield, who can help with the determination.

Any principal investigator can continue to ask the IRB to review all projects, even those that are presumably exempt from federal regulations. (At least one department intends to continue to require all student investigators to file petitions with the IRB, whether their research is exempt or not, because of the educational value of the exercise.)

WHAT HAPPENS WHEN A PETITION IS NOT APPROVED?

The IRB may ask for additional information or may request alterations in the research protocol. If the IRB has strong objections to a proposed project or needs substantial additional information, it will likely request a meeting with the principal investigator. Research protocols can be revised and resubmitted as many times as necessary to receive the IRB's approval.

ON LINE RESOURCES

The National Institutes of Health has created an online class on human subject research, "Human Participant Protections Education for Research Teams." It reviews the principles of ethical research and the responsibilities of an Institutional Review Board and may be found at: <http://cme.nci.nih.gov>

Other Useful Links:

Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services
<http://ohrp.osophs.dhhs.gov/polasur.htm#REG>

45 CFR 46 - Protection of Human Subjects (Code of Federal Regulations)
<http://ohrp.osophs.dhhs.gov/humansubjects/guidance/45cfr46.htm>

63 FR 60364-60367, November 9, 1998 (Categories of research that can be reviewed by an IRB through an expedited procedure)
<http://ohrp.osophs.dhhs.gov/humansubjects/guidance/expedited98.htm>

The Belmont Report, April 18, 1979
<http://ohrp.osophs.dhhs.gov/humansubjects/guidance/belmont.htm>

OHRP checklist and guidelines for informed consent
<http://ohrp.osophs.dhhs.gov/humansubjects/assurance/consentckls.htm>

OHRP tips on informed consent
<http://ohrp.osophs.dhhs.gov/humansubjects/guidance/ictips.htm>

Download PETITION FORMAT  (http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/petition.pdf)

I NSTITUTIONAL ANIMAL CARE AND USE COMMITTEE

(Approved by Faculty, Meeting, 9-15-98)

Wittenberg's Institutional Animal Care and Use committee (IACUC) was created to assure that the care and use of all live, nonhuman, vertebrate animals used for research, research training, biological testing activities, or related purposes meets current standards. The IACUC is concerned with care and use by Wittenberg faculty members, students, and staff, both on and off campus. The standards Wittenberg has adopted are:

- The Animal Welfare Act of 1966, as amended
- Implementing regulations in the Code of Federal Regulations
- U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training, 1996 (issued by the Public Health Service)
- Guide for the Care and Use of Laboratory Animals, 1996 (revised edition, issued by the National Research Council)

Should there be any conflict between the latter two publications, the University's procedures will be governed by the U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training, 1996, and ultimately by the animal Welfare Act as amended.

The IACUC is a standing faculty task committee, consisting of seven members appointed by the Provost. All members have renewable two-year terms, except for the student member, who is appointed for a one-year term. The committee consists of:

- A veterinarian
- A faculty member who is a practicing scientist experienced in research involving animals
- A faculty member whose primary concerns are in a nonscientific area
- An individual who is not affiliated with Wittenberg University other than as a member of the IACUC and who is not involved in using laboratory animals
- A student
- Another person, who serves as an ombudsman for animals
- An Assistant Provost

(Membership is further described in IACUC guidelines printed below, adopted by the faculty, September 15, 1998.

THE REVIEW PROCESS

A protocol for animal care and use must be submitted by each faculty member who uses or supervises the use of live, nonhuman, vertebrate animals for instruction or research. A protocol must be submitted to the IACUC at least 45 days before the use is to begin. Protocols should be sent to Gary Gaffield, Associate Provost, 203 Recitation Hall.

A protocol form is attached at the end of this section.

To avoid delays, applicants should seek IACUC approval as early as possible. The IACUC does not ordinarily meet during breaks unless special arrangements have been made.

The IACUC must approve a protocol before animals can be used.

Approval for course-related uses of animals is granted for two years, provided no alterations occur in the animals' care or use. An approved course protocol covers all sections of the course.

WHAT HAPPENS WHEN A PROTOCOL IS NOT APPROVED?

The IACUC may ask for additional information or may request alterations in the research protocol. If strong objections or disagreements arise, or if additional information is needed, the IRB will likely want to meet with the author of the protocol. Disagreements have been extremely rare and in all instances they have been satisfactorily resolved.

LAWS, POLICIES AND GUIDELINES

Animal Welfare Act

<http://www.aphis.usda.gov/ac/awa.html>

Guide for the Care and Use of laboratory Animals

<http://www.nap.edu/readingroom/books/labrats/>

Guidelines for Ethical Conduct in the Care and Use of Animals, American Psychological Association

<http://www.apa.org/science/anguide.html>

Public Health Service Policy on Humane Care and Use of Laboratory Animals

PDF: <http://grants.nih.gov/grants/olaw/references/PHSPolicyLabAnimals.pdf> 

(<ftp://ftp.grants.nih.gov/IACUC/GuideBook.pdf>)

HTML: <http://grants.nih.gov/grants/olaw/references/phspol.htm>

Public Health Service Policy on Humane Care and Use of Laboratory Animals, tutorial

<http://grants.nih.gov/grants/olaw/tutorial/index.htm>

HANDBOOKS, MANUALS, AND OTHER RESOURCES

American Association for Laboratory Animal Science

<http://www.aalas.org/>

American College of Laboratory Animal Medicine

<http://www.aclam.org/>

American Society of Laboratory Animal Practitioners

<http://www.aslap.org/>


Animal Plant Health Inspection Service (APHIS), USDA

<http://www.aphis.usda.gov/ac.publications.html>

Animal Welfare Information Center, USDA National Agricultural Library

<http://www.nal.usda.gov/awic/>

ARENA/OLAW Institutional Animal Care and Use Committee Guidebook (ARENA is the Applied Research Ethics National Association; OLAW is the Office of Laboratory Animal Welfare, NIH, Office of Extramural Research)

<ftp://ftp.grants.nih.gov/IACUC/GuideBook.pdf>  (Link is bad, must go to <http://grants.nih.gov/grants/oer.htm>)

Association for Assessment and Accreditation of Laboratory Animal Care
<http://www.aaalac.org/>

B.T. Bennett, M.J. Brown, and J.C. Schofield, Essentials for Animal Research - A Primer for Research Personnel (USDA, 1994)
<http://omni.ucsb.edu/connect/acc/essidex.html>

Bibliography on Alternatives to Animal Testing (National Library of Medicine)
<http://toxnet.nlm.nih.gov/altbib.html>

Definition of Pain and Distress and reporting Requirements for Laboratory Animals: Proceedings of the Workshop Held June 22, 2000
<http://www.nap.edu/catalog/10035.html>

Institute for Laboratory Animal Research, National Research Council, National Academy of Sciences
<http://dels.nas.edu/ilar/>

International Guiding Principles of Biomedical Research Involving Animals (1985), Council for International Organization for Medical Sciences (CIOMS)
http://www.cioms.ch/1985_texts_of_guidelines.htm

The Johns Hopkins University Center for Alternatives to Animal Testing (CAAT)
<http://caat.jhsph.edu/>

CAAT links to "Alternatives to Animal Testing on the Web: Reduction, Refinement, Replacement:"
<http://altweb.jhsph.edu/>

Laboratory Animal management Association
<http://www.lama-online.org/>


NIH-Institutional Administrator's Manual for Laboratory Animal Care and Use
<http://grants.nih.gov/grants/olaw/IAMLACUbooklet.doc>

NIH/OLAW list of useful links
<http://grants.nih.gov/grants/olaw/links.htm>

The Norwegian Reference Centre for Laboratory Animal Science & Alternatives
<http://oslovet.veths.no/>

Occupational Health and Safety in the Care and Use of Research Animals, Committee on Occupational Safety and Health in Research Animal Facilities, Institute of Laboratory Animal Resources, Commission

on Life Sciences, National Research Council (1997)
<http://www.nap.edu/catalog/4988.html>

Report of the AVMA Panel on Euthanasia (2000)
<http://www.avma.org/resources/euthansia.pdf> 

University of California, Davis, Center for Animal Alternatives
http://www.vetmed.ucdavis.edu/Animal_Alternatives/main.htm
The site includes a list of resources for higher education
http://www.vetmed.ucdavis.edu/Animal_Alternative/highered.htm

University of California, Santa Barbara, Sources of Information About Alternatives
<http://research.ucsb.edu/connect/acc/alternvs.html>

GUIDELINES FOR IACUC

1. Membership of the IACUC

The Institutional Animal Care and Use Committee (IACUC) is a standing faculty task committee consisting of seven committee members who shall be appointed by the Provost for renewable two-year terms, except that the student member is appointed for a one-year term. All members of the committee are chosen on the basis of their expressed concern for the humane care of animals.

- a. One veterinarian, with training or experience in laboratory animal science and medicine, who has direct or delegated program responsibility for activities involving animals at Wittenberg University. The veterinarian will have special responsibilities on the committee, which shall include, but not be limited to, (a) providing professional advice to the IACUC on laboratory animal science and technology required by a contemporary animal care program and (b) suggesting alternatives to the practices and procedures related to animal care and use that come to the committee for review;
- b. One faculty member who is a practicing scientist experienced in research involving animals;
- c. One faculty member whose primary concerns are in a nonscientific area;
- d. One individual who is not affiliated with Wittenberg University in any way other than as a member of the IACUC, who is not a member of the immediate family of a person who is affiliated with the institution and who is not involved in using laboratory animals;
- e. A student;
- f. Another person whose role it will be to serve as an ombudsman for animals;
- g. An Assistant Provost

2. Functions of the IACUC

- a. Review once every semester (i.e., twice per year) the institution's program for humane care and use of vertebrate animals.
- b. Conduct an on-site assessment at least once every semester of all institutional housing facilities for vertebrate animals. With respect to off-campus programs, the IACUC should require and review a report which evaluates the satellite facility in light of these Guidelines for animal care and use. Off-campus reports should be written for each semester during which an off-campus program is conducted.

- c. Receive and review a report from a veterinarian every semester about the state of Wittenberg's institutional facilities. The veterinarian should make visits to Wittenberg's housing facilities during those periods when animals are used to assess their health and welfare, especially in situations where animals are subjected to surgery, painful stimuli, or deprivations of food or water. The veterinarian should monitor surgical programs and postsurgical care and provide guidance in the use of anesthesia, analgesia, and euthanasia.
- d. Review and ascertain the merits of reported concerns involving the care and use of vertebrate animals. These concerns should be submitted in written form to the chair of the IACUC. A report of the IACUC's response to the concern should be forwarded to the party originating the concern and should also be included in the meeting minutes and the semi-annual report.
- e. Make recommendations to the Provost regarding any aspects of the animal program, facilities, or personnel training.
- f. Submit to the Provost semi-annual reports of Wittenberg's animal care and use program and animal facilities. These reports should be made available to any faculty member upon request. The reports include the following information:
 - 1. A brief summary of the approved protocols. The summary includes the following: a general description of the research or pedagogical objectives; the rationale for using vertebrate animals as opposed to using other techniques; species and number of vertebrate animals used; how the animals were housed; the manner of their disposal; the supplier(s) of the animals used; and any variance from the *Guide for the Care and Use of Laboratory Animals*.
 - 2. A statement indicating approval or non-approval of each protocol and, in case of non-approval, a summary of reasons for the decision.
 - 3. A summary of any written communications expressing a concern about the use of vertebrate animals on campus brought to the attention of the IACUC, whether each communication was assessed, and the results of the assessment.
 - 4. A description of the nature and extent of the institution's adherence to the established policies on the care and use of vertebrate animals and a report of any deficiencies in its compliance with such policies.
- g. Review any externally funded grant proposal and recommend to the Provost approval, modification, or the withholding of approval of any sections related to the use of vertebrate animals (according to *NIH Guide for Grades and Contracts and the University's Guidelines*).
- h. Review proposed significant changes regarding the use of vertebrate animals in ongoing activities and recommend to the Provost approval, modification, or the withholding of approval.
- i. Request the Provost to initiate suspension of any activity involving vertebrate animals if the activity is inconsistent with the regulations of these Guidelines.
- j. Monitor the following functions of departments using vertebrate animals:
 - 1. Regarding the care and use of vertebrate animals, the department may reaffirm such policies as are adopted by the University, adding further provisions or requesting variances for special circumstances.
 - 2. The department should provide that students engaged in the use of animal subjects are instructed in the ethical and legal principles governing their use. This instruction should be offered as a fundamental part of professional training

and as an aspect of the social context of the discipline. Distribution of these Guidelines to students should be an integral part of such instruction

3. The department course description should indicate if vertebrate animals are used in laboratory exercises for a particular course and if alternate learning exercises are available to students taking the course. Available alternatives should be offered upon request and should not be contingent upon religious affiliation.
 - k. Submit to the faculty an annual report summarizing actions taken by the Committee and itemizing all reports and recommendations deposited with the Provost.
 - l. The Assistant Provost should record and keep minutes for all meetings of the IACUC.
 - m. Review and approve written protocols for animal care and use from each faculty member engaged in or supervising the use of vertebrate animals for instructional or research purposes. A protocol for the use of live vertebrate animals must be submitted to the IACUC at least 45 days before the use is to begin. IACUC will notify the author of the protocol of approval or non-approval no less than 30 days before initiating use. In the case of non-approval, a revised protocol may be submitted, and a final decision is provided to the author within a week of receipt of the revision. IACUC approval for course-related use of vertebrate animals is granted for two-year periods, provided no alterations occur in the animals' use or care. An approved course protocol may be used in all sections of the course.
3. Protocols for Animal Care and Use
Protocols for the care of animals used in research will be designated in reports to and by the IACUC in ways that do not compromise the original nature of the research program or the specific location of field research. Each protocol for vertebrate animal care and use submitted by a faculty member should address the following topics in light of the standards of the field:
 - a. Rationale and purpose for the proposed use of vertebrate animals. If the study is a replication, the rationale for duplication should be discussed.
 - b. Species and number of vertebrate animals planned for the laboratory activity.
 - c. Whether invasive procedures are used. In case of invasive procedures, consideration should be given to the availability or appropriateness of the use of less invasive procedures or other species, isolated organ preparation or cell tissue culture, or computer simulation.
 - d. Description of sedation, analgesia, or anesthesia, if applicable.
 - e. Postoperative care, if applicable.
 - f. Housing and dietary requirements.
 - g. Criteria and process for timely intervention, removal of vertebrate animals from a study, or euthanasia if painful or stressful outcomes are anticipated.
 - h. Method of euthanasia or disposition of vertebrate animals.
 - i. Adequacy of training and experience of personnel in the procedures used, and safety of working environment for personnel.

Download PROTOCOL FOR ANIMAL CARE AND USE 

(http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/animal.pdf)

LIBRARY

(Revised, September, 1999, 2002, 2003, 2005)

Thomas Library consists of a main library, built in 1982, and a branch science library in the Science Building. Library holdings include 407,000 book volumes, approximately 950 current periodicals in paper and another 10,000 online, 80,000 units of microfilm, and a media collection (separately described under Audio Visual Services). The main library is open 101 hours per week, with extended hours preceding and during final exams. In addition, the library offers numerous online search services accessible twenty-four hours a day. The library catalog, named EZRA for Ezra Keller, Wittenberg's first president, is based on the Innovative Interfaces system. It links to OhioLINK, a statewide system for library resource sharing involving more than eighty colleges and universities in Ohio. Through OhioLINK, Wittenberg library users may place online requests for any of 44 million volumes and expect delivery in three business days. Wittenberg students and faculty may also visit any OhioLINK member library and directly check out or return books. If OhioLINK holdings do not suffice, individuals may use the services of traditional interlibrary loan, which operates through the Online Computer Library Center, an international network of more than 27 thousand libraries.

The library assigns a professional librarian to serve as a liaison to each academic department. Your liaison librarian can help identify information resources relevant to your classes and is also available for library instruction. All requests for library purchases should be sent to your liaison librarian.

The library contains two seminar rooms, five group study rooms, and six faculty study rooms which accommodate a total of ten faculty members. The faculty study rooms are assigned for one semester. Application forms for these rooms may be requested from the Library Administrative Assistant, Hollis Wolfe, or accessed on the library web page. Application procedures follow.

Procedures for Faculty Study Rooms

Assignment Periods: Study rooms will be assigned afresh for each of three periods: fall semester, spring semester, and summer. Individuals must reapply for continued use of study rooms.

Study rooms are accessible only when the library is open.

Assignment Criteria: Degree of need (to be justified on the application form) will be the primary factor considered when assigning rooms. When degree of need appears comparable among applications, the following general priorities apply:

- A. New tenure-track ABD faculty (Chairs are encouraged to apply on their behalf).
- B. Other new faculty
- C. Faculty on sabbatical
- D. Faculty who have not had a room in recent years
- E. First come, first-served

Application deadline and Notification: Applications for the upcoming period must be received by the Thomas Library director by Monday of the last week of classes. All applicants will be notified by Friday of the last week of classes.

Keys: Keys for new room assignments may be picked up from the Library Administrative Assistant. This may be done during the break preceding each period, though it's best to call ahead to arrange this.

Unless the occupant is granted permission to remain in the room for the following period, keys should be returned to the Library Administrative Assistant by the last day of final exams.

MAIL

CAMPUS MAIL

Campus mail leaves Recitation Hall at approximately 9:15 a.m. each day for building delivery. Address all campus mail clearly with name and department. Mail sent to all faculty and staff, or to select groups of employees, should be sorted by department. Special delivery times are set for summer, Christmas, and spring break periods. Mail is picked up at each station at the time of the campus mail delivery or there is a depository for campus mail in the Mail Room, the Basement of Recitation Hall. The mail Room in Recitation Hall is open each weekday from 8:00 a.m. to 5:00 p.m.

Department mail boxes are assigned and located in the Recitation Hall basement Mail room Hallway. Arrangements of disposal of mail during the summer months or upon leaving the University should be made with the Mail Room staff as early as possible.

Campus mail is for any correspondence to faculty members, staff and administrative offices, residence halls and fraternity/sorority houses. Please use the less expensive manila envelopes for campus mail rather than white printed envelopes. The manila envelopes may be used repeatedly if not sealed.

FEDERAL EXPRESS AND UPS

Federal Express and United Parcel provide overnight mail service. Air-bills, letter and soft packs are available at the Security Office desk (Recitation Annex). An "Outside Mailer Department Charge" form must be completed and is available at the Security Office desk. Special considerations are necessary for items going out of the country. For assistance, contact the mail desk for the 800 numbers. Federal Express pick up is at 4:30 p.m. and UPS pick up is at 4:30 p.m., Monday through Friday.

For those who often use express mail service a supply of "outside mailer department charge" forms can be obtained from the business office. There are UPS drop boxes outside the Physical Plant and HPERC for your convenience. These are picked up daily around 5:30 p.m.

FAX

A fax machine is available for use of the University community at the Security office desk (Annex Recitation Hall) . Outgoing faxes require a requisition form which includes the account number, date, fax number, and the total number of pages. There are no charges for faxes received or sent.

OUTGOING MAIL

Outgoing mail must have a Wittenberg return address. It should include a name and a department for return. Attach a metered mail slip to outgoing mail. Call Mail Room for information on bulk mailings.

RECEIVING PACKAGES

Whenever an item is ordered for delivery to Wittenberg it is to be shipped to the Warehouse, 225 N. Fountain Avenue. That is the receiving point for UPS and other delivery services. By agreement with these companies, they will not make deliveries to buildings on campus. Deliveries will be distributed by the Warehouse, generally within 3 days of receipt. You will be notified of RUSH or Next-Day deliveries so that you can arrange for special pick-up if necessary. If a package is to arrive C.O.D., you must provide the people at the Warehouse with a certified check or cash in advance so that they can accept it.

PHOTOCOPYING

COPY CENTER

The Copy Center is located in Room 53, Recitation Hall Ground Floor. It is equipped with a Ricoh 2105 copier with some special features available, including:

- Paper sizes 8 1/2 x 11 to 1 x 17
- Reduction/Enlargement: 1% increments from 64% to 155%
- Automatic duplexing: 1 or 2-sided copies from 1 or 2-sided originals
- Stapling: from 2 to 100 sheets per set. Three selections: single or double staples on left side or single staple horizontal top.
- Variety of paper weights and colors

Notify the Copy Center in advance of large copying jobs to help in scheduling work. All jobs must be accompanied by a completed order requisition form and accurate account number.

The Center will meet or beat any local printer's cost estimate for a project. The staff is available to advise you concerning any special printing needs or pricing.

GUIDELINES FOR THE REPRODUCTION OF COPYRIGHTED MATERIAL

The federal Copyright Act is designed to promote the creation, publication, and use of works of the intellect. In order to achieve those goals, the Act grants to copyright owners certain exclusive rights, including the exclusive right to copy the copyrighted material. Nevertheless, this exclusive right prohibiting copying is subject to an exception, the doctrine of "fair use."

Under the doctrine of "fair use," copyrighted material can be copied without the copyright owner's permission provided certain criteria are met. These guidelines are intended to help the faculty determine what items can be reproduced under the doctrine of "fair use" and what items can be reproduced only after obtaining the permission of the copyright owner. It is the University's policy to defend faculty members who have been sued for copyright infringement only if the faculty member has complied with these Guidelines.

The initial determination of whether copyrighted material can be reproduced under the doctrine of "fair use" is placed with the faculty member desiring to use the material. This determination is made by using the "Criteria for Determining Fair Use" (see below).

Reproduction that Falls Within the "Criteria for Determining Fair Use"

If the material and its intended use fall within the criteria, then the faculty member completes the "Statement for Reproduction" (see below). This information will be copied onto the first page of the material to be reproduced.

A copy of the "Statement for Reproduction" is given to the University Print Shop along with the material to be reproduced. A copy is also sent to the Associate Provost by the Print Shop.

Reproduction that Does NOT Fall Within the "Criteria for Determining Fair Use"

If the material and its intended use do not fall within the criteria, then the faculty member must seek the permission of the copyright owner. When seeking permission to duplicate material, the request to the copyright holder should contain the following information:

- Name of the class that will use the material, plus the semester and year it is scheduled.
- Title and author of the copyrighted work
- Identity of the copyright holder, and copyright date(s)
- The specific portion to be reproduced
- The number of copies to be made
- The manner of distribution and its use (e.g., distributed to students in the class and used as supplementary teaching materials). It should be specified that students will be charged only the cost of reproduction.
- The method of reproduction (e.g., photocopy)

If the copyright owner grants permission for reproduction, then the faculty member completes the "Statement for Reproduction." A copy of the Statement is given to the University Print Shop, along with a copy of the permission letter and the material to be reproduced. A copy of the Statement and of the permission letter is sent to the Associate Provost by the Print Shop.

If the copyright owner denies permission or grants permission conditioned upon payment of a fee or on other terms unacceptable to the faculty member, then the faculty member must have the Associate Provost review the material and the communications from the copyright owner that denied permission to reproduce or granted permission conditioned upon payment of a fee or on other unacceptable terms. The Assistant Provost/Chief Information Officer will determine whether the materials can be reproduced under the doctrine of "fair use" without the copyright owner's permission. This determination will be made after appropriate consultation with the University's legal counsel.

If the Associate Provost determines the material can be reproduced, then the faculty member completes the "Statement for Reproduction." A copy of the Statement along with material to be reproduced is given to the University Print Shop. A copy is also sent to the Assistant Provost for Academic Programs by the Print Shop.

The Associate Provost is the official authorized to decide whether material can be reproduced after the copyright owner denies permission or grants permission conditioned upon payment of a fee or on other unacceptable terms. The Assistant Provost also serves as a clearing house of copyright information for the University and maintains records of all copyright evaluations, "Statements for Reproduction," and permission letters.

CRITERIA FOR DETERMINING FAIR USE

Multiple copies (not to exceed more than one copy per pupil in a course) may be made by or for the faculty member giving the course for classroom use or discussion, provided that:

- The reproduced material is completely distributed to the class. Extra copies cannot be made for use in a later course.
- Each copy of the reproduced material includes the notice of copyright as contained in the Statement for Reproduction.
- The material to be reproduced meets these criteria:
 - The material is to be used for non-profit educational purposes. The University takes the position that any material reproduced for classroom use meets this criterion.
 - The materials' nature is not "consumable." That is, the material to be reproduced cannot include workbooks, exercises, standardized tests, and answer sheets which are "consumed" during the course of study.
 - The amount of the material to be reproduced must be relatively small in relation to the copyrighted work as a whole.
 - The reproduction of the material must not have a significantly adverse affect upon the potential market for or value of the copyrighted work.

Notwithstanding any of the above, the following shall be prohibited.

- Reproduction shall not be used to create or replace or substitute for anthologies, compilations, or collective works.
- Reproduction shall not substitute for the purchase of books or periodicals. Generally, the same item shall not be reproduced and used by the same faculty member from semester to semester without obtaining the consent of the copyright owner.
- No charge shall be made to the student beyond the actual cost of the reproduction.

Download STATEMENT OF REPRODUCTION 

(http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/reproduction.pdf)

OTHER SERVICES AND FACILITIES

MEMBERSHIP IN CONSORTIA

Wittenberg University participates in the following consortia as a means of expanding its educational program through association with other colleges and universities. Specific questions or suggestions for possible consortia programs should be directed to the faculty or administrative representatives.

Cincinnati Council on World Affairs

Supported by many leading citizens and businesses in the Cincinnati area and honored nationally as a model for such organizations, the Cincinnati Council on World Affairs is the prime educational source in the world affairs field for the Cincinnati community surrounding

The Council has established area study programs, joint lectures, and visiting professors for the participating colleges and universities. It also annually sponsors a lecture series at the participating colleges, focused on a particular region, culture, or theme.

College members of the CCWA include: Anderson College, Berea College, Centre College, Franklin College, Georgetown College, Hanover College, Taylor University, Transylvania University, Wilmington College and Wittenberg University.

Southwestern Ohio Council for Higher Education (SOCHE)

The purpose of the Southwestern Ohio Council for Higher Education is to promote inter institutional cooperation in order to achieve educational advancement, research development, and administrative efficiency of the member institutions. In carrying out these purposes, SOCHE holds conferences of representatives of the teaching and research faculty and library and administrative staffs of the member institutions, serves as a clearing house for the exchange of information, and promotes projects of educational research and experimentation.

Full-time students of member institutions are permitted to cross-register on a space-available basis for courses not offered at their home institution (not more than one course per semester). The cross-registration system does not apply to the summer session.

SOCHE members are: Air Force Institute of Technology, Antioch University, Capital University Dayton Center, Cedarville College, Central State University, Clark State Community College, Edison State Community, General Motors Corporation, Kettering College of Medical Arts, Miami-Jacobs College, Sinclair Community College, Southern State Community College, The Union Institute, United Theological Seminary, University of Dayton, Urbana University, Wilberforce University, Wilmington College, Wittenberg University, and Wright State University.

CULTURAL, ATHLETIC, AND OTHER CAMPUS EVENTS

Cultural events such as convocation programs, Wittenberg Series programs, and performing artists, are open to all University employees and their families. Announcements of forthcoming programs are published regularly in the University Calendar and Wittenberg Today and are also posted on campus bulletin boards. The Benham-Prince Student Center scheduling office maintains a calendar of University events.

The University Theatre offers three major productions and a dance concert in addition to a number of student-directed laboratory productions. Tickets for major productions in Chakeres Theatre go on sale a week and a half before each opening performance at the Service Center in the Student Center. All seats are reserved. Student laboratory productions in Blair Hall Theatre and Chakeres are free. General seating tickets will be available one hour before show time in the Blair or Chakeres lobby. Participation in theatre productions is open to all Wittenberg students. Audition dates are announced in advance on e-mail "announce." Further information regarding auditions may be obtained by phoning 327-7464.

You may attend designated athletic events free of charge. To do so, you must present your University ID card. Some events require obtaining tickets prior to the event.

EMERGENCIES

Emergency Telephone 327-6363. Emergency phones are located at various outdoor sites that put callers in immediate contact with Wittenberg Security Police. Emergency phones are also located at the main entrance of each residence hall.

If a member of the campus community suffers illness or injury, the University can provide a primary response and assist in obtaining advanced medical care. Security officers are trained in first aid and CPR techniques. The Wittenberg Wellness Center is staffed by a board certified physician and registered nurses.

THE FACULTY ENDOWMENT FUND BOARD

The Faculty Endowment Fund Board (FEFB) is a unique committee which oversees the Faculty Endowment Fund. In the early 1960s and subsequent decades, fund-raising efforts among the faculty, brought on by a desire for first-rate speakers and performers to stimulate the intellectual atmosphere on campus, generated enough money for a permanent fund the Faculty Endowment Fund. It is independent of the University budget. The interest from this fund continues to support efforts to identify and invite distinguished persons to participate in intellectual life of the University.

Membership: Six faculty, elected by the faculty as a whole, govern the evaluation and funding of faculty proposals.

Guidelines and Information Related to FEFB Grant Proposals:

Grant requests should be forwarded to the Chair of the FEFB and include a detailed description of the event(s), date(s), time(s), budget, the specific amount of the request, other sources of funding, and an explanation as to how the event will be publicized.

The FEFB should receive recognition as a sponsor or co-sponsor of the event(s) on all publicity and the event(s) should be publicized to the entire Wittenberg community.

Grant requests will be considered as they are received. Funds will be allocated until the annual budget is exhausted. Therefore, it is suggested that grant requests be sent to the FEFB as far in advance of the proposed event(s) as possible. As a general guideline, two months is needed by the FEFB to act on a grant proposal.

NOTE: No event will be funded after it has already taken place.

FACULTY DINING ROOM

This facility is on the second floor of the Student Center and is open to all University faculty and staff.

GRADE BOOKS AND BLUE BOOKS

Faculty members may obtain grade books and blue books used for examinations from the department chairperson or from the Administrative Assistant to the Faculty.

HOUSING

Limited University-owned housing is available under lease for rental to faculty members, administrative officers, administrative staff and other Wittenberg staff members. Contact the Rental Properties Office for information.

All tenants are required to sign a lease. The Rent and Security/Damage deposit for Wittenberg properties rented by faculty and staff may be paid through payroll deduction by signing an authorization form at the Rental Properties Office located at the Physical Plant building. Rent so deducted is for the subsequent month. Security/Damage deposit may also be paid via payroll deduction from four consecutive paychecks. Rent for the period preceding the month covered by payroll deduction is to be paid at the Rental Properties Office at the time of lease signing.

When Payroll deduction is not used, rent is due on the first of each month, at the Student Accounts' Office in Recitation hall, and the Security/Damage Deposit is to be paid at lease signing at the Rental Office.

IDENTIFICATION CARDS

Wittenberg issues an identification card to each staff person at the time of employment. This card identifies you as a University employee and, when requested, is to be presented to any campus security officer or University official. Your ID also allows you access to privileges such as sporting events and use of library facilities. Your ID should be kept in your personal possession. It is not transferable to any other person. If you lose your ID card, please report its loss immediately to the Benham-Prince Student Center Administrative Assistant who will issue you a new card.

PARKING

The Wittenberg campus has limited parking space. All employees who drive to work are required to obtain a no-fee parking tag from the Wittenberg Police and Security Department. This tag entitles personnel to park in designated University lots; however, it does not guarantee a parking space immediately close to your work area. Employees parking in restricted areas, or areas other than their assigned areas, will be liable for fines, towing and/or disciplinary procedures. Registration can be obtained on line as a matter of convenience.

SCHEDULING EVENTS

All events are to be scheduled in the Student Center Scheduling Office (#7447) at least 48 hours in advance. A scheduling form should also be submitted to the Scheduling Office. This procedure will avoid scheduling conflicts and allow building and dining services adequate set up time.

SECURITY

Emergency Telephone 327-6363. Emergency phones are located at various outdoor sites that put callers in immediate contact with Wittenberg Police & Security. Emergency phones are also located at the main entrance of each residence hall.

Non-emergency Telephone 327-7307 or Dispatch at 327-6231.

The Police & Security Department is responsible for protecting members of the University community and their visitors, University property, and the property of the community and for ensuring that the campus is orderly. Their responsibilities also include appropriate service in controlling traffic and parking and making emergency health center and hospital calls. Security officers will not function in the capacity of general messengers, make mail runs or go on errands of students or other campus personnel.

Trained security officers and fully certified police officers employed by Chief of Wittenberg Police/Director of Security patrol the University District 24 hours a day. The security program is supervised by the Director of Security/Police who is a full-time Wittenberg staff member and a sworn police officer of the Wittenberg Police Department. Police officers are armed and have full power of arrest. Security officers are not armed and do not have arrest power. Patrols are continually reviewed during evening hours and weekends.

An Escort Service is operated and staffed by Wittenberg students. The service operates during evening hours, and use of this program is strongly encouraged by the University.

Equipment for security purposes includes police cars, security police cars, two-way radio communication and emergency telephones. A 24-hour Dispatcher is on duty, and security vehicles have direct contact with city police.

All members of the University community should be prepared to present University Identification cards when asked to do so by security or police officers. It must be recognized that failure to identify oneself as a member of the campus community can result in the assumption by these officers that the offender is an off-campus person.

Members of the academic community may be cited for breaking University regulations which may not be of sufficient seriousness to involve criminal arrest. If, on the basis of further investigation, an offense is judged to be of a more serious nature, criminal arrest may follow. Citations for breaking University regulations will be brought to the attention of the appropriate University office and/or student judiciary body.

All criminal actions and/or emergencies must be reported to Wittenberg Police/Security. Wittenberg supports rigorous prosecution of persons arrested in connection with illegal acts against persons or property in the University District. The policy is strongly endorsed by the University's Board of Directors, President, faculty and staff, and local law enforcement officials.

TICKET SALES AT THE SERVICE CENTER (STUDENT CENTER)

Notify the Service Center (327-7443) at least one week in advance that you wish to sell tickets through the Student Center. Please note that tickets at the Student Center are sold on a cash basis only. Ticket reservations cannot be accepted.

UNIVERSITY COMMUNICATIONS

Located in Suite 311 and Suite 206, Recitation Hall, the Office of University Communications is home to Wittenberg's public relations, publications, sports information and news services departments, as well as the University editor and Webmaster. All news and sports information about Wittenberg-related events, people or activities intended for media distribution, including newspapers, magazines, radio and television, must be released from this office. Call the Office of University Communications at 6111 with suggestions for news stories, features or sports items.

Additionally, the office is charged with interpreting and communicating the accomplishments, objectives and aspirations of the University to a variety of audiences, including the campus community. The Office strives to maximize knowledge, understanding and support for Wittenberg through contact with the news media, the University's Web site and other outlets, as well as in such publications as the *Wittenberg Magazine* and *Around the Hollow*, the University's online newsletter.

The office also assists University personnel in producing printed material to ensure that internal and external publications are designed and produced in an attractive, accurate, consistent and economical manner. These services are provided free of charge through the publications department. All requests for preparation of printed materials incorporating the University logo or any other University symbols must follow established guidelines. Call the department of publications at 6116 for additional information.

UNIVERSITY VEHICLES

University-owned vehicles are available for use by employees for work-related travel. Scheduling of University vehicles for personal use is prohibited. To reserve a vehicle or to obtain additional information contact the Motor Pool at #7446.

WEAVER CHAPEL

Weaver Chapel offers weekday chapel for the campus community from 11:20 to 11:50 a.m. each Tuesday and Thursday. Speakers include students, faculty, local clergy, and other church representatives, and music is usually led by a student team. No classes or meetings are to be held during these half-hour periods. With your supervisor's permission, you are welcome to participate in this time of community worship. For further information, please contact the University Pastor's Office at #7411.

WITTENBERG UNIVERSITY FEDERAL CREDIT UNION

The Credit Union is an independent service organization. Any Wittenberg employee or student, and their immediate family members are eligible for membership. The Credit Union offers savings and checking accounts, certificates of deposit, Visa credit cards, auto and personal loans, plus many other enhanced services. Contact the Credit Union, extension 6427, for detailed information, or visit the web site at www.witt-cu.com. The Credit Union is located in Room 103 of Shouvlin Center.

Compensation

- Compensation Procedures
- Outside Employment
- Payroll Process
- Personnel Records
- Social Security
- Stipends Implications
- Teaching SCE
- System for Setting Faculty Salaries
- Merit Pay Compensation Procedures

Compensation:
MERIT PAY COMPENSATION
PROCEDURES

It is the policy of Wittenberg University that there be no discrimination on the basis of race, color, religion, sex, age, sexual orientation, national origin, physical or mental disability, or any other legally protected status or basis prohibited by statute in the employment and advancement of University staff.

University staff members are selected on the basis of their skills, knowledge, and ability to perform or learn tasks. The University makes every effort to place staff in positions commensurate with their abilities, interest, and potential for development.

As an educational community, Wittenberg University is committed to developing a safe and open living and working environment for a diverse community of students, faculty, and staff. Building upon its long-lasting tradition of moral responsibility and social consciousness, Wittenberg University takes seriously its responsibilities under the Americans with Disabilities Act, including procedures relating to the hiring process.

We value differences and ask each member of the community to respect differences. Diversity enhances the talents of the University staff by allowing us to build on strengths that various perspectives offer.

NOTE: For Procedures for Requesting Employment of Non-academic Personnel please contact the Human Resources Office.

Compensation:
OUTSIDE EMPLOYMENT BY FULL-TIME
FACULTY

(By Faculty action, May 24, 1979)

Full-time self-employment or acceptance of full-time employment offered by an employer other than Wittenberg University is permissible only during those periods of the year when the faculty member is not contractually obligated to Wittenberg University.

Any part-time employment during the academic year must neither be in conflict with the interests of Wittenberg University, nor compromise the effectiveness of the faculty member in the discharge of those responsibilities for which the faculty member is contractually obligated to Wittenberg University.

The Chief Academic Officer is responsible for adjudication of all matters to which the guidelines pertain and appeals to such decisions are to be brought to the Faculty Hearing Board on Academic Freedom and Tenure.

Full-time faculty members may accept part-time teaching responsibilities at other institutions with prior permission from the Provost's Office.

Compensation:

PAYROLL

PROCESS

The University pays all of its employees by direct deposit into the financial institution(s) of their choice. Such deposits are made electronically on the established University payday. If the payday falls on a holiday or a Saturday, the payday will be the preceding workday. If the payday falls on a Sunday, the payday will be the following Monday. When you begin your employment with the University you are responsible for completing a direct deposit instruction form available in the Human Resources Department. Federal law does not allow employers to make a deposit into your account until 10 days after you complete this form. We urge new staff to complete this paperwork immediately after confirming employment with the University.

Various federal and state laws mandate certain payroll deductions. The following kinds of deductions will be made:

- Federal and State Income Tax Withholding
- Social Security (FICA). The Federal Social Security Act requires your participation in this program through payroll deduction. A required percentage of your salary is deducted from your pay and the University matches contributions in accordance with the law. The plan is designed to assist you with your retirement, disability, death, survivor, and Medicare benefits.
- City Withholding Taxes
- School District Taxes (where applicable)
- Elective Deductions Designated by the Employee

By the last day of January of each calendar year, we will supply you with your Wage and Tax Statement (W-2) form, which summarizes your income and deductions for the year. It is your responsibility to advise the Payroll Office of any change in the number of exemptions you are allowed. If you have any questions regarding these deductions, please contact the Human Resources Department.

Compensation:
PERSONNEL
RECORDS

The Human Resources Department maintains a personnel file on each University employee. It contains such information as employment history, compensation and benefits history, records of disciplinary matters, and general personnel data, as prescribed by federal and state laws and University policy.

All personnel files are the property of Wittenberg University. As such, they may be destroyed or reproduced as it is determined necessary. If you are interested, you may schedule an appointment to review your file in the Human Resources Department.

All employees, whether on active status, lay-off or any type of leave of absence, are responsible for notifying the Human Resources Department of changes in address, telephone number, and/or family status such as births, marriage, death, divorce, legal separation, etc. These changes may affect your tax status and benefit structure.

Compensation:

SOCIAL

SECURITY

All administrative officers, faculty and administrative staff, as well as all other Wittenberg personnel (except ordained clergymen) are required to participate in the Social Security Program through payroll deduction. Clergymen are required to participate in Social Security on a self-employed basis and must, therefore, make their own arrangements for payment of any tax due. (The University will pay to all ordained clergymen, in August of each year, additional compensation (thus subject to income tax) of an amount equal to the difference between the maximum self-employment tax and the maximum employee tax. Thus, out-of-pocket costs for social security will be no more for ordained clergymen than other persons).

Compensation: STIPENDS-TAX IMPLICATIONS

(Revised June, 1999)

The Internal Revenue Service regulations state that an employer is required to withhold income tax from any individual's wages with whom it maintains an employer/employee relationship. Wages are defined as all remuneration for services performed by an employee for the employer regardless of the circumstances under which the employee is employed or the frequency or size of the individual wage payments. Both stipends and honoraria qualify as payments for services performed and are reported as taxable earnings to the Internal Revenue Service. Taxes are withheld as if they were a one-time payment considering the exemption claimed and the salary level of the staff member.

Outside consultants, on the other hand, qualify as independent contractors rather than employees. Independent contractors are currently exempt from the income tax withholding requirements of the Internal Revenue Service. Wittenberg is, however, required by federal tax regulations to report payments to any independent contractor exceeding \$600 for the taxable year. The outside consultant must provide a Social Security number to Wittenberg prior to receiving payment.

STIPENDS

Stipends, including but not limited to research stipends; payments to performers or speakers; contract payments; payments to research subjects and other services, should be paid by the Accounting, Student Employment or the Human Resources Office. Stipends should not be paid by personal check or cash at any time. In order to comply with Internal Revenue Service regulations we will process stipends using the following procedures:

Students who are employed by Wittenberg University

The stipend(s) will be included with the next monthly payroll check for students employed by Wittenberg University. The Student Employment Office will process stipends for these students and withhold the appropriate taxes.

Faculty Members

The stipend(s) will be included with the next monthly payroll check for faculty members. The Human Resources Office will process all stipends and withhold the appropriate taxes.

Individuals who are not employed by Wittenberg University

The stipend(s) will be issued on individual checks by the Accounting Services Office. These checks will be coded for miscellaneous income. If the individual meets the dollar threshold for the calendar year, currently \$600, a 1099-Misc will be issued at year-end.

In order to process these checks, the Accounting Services Office will need each individual's name, address, social security number and a description of the services rendered.

STUDENT AND FACULTY AWARDS

In order to comply with Internal Revenue Service regulations we will process awards using the following procedures:

Students who are employed by Wittenberg University

The award(s) will be included with the next monthly payroll check for students employed by Wittenberg University. The Student Employment Office will process awards for these students.

Faculty Members

The award(s) will be included with the next monthly payroll check for faculty members. The Human Resources Office will process the awards.

Students who are not employed by Wittenberg University

The award(s) will be issued on individual checks by the Accounting Services Office. These checks will be coded for miscellaneous income. If the student meets the dollar threshold for the calendar year, currently \$600, a 1099-Misc will be issued at year-end.

**Compensation:
TEACHING IN THE SCHOOL OF COMMUNITY
EDUCATION**

STIPENDS FOR SUMMER SESSION 2006 OR REGULAR SEMESTER EVENING SESSION (2006-07)

THIS IS INCORRECT – NEEDS UPDATED!!!!

Faculty Rank	Stipend Per Semester Hour
Instructor	\$858
Assistant Professor	\$923
Associate Professor	\$988
Professor	\$1053

Compensation for courses taught in off-campus locations by full-time faculty members is subject to negotiation.

STIPENDS FOR SUPERVISING INDEPENDENT STUDY OR INTERNSHIP

This compensation is confined during regular semesters to the supervision of Adult/Non-Traditional students. During the Summer Session it applies to supervision of all students.

Faculty Rank	Stipend Per Semester Hour
Instructor	\$172
Assistant Professor	\$185
Associate Professor	\$198

Professor \$211

During the Summer Session the maximum stipend permitted is equal to that for eight credits of regular classroom course teaching at the person's rank.

STIPENDS FOR NON-CREDIT COURSES

Compensation for teaching non-credit courses is determined individually with the prospective instructor. Compensation for typical activities is \$120 per 2-hour session.

TEACHING OVERLOADS

In order that such additional teaching assignment will not interfere with the faculty member's full-time responsibilities to the College, the opportunity for an additional course assignment will be limited to one School of Community Education course (4 or 5 credits) during the two-semester academic year. In no case should the combined assignment in day or evening classes exceed 29 credits during the two-semester academic year.

A regular faculty member may elect to teach a part of the normal full-time load in the Evening without extra compensation. This election requires the approval of the department chair and the Provost as well as the Dean of the School of Community Education and depends on the needs of the Day and Evening

**Compensation:
SYSTEM FOR SETTING FACULTY SALARIES**

The final decision regarding individual faculty salaries rests with the Provost and the President. This document is an agreement between the faculty and the current administration as to the process to be followed in setting faculty salaries. The agreement will not be modified without notice and consultation, even in the event of administrative staffing changes. A new Provost or President will have the opportunity to propose revisions to the system or to propose another means altogether for setting salaries.

This agreement may be reviewed by the faculty and administration at any time if there are questions as to its effectiveness. A full review will be conducted by the Compensation Subcommittee and the Provost during the fall semester, 2000.

Minimum Salary Guidelines

This agreement establishes minimum salary guidelines for full-time faculty at the rank of Assistant Professor or higher based on "years in rank." The minimums depend on a "salary base" and the following table of "salary factors"

Assistant		Associate	
Years Completed	Factor	Years Completed	Factor
0	1.000	0	1.180
1	1.014	1	1.194
2	1.028	2	1.208
3	1.042	3	1.222
4	1.056	4	1.236
5	1.070	5	1.250
6	1.084	6	1.264
7	1.098	7	1.278
8+	1.112	8	1.292
		9	1.306

Full Professor			
Years Completed	Factor	Years Completed	Factor
		10+	1.320
0	1.400	10	1.540
1	1.414	11	1.554
2	1.428	12	1.568
3	1.442	13	1.582
4	1.456	14	1.596
5	1.470	15	1.610
6	1.484	16	1.624
7	1.498	17	1.638
8	1.512	18	1.652
9	1.526	19	1.666
		20+	1.680

The "years completed" column refers to the number of full years the faculty member has completed by the beginning of the salary year.

The minimum salary guideline for a given "year-in-rank" category is determined by multiplying the "salary base" by the appropriate "salary factor" from the table above. The "salary base" is set annually, with the goal of raising it each year so that the salary structure keeps pace with inflation and our salaries are competitive.

Using the Minimums

Each full-time member of the faculty should have a base salary which is no less than the minimum guideline for their rank category unless an exception has been made. The salaries of Adjunct Professors (not Adjunct Instructors) are also subject to the minimums in proportion to their teaching load.

Exceptions are made only in cases where a faculty member's performance of his/her duties is unsatisfactory. If an exception is made, the Provost will do so only after thorough consultation with the Personnel Board and the faculty member's department chair.

Exceptions are not necessarily permanent. The case of any faculty member designated as an exception will be reviewed by the Provost and the Personnel Board every third year after the initial designation. If the faculty member's work is found to be satisfactory, his/her salary will once again be subject to the minimum guidelines at the appropriate level.

Across the Board Raises

Any across-the-board raises are awarded to every faculty member as a percentage of the individual's salary. The amount is determined by using the faculty member's salary for the current year before any other adjustments or raises are included. Department Chair "stipends" are included in salary for the purpose of this computation.

Promotions

Faculty promoted to the rank of Associate Professor receive a promotional raise equal to 8% of the "salary base" established for the new salary year.

Faculty promoted to the rank of Professor receive a promotional raise equal to 10% of the "salary base" established for the new salary year.

Promotional raises are in addition to any across-the-board and merit raises received by the faculty member.

Annual Adjustments of the Guidelines

These guidelines are subject to yearly review by the Provost and the Faculty Compensation Subcommittee. Normally, the annual adjustment of the guidelines is accomplished by increasing the "salary base" and leaving the salary factors, promotion factors, and rank categories unchanged.

If any changes in the factors or the categories are considered, the Faculty Compensation Subcommittee shall determine if those changes should be brought before the faculty for their endorsement.

Individual Salary Reviews

In an instance where an individual faculty member's current salary may not be appropriate when compared to the salaries of other Wittenberg faculty with similar experience and achievements, a review of that faculty member's salary can be initiated by the Provost, the Personnel Board, the faculty member, or their department chair. Such a review will be carried out by the Provost and the Personnel Board with input from the faculty member and the department chair.

Following the review, the Provost may decide to recommend raising the faculty member's salary to a more appropriate level in the next salary year. A salary is never lowered due to a review.

A salary review initiated by a faculty member or department chair must be requested no later than January 1st in order for any adjustments to take effect the following September. A faculty member cannot request a review more than once in any three-year period.

The Annual Salary Process/Priorities

When allocating the monies in the annual salary increase pool, highest priority is given to promotional increases followed by adjustments due to individual salary reviews.

Additional funds in the pool may be used for any combination of: merit raises, an across-the-board raise, or costs involved in raising the minimums. The Provost consults with the Faculty Compensation Subcommittee before making a final decision as to how to allocate the salary increase pool each year.

The "salary base" will normally be raised each year by at least the across-the-board percentage minus 1.3%.

Report to the Faculty

A yearly report on the salary process is sent to each faculty member along with their annual salary letter. This report includes:

- a. The minimums for the coming year and how they were adjusted (if at all)
- b. The median salary for full-time faculty in each of the following groups:

Faculty Rank	Years in Rank
Instructor	One Group
Assistant	0-3, 4-7, and 8+
Associate	0-3, 4-6, 7-9, and 10+
Full	0-4, 5-9, 10-14, and 15+

- c. The median is NOT published for groups containing fewer than 4 faculty.
- d. The sizes and numbers of the promotional and merit raises awarded
- e. The total dollar amount in the salary increase pool, and the total dollar amounts expended for each type of salary increase: promotion, review adjustment, across-the-board, merit, and adjustments to the minimums.

Compensation:

MERIT PAY COMPENSATION PROCEDURES

(By Faculty Action - Faculty Meeting - January 18, 2000)

Frequency

The administration has indicated that it cannot assure us of salary pools large enough to fund both adequate cost of living adjustments and merit pay every year. Cost of living adjustments should receive priority over merit pay. Merit determination should occur each year that funds are available for both adequate cost of living adjustments and significant merit pay. That determination will be based on performance during the three years preceding the determination, or since the time of the last merit determination, whichever is the longer period.

Nature of Adjustments

The merit awards will fall into three categories: Highest Merit (approximately 10% of the faculty), High Merit (approximately 20% of the faculty) and Merit (approximately 40% of the faculty). The awards will be in fixed dollar amounts instead of percentages of base pay, and these amounts will be at a ratio of 2-3-4. The merit adjustment will be incorporated into the base for subsequent years.

Benefits

- Health Welfare
- Overview
- Sabbatical

Benefits:

HEALTH AND WELFARE

BENEFITS

GROUP INSURANCE PLAN

At present, the University pays a portion of the premium for its available group health and dental insurance program for full-time employees and their dependents. If you choose to participate in the plan, you may choose to have premium amounts deducted, pre-tax, from your pay. Benefits become effective on the first day of the month following or coinciding with your date of employment. For comprehensive details please refer to the group insurance booklet. At present, our group insurance plan includes:

- ❑ **Health and Dental Insurance.** Plan participants receive medical and dental coverage. A summary plan document outlines the full details of the plan.
- ❑ **Life Insurance.** Participants receive group term life insurance equal to one and one-half times their annual base salary up to a maximum of \$1,000,000. The University pays the entire premium for this benefit. Additional life insurance, in an amount equal to 1, 2, or 3 times your annual salary may be purchased at your own expense. Contact the Human Resources Department to make the necessary arrangements. Open enrollment for supplemental life is held in December each year.
- ❑ **Accidental Death and Dismemberment Insurance (AD&D).** Plan participants receive AD&D up to one-and-one-half times their annual base salary, up to a maximum of \$1,000,000. The University pays the entire premium for this benefit.

UNEMPLOYMENT INSURANCE

Unemployment Insurance will provide weekly benefits to you if you become unemployed through no fault of your own or due to circumstances described in the law. It is the responsibility of the former employee to file for this benefit. Employers in Ohio fund this program entirely. The University makes required contributions to the program.

WORKERS' COMPENSATION

The University participates in the Ohio Bureau of Workers' Compensation Fund to cover the cost of a work-related injuries or illnesses. The law prescribes specific benefits which vary depending on the circumstances of each case. Benefits may include paying for your related medical treatment and reimbursing you for income lost while recovering. Accident/Injury reporting forms are available in the Human Resources Department, and we will help you file a claim for benefits.

No matter how insignificant an on-the-job injury may seem when it occurs, notify your supervisor and the Human Resources Department immediately. You should report all injuries before leaving work on the day of the injury. This report is required by law and protects your legal rights.

FLEXIBLE BENEFITS PLAN

The University has a flexible benefit, or "cafeteria" plan that allows eligible employees use of pretax dollars to pay for selected benefits. For example, the plan enables eligible employees to convert their premium health care contributions from an after-tax expense to a pretax expense. Contact the Human Resources Department for complete details of this plan.

DEPENDENT CARE AND UNREIMBURSED MEDICAL ASSISTANCE PLAN

This program is set up in accordance with IRS Code Section 129 and permits plan participants to establish a pretax fund to pay for certain unreimbursed medical or dependent care expenses.

CHILD CARE OPPORTUNITIES

The University supports its employees with families by assisting them with part of the cost of child care at the Mercy Medical Center Day Care facility. Right now the University has reserved 13 spots in the facility which are available to our employees on a first come first served basis. Please contact the Human Resources Department for additional information on this benefit.

RETIREMENT PLANNING

TIAA-CREF RETIREMENT PLAN

The University makes this voluntary plan available to help employees supplement their retirement income. Upon completing one year of employment, eligible employees can defer a portion of their earnings on a pretax basis to this plan allowed by Section 403 (b) of the Internal Revenue Code. At present, the University is also contributing a percentage of the participating employees' base salary to their retirement account. The plan document is available in the Human Resources Department. Upon retirement, various payout options are available and may be discussed in detail directly with TIAA-CREF toll-free 1-800-842-2252.

SUPPLEMENTAL RETIREMENT ANNUITIES

The Internal Revenue Service permits individuals who participate in 403(b) retirement plans to also contract with independent insurers to purchase supplemental retirement annuity plans. The University permits TIAA-CREF plan participants to purchase such annuity plans at their own cost and discretion, but may from time to time limit the number of providers from which participants can choose.

RELOCATION EXPENSE POLICY

The university financially assists new faculty and administrative staff members in relocating to Clark County by providing the following options:

Option A. The greater of either a lump-sum payment of \$800 for in-state relocations and \$1,200 for out-of-state relocations, or

Option B. 50 percent of the actual expenses incurred (up to a maximum of \$4,000) in moving furniture and household items. Items such as the transportation of the individual(s) and his or her family, meals and lodging en route are not covered.

In recognition of diverse personal circumstances, the lump-sum payment is intended to help a new employee offset moving expenses or other miscellaneous relocation expenses such as utility hookups or driver's license registration. Under the latter option, receipts must be submitted, and items such as the transportation of the individual(s) and his or her family, meals and lodging en route are not covered.

New faculty and administrative staff who are awarded a full-time, regular position and are moving to within (45) forty-five miles from Wittenberg, are eligible for this benefit.

To claim reimbursement for relocation expenses, the individual should submit a Relocation Request for Payment Form to the Human Resources Department. All applicable income and employment taxes will be deducted from the payment, and the payment will be reported as taxable wages on the annual Form W-2. For tax purposes, the employee should retain documentation of actual moving expenses.

TUITION REMISSION

Wittenberg University provides a tuition remission and scholarship plan for full-time personnel, their spouses and children in accordance with the Tuition Remission Policy, which is printed in the Appendix.

LEAVES OF ABSENCE

PAID SICK LEAVE

(Revised January 20, 1998)

Faculty are entitled to two months paid sick leave immediately upon entering active service and accrue one month, defined as 24 days, of paid sick leave for each year worked thereafter up to a maximum of six months. The Long Term Disability Insurance Program, where applicable, will provide payments where covered illnesses extend beyond six months.

When an illness or injury results in the absence of six or more days or requires frequent intermittent absences, employees may be asked to obtain a physician's statement explaining the nature of the health condition and an evaluation of the employees' ability to resume their essential job functions.

The amount of sick leave benefit that you will receive will be reduced by the amount of any payments made to you for the same illness or injury under the provisions of the Workers' Compensation Act.

The University's sick leave provisions are generous and are intended to provide for you during periods of illness. Sick leave is not an entitlement and is not earned wages; therefore, upon resignation, layoff, termination, or retirement you will not receive payment for accumulated sick leave.

LONG TERM DISABILITY

The Long Term Disability Insurance Program, where applicable, will provide payments where covered illnesses extend beyond six months. Other faculty will substitute as required when absences occur due to such illnesses.

MATERNITY LEAVE

(Revised, Fall 2005)

This policy is meant to supplement Wittenberg's Family and Medical Leave Act (FMLA) policy. Faculty teaching responsibilities and the relation of leaves to tenure eligibility justify supplemental provision to the general policy for childbirth and adoption leaves for faculty members. Although this policy is meant to supplement your FMLA leave benefit, it should be noted that the leaves of absences set forth in this policy--both paid and unpaid- run concurrently with the FMLA benefit.

This policy is meant as a guideline and any questions regarding the terms of this policy or its application should be directed to the Provost and to the University's Human Resources Department.

PAID LEAVES OF ABSENCE

Paid leave for childbirth or adoption at Wittenberg is an eight-week period that reduces accrued sick leave on a day for day basis. If the University employs both parents, only one parent may take advantage of the paid leave benefit for each birth or adoption (multiple births or multiple child adoptions are considered one event under this policy). This benefit is available only to faculty member who is on medical leave following childbirth or is the sole caretaker of his or her dependent child from Monday through Friday, between 8 a.m. and 5 p.m. and the leave of absence must be initiated no later than two months after the birth or adoption. In cases of adoption, this benefit is only available for adopted children who are six years old or younger at the time of the adoption.

PRE-LEAVE NOTICE

The faculty member must consult with the Provost and the department chair for the purpose of arranging for a leave under this policy and determining her or his responsibilities. Prior to the consultation with the department chair and the Provost and as early as possible, the faculty member should submit a written request for leave to the Provost and the Human Resources Department. The request should include the expected date of delivery of adoption, if either is the basis for the leave request, and the desired duration of the leave of absence.

The failure to timely notify the University for a need for leave and its expected duration may result in the denial of a leave made pursuant to this policy.

RELEASE FROM TEACHING DUTIES

Course development, scholarship, and other professional expectations on faculty extend throughout the calendar year. Therefore, release from teaching duties for an entire semester is a benefit available to any eligible faculty member under the relevant provisions of this adoption and childbirth policy. To avoid excessive disruption to student learning, the University reserves the right to release the faculty

member from all teaching duties for an entire semester if more than three weeks of that semester coincide with the eight-week paid leave associated with the birth or adoption. Depending on the circumstances however, there may be instances in which the faculty member will be expected to teach until the due date or adoption date and the department expected to make arrangements for the remaining classes. For the weeks of the semester not part of a leave of absence, the faculty member will continue with other duties (e.g., duties related to directing an academic program and committee work) as determined in consultation with the Provost and the department chair.

Under the current semester system (a semester begins with the first day of classes and ends on the last day of exams or Commencement), there are two intervals ('windows') during which part of an eight-week leave will not coincide with more than three weeks in either semester: one toward the end of the fall semester and another from the last three weeks of the spring semester, through the middle of the summer, five weeks before the start of the fall semester. Professional time lost because of the occurrence of more than five of the eight weeks of paid childbirth or adoption leave within either of the two windows will be compensated by release from all teaching duties for one semester in the academic year immediately following the birth or adoption. During the semester with release from teaching the faculty member will continue with other duties (e.g. duties related to directing and academic program and committee work), as determined in consultation with the Provost and the department chair.

MEDICAL DOCUMENTATION

Should the pregnant faculty member be unable to fulfill her faculty responsibilities satisfactorily before her intended date of departure, the University may request her to provide verification from her physician. In addition, as with all medical leaves, a birth mother must be approved by her physician to return to work. Finally short-term, infrequent absences for illness due to pregnancy are charged to accumulated sick leave; in these cases, the faculty member should arrange for her classes to continue her work.

OUTSIDE EMPLOYMENT

Faculty released from teaching may not accept employment elsewhere or at Wittenberg during the semester with release from her/his regular teaching responsibilities without written permission from the Provost.

OTHER PAID LEAVES

Requests for an intermittent or reduced-schedule leave will be considered on a case-by-case basis. A faculty member should consult with the department chair and the Provost in order to determine a mutually acceptable leave plan and then should submit a request, in writing, to the Provost, with a copy to the Human Resources Department.

UNPAID ADOPTION AND CHILDBIRTH LEAVES

For faculty members, leave without pay is available for one semester or for an academic year, immediately following the birth or adoption, and runs concurrently with the FMLA benefit. During an unpaid leave all benefit payments continue at the prevailing University/employee premium rate. The individual should arrange with the Human Resources Department to pay the employee portion for the monthly health care contribution. Payments to a retirement plan cease during unpaid leaves.

TENURE CONSIDERATIONS

If a faculty member qualifies for a paid or unpaid leave under the Family and Medical Leave Act of 1993 (FMLA) or Wittenberg FMLA policy guidelines, he or she is entitled to stop the tenure clock (extend the probationary period), with or without taking a full or partial leave of absence. The tenure clock may be stopped for up to one year for each event and no more than twice during the probationary period. This policy is based on qualification "for FMLA leave rather than acceptance of paid or unpaid leave. Qualification for FMLA leave and a change in the tenure clock will be evaluated on a case-by-case basis in consultation with the Provost and Human Resources Department (Approved April 2004)

Anyone on a probationary appointment who receives an unpaid childbirth or adoption leave for the academic year will not have the year count as service toward tenure. The Provost should state this stipulation explicitly in writing to the individual at the time of notification of the grant of the leave.

BEREAVEMENT LEAVE

If there is a death in your immediate family, you may take up to three consecutive working days to handle family affairs and attend the funeral. We provide one (1) additional working day for required travel beyond a 250-mile radius. For this policy, "immediate family" is defined as current spouse, children, parent, grandparents, brothers, sisters, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandparents-in-law, grandchildren, aunt, uncle, brother-in-law, sister-in-law, legal guardian, nieces or nephews.

MILITARY SERVICE

Federal and state law provides protected leave in relation to military service. Information respecting military leave rights and responsibilities, including employee notice and paperwork requirements, may be obtained by inquiring at the Human Resources Department.

COURT DUTY

The University views court duty as a civil responsibility. To be eligible for court leave, you must have been subpoenaed by a court for jury duty or to appear as a witness.

If you need to appear in court on matters pertaining to your own personal interests such as child custody, divorce, traffic violations, felony charges, civil suits, etc., such time should be scheduled so it does not interfere with your classroom responsibilities.

Please advise your department chair promptly after receiving notification to appear and present the summons to the Human Resources Department.

Benefits:
AN OVERVIEW OF
BENEFITS

The University strives to provide a competitive benefit package for its eligible faculty.

The descriptions in this handbook are only brief summaries. For full details, refer to the summary plan description or you may contact The Human Resources Department and they will be glad to help you understand your eligible benefits.

You may continue to participate in our group health insurance program for a specified period after separating from the University. When you leave the University, we will send you (and your spouse, if applicable) a detailed explanation of this benefit.

The University reserves the right to change, supplement or discontinue any benefit any time. The existence of these employee benefits and plans does not signify that the University will employ an individual for the requisite time necessary to qualify for these benefits and plans.

Benefits:
**SABBATICAL LEAVE AND LEAVE OF
ABSENCE**

SABBATICAL LEAVE OF ABSENCE

(By Faculty Action, September 22, 1981- Revisions Made by Faculty Action January 18, 2000)

PURPOSE

The purpose of the sabbatical leave policy is to strengthen the University by encouraging the intellectual and professional development of the faculty. The sabbatical leave is designed to free the faculty member from University responsibilities and to allow the pursuit of opportunities that will contribute to professional growth. Therefore, significant time spent on departmental or University administrative work is counter to the spirit of the sabbatical program and is more appropriately served by adequate release time outside the sabbatical program. Ordinarily, department chairs should not continue their administrative duties during a sabbatical leave.

Moreover, the sabbatical is intended to permit time for work other than teaching. Teaching may be included as part of the proposal when it is not the primary focus of the sabbatical, or when the teaching itself offers a significant opportunity for professional development.

ELIGIBILITY

(Amended by Faculty action, November 10, 1992)

Any full-time faculty member may apply for a sabbatical leave after the equivalent of six full years of service. With the approval of the Faculty Personnel Board, those six years may include the maximum of one semester of leave of absence. It is understood that this leave of absence will involve work directly related to the faculty member's professional responsibilities.

Seniority alone is not considered to be a valid criterion for the granting of sabbatical leave.

The Provost may take the initiative in recommendation to the Faculty Personnel Board that a faculty member take a sabbatical leave where the good of the University as well as that of the individual would thereby be served.

The grant of leaves shall be subject to budgetary considerations and the personnel needs of the department involved.

With staffing considerations in mind, the Provost in consultation with the Faculty Personnel Board, may recommend to defer a sabbatical request until the following year. Such an administrative postponement does not alter the seven year sabbatical eligibility sequence. This means that the date from which one next becomes eligible does not change in the event of an administrative postponement. In cases of deferred leave, a formal letter will be sent to the faculty member for the record. Deferrals are not necessarily limited to one year.

TERMS

A faculty member may elect one of the following: (1) one semester of leave at full salary; (2) two consecutive semesters of leave at 75% salary; or (3) two separate semesters within a seven year period at 75% salary for each semester. All salary compensation percentages apply for the sabbatical terms only.

The acceptance of sabbatical leave obligates the faculty member to return to the University for at least one full year after the expiration of sabbatical leave, regardless of the option elected. In case the faculty member defaults, the University shall be reimbursed for all salary and other benefits provided during the term of absence.

Faculty members on leave shall receive the benefit of any salary or rank increases in their absence and shall be eligible to continue all supplemental benefits in force after the time leave is granted. The amount of the University's payment up to the normal maximum shall be determined by the amount of the faculty member's participation.

A faculty member who receives a sabbatical leave is obligated to file a report describing the results of the leave. The report should be specific enough to indicate the nature and extent of activity during the leave and how the objectives for the sabbatical leave were met. This report shall be filed with the faculty member's department chairperson, the Provost, and the Faculty Personnel Board within thirty days following completion of the leave period. In instances where a faculty member elects the split year option, a progress report shall be filed within thirty days following the completion of each semester.

A faculty member shall be eligible to apply for a further sabbatical leave after a minimum of six additional years of service. For the faculty member who elects the split year option, the six years of additional service will be counted beginning with the first year of service following the first semester of leave.

LEAVE OF ABSENCE PROGRAM

The Leave of Absence program is designed to provide for leave policy not included in the sabbatical leave program. Any full-time faculty member who has served for three years is eligible to apply.

TERMS

A leave of absence is normally for one year.

During a leave of absence no salary will be paid. The faculty member on leave may elect to participate in supplementary benefits to the extent applicable for salary received in the preceding year. In the case of leave of absence for less than one year the faculty member may elect to participate in supplementary benefits to the extent applicable for salary received in the current year. University contributions to supplementary benefits shall be determined by the amount of the faculty member's participation.

The College may grant limited financial assistance to the faculty member.

The acceptance of leave of absence obligates the faculty member to return to the college for at least one full year after the expiration of that leave. In case the faculty member defaults the College shall be reimbursed for all benefits provided during the term of absence.

Anyone on an annual appointment who receives a leave will not have the year count as service toward tenure. This stipulation should be stated explicitly in writing to the individual at the time of notification of the granting of the leave.

PROCEDURES FOR APPLYING FOR SABBATICAL LEAVES AND LEAVES OF ABSENCE

An application for a Sabbatical Leave or a Leave of Absence takes the form of a letter addressed to the Faculty Personnel Board. Each applicant should submit a detailed statement of how the leave is to be used (nine copies should be sent to the Faculty Secretary, who will distribute them to the Faculty Personnel Board and Provost) and should include the following information:

- Length of service at Wittenberg figured as of the date of the beginning of the proposed leave.
- Extent of leave desired. The applicant should indicate the inclusive dates of the leave and option selected.
- A list of any previous leave periods together with full information regarding any Wittenberg financial contribution during the period of the leave or leaves.
- The program to be undertaken by the applicant during the leave. This statement should include:
 1. A detailed description of the project. If the faculty member chooses the split year option, a description of the activity proposed in each of the two semesters should be included.
 2. The relationship of the proposed program to the applicant's research, professional, or creative interests.
 3. The places at which the leave period will be spent.
 4. The anticipated effect of the project on the attainment of an advanced degree, if any.
 5. The anticipated results in terms of publication or other form of professional recognition.
 6. The anticipated benefits which will accrue to the educational program of the college.
- Possible sources of financial assistance, if any.
- The effect of the applicant's absence on the work for the department together with any suggestions for ways of providing for the applicant's courses during the absence.
- Any compelling urgency, such as the continuation of a project already under way, the receipt of a fellowship, the need to meet a publisher's deadline, etc.
- Any other pertinent information.

A carbon copy of the letter of application should be sent to the chairperson of the applicant's department. If the chairperson supports the application, nine copies of the chairperson's recommendation are to be sent to the Faculty Secretary, who will distribute them to Faculty Personnel Board Members and the Provost. The chairperson's recommendation should comment particularly on the effect of the applicant's absence on the work for the department and on ways of providing for the applicant's courses during the absence. It should also include a statement regarding the probable professional and cultural contribution that might accrue to the applicant, to the department, and to the University if the leave were granted. A department chairperson who wishes to apply for a leave shall confer with the Provost before submitting a letter of application to the Board.

As outlined in the basic statement of leave policy, the Board will review all applications and submit its recommendations to the Provost and President.

The deadline for receipt of applications for leaves for the academic year is **October 1** but in order to facilitate departmental and institutional planning earlier application will be helpful when this is possible. One is expected to apply by this date if there is knowledge of a pending opportunity. If an unusual opportunity for leave arises after December 1, the Faculty Personnel Board will accept applications until March 1. It is understood, however, that late applications will be approved only on the condition that the department is able to plan for the faculty member's absence.

Once the initial sabbatical proposal has been approved, faculty members who chose the split year option, should submit a reminder to the Faculty Personnel Board of their interest to take the second semester of the sabbatical by the October deadline for applications. This reminder should include the original sabbatical proposal and a rationale for any proposed changes. It should be accompanied by a note from the chairperson that comments on the effect of the faculty member's absence on the work of the department.

OTHER UNPAID LEAVES

UNPAID FAMILY AND MEDICAL LEAVE

Eligible employees, male and female, may be granted up to 12 weeks of unpaid leave per year for care of newborn or newly adopted children, a serious health condition of a child, spouse or parent, or a serious health condition of their own. The University's Family and Medical Leave Policy is reprinted in the Appendix.

Academic Policies

- Curriculum
- General Education
- Summer session
- Credit Standards
- Attendance
- Student Registration
- Exams Grading
- Finals Procedures
- Student Achievement
- Advanced Placement
- Independent Studies
- Honors
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Academic Policies: CURRICULUM

CURRICULUM CHANGES

GUIDELINES FOR THE ADOPTION OF A NEW ACADEMIC PROGRAM

(By Faculty Action, October 13, 1998)

Wittenberg University tries to strengthen its programs as it attempts to maintain a firm grounding in liberal education while also giving credence to emerging fields of inquiry, adjusting to change within existing disciplines, and, at the same time, attracting a sufficiently large and diverse student body. The range of possible initiatives is broad and may require the development of new academic programs. To assure uniformity, fairness, and accountability, the Faculty Committee on Educational Policies uses the following process for recommending the adoption of new majors, minors, and degree-granting programs and for their subsequent review.

The process is initiated by a proposal to the Faculty Committee on Educational Policies and may come from a group of faculty (department, task force, committee, etc.) or the Provost or Provost's staff. The proposal should address the following issues.

ISSUES TO BE ADDRESSED

Rationale

Briefly state why the program is being proposed.

Mission

How does the program realize Wittenberg's mission and its liberal education objectives?

Program Integrity

1. How do the various elements of the program—its goals and objectives, curriculum and courses, and related experiences—exhibit intellectual and academic coherence?
2. How do the program's curriculum, courses, and co-curricular events provide students with the educational experiences deemed essential for the field of study?
3. How does the program ensure that students will think in depth about the basic questions and issues raised by the field of study?

Standards of the Field

How does the program meet or exceed the generally recognized standards for programs of its type? (Generally recognized standards are those held by professional associations as applied by program consultants or by accrediting agencies.)

Feasibility

1. What students will the program serve? What evidence is there that this program might attract qualified students who otherwise would not likely attend Wittenberg?
2. What relation has the program to other academic programs at Wittenberg? What is the relation to the general education learning goals and curriculum?
3. Does the University have the human, financial, and other resources needed to sustain the program? These resources include:
 - a. Qualified faculty and support staff: Specifically, how will the program be staffed? Is the relevant department or combination of departments willing, able, and qualified to perform the tasks recognized as essential for the program?
 - b. Facilities and equipment: What are the specific equipment and space needs appropriate to the field for the foreseeable future?
 - c. Library and information technology: What are the specific library and information technology needs appropriate to the field for the foreseeable future?
 - d. Does the program involve local or distant partners in education?
 - e. Other initial or ongoing expenditures.
4. If the University does not have the necessary resources, how can the institution of the new program be justified?

Success of the Program

What conditions would constitute the success of the program and how should success be measured?

Curricular Information

In a separate section of the proposal, the following information must be given.

1. A concise listing of the program's learning goals;
2. A description of the principal elements of the program's plan for the assessment of student academic achievement;
3. Information for the *Academic Catalog*:
 - a. A listing of faculty members directly involved with the program;
 - b. A listing of requirements for the completion of the program (see the relevant policy statements in the *Faculty Manual*);
 - c. Course numbers and descriptions for all course offerings in the program (see the relevant policy statements in the *Faculty Manual*);
 - d. Other salient features or policies of the program which the student needs to meet.
4. Syllabuses for new courses (see the relevant policy statement in the *Faculty Manual*). If the new program depends on a large number of new courses, the Educational Policies Committee may permit the consideration for approval of new courses in several phases. At a minimum, all new courses to be offered during the first year of the program should be available at the time the program is initially considered.

As a matter of practice, the Educational Policies Committee may forward selected matters to its satellite committees on assessment and, where applicable, on general education.

ACTIONS BY THE EDUCATIONAL POLICIES COMMITTEE AND BY THE FACULTY

1. The Educational Policies Committee is charged with evaluating the proposal according to the guidelines given above. As part of its deliberations, the committee may hold a forum for the discussion of the proposal.
2. Successful proposals will be recommended by the committee to the University faculty for further disposition. While the proposal's rationales will be presented as matters of information, the committee will move approval of the requirements and related policies for the completion of the program, course numbers and descriptions for all course offerings in the program, and syllabuses for new courses. In the event that some of the syllabuses for new courses are not yet prepared, the committee will seek conditional approval of the program, delaying full approval until all syllabuses required by the program are evaluated by the committee and acted upon favorably by the faculty.
3. The Educational Policies Committee or its agent will review the program at the end of its second or third year. Subsequent review may also occur. Concurrent with its recommendation to the faculty, the committee will outline the review process it projects using for the new program. Factors composing a review typically include:
 - a. What is the experience in securing staff and resources, particularly new resources appropriate to the program's needs?
 - b. What is the pattern of enrollment of traditional students and of new students attracted to this program? Does the program increase the diversity of the student body?
 - c. If appropriate, what is the record of alumni satisfaction with the program's contribution to their post-baccalaureate activities?
 - d. Does the program achieve favorable reviews from external experts in the field?

COURSE REVISIONS AND NEW COURSES (For the EPC)

Any proposals for changes in courses (including additions, deletions, or adjustment in course number or change from topics to permanent status) and any new courses must be presented in writing (normally, 10 copies) to the Educational Policies Committee for review before presentation to the faculty. Any request for changes should use the following format:

1. Course number: Title and number of semester hours
2. Catalog description (including statement of prerequisites).
3. Syllabus (to be attached)
 - a. Course number and title
 - b. Outline of the course (if possible, a day-by-day, week-by-week outline indicating material to be treated)
 - c. Brief listing of resource materials and suggested textbooks
 - d. Indication of method of instruction; i.e., lecture, discussion, demonstration, lab, etc. (if possible).
 - e. Rationale for selection of level of course number (i.e., 100-level, 200-level, etc.)
4. Rationale for the course
 - a. How does the course contribute to the departmental program?
 - b. For what type of student is the course intended (major, non-major)
 - c. What relationship, if any, does the course bear to offerings of other departments?
5. Will the proposed course replace any other courses?

6. Does the department currently have sufficient faculty resources to staff the course? Full-time or part-time?

Will this course involve an additional preparation for the faculty member assigned to it, or does it replace a course for which the faculty member is currently responsible?

7. Does the department currently have sufficient facilities, library materials, equipment, etc., available to offer the proposed course?
8. When will the course first be offered? How often will the course be taught?
9. Was consultation with the total department conducted and was departmental approval given for the proposed course?

For course revisions (including number changes), please indicate the old and the new versions and the rationale for the changes.

APPROVAL FOR GENERAL EDUCATION OFFERINGS

(For the General Education Committee)

Course offerings for the General Education Program must be submitted for approval to the General Education Committee. Proposals should contain the following information and follow the outline below:

1. Identify the Arts and Sciences learning goal for which the course is being submitted. With the exception of courses that count toward the non-Western goal, or that are to be counted as mathematics or writing intensive courses, courses may be submitted for only one goal. Instructors seeking writing-intensive approval should submit documentation to the Writing and Speaking Committee. Otherwise, if instructors are seeking approval for two goals as provided for in the exceptions listed here, they must submit full documentation for each goal.
2. Explain how the course helps students achieve the learning goal.
3. Explain how the course takes the learning goal for "The Diversity of Human Experience" into account and helps students achieve that goal.
4. Discuss how you intend to assess student achievement of these learning goals (i.e., the goal for which the course is submitted and the diversity goal).
5. Submit at least a tentative syllabus for the course.

If you are offering a topics course for the General Education Program, you must also follow the guidelines listed above and should submit the proposal directly to the General Education Advisory Committee. If, however, you are developing a new course to be offered regularly, please submit all materials--i.e., the new course proposal and the general education proposal--directly to the Educational Policies Committee.

Academic Policies:

GENERAL EDUCATION PROGRAM

(Added by General Education Committee, Fall, 2000 Faculty Manual)

SOURCE: Selected passages from the motion on the General Education Program for the 1995 curriculum, as approved by the faculty March 29, 1994 and subsequently revised in 1996, 2000, 2002 (writing goal and community service), and 2003.

INSTITUTIONAL ASSUMPTIONS: All candidates for the bachelor's degree must complete 130 semester hours to earn their degree. No more than two of these hours may be earned in physical activity courses.

PROGRAMMATIC ASSUMPTIONS: Principles that should apply to course approval and course selection (see preceding section "Approval for General Education Offerings"):

1. Except as otherwise noted (e.g., Non-Western Cultures, writing-intensive and mathematics-intensive courses), a course should be approved to meet only one general education requirement.
2. Courses that meet the Non-Western Cultures requirement may instead meet one other requirement (e.g., Chinese religion may meet either the Non-Western Cultures requirement or the Religious and Philosophical Inquiry requirement but not both). Each student shall indicate which requirement the course meets at registration, and it shall be reported as such unless and until a student petition to change that designation is approved.
3. The key test for a course proposed to meet a requirement is that it meets the relevant goal(s) and definition(s).
4. To address adequately the scope of general education learning goals, most general education courses should bear at least four semester hours of credit. Exceptions to this rule may be permitted in credit-bearing performance or production courses approved to satisfy the Fine, Performing, and Literary Arts requirements and in physical activity courses approved to meet the Physical Activity requirement.
5. Most students will take eight courses of 4-5 semester hours each for requirements R-8 through R-12 (Natural World; Social Institutions, Processes & Behavior; the Fine, Performing and Literary Arts; Religious & Philosophical Inquiry; and Western Historical Perspectives). In doing so, the student must choose courses from eight different departments and programs. In cases where the student takes coursework in more than two departments to fulfill an 8 semester hour requirement (as is possible in the arts category), the student must still take courses from six other departments for the remaining six courses (or 24 semester hours).

FOUNDATIONS GOALS

WRITING

GOAL: A student should achieve a level of competency in writing that provides the necessary foundation for subsequent college work and further learning and should also strengthen writing with continued practice.

REQUIREMENTS: R-1. ENGL 101 during the first two semesters and earning a grade of C- or S, unless exempted by demonstrating writing competency through national tests, as certified by the Department of English. ENGL 101 should include some library work and utilize computers for word processing.

Requirement: R-2. Demonstrate continuing proficiency in writing. All students are required to demonstrate successfully their writing proficiency in seven courses designated as writing-intensive, at least two of which must be taken as part of the student's major. Failure to demonstrate such proficiency will result in no credit for writing proficiency in that course. A student may earn graduation credit for the course even if writing proficiency is not demonstrated, but the student may not graduate until successful writing proficiency is evinced in seven writing intensive courses. Writing intensive courses may be used to meet other general education learning goals. Writing-intensive courses are designated with a W or Z in the section number throughout the master schedule of classes published each semester by the Registrar's Office.

Students exempting ENGL 101 would take another writing-intensive course in its stead. It is recommended that *all* writing-intensive courses (especially Common learning) interconnect more explicitly with ENGL 101, e.g., utilizing the ENGL 101 handbook and a more campus-wide terminology for talking about writing, with the obvious allowances for disciplinary differences.

DEFINITIONS: ENGL 101 should introduce students to basic forms and conventions of college writing, provide the opportunity for frequent practice in writing and revising, and help students explore various stages of the writing process from planning to proofreading. It also should include exposure to word processing and to the library.

In ENGL 101 students should learn to: 1) develop ideas thoroughly; 2) use rhetorical strategies appropriate to subject and audience; 3) focus a thesis, develop a valid argument, and support both with appropriate evidence; 4) structure an essay by means of developed and coherent paragraphs; 5) generate mature and effective sentences, choose precise and expressive language; 6) observe the conventions of written prose; 7) summarize, quote, and document sources; and 8) synthesize the ideas or words of others into their own arguments.

DEFINITIONS: WRITING INTENSIVE COURSES

(Clarification of wording September 2005)

A writing-intensive course includes writing as an integral part of teaching and learning, with class time devoted to the discussion of the writing process and assignments designed to reinforce and develop writing skills. Students in these classes are encouraged to generate preliminary writing (e.g. brainstorming, outlines, early drafts) and are given direction and/or feedback in the process of developing assignments. Students complete a minimum of 4,000 words in final draft form. This word count serves as a general indicator of the importance of writing in the course and must be balanced by the other qualitative criteria of writing intensive classes.

MATHEMATICS

GOAL: A student should achieve a level of competence in mathematics that provides the necessary foundation for subsequent college learning and should also strengthen problem-solving and reasoning skills through continued use.

REQUIREMENTS: R-4. At least four semester hours during the first three semesters in mathematics, statistics, or computer science that meet the foundational mathematics goal. Competency is demonstrated by earning a grade of C- or S in an approved course (designated as a Q course) or by exemption as certified by the Department of Mathematics & Computer Science.

R-5. One additional course, from anywhere in the curriculum, that relies on mathematical reasoning and problem-solving as a regular and integral part of the learning experience (designated by an M for mathematical reasoning-intensive). This course may count toward another requirement.

DEFINITIONS: Competency — Mathematics competency corresponds to C- level or better mastery of foundational skills. Courses designed to help students attain competence would provide frequent exposure to problems that may be solved by a variety of mathematical techniques developed in the course. Students may also demonstrate competency by examination.

Mathematical reasoning — Problem-solving and analytical thinking characterized by the use of mathematical abstraction, skills, and concepts. Mathematical skills include, but are not limited to, statistical, geometric, and probability analyses, computation, algebraic manipulation, differentiation, and integration.

Mathematics-intensive — A mathematics-intensive course strengthens learning through regular and integral use of numbers and mathematical reasoning. Some potential examples include: all math courses; some courses in art, business, education, philosophy (symbolic logic), stage lighting or scene design; many natural science, computer science, and social science courses.

FOREIGN LANGUAGE

GOAL: A student should achieve the degree of competence in a foreign language necessary to encounter another culture on its own terms and to enhance understanding of the structure of language itself.

REQUIREMENT: R-6. A language 112 course, or its equivalent, during the first four semesters and earning a grade of C- or S, unless exempted through a competency test. (Please note: Students who take language courses at other institutions should take the competency examination at Wittenberg as soon as possible after completing the course at the other institution. Students who desire to fulfill the competency requirement in a language not taught at Wittenberg must consult with the chair of the Department of Foreign Languages & Literatures and arrange to demonstrate competency by achieving a predetermined score on a standardized examination or another acceptable means of evaluation.)

DEFINITIONS: The requirement allows students to forego course work by exercising the option of taking and passing a competency examination. By passing either the competency examination or LANG 112, or its equivalent, with a grade of C- or better, students would demonstrate that they had met the

standards set forth by the American Council on the Teaching of Foreign Languages for 600 hours of instruction at the secondary school level.

These students would be able to: 1) handle successfully basic communicative tasks and social situations; 2) sustain conversation on familiar topics; 3) express preferences and opinions about familiar topics orally and in writing; 4) narrate orally and in writing present, past, and future events in areas of personal interest; 5) understand main ideas and some details of connected discourse on a number of familiar topics pertaining to different times and places; 6) interpret relevant details and sequences of events; 7) comprehend most speech on familiar topics by requesting repetition and recombination of material that is not immediately understood; 8) understand the main idea and most details of authentic texts in areas of high interest; 9) understand the main idea from narration and description; 10) meet a number of practical writing needs in notes, short letters, and journals; 11) take notes on oral or written discourse dealing with familiar topics; 12) handle some routine social situations successfully in the culture; and 13) demonstrate an awareness of the geography, history, and political contributions of the target culture.

By successful completion of a placement examination, students with prior preparation in a language may enroll in a language 112 course, or its equivalent.

SPEAKING

GOAL: A student should be able to speak effectively within and before groups.

REQUIREMENT: No specific course is required. The development of speaking skills should be included in Common Learning and other courses, while accomplishment of the goal in full is a responsibility of each major program and, as such, must be certified by the major department/program for graduation. (See “General Education and the Major” below).

RESEARCH

GOAL: A student should be able to use the library to acquire information and to explore ideas and should understand the role of technology in the collection, analysis, and dissemination of information.

REQUIREMENT: No specific course requirement. Some limited exposure to the appropriate information technology and to the library should be provided in ENGL 101 and Common Learning. Accomplishment of the goal in full is the responsibility of each major program, and, as such, must be certified by the major department/program for graduation. (See “General Education and the Major” below).

DEFINITIONS: None.

COMPUTING

GOAL: A student should be able to use a computer to help perform a variety of learning activities and should understand the power and limits of computing.

REQUIREMENT: No specific course requirement. Students will meet this computing goal through specified elements of some general education courses and through their major program, and, as such,

must be certified by the major department/program for graduation. (See “General Education and the Major” below).

DEFINITIONS: Computing — using computers to help create and edit documents; communicate, analyze, and visualize information with spreadsheets; solve problems by numerical models and simulations; express artistic creativity; and collect and disseminate information, for example.

ARTS & SCIENCES GOALS

THE DIVERSITY OF HUMAN EXPERIENCE

GOAL: A student should gain an appreciation and understanding of the role of human diversity in contemporary culture.

REQUIREMENT: Courses counting toward the Arts & Sciences requirements (R7-R13) should address this goal, in ways, and to the degree, appropriate to the content and pedagogy of each individual course. This goal also should be addressed in the major, in a manner appropriate to the field.

DEFINITION: The readiness with which this goal can be addressed, as well the ways this goal can be addressed, will vary markedly from discipline to discipline and from course to course. Consequently, the key criterion for determining that a course meets this goal should be the instructor’s stated intention to address the goal in ways the instructor deems appropriate to the course.

INTEGRATED LEARNING

N.B.: As of 2004-2005, the following requirement and definitions will fulfill the Integrated Learning goal:

GOAL: A student should gain an understanding of connections between differing modes of inquiry, experience learning as a shared enterprise, and see the relationships between the world of learning and their lives.

REQUIREMENT: R-7. A Wittenberg Seminar during the first semester for all entering students.

DEFINITIONS: The Wittenberg Seminars (4 semester hours) or Witt Sems are small, independent, topical seminars designed by individual instructors or teams of instructors based on their intellectual pursuits and training. Each Witt Sem will meet the following three objectives, although the means of achieving these objectives will necessarily vary by section and topics: 1) students understand the importance and practices of academic critical thinking; 2) students become intellectually and personally engaged in the seminar topic and in academic inquiry more generally; and 3) students be equipped to make a successful transition to the academic and co-curricular demands of their new campus community. Topics for Witt Sems will vary from instructor to instructor, but all Witt Sems will: 1) integrate instruction on targeted high school to college transition issues with course content; 2) be either writing or math-intensive; and 3) meet for the first time during New Student Days.

THE NATURAL WORLD

GOAL: A student should gain an understanding of the natural world through scientific inquiry and see the relations among science, technology, and contemporary culture.

REQUIREMENT: R-8. At least eight semester hours in courses that meet the Natural World goal, one of which must include laboratory experience.

DEFINITIONS: The natural science courses which will meet this requirement normally will come from the Departments of Biology, Chemistry, Geology, Physics, and Psychology. A laboratory experience actively involves students in the observation, collection, and/or analysis of data using the methodologies of the natural sciences. This can occur in diverse settings, including traditional laboratory settings and field work. A minimum of 20 hours of lab experience is required. Some courses may be designed that intentionally blur the traditional distinction between “lecture” and “lab” and this 20-hour minimum must be judged appropriately for these settings.

The process of seeing “the relation between science, technology, and contemporary culture” generally involves an examination of a scientific issue that has social, economic, political, or ethical aspects that need to be examined in order to develop some satisfactory understanding of the complexity of the issue. Such study should be an integral and regular part of the learning experience in both courses.

SOCIAL INSTITUTIONS, PROCESSES & BEHAVIOR

GOAL: A student should achieve, through empirical and analytical methods, an understanding of human behavior, relationships, or institutions.

REQUIREMENT: R-9. At least eight semester hours in courses that meet the Social Institutions, Processes and Behavior goal.

DEFINITIONS: This requirement emphasizes the contribution of social scientific approaches to understanding human behavior, human interaction with public and private institutions of all sizes, and the processes through which this interaction is channeled or directed. The social sciences will be the primary source of courses to meet this goal, although courses from other disciplines that have adopted social scientific methodologies and that address some aspect of “human behavior, relationships, and institutions” can be considered (e.g., courses in History, Education, and Business). The emphasis on empirical and analytical methods addresses the way of knowing that characterizes the social sciences. What distinguishes social science from the humanistic approach to a given object of study is precisely the methodology; at the heart of the social sciences is the empirical approach to the acquisition of knowledge, and any course that counts toward this requirement must teach the student how knowledge is acquired. Appropriate courses need not be “methods” courses *per se*, and social science courses which critically examine method and even challenge the dominant methodology are by no means excluded.

FINE, PERFORMING & LITERARY ARTS

GOAL: A student should gain an understanding of aesthetic experience and of how the arts enrich and express the human spirit.

REQUIREMENT: R-10. At least eight semester hours in the creation, study, or performance of dance, literature, music, theatre, and/or the visual arts. Students should have the option of counting credit-bearing performance or production experiences that meet the goal. E.g., such a course must include self-awareness and study of the relationship between the performer/artist and the audience, etc. Currently up to four semester credits of performance or production experiences may count toward the requirements of the B. A. degree.

DEFINITIONS: Creative writing courses would be appropriate for this requirement.

RELIGIOUS & PHILOSOPHICAL INQUIRY

GOAL: A student should gain an understanding of how central questions of reality, knowledge, and value are pursued in religious and/or philosophical traditions.

REQUIREMENT: R-11. Four semester hours in religion or philosophy that satisfies the goal.

DEFINITIONS: “Central questions” refers to such questions as: What can we know? How should we live? For what may we hope? What exists? “Religious and/or philosophical traditions” refers to the larger body of religious/philosophical literature and knowledge associated with the subject of the course.

WESTERN HISTORICAL PERSPECTIVES

GOAL: A student should gain an understanding of the histories of the peoples and cultures of Europe and/or of the post-Columbian Americas.

REQUIREMENTS: R-12. At least four semester hours that meet the western historical perspectives goal.

DEFINITION: The course should provide an introduction to major ideas and developments and to the great variety of groups and cultures (e.g. women, different religious traditions, minorities, etc.) that shaped and were shaped by what is commonly understood as the Western tradition.

NON-WESTERN CULTURES

GOAL: A student should gain an understanding of the diversity of non-Western cultures through a study of the history, institutions, or traditions of one or more of these cultures.

REQUIREMENT: R-13. At least four semester hours devoted to the study of a culture or cultures outside the Western tradition, in accordance with our goal.

DEFINITIONS: This requirement includes courses, taught in any discipline, which focus on the history, institutions, ideas, culture, or traditions of a non-Western culture. Courses may concentrate on any time period, past or present, and on any non-Western geographical region. Courses on cultures other than those of Europe and the modern Americas would be included in this area, while a course such as modern African-American history would be more appropriate in the Western Historical Perspectives category.

CO-CURRICULAR ACTIVITY GOALS

PHYSICAL ACTIVITY

GOAL: Students should gain an appreciation of the relation between physical activity and personal well-being by participating in appropriate physical activities consistent with the student's physical ability.

REQUIREMENT: R-14. Students should gain an appreciation of the relation between physical activity and personal well-being by participating in appropriate physical activities consistent with the student's physical ability.

DEFINITIONS: Activities refer only to those that include instruction on the relation between physical activity and personal well-being. One semester hour should correspond to thirty contact hours.

COMMUNITY SERVICE

GOAL: A student should gain an understanding of the role, responsibility, and challenge of service in community life through participation, experience, and reflection.

REQUIREMENT: R-15. Successful completion of the course Community Service 100 (0 credit): Thirty hours of community service, which includes three hours of reflection on the experience, as arranged through the Community Workshop and completed during any semester of the student's first three years.

DEFINITIONS: Normally this activity will contribute to the Springfield community with participation occurring during a semester when the student is resident on campus. No academic credit (i.e., semester hours) will be awarded for this service. The Community Service requirement should continue to be governed by the community service guidelines created by faculty actions of 1989 and revised in 1993 and 2000.

SUMMARIES: THE GENERAL EDUCATION PROGRAM

GENERAL EDUCATION & THE MAJOR

The major at Wittenberg needs to be understood as a vital portion of general education for three reasons: a major offers the best opportunity for study in depth; some general education learning goals are best met in the coursework found in the major; and the major department/program is often in the best position to evaluate the student's achievement of these learning goals. Recognition of this important principle is the reason behind these following recommendations, all alluded to earlier:

1. that at least two of the student's writing-intensive courses must be taken in the major;
2. that departments and interdepartmental programs must include in their major programs plans for enabling students to achieve the Speaking goal, the Research goal, and the Computing goal in a manner appropriate to the field. Such plans should be approved by the faculty but the department or program would certify the individual student's achievement of the goals;
3. that departments and interdepartmental programs will include in their major programs a means of enabling students to meet the Diversity of Human Experience goal.

CODES: NUMBERING OF REQUIREMENTS

The General Education Program numbers selected requirements as follows:

- R 1 ENGL 101, or equivalent experiences
- R 2 Seven writing-intensive courses
- R 4 Competency in mathematics
- R 5 Mathematical-reasoning course
- R 6 Foreign language competency
- R 7 Common Learning 100, or other Integrated Learning course
- R 8 Eight semester credits, Natural World goal, including a laboratory experience
- R 9 Eight semester credits, Social Institutions, Processes & Behavior goal
- R10 Eight semester hours, Fine, Performing & Literary Arts goal
- R11 Four semester hours, Religious & Philosophical Inquiry goal
- R12 Four semester hours, Western Historical Perspectives goal
- R13 Four semester hours, Non-Western Cultures goal
- R14 Two semester hours, Physical Activity goal
- R15 Community Service goal

CODES: APPROVED COURSES BY LETTER

Approved courses or curricular experiences taken to meet General Education Program goals carry one or more letter codes, suffixes to the course number or section number, as follows:

- A Fine, Performing & Literary courses
- B Natural World courses, with laboratory experience
- C Non-Western Cultures courses
- E ENGL 101
- F Foreign language 112 courses, or equivalent
- H Western Historical Perspectives courses
- L Common Learning 100, or other Integrated Learning courses
- M Mathematical-reasoning intensive courses
- N Natural World courses, without laboratory experience
- P Physical Activity courses
- Q Mathematics competency courses
- R Religious & Philosophical Inquiry courses
- S Social Institutions, Processes & Behavior courses
- W Writing-intensive courses
- Z Courses which are both writing-intensive and mathematical-reasoning intensive.

Academic Policies:

SUMMER

SESSION

The Summer Session is a self-supporting program. Should a course require special activities or materials beyond those normally available through departmental or general University resources, the faculty member is to apprise the Dean at the point of course submission so that an appropriate fee can be added to the course charge.

The departmental assistants are not available during the summer period. However, the Faculty Secretary (327-6142) is available to provide function such as the typing and duplication of course materials and examinations.

SUMMER FIELD STUDY PROGRAMS

These programs have served as highlights of the Wittenberg experience for many students and have proven rewarding for the faculty conducting them. Faculty interested in developing such a program must consult with the Director of International Education (Overseas Programs) Dean of SCE (domestic programs) no later than Fall semester preceding the Summer in question.

Faculty are responsible for the formulation of learning objectives and means of attainment in consonance with the expectations of their department, matters of logistical support such as travel and sustenance, supervision of students and of any adjunct resources, and financial control. Faculty are also responsible for assessing the academic fitness of students seeking enrollment. They are encouraged to consult the Provost's Office and other offices in cases requiring special judgment. Beyond the issues of setting an initial budget and program charges, International Education is the primary administrative entity relating to overseas programs.

Faculty devise a budget in consultation with the Dean and the Controllers' Office. Once the Dean has approved a program budget, faculty have access to a program account to effect payment of advance needs and to obtain funds for ongoing expenses during the program. At the conclusion of the program, they submit a detailed report of all expenditures.

Given the limited staff of SCE, faculty must also be prepared to promote their program beyond the general announcements contained in Summer Session publications. A "program" entails not merely academic concepts and arrangements but students committed to enrolling in it. Thus, field study faculty serve also as recruiters for their program as well as initial registrars.

The Dean of SCE and the Director of International Education require and assist with procedures relating to official registration and the obtaining of required medical information and other items. Stipends for field study instruction generally follow the scale of other Summer instruction.

COURSE NUMBERING SYSTEM

(By Faculty action, January 25, 1994)

001-009

Courses that are preparatory to college work and therefore carry no graduation credit. (These courses address material that should have been mastered at the secondary level and therefore is not customarily taught at Wittenberg or similar institutions. Such courses should not be awarded college graduation credit, but they might nonetheless be counted, where appropriate, for the credit-load requirements associated with student financial aid packages.)

010-099

Credit-bearing activity courses in Health, Fitness, and Sport, and Theatre and Dance.

100-199

Introductory courses or sequences of courses, with no course prerequisites, that introduce basic skills, techniques, concepts, or questions of the field.

200-299

Courses that (a) continue the introduction to the field beyond the 100-level, and/or (b) introduce the field through a focus on a major area in the field. Such courses may or may not have departmental prerequisites, but are designed for students with some college experience.

300-399

Advanced courses that depend on (a) previously learned knowledge and skills in the discipline, and/or (b) a maturity of skills in critical thinking. In such courses students are asked increasingly to employ the tools of the discipline in response to basic questions. Ordinarily these courses have prerequisites or require junior standing.

400-499

Courses that require students to do more independent work, often involving the creation and synthesis of knowledge using previously learned skills and usually designed for students enrolled in the major.

500-600 (Approved May 2, 2001, Faculty Meeting)

Courses are for graduate course offerings in approved graduate programs.

MAJORS, MINORS, AND ELECTIVES: THEIR PURPOSES AND ESSENTIAL COMPONENTS

(By Faculty action, November 18, 1993)

THE MAJOR

PURPOSES

The major at Wittenberg serves three essential purposes:

1. It allows the student to explore intensively an academic area of great personal interest, one often closely linked to the student's career interests.

2. It plays a key role in the general education of the student, by providing experience in studying one focused area in great breadth and depth. Through the major several of Wittenberg's general education goals are pursued.
3. It provides the opportunity for the student to prepare for graduate and professional study.

ESSENTIAL COMPONENTS

All of Wittenberg's major programs of study should meet the following tests:

1. Breadth: Will the program adequately introduce each student to the range of essential topics and practices within the field?
2. Depth: Will the program involve each student in advanced study in at least some aspects of the field? (This is usually achieved by several upper-level courses that build on lower-level courses.)
3. Method, Practices, and Skills: Does the program teach each student essential methodologies, practices, and foundational knowledge used in the field, and will each student gain experience in their application?
4. Appropriateness: Will the program do the above in ways consistent with the university's mission?
5. Standards: Will the program meet the standards of the field?
6. A major shall typically consist of 32-42 semester hours of credit in the department or program. Courses required or suggested for the departmental major but taught by other departments are not counted in the 32-42 semester hour total. A proposed major that consists of less or greater than the 32-42 semester-hour range will require special justification.
7. Each department and program area shall develop a written mission statement and learning goals to guide the development of its programs of study. In addition, each department and program will specify its procedures for assessing student achievement and program effectiveness.

THE MINOR

PURPOSES

Minor programs of study serve purposes different from majors. Although optional at Wittenberg, a minor can provide a student with an excellent opportunity to study systematically in a field of personal and career interest. Such study is sometimes necessary for career purposes. Many students consider a minor a good way to provide more focus in their selection of elective courses.

ESSENTIAL COMPONENTS

A minor program of study should have integrity and purpose; it should consist of more than simply a stated number of courses in the field. Some minors maintain integrity by asking the student to devise a plan of study that must be approved by an adviser; some minors do so by prescribing several or all of the courses for the minor; others achieve integrity by requiring some kernel of the major within the minor program. A minor should be consistent with the university's mission and the standards of the field. A minor shall typically consist of 20-22 semester hours of credit. A minor consisting of fewer or greater semester hours will require special justification.

ELECTIVES

PURPOSES

Electives at Wittenberg serve three essential purposes:

1. They enable the student to build more depth or breadth into a program of study.
2. They make possible the pursuit of a second major or a minor (or minors).
3. They enable the student to explore areas of individual interest.

Ordinarily, 30-40 semester hours of a student's degree will be available for electives.

Academic Policies: CREDIT AND GPA STANDARDS

STUDENT COURSE LOAD

A normal load is 16 hours per semester. A student must carry 12 semester hours to be full-time. Full-time tuition covers 12 through 19 semester hours. A student who wishes to carry more than 19 semester hours may request permission to overload by petitioning the Assistant Provost for Academic Services. The 20th credit triggers the first per-credit overload charge, with each additional credit's generating the same per-credit fee.

MINIMUM CREDITS REQUIRED FOR GRADUATION

The unit of academic credit at Wittenberg is the semester credit. A candidate for a degree must, as part of the graduation requirements, pass a minimum of 130 semester credits depending upon the degree program and major. A normal academic program consists of 16 credits per semester.

STATUS OF STUDENTS: DEFINITION OF TERMS

Academic Dismissal

The permanent record of a student who has been dismissed from the University and who is not readmitted will be stamped Academic Dismissal. Notice of academic dismissal is printed on the permanent record and the details are specified in a letter from the University.

Disciplinary Probation

Students who because of personal conduct problems are permitted to continue only under specified conditions are designated as being on Disciplinary Probation. No entry is made on the permanent academic record. An appropriate notation is made in the students' personal file.

Disciplinary Suspension

Students whose disciplinary problems warrant a Disciplinary Suspension are notified in writing, after a hearing and due process, by the Dean of Students. The letter specifies detail such as the minimum number of semesters of suspension from enrollment.

If a student is suspended from the University for disciplinary reasons during the course of a semester, grades of RW (Required Withdrawal) will be entered on the student's permanent record.

Good Academic Standing

See Standards of Academic Progress.

Satisfactory Progress

A student is identified as making satisfactory progress towards a Wittenberg degree when enrolled full time (12-17 semester hours per semester), and continuing towards graduation within the context of a four-year undergraduate program.

STANDARDS OF ACADEMIC PROGRESS

(By Faculty action, February 7, 1995)

Traditional students are advised to complete 25 percent (32 to 33 semester credits) of the requirements in academic courses for the degree during each academic year. In order to meet acceptable academic standards, the student regularly enrolled as a degree candidate must accomplish the following:

Maintain a minimum cumulative grade point average of:

1.667 at the end of the first semester

1.750 at the end of the second semester

1.850 at the end of the third semester

2.000 at the end of the fourth semester and thereafter

NOTE: The Board of Academic Standards may send informal letters of warning or concern to students when the grade point average or status shows signs of falling below acceptable levels.

At the end of the fourth semester and each semester thereafter, earn a grade point average of 2.000 or better

DEAN'S LIST

(By Faculty action, February 7, 1995 - Amended to Summer Dean's List - March 16, 1999)

At the end of each fall and spring semester, a Dean's List announces the names of students who have earned a grade point average of at least 3.500 for a minimum of 12 graded semester credits. A traditional student is also eligible for the Dean's List if, over the summer school sessions, completes 12 or more graded semester hours with a GPA (greater or equal to) 3.5. Further, students so honored may not have received a grade of F or NC (No Credit) for the semester and may not have been under disciplinary probation or suspension any time during the semester.

ACADEMIC PROBATION

A. student is placed on this status in the event that the cumulative GPA , with at least 12 semester hours completed, falls below the minimum level appropriate for the number of credits completed.

A student can also be placed in this status in the event of any of the following situations. (The concept of "succession does not require contiguity of semesters.)

B. A semester in which the student enrolls for 10 more semester hours with a term GPA below the minimum acceptable level in relation to the student 's cumulative credit total.

C. A succession of two semesters in which the student fails to earn a grade of C or higher or enrolls for a total of 12 or more semester hours with a GPA for that span below the minimum acceptable in relation to the student' cumulative credit total at the point of action.

D. A succession of three semesters in which the GPA for that span is below the minimum acceptable level in relation to the student.

A student is removed from academic probation when the Semester GPA ,the GPA for the most recent two or three semesters, and the cumulative GPA all stand at the minimum acceptable level in relation to the Students cumulative semester hour total the point of most recent computation.

Any student on academic probation must have the academic adviser's approval prior to adding, changing, or withdrawing from a class. Further, the student is to meet at least twice (in addition to the pre-registration conference) with the academic adviser during the semester to discuss current academic work and related matters. The adviser reports the nature of the discussion and recommendations considered to the Board of Academic Standards using the appropriate form. The forms are initially sent to the student, who is to take them to the adviser.

ACADEMIC SUSPENSION

(Revised May, 2000)

Academic suspension occurs at the end of a semester and involves the involuntary and immediate withdrawal of the student from Wittenberg University for a period of at least one full academic semester (excluding summer school). A student's suspension results from any one of the following circumstances:

Failure to make sufficient progress toward meeting graduation requirements after being on probation for two or more consecutive semesters.

Grave academic difficulty during the first year may not be known until the end of the second semester. In such cases, the Board of Academic Standards may decide to suspend a student when the extent of academic deficiency warrants this action.

As earning a grade point average below 1.000 for any semester, the Board of Academic Standards will determine the status of the student after a review of the student's grades for the current and previous semesters and of the reports of the student's instructors. A suspension for gross academic disregard may occur at the end of any semester. Suspension of a term GPA below 1.0.

APPEAL OF THE ACADEMIC SUSPENSION

The Board of Academic Standards will consider a timely letter of appeal from the academically suspended student but shall reverse its decision only when presented with new evidence of significant mitigating circumstances. The letter of appeal is to be typewritten and no more than two pages in length; it may include additional supportive information or give a corrective devised by the student. The office of the Assistant Provost for Academic Services provides information regarding the appeal process. Should the appeal of academic suspension be granted, the Board of Academic Standards will often

stipulate a course of action specific to the student for the successful completion of future academic work. Should it be denied, the student may further appeal, but only in writing, to the Provost.

The communication to the Provost must demonstrate that the appeal did not receive a fair and impartial hearing or that an unfair sanction has been imposed.

READMISSION AFTER ACADEMIC SUSPENSION

A student suspended for academic reasons may be reinstated on probationary status after being away for at least one full semester, excluding summer session. To be reinstated a student must:

- Submit a petition to the Board of Academic Standards, prior to the semester the student wishes to return, requesting that they be reinstated to Wittenberg and outlining their plan for successfully accomplishing academic work. Petitions may be submitted between October 1 and December 1 for spring reinstatement and between June 1 and August 1 for fall reinstatement.
- Provide information about how the student used their time during the period of suspension, i.e., job, volunteer work, course work, or a combination thereof. Students may transfer in a maximum of 8 semester hours taken during the suspension period. Students are encouraged to consult with the Registrar prior to registering for courses to be taken while suspended from Wittenberg.
- Provide supporting materials including:
 - a transcript for any coursework taken during the suspension period and/or
 - a reference letter from a supervisor (for work or volunteer experience undertaken during this time) and/or a faculty member.
 - documentation of the successful completion of any other stipulations placed on the student by the Board.

The Board of Academic standards will evaluate the letter and supporting materials to determine the readiness of the student to return to the rigors of the academic environment. Students will be notified of their decision no later than two weeks prior to the beginning of the semester in which they anticipate returning to Wittenberg. If a student is refused reinstatement the student may submit a new petition for the next semester during the proscribed petition time frame.

The Board of Academic Standards reinstatement process is the first step for the student to attend. If the Board approves the return, the Business Office, Financial Aid and Dean of Students must still clear the student.

Upon reinstatement, the student must strive toward being removed from academic probation and must meet the minimum expectation of completion at least 12 semester credits with a semester grade point average of 2.0. The Board may add additional expectations on the students as appropriate—for example, a counseling referral, attendance in study skills workshops, regular meetings with a faculty advisor, etc.

A student on academic suspension may not receive a letter of good standing during the period of suspension.

This policy is in effect as of May, 2002.

ACADEMIC DISMISSAL

If an academically suspended student is readmitted, continues to remain on academic probation, and subsequently becomes liable for suspension a second time, academic dismissal shall result. Academic dismissal is a permanent separation from the University.

Academic Policies: ATTENDANCE AND CLASS SCHEDULE

CLASS ATTENDANCE

All Wittenberg students are expected to attend class unless there are reasons of ill health, travel mishaps, illness or death in the family, or observance of religious holidays that prevent class attendance. From time to time legitimate educational activities or participation in University-sponsored extracurricular activities may result in student absences. In such cases, the faculty or staff members planning these activities should weigh carefully their educational benefits.

Student absences from class due to any of the above circumstances are considered excused. Student are expected to meet their academic responsibilities in each course, even though they may be excused from class. Faculty members are expected to cooperate in helping students to meet their responsibilities.

The Health Center will provide written verification of illness only when the University physician orders hospitalization or strict bed rest for a specific affliction.

[See also: "Statement of Responsibility for Balance Between Academic and Athletic Responsibilities," in the section on Athletics.]

EXCUSED ABSENCES

(By Faculty action, April 20, 1982)

In each case, students should contact the appropriate faculty members to explain the circumstances of their absence and to request assistance in meeting their academic responsibilities. This should be done before the absence if possible. Faculty members are expected to cooperate in helping the student to meet these requirements.

The faculty or staff members sponsoring group activities should submit the names of the participating students to the Assistant Provost for Academic Services. The Assistant Provost for Academic Services shall provide all faculty with a roster of the persons involved and identify the purpose and date(s) on which the students will be absent.

A student or a faculty member may contact either the Dean of Students or the Assistant Provost for Academic Services to clarify the circumstances of an absence and to verify that the absence is excused.

CLASS SCHEDULE

Monday-Wednesday-Friday Tuesday-Thursday

8:00-9:00 a.m.

8:00-9:30 a.m.

9:10-10:10	9:40-11:10
10:20-11:20	11:20-11:50 Chapel
11:30-12:30	12:20-1:20 Lunch
12:40-1:40	12:30-2:00
1:50-2:50	2:10-3:40
3:00-4:00	3:50-5:20
6:30-8:00 p.m. (M/W)	6:30-8:30 p.m. (T/TH)

ABSENCE OF FACULTY MEMBERS FROM CLASS

When it is necessary to miss a class, a faculty member should notify the department chairperson. Any extended absence from the campus which involves missing classes should be approved by the Provost prior to such absence.

FACULTY ATTENDANCE AT ACADEMIC PROCESSIONS

There are a number of occasions when faculty members participate in academic processions and wear caps, gowns, and hoods. All faculty members are expected to be present on these occasions. Requests for permission to be absent must be made to the Provost well in advance of the scheduled time of each event.

Academic Policies:

STUDENT

REGISTRATION

AUDITING

(By Faculty action May 9, 1967)

Students may audit courses, provided a petition to audit is approved by the professor whose course is to be audited. . The student must agree in writing not to ask for or expect credit for the audited course at any future time. The student will not be required to take any examination and will not be given a grade. Verification of auditor status must be confirmed by the instructor of the course prior to entry on the student auditor's permanent record. Students will be charged an audit fee.

ENROLLMENT OF TRADITIONAL STUDENTS IN SCHOOL OF COMMUNITY EDUCATION COURSES

Evening and weekend credit courses sponsored by the School of Community Education (SCE) exist primarily for working adults from the local community. With the concurrence of the Dean of the School of Community Education and the Provost, however, limited spaces are made available in various courses for traditional students. Traditional students may register for these spaces as part of their full-time class schedule.

Generally, such registration is restricted to upper-class students who cannot arrange for a particular course in the Day schedule and is limited to one course per semester.

Certain courses (unofficially known as "J-hour" courses) appear during evening hours but are not sponsored by the School of Community Education. Traditional students may register for these without restriction.

Charges for SCE or J-hour courses are included within the standard semester charge except when the credits constitute a term overload. In such a case, students pay an additional charge for each overload credit.

As for enrollment in other non-credit School of Community Education offerings, traditional students may register in the same manner as members of the local community. Charges for such enrollment are not covered by traditional tuition and fees assessed for the full-time program.

ENROLLMENT IN SUMMER SESSION

Administered by the School of Community Education, the Summer Session consists of two general terms of Day and Evening on-campus courses. The first term extends 6.5 weeks and the second, 5 weeks. There is also a small overlap term of 6.5 weeks. Other courses following special schedules or meeting in off-campus locations may also appear. Faculty may teach in any or all terms.

Normally, the maximum enrollment a student may undertake is 11 credits for the first term and 7 for the second. Additional enrollment requires approval of the Assistant Provost for Academic Services.

REPEATING COURSES

(By Faculty action, April 19, 1979)

When a student retakes a course, the grade earned the second time replaces the grade earned the first time in the computation of the grade point average. This applies to any course taken initially after September 10, 1979. A course that is retaken will count only once toward the graduation requirement. Only academic work taken at the University or its extensions will be considered for repetition. The students transcript will show both the original listing and grade for the course as well as the listing and grade of the repetition.

CLASS ROSTERS

Students names who are academically and financially eligible to attend a course will appear on the initial class roster. Instructors are requested to notify the Registrar's office of any student whose name appears on the class listing but who has never attended the class. A verification form for this purpose will be provided by the Registrar. Students entering or dropping a course should have obtained the instructors signature on a class drop/add form.

An accurate class roster is available at any time, on the WittLink portal under Faculty, and then Class Roster. Any discrepancy between the roster and the students attending the class should be reported to the Registrar's office.

CHANGING REGISTRATION (DROP/ADD)

(Approved by Faculty, February, 2002)

A student who desires to drop a course must file a change of registration form with the Registrar. The course instructor's approval must also be noted on the change form for enrollment limit control into classes. In addition, the adviser must also sign this change form.

A student adding a class is instructed to obtain the written approval of the instructor on the Change of Registration form and return it to the Registrar's office.

A student may drop a course without grade or credit from the beginning of the semester through the fifth week of the semester. If the student drops a course at any time between the end of the fifth week and the end of the tenth week the grade of W (Withdrawal) is recorded on the transcript and the course is not calculated into the grade point average. Beginning the eleventh week and through the end of the fifteenth week a grade of F (Fail) or NC (No Credit) is recorded on the transcript and calculated into the grade point average as appropriate. Note: Courses that meet for fewer than 15 weeks have different deadlines. The Master Schedule should be consulted for appropriate dates.

First time students in the fall semester of their enrollment may withdraw "late" from one course and receive the mark of W for that course, through the last official day of classes. Transfer students are not eligible for this option. The petition for late withdrawal must be signed by the instructor for the course and the student's faculty advisor. Students must submit the withdrawal to the Office of the Registrar, not later than the last official day of classes.

WITHDRAWAL FROM THE UNIVERSITY

Withdrawal/Refunds

When considering withdrawal from the University, students are encouraged to use fully the following resources available for counseling and consultation:

Student Development Office

Residence Coordinators, Assistant Dean of Students, and the Director of Multicultural Student Programs

Faculty

Faculty adviser, a preferred professor, department chair

Administrative Staff

Assistant Provost for Academic Services, Director of Student Activities, Director of the Student Center, Director of

Career Services, Dean of Students, Assistant Dean of Students, Director of Financial Aid, Director of Multicultural

Student Programs, Pastor to the University, Registrar, University Counselor, University Physician.

If the student believes it is in his/her best interest to withdraw, he/she needs to complete the appropriate form in the Registrar's office or Student Development Office and complete an exit interview with a staff member in the Dean of Students Office. (This procedure is not required of adult non-traditional students.)

During-Semester Withdrawal

Students who withdraw prior to the first day of classes have all of their financial aid returned.

Students who withdraw during the first five weeks of the semester have part of their financial aid returned to the appropriate agencies:

Wittenberg and State financial aid is returned at the same percentage rate as tuition is refunded; for example, if a student receives a 20% refund of tuition, 20% of institutional aid will be returned to the institutional funds and Ohio state aid will be returned to the Ohio Board of Regents.

- Federal financial aid, including parent and student loan, is earned on a per diem basis. For example, if there are 100 days in a semester, each day attended allows the student to keep 1% of the federal aid total for that semester.

- Federal financial aid that is to be returned is credited first towards student loans, then towards parent loans, and finally toward grant programs. For example, if a student receives \$1,000 in loans and \$500 in grants and we are required to return \$900, the full \$900 is credited toward the loan--i.e. the student would withdraw with \$100 loan and \$500 grant

For students who withdraw after the first five weeks of the semester but before 60% of the semester is over, no Wittenberg or State financial aid is returned.

- Federal financial aid is still returned on a per diem basis --see above.
- It is possible for a student to withdraw and owe **more money** to the University than if they were to finish the semester.

Withdrawal forms are available at the Registrar's Office or Student Development Office. When the withdrawal form is completed, the student should have an exit interview with a member of the Dean of Students staff before leaving campus.

The date of the exit interview determines the grades to be received for the course in which the student has been enrolled:

- one-five weeks.....Without Grade or Credit
- six-ten weeks: W (Withdrawn)
- eleven-fifteen weeks..... F

It is the students' responsibility to petition the Assistant Provost for Academic Services if circumstances warrant a waiver of the above policy.

Students who withdraw from the University within the semester must move out of university housing within 48 hours following the exit interview. If leaving at the end of the semester, the normal closing schedule is followed. Exceptions must be approved by the Assistant Dean of Students/Director of Residence Life. Before leaving campus students must check out of their room or rental property with the appropriate staff member (RC or RA and/or someone in the Student Development Office). Upon checking out students must run in the appropriate paperwork, key and student ID.

For students withdrawing on a voluntary basis, housing and board refunds are granted on a pro-rata basis based on the date of the exit interview and proper check out.

Tuition charges and charges for applied music lessons are funded according to the following schedule:

- one week or less.....90% refund
- two weeks or less.....80% refund
- three weeks or less..... 60% refund
- four weeks or less.....40% refund
- five weeks or less.....20% refund
- more than five weeks..... no refund

The refund policy for adult/non-traditional students appears in the SCE handbook)

Students who have extenuating circumstances that they feel may warrant a waiver of the grading policy may submit a written petition the Assistant Provost for Academic Services within six weeks of the date of notification of withdrawal (forms available in Assistant Provost's Office, Recitation Hall 208.)

Circumstances that may warrant such a waiver are circumstances beyond the control of the student such as medical issues or death of a close family member that interfere with the student's ability to withdraw during the scheduled withdrawal period).

Written appeals must:

- be submitted to the Office of the Assistant Provost for Academic Services, 208 Recitation Hall, no later than six weeks from the date of notification of withdrawal (as confirmed on the Withdrawal form);
- outline specific extenuating circumstances or factors that caused the student to be unable to withdraw during the withdrawal period.
- include supporting documentation to verify the extenuating circumstances (i.e. support letter from physician documenting the nature, severity and dates of illness, copy of obituary or other relevant documentation that can confirm the situation.)
- be no longer than 2 pages in length (not including attachment of supporting documentation); and
- be sent in writing to: The Assistant Provost for Academic Services, Wittenberg, P.O. Box 720, Springfield, Ohio 45501-0720

End of Semester Withdrawal

Students are not officially withdrawn from the University until completion of an exit interview with the Office of Student Development. The date of the exit interview is the official date of withdrawal. The Admission Deposit Refund Policy requires a traditional student to submit appropriate withdrawal paperwork to the University by the following dates December 31st if withdrawing for the Spring term; June 15th, if withdrawing for the fall term. If the formal withdrawal process is completed before these dates, the student will receive a refund of their deposit. If the University doesn't receive notification until after these dates, the deposit will be forfeited. The form is available at the Register's office and Student Development. The student who is interrupting attendance to study abroad or to participate in a special program may request a leave of absence.

Note: A student suspended or dismissed from the University for failure to maintain academic standards or infringement of University regulations is allowed no financial refund of any kind except that mandated by federal financial aid policies.

Readmission

Students who withdraw from the college or who have been asked to withdraw are eligible to apply for readmission upon completion of a formal application for readmission. Application forms may be obtained from the Admission office. The completed applications must be received by the Admission office at least four weeks before the beginning of the semester in which reapplication is sought. Students applying for readmission through the School of Community Education should contact the SCE Office for guidance

Academic Policies: EXAMINATIONS AND GRADING

(By Faculty action, February 7, 1995; Modified by the Registrar's Office, 1995)

GRADE REPORTS

At the end of the mid-term period for each semester, faculty members will report to the Registrar's Office all students currently receiving C-'s , D's, F's and NC's in their courses. Mid semester grades for the fall semester are due no later than 12:00 noon on October 17. Mid semester grades for the spring semester are due no later than 12:00 noon on March 6.

Grades reported to the Registrar cannot be changed by the instructor except by approval of the Provost upon the instructor's written petition stating that an error in computing or transferring the grade has been made. A grade cannot be changed by giving a second examination or by having the student hand in written work after the grade has been reported.

The grades given by each faculty member should be governed entirely in the light of the quality of work done by the students. The standard set by the instructor should demand distinctly superior work for an A grade. A grade of B should demand work considerably above average. The administration never has requested, and does not now request, that the distribution of grades by an instructor follow any set pattern.

Academic Policies:
FINAL EXAMINATION
PROCEDURES

At the close of fall semester, classes will end on Friday and examinations will be held from Monday through Friday. At the close of spring semester, classes will end on Wednesday and examinations will be held from Friday through Wednesday.

The examination schedule is published in the master schedule for each semester.

Students will be expected to take three examinations in one day if so scheduled. Faculty members must give their examinations at the scheduled time.

It is expected that faculty members will turn in grades to the Registrar's Office within twenty-four hours after giving an examination.

GRADING SYSTEM

Please see the Academic Catalog for information.

Academic Policies:
ASSESSMENT OF STUDENT
ACHIEVEMENT

Wittenberg's general education program and each of its major programs are organized around distinctive learning goals. Students typically accomplish these learning goals by completing a variety of general education courses and courses in their major field of study.

To assure that students are meeting these goals, as well as satisfactorily completing the requisite courses in general education and in their major, the University has established a formal assessment program. Each student is expected to complete assessment activities that monitor both individual progress and departmental or program effectiveness. In addition to University-wide assessment, each department designs and administers its own assessment activities, including "end point" assessment of its majors in the senior year.

No student is advanced to candidacy for a degree until the student has completed required departmental assessment activities. Departments inform their majors in a timely manner regarding assessment procedures and requirements.

Academic Policies:

ADVANCED PLACEMENT OR CREDIT

ADVANCED PLACEMENT

The Advanced Placement Program is an activity of the College Entrance Examination Board (CEEB) enabling secondary school students to do college-level work and receive credit for it at the college they enter. The CEEB informs colleges of the grades received. Members of the specific Wittenberg College departments reevaluate the tests. The departments may then award credit for the work and/or place the student in an advanced course. On the Wittenberg campus the liaison officer for this program is the Registrar. Further information about the program is available from the Admission Office.

POLICY

(By Faculty action, December 10, 1963)

Recommendation that as a matter of institutional policy advanced placement and credit be given to students scoring 4 and 5 on the Advanced Placement Examinations in the respective field, that neither advanced placement nor credit be permitted for students scoring grades of 1 and 2, and that departments make recommendations regarding advanced placement and/or credit for students scoring 3. This recommendation has reference to the Advanced Placement Program of the College Entrance Examination Board.

CREDIT BY EXAMINATION

(By Faculty action, January 10, 1967)

In attempting credit by examination there must be no duplication of credit. This means that a student may not receive credit of any course whose contents have been included in a course for which the student has already received credit. (This includes a grade of NC).

The student seeking to gain credit by examination for a course must first submit to the chairperson of the department in which the credit is sought evidence of a reasonable mastery of the materials of the course (e.g., informal oral examination, annotated reading notes, essays, records of laboratory works, etc.).

The student will make the request for formal examination by petition to the Assistant Provost for Academic Services. The petition must be accompanied by a statement from both the student's adviser and the department chairperson indicating that in their best judgment the student is qualified to attempt the examination. A fee will be charged for credit by examination (cost of one overload credit). This fee must be paid before the exam can be administered.

PLACING OUT

(By Faculty action, January 10, 1967)

If a department chairperson is convinced by appropriate means such as examination that a student (a) is prepared to the next level of a sequence of courses without having formally studied these courses on campus, or (b) need not enroll in a course set as an institutional requirement because the student has gained a grasp of the subject matter represented by the course, then the chairperson may permit the student to “place out” of that course. The chairperson must report this action to the Registrar in writing for entry on the student’s record.

Academic Policies: INDEPENDENT STUDIES, INTERNSHIPS, SENIOR THESES

(By Faculty action, 1979)

INDEPENDENT STUDIES

An independent study is viewed as an “adventure in scholarship.” It is hoped that such an adventure will result in some original thinking. In most cases an independent study will involve an in-depth look at a topic introduced in a current course or a study of a topic not covered by a current course offering.

In order to participate, the student must:

1. Be in “good academic standing,” (2.0 cum. G.P.A. and not on academic probation);
2. Have completed 60 semester hours. A student may participate in a summer internship after completing 57 semester hours;
3. Complete the Independent Study Proposal form no later than pre-registration for the semester in which the independent study will be taken;
4. Present to the selected study supervisor a well-developed idea to study in-depth or a task to investigate. The development of the independent study proposal is viewed as part of the “adventure.”
5. Work closely with the study supervisor to delineate the appropriate bibliography.

Students not meeting requirements one, two or three may request the supervising department to change them.

In order to earn four semester hours (maximum allowable), for a particular study, the student must:

1. Deliver a written, visual, and/or oral presentation, equivalent to one prepared for an advanced level course. Time and topic are to be mutually decided by the student and the study supervisor for completion of the study;
2. Report weekly to the study supervisor to discuss progress made in the study;
3. Complete an evaluation of the independent study experience at the end of the semester based on guidelines mutually determined by the student and the study supervisor.

It is the responsibility of the faculty study supervisor to:

1. Determine that the proposed study is equivalent to an advanced level course;
2. Assist the student in developing an appropriate bibliography;
3. Determine, jointly with the student, the method and date of the final evaluation and record this on the student’s Independent Study Proposal form;
4. Provide feedback to the student, during their weekly meetings, evaluating the student’s progress;

5. Evaluate the final results of the student's efforts at the time and by the method predetermined, and to discuss that evaluation with the student;
6. Provide an accounting to the registrar of the student's performance that can become part of the student's official record.

INTERNSHIPS

An academic internship involves the application of learned skills to a setting, agency or organization relating to the department that coordinates the internship. An internship should challenge the student to examine the values of the organization or agency involved in the experience, and to assess the student's education as it relates to that experience. The internship, whether paid or unpaid, should be viewed as both an academic and work experience. All students must register for the internship experience prior to the period the internship is completed. Credit will not be granted for internship completed in prior semesters.

The amount of credit a student can earn, up to a limit of eight semester hours, is left to the discretion of the supervising department. The faculty internship coordinator must petition the Provost's Office for an exception to this limitation.

In order to participate, the student must:

1. Be in "good academic standing";
2. Have completed 64 semester hours;
3. Have completed all other prerequisites required by the supervising department;
4. Present to the selected faculty internship coordinator a well-developed and completed Internship Proposal form by pre registration for the semester in which the internship activity occurs;
5. Define the nature of the internship and designate an internship supervisor.

In order to earn the specified number of credits, the student must:

1. Complete the specified number of hours for the internship which have been mutually determined with the faculty internship coordinator;
2. Report to the faculty internship coordinator at mutually convenient times during the internship;
3. Complete any other requirements agreed upon with the faculty internship coordinator;
4. Provide a written or oral assessment of the internship for the faculty internship coordinator at the end of the internship.

It is the responsibility of the faculty internship coordinator to:

1. Determine that the selected internship organization or agency is appropriate and has the capability of supervising the student's performance;
2. Contact the internship supervisor at appropriate times during the internship to obtain an evaluation of the student's performance;
3. Arrange for a written evaluation of the student by the internship supervisor, at mid semester and at the end of the internship, providing the basis and the method for this evaluation;
4. Provide a feedback to the student based on the mid semester evaluation;

5. Perform a final evaluation of the student's experience and discuss this evaluation with the student;
6. Provide an accounting to the Registrar of the student's performance that will become part of the student's official record. All internships are to be graded pass/no credit unless requested otherwise by the faculty internship coordinator. Such a request should be submitted to the registrar no later than the first week of class.

SENIOR THESIS

The senior thesis stands as the culmination of the student's study in the major department. The senior thesis project has its origin in a departmental senior seminar or independent research project, and it ends in a substantial paper or creative project appropriate to the discipline, of considerable academic sophistication, to be defended by the student before the faculty of that department. The project normally spans one to two semesters. Other details of the project will be specified by the given department.

CREDIT LIMITS

A student may receive no more than 16 semester hours total in the three categories (internships, independent studies, and senior thesis) together.

Internships are to be assigned 2 to 8 semester hours. No more than 8 semester hours of internship may be counted toward graduation.

Independent studies are to be assigned 1 to 4 semester hours. No more than 8 independent study semester hours may be counted toward graduation.

Senior thesis are to be assigned 4 to 8 semester hours. No more than 4 semester hours may be awarded for a thesis project in any one semester (note: the credit limitation does not apply to Departmental Honors programs).

A student may enroll in only one internship program.

The principal concern of these guidelines is to prevent abuse of either the independent study or internship. The EPC recognizes that there will be legitimate cases where exceptions should be made. It urges the administrators responsible to consider the needs of the student. This assumes that each department has carefully weighed the merits of each case and has given its support.

Academic Policies:

HONORS

Wittenberg recognizes the overall academic achievement of students by conferring Academic Honors (Honors in Course) at three levels to students who are qualified by virtue of their grade point averages. Students may be granted Departmental Honors upon completion of a project that meets the department's standards for honors. Students awarded University Honors will have completed a minimum of two Honors Seminars and an acceptable Honors Thesis or Project in an academic department. This achievement will be recognized in the Commencement Exercises Program and on their permanent transcripts by the notation, Recipient of University Honors.

HONORS IN COURSE

(By Faculty action, June 3, 1975; Amended by Faculty action, June 1, 1994)

To be eligible for honors in course a student must have completed the residence requirements for a degree at Wittenberg. The student's scholarship quotient for work taken at Wittenberg and elsewhere must fall within the ranges specified. Students whose grade point average is between 3.50 and 3.699 receive their degrees cum laude; those whose grade point average is between 3.7 and 3.799 receive their degrees Magna cum laude. A student who achieves a grade point average of 3.800 or above receives the degree summa cum laude.

DEPARTMENTAL HONORS

Departmental Honors are aimed at those students who could benefit from an in-depth exposure to the methodology of a field to an extent greater than would be appropriate for most other students. Departmental Honors offers the student the opportunity to engage in a unified, scholarly project. The project includes a written component and an oral examination.

A student does not have to be a member of the Wittenberg University Honors Program to receive Departmental Honors. In general, the student applies for Departmental Honors at the end of the junior year. The student should have a record of demonstrated high academic ability and self-discipline. In particular, the student needs a 3.50 cumulative GPA to be considered for Departmental Honors. In addition, the student should have demonstrated an advanced level of competence in the department of interest, which should include having completed half of the credits required for a major in the department.

After appropriate departmental evaluation of the proposal, a three-person committee, chosen by the department, evaluates the completed project and conducts the oral examination. Ordinarily, one member of the committee serves as project supervisor. The student may undertake a project without enrolling for credit hours or may enroll in the project for up to 10 semester hours, which will be granted for a satisfactory project, whether or not the Departmental honors are awarded. Upon the recommendation of the project committee, the student is awarded Departmental Honors at graduation.

THE UNIVERSITY HONORS PROGRAM

(By Faculty action, April 9, 2002)

The University Honors Program is designed to encourage intellectual curiosity at the highest undergraduate level through emphasis on five fundamental areas of development.

- academic creativity
- service to campus and community
- innovative research
- collaborative inquiry and mentorship
- social interactions and community building

Candidacy in the program is determined in two ways:

1. All students entering the University with the Smith Scholarship and a number of those receiving Matthies Scholarships are automatically admitted to the University Honors program.
2. All students who earn a 3.50 GPA or above in their first semester of full-time coursework will be eligible to apply for admittance to the program in January of their first or second years at Wittenberg. The Honors Program Committee will consider all the applications and choose those worthy of induction.. Sophomores and juniors who achieve a 3.50 GPA later in their careers may also apply for admission to the program on a case-by-case basis.

REQUIREMENTS FOR GRADUATION WITH UNIVERSITY HONORS

- membership in the Honors Program
- cumulative GPA of at least 3.50
- successful completion of two honors Seminars (which also fulfill General Education and writing intensive learning goals)
- successful defense of an Departmental Honors thesis/project in major

Department chairs **must give permission** for any honors thesis/project work to be undertaken. Students completing these requirements will be designated as recipients of University Honors on their permanent transcripts and in the Commencement Exercises Program.

HONORS PROGRAM RESPONSIBILITIES AND PRIVILEGES

In return for membership in the program, student members are asked to assume leadership roles in their classes and to promote the values of intellectual curiosity and academic excellence on campus. They are asked to represent the program with integrity.

HONORS PROGRAM COMMITTEE AND THE DIRECTOR

The Honors Program Committee admits students to the Program, advises the Director about policies and procedures, and oversees the assessment of student achievement of the goals of the program.

The director of the program will ensure the Honors Seminars are scheduled at least one year in advance so that adequate advising can be provided for all University Honors students.

Academic Policies: INTERNATIONAL EDUCATION

POLICIES AND PROCEDURES

(By Faculty action)

The International Education Committee heartily encourages Wittenberg students to explore the possibilities for studying abroad. Any overseas experience, even travel, can broaden a person's outlook and understanding. Academic study abroad adds a special dimension to this kind of experience however, and it calls for distinctive capacities:

Maturity, independence, and adaptability
Motivation and purposefulness
Preparation and capacities appropriate to specific programs

The qualities required for successful study abroad vary from program to program, and they are difficult to assess. Their evaluation, however, is part of the University's responsibility in endorsing any program of study for academic credit. The University also has a responsibility to evaluate the program itself in terms of its academic soundness and its ability to provide the opportunities it promises.

The University cannot preclude a student from applying to and participating in any off-campus program. It has the obligation, however, to accredit off-campus study with discretion. If a student elects to participate in a study abroad program without prior endorsement the student must follow the usual procedures for transfer of course credit described in the Wittenberg Registrar's Catalog.

The following criteria are intended to apply to student seeking endorsement of programs of study abroad.

ACADEMIC CRITERIA

A student must have a minimum GPA of 2.5 in order to qualify for accredited study abroad.

A student must complete four academic semesters (or their equivalent) of college before study abroad during the academic year will be accredited.

A student must attend an orientation workshop prior to study abroad and must complete an evaluation for the study experience in order to receive credit for it.

PERSONAL CRITERIA

Evidence must be present that:

1. The student is a person of maturity, independence, and adaptability;
2. The student brings to the program motivation and purposefulness;

3. The student's study abroad is relevant to a clearly thought out course of study or educational objectives;
4. The student has adequate preparation for the program of study, including language ability in so far as it is appropriate.

A student must present evidence of meeting the personal criteria through the following:

1. Two letters of recommendation, one of which must be from a faculty member, on which are listed the criteria to be evaluated;
2. A Credit Advising Form signed by the student's academic adviser;
3. An interview with the Director of International Education or other designated person.

PROCEDURES

A Leave of Absence Form, signed by the student's adviser and the Director of International Education, must be turned in prior to study abroad, except for programs operated by Wittenberg University.

Grades reported from study abroad programs will be posted on the student's official transcript but will be calculated in the student's GPA only when on a Wittenberg-operated program.

An administrative fee of \$200 per study period will be charged.

It is possible for Wittenberg students to study abroad independently under the following conditions:

1. The academic program must be arranged with the student's faculty adviser and the student's department must refer the student to the Committee on International Education for program approval;
2. The student must satisfy all criteria normally applied for study abroad;
3. The student who has had independent study abroad approved is charged 2/3 tuition for the term or terms in which the student is engaged in such study. The student should consult with the Director of International Education regarding details of independent study or internship.

In the case that a student applies to a program with which Wittenberg does not have a consortia agreement, the student must submit with other application materials a statement explaining why that particular program is chosen and exactly what it promises. The Director may authorize or deny credit or require that study materials be reviewed for credit upon return. The student may appeal the Director's decision to the International Education Committee.

STUDY ABROAD AND STUDENT AID

Foreign study includes Wittenberg programs, exchange programs, affiliated programs, and other programs.

Student financial assistance from Wittenberg's general and endowed funds, including scholarships, shall be applied only to charges retained by Wittenberg for students in direct exchange programs.

Students aid funds from Wittenberg funds will not be transferred for affiliated or other non-Wittenberg programs. Funds cannot be transferred to other programs. Funds cannot be transferred to other academic semesters. The aid awarded will only reflect aid for the actual terms the student attends Wittenberg.

State and Federal funds and sponsored outside gift scholarships may be applied to study abroad programs which are approved for credit by Wittenberg as long as the eligibility criteria required by the government or sponsor are fully met. Students must receive a minimum of 12 credits to be considered full-time for State and Federal Assistance.

All students with financial assistance must make an appointment with the Director of Student Aid to assess their aid award. A completed study abroad expense form is required at the time of appointment. This form can be obtained from the International Education Office.

PROGRAMS

Each student should have access to that study abroad program which most reflect the student's abilities and interests.

Qualified students can be placed in internships abroad where they may combine work experience with cultural and language studies. Each program must be worked out individually with the faculty, and the process should be started early. Students interested in this option should consult the Director of International Education.

Full information on Wittenberg programs, affiliated programs, and approved non-consortia programs is available in the office of International Education.

Academic Policies:

OTHER POLICIES

Code of Academic Integrity

(Revised by Faculty - Academic Year December, 2002-2003)

PREFACE

Wittenberg University is dedicated to the pursuit of knowledge and truth. At the heart of our search for knowledge is personal honesty, an honesty that makes possible an open and vibrant exchange of ideas. True community and academic excellence thrive at Wittenberg through honesty, trust, and mutual respect. It is the aim of this Code of Academic Integrity to foster an atmosphere in which each individual can reach their fullest potential as students and teachers, and ultimately as human beings.

HONOR STATEMENT

All academic work submitted at Wittenberg will carry the honor statement. **“I affirm that my work upholds the highest standards of honesty and academic integrity at Wittenberg, and that I have neither given nor received any unauthorized assistance.”**

DEFINITIONS OF ACADEMIC DISHONESTY

Academic dishonesty is a serious violation of community standards. It undermines the bonds between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty includes:

- Cheating - Using or attempting to use unauthorized materials, information, study aids, or assistance in any academic exercise.
- Fabrication - Falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Helping or attempting to help another to violate any provision of this code. Facilitating academic dishonesty includes failing to act on knowledge of academic dishonesty.
- Plagiarism - Representing the words or idea of another as one’s own in any academic exercise, either knowingly or through negligence.

STUDENT AND FACULTY RESPONSIBILITIES

To achieve the aims of this code of academic integrity, every student, faculty member, and administrator is responsible for upholding the highest standards of personal integrity. In this spirit it is expected that every member of the Wittenberg community will refuse to tolerate academic dishonesty.

It is the responsibility of the instructor to provide students with clear guidelines for what constitutes “authorized” and “unauthorized” assistance, and the responsibility of every student to seek clarification

if in doubt about those guidelines. In cases of collaborative work, the Honor Statement refers only to the contributions of each individual student within the collaborative group.

HONOR COUNCIL

There will be an honor council composed of six (6) faculty, two (2) administrators and ten (10) students. Every year the faculty will elect two of its members to serve three year terms. The Provost and the Dean of Students will each appoint an administrator. At least one student from each class will be a member of the council. The Honor Council will strive to be representative of the diverse nature of the Wittenberg community. Once selected, student members will serve until they graduate. The students will be selected by a committee consisting of the chair and vice chair of the Honor Council, two additional volunteer members of the Honor Council, and three students appointed by Student Senate.

The Honor Council will elect a chair and vice chair from its membership. The chair will be a student with at least one year's service on the council. The vice chair will be a faculty member with at least one year's service on the council.

The Honor Council has the following responsibilities and authority:

1. to maintain and enforce standards of academic integrity.
2. to create and conduct educational programming designed to promote academic integrity.
3. to advise and consult with the student body, faculty members, and administrative officers on matters pertaining to academic integrity.
4. to designate from its members, students and faculty to serve on honor boards.
5. to issue an annual report to students, faculty and staff, which would typically include a summary of cases, and a description of the council's activities.
6. to review policies and procedures of the Code of Academic Integrity and the Honor Council at least on a bi-annual basis and to recommend changes to the faculty and students.

The Honor Council will be advised by a faculty member appointed by the Provost, in consultation with the Faculty Executive Board, who will be known as the Honor Council Faculty Adviser. The adviser will be responsible, in cooperation with the Dean of Students, for the oversight of the Honor Council and its processes.

Academic Policies: PROCEDURES

ALLEGATIONS OF ACADEMIC DISHONESTY

If a faculty member suspects that a violation has occurred, the faculty member will meet with the student(s) to inform him/her of the allegation. The faculty member and student will discuss the allegation, and agree to either pursue student/faculty resolution or to refer the case to the Honor Council. If the student does not admit responsibility for the violation or the student disagrees with the sanction to be imposed by the faculty member, the student may request that the case be referred to the Honor Council. Faculty members are responsible for informing students of their option to refer the incident to the Honor Council for review at any time during the student/faculty resolution.

If a student is either unwilling or unable to meet with the faculty member within two weeks of notification, then the case is automatically referred to the Honor Council for review by a Hearing Board.

If a student suspects that a violation of the code of academic integrity has occurred, the student should take some form of action. Ideally, the student will report that violation to the Honor Council using the form for student reports. In this report, the student should describe any action that they have taken, such as talking with the person involved, or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident, however confidentiality cannot be guaranteed. Students might also report anonymously to the instructor with or without naming individuals, or confront the individual(s) believed to be in violation of the code.

STUDENT FACULTY RESOLUTION

If the student and faculty member agree to student/faculty resolution, then they discuss the case and the sanction to be imposed by the faculty member. If both student and faculty agree to the student's responsibility for the violation and to the sanction to be imposed by the faculty member, then the faculty member writes a report to the Honor Council describing the incident giving rise to the allegations and informing them of

1. the date, time, location of meeting or meetings with the student,
2. the nature of their conversations,
3. the student's admission of responsibility for the violation,
4. evidence and relevant supporting information,
5. and the sanction to be imposed on student

Copies of the report will be sent to the student, the Honor Council faculty adviser, and the Office of the Assistant Provost for Academic Services as the office of record.

All reports of academic dishonesty will be reviewed by the Faculty Adviser, or, in the absence of the Faculty Adviser, the chair of the Honor Council, to verify that no reports have been received indicating that the student has been found responsible for any other act of academic dishonesty. If the Faculty

Adviser or Chair of the Honor Council finds that the case is a repeat offense, the case is automatically referred to the Honor Council for review by an Honor Council Hearing Board.

HONOR COUNCIL RESOLUTION

Cases not resolved through student/faculty resolution will be referred for a hearing. A hearing is initiated when the Honor Council receives a report of an allegation of academic dishonesty.

COMPOSITION OF HEARING BOARDS

A hearing is conducted by a Hearing Board. The panel will normally consist of seven persons, six of whom will be voting members. Hearing Boards are made up of three students, two faculty members and one administrator selected from the membership of the Honor Council. Determinations of the board will be by a majority vote (four votes or more). The chair or vice chair of the Honor Council will serve as the Hearing Board chair and may vote in the event of a tie. In the event that the chair or vice-chair are unavailable or the caseload becomes unmanageable, the Faculty Adviser will appoint another member of the Honor Council as chair of the Hearing Board.

PRELIMINARY PROCEDURES

The initial report of an allegation of academic dishonesty will be reviewed by the Honor Council Chair and the Faculty Adviser, who will then appoint a Hearing Board, and designate a chair of the Hearing Board, either the chair or the vice chair of the Honor Council. Following this, the chair of the Hearing Board will inform the student of the allegation in writing, including the faculty member's report. The chair of the Hearing Board will request a written statement from the student in response to the allegation, and, if the student so desires, he or she can submit a list of witnesses to appear at the hearing on the student's behalf. Witnesses are limited to individuals who can present evidence that bears directly on the allegation. The student's written statement will become part of the case to be reviewed by the hearing Board in preparation for hearing the case, but will not take the place of the student's presence at or comments within the hearing.

The chair will select the date, time and place for the hearing and notify the referring faculty member, and the student by personal delivery or campus mailbox a minimum of five (5) business days prior to the hearing. Either the chair or vice chair (whichever one is not presiding at the hearing) the faculty advisor, or the Dean of Students will meet with the student to review hearing procedures and process. He/she will also meet with the student following the hearing to discuss the ramifications of the findings and options for appeal if the student desires an appeal and appeal is appropriate.

Students have the right to object to any member of the Hearing Board believed to be biased in the case, and members of the Hearing Board also have the responsibility to recuse themselves from cases in which there is a conflict of interest. In cases where the student objects to a member of the Hearing Board, the chair of the Honor Council and the Faculty Adviser will decide whether or not to act on that objection.

THE HEARING BOARD PROCESS

The purpose of a hearing is to explore and investigate the incident giving rise to the appearance of academic dishonesty, and to reach an informed conclusion as to whether or not academic dishonesty occurred. All persons at a hearing are expected to assist in a thorough and honest exposition of all related facts. Honor Council Hearing Board proceedings are not a court of law, and attorneys are not permitted to be present in any fact-finding or appeals hearings.

The sequence of a hearing is necessarily controlled by the nature of the incident to be investigated and the information to be examined. It lies within the judgment of the presiding officer to determine the most reasonable approach. The following steps are generally recommended.

1. The referring faculty member or the individual reporting an alleged violation, and then the student, will briefly summarize the matter before the honor board, including any relevant information or arguments. The faculty member may recommend a sanction.
2. Witnesses will be called who have knowledge of the incident and can offer documents or other materials bearing on the case.
3. Members of the Hearing Board may request additional material or the appearance of other persons, as needed.
4. The referring faculty member or individual reporting the allegation and the student may make brief closing statements.
5. The Hearing Board will meet privately to discuss the case, and determine whether a violation has taken place based on a preponderance of the evidence.
6. If the student is found in violation, the Hearing Board will determine an appropriate sanction. When determining the sanction, the Hearing Board will be informed of any other violations of academic integrity on the part of the student.
7. The Hearing Board chair will provide the referring faculty member of the reporting individual, the student and the Assistant Provost for Academic Services with a written report reciting the facts found identifying the parts of the policy that have been violated, and describing the sanction, if any, to be imposed.

The Hearing Board chair will ensure the following rules and points of order are observed:

1. The student may be assisted by a support person of their choosing, provided that the support person is not a parent, an attorney, or a party to the case.
2. Hearings will be tape recorded for the purposes of the Hearing Board's deliberations or for any Student Appellate Board action.
3. Presence at a hearing lies within the judgment of the Hearing Board chair. A hearing requires a deliberative and candid atmosphere, free from distraction. Accordingly, it is not open to the public or other "interested" persons. The Hearing Board chair may cause to be removed from the hearing any person, including the student, who disrupts or impedes the investigation, or who fails to adhere to the rulings of the chair. The Hearing Board chair will direct that person, other than the student, who are to be called upon to provide information, be excluded from the hearing except for that purpose. The members of the Hearing Board may conduct private deliberations at such times and places as they deem proper.
4. Failure to appear before a Hearing Board will not preclude the Hearing Board from hearing evidence and determining outcomes.

5. It is the responsibility of the person desiring the presence of a witness before a Hearing Board to ensure that the witness appears. Because experience has demonstrated that the actual appearance of an individual is of greater value than a written statement, the latter is discouraged and should not be used unless the individual cannot reasonably be expected to appear. Any written statement must be dated, signed by the person making it, and witnessed by a University employee. The work of a Hearing Board will not, as a general practice, be delayed due to the unavailability of a witness.
6. A hearing is not a trial. The Hearing Board will consider all relevant, probative, and credible evidence. The Hearing Board chair will determine what evidence may be considered.

If the Honor Council Faculty Adviser or the Dean of Students determines that Hearing Board cannot be convened within a reasonable period of time after an accusation is made, two students and one faculty will be appointed as an ad hoc Hearing Board. Members of the ad hoc Hearing Board shall be current or former members of the Honor Council. A non-voting presiding officer will also be appointed.

HEARING BOARD OUTCOMES

If the Hearing Board determines that the allegations of academic dishonesty are unfounded, then no record of the allegation and/or hearing appears on the student's record and no sanctions are imposed.

SANCTIONS

Sanctions available to faculty members for informal resolution include:

- Warning (The violation is reported and no other sanction is imposed.)
- A reduction in grade for the assignment and/or an additional reduction in the grade for the course.
- A failing grade for the assignment and/or an additional reduction in the grade for the course.
- A failing grade in the course (XF).

Sanctions available to Hearing Boards include:

- Warning (The violation is reported and no other sanction is imposed).
- A reduction in grade for the assignment and/or an additional reduction in the grade for the course.
- Community work assignment.
- A failing grade for the assignment and/or an additional reduction in the grade for the course.
- A failing grade in the course (XF).
- Removal of the privilege of representing the University in extracurricular activities including athletics, as well as the privilege of running for or holding office in any student organization that is allowed to use University facilities, or receives University funds.
- Suspension from the University for one to two semesters, excluding summer semester.
- Dismissal from the University.

THE GRADE OF XF

An XF will be recorded on the student's transcript with the notation "failure due to academic dishonesty." The grade of XF shall be treated in the same way as an F for the purposes of grade point average, course repeatability, and the determination of academic standing.

A student may file a written petition to the Honor Council to have the grade of XF removed and replaced with the grade of F. The decision to remove the grade of XF and replace it with a grade of F requires a majority of a quorum of the council (quorum for the Honor Council is five students and three faculty members), provided that:

1. at the time the petition is received, at least twelve months shall have elapsed since the grade of XF was imposed; and,
2. at the time the petition is received, the student shall have successfully completed a non-credit seminar on academic integrity; or, for the person no longer enrolled at the University, an equivalent educational activity; and
3. the Assistant Provost for Academic Services certifies that no reports have been received indicating that the student has been found responsible for any other act of academic dishonesty or similar disciplinary offenses at the University, or another institution.

Prior to deciding a petition, The Honor Council will review the record of the case and consult with the Honor Council adviser, and whenever possible, the faculty member who originally reported the violation. Both the Honor Council adviser and the faculty member serve in an advisory capacity only, and do not have voting rights. If the Honor Council denies the petition, the student cannot submit another petition for four years, unless the Honor Council specifies an earlier date.

SUBSEQUENT ALLEGATIONS OF ACADEMIC DISHONESTY

In the event of a subsequent allegation of academic dishonesty, the case is automatically referred to the Honor Council and reviewed by an Honor Council Hearing Board. Ordinarily, a second substantiated allegation of academic dishonesty results in either suspension for one or two full semesters (excluding summer semester), or permanent dismissal from the University. In the event of extraordinary or extenuating circumstances the Hearing Board has the right to assign a lesser sanction.

APPEALS

A student can appeal a decision of the Hearing Board to the Student Appellate Board. Appeals must be based on one of three conditions:

1. new and significant evidence can be introduced which may further clarify and support the defense of the students involved, at which point the case will be referred back to the original Hearing Board for reconsideration;
2. there is clear reason to believe that the sanction is not consistent with the seriousness of the violation. In cases where the Student Appellate Board determines that the seriousness of the sanction is consistent with the behavior, they may issue a different sanction.
3. the student presents substantial credible evidence that the initial hearing was not fair and impartial. If the Student Appellate Board determines the process was unfair or that the

established process was not followed, the Appellate Board will request that a new Hearing Board be selected from the Honor Council and the case be reheard.

Appellate board decisions may not be appealed.

The Honor Council will review the policies and procedures described in the Code of Academic Integrity at least bi-annually and will recommend any revision to students and faculty.

The Committee for Academic Integrity is indebted to the Center for Academic Integrity for key ideas found within this Code of Academic Integrity. Please refer to their web site at <http://www.academicintegrity.org/>. We also owe a debt of gratitude to Gary Pavela who provided us with a model code of academic integrity, a copy of which can be found in the following: Pavela, Gary. "A Model code of academic integrity" in Synthesis: Law and Policy in Higher Education, 9:1 (Summer 1997), p. 640.

Academic Policies:
TEACHING
ASSISTANTS

(By Faculty action, June 4, 1974)

Classes at Wittenberg shall normally be taught by regular University faculty. Teaching assistants may be utilized only in those cases where it can be shown that their use improves the effectiveness of the instruction.

GUIDELINES

1. To qualify as a T. A., a student must have completed the course being taught (or its equivalent) and two upper-level courses which are relevant to the course.
2. All teaching assistants must be under the close supervision of the faculty member assigned to the course and of the department chairperson.
3. Work under the direct supervision of T. A.'s may not exceed twenty-five percent of total in-class instruction in any given course.
4. Grading by teaching assistants shall be confined to objective material and to evaluation of participation in T. A.-directed sessions.
5. Deviations from these guidelines require consent of the Provost.

Advising

- Academic Advising
- Placement Recruitment
- Counseling

Advising:
STATEMENT OF ACADEMIC
ADVISING

(By Faculty action, April 2, 1985).

STATEMENT OF PHILOSOPHY

Basic to Wittenberg's mission is a deep and abiding concern for the welfare of each of its students and the education of the whole person. Accordingly, an important responsibility of its faculty and staff is to provide professional, competent advice for each student with respect to educational, vocational, and personal planning. The approach is person-centered, treating each student as a distinct individual.

Wittenberg recognizes that personal growth and maturity are reached through acceptance of responsibility. The college, therefore, affirms that the primary responsibility for the pattern and outcome of the student's educational program and for the development of social responsibility lies with each student. The role of the advisor is supportive; the student is responsible for knowing institutional policies and programs and has full responsibility for all decisions made.

While Wittenberg recognizes the interest and concerns of parents, it considers the student to be a young adult and a responsible agent, acting in the pursuit of educational goals and social responsibility. The college believes that its relationship with the student complements the students' changing relationship to the parents. Accordingly, the University does not assume the role of parent. Rather, the faculty and staff work along with the parents to cultivate independent and responsible action of the part of the student.

STATEMENT OF OBJECTIVES

The objectives of the academic advising program are as follows:

- To help the student understand the nature of a liberal education
- To help the student obtain maximum benefit from the total educational experience by discussing emerging interests and relating these interests to University opportunities and opportunities beyond the classroom
- To help the student determine career goals based on the student's aptitudes and interests and outline a course of study that will enable the student to achieve these goals
- To assist students in understanding the policies and regulations which give structure to the students' educational experience
- To offer support to a student as academic and developmental problems arise by counseling or referring the student to appropriate resources

PROGRAM DESCRIPTION

Academic advising at Wittenberg is provided by members of the Wittenberg faculty. The advising role is viewed by the institution as an integral part of the faculty member's responsibilities. Each student

entering the college is assigned to a faculty advisor. The advisor is also the student's instructor in the WittSems Course.

Students may request a change of adviser at any time by submitting an adviser change form to the Registrar's office. Most students retain their originally assigned adviser until they declare a major during the sophomore year. At that time the student requests an adviser from the department in which the student has declared a major. Each department determines how it wishes to work with its major advisees. Students who opt for double majors will have an adviser for each of their majors, and students who declare a minor will have an adviser for the minor course of study.

Transfer students with declared majors are assigned directly to the chairpersons of the major department. After the initial conference, the chairperson may reassign these students to a faculty advisor within the department. Transfer students who have not identified a major are assigned to the Registrar's office.

In all cases of advisee assignments, the advising load will be considered within the context of the faculty member's total set of responsibilities and commitments.

THE ADVISING PROGRAM FOR FIRST YEAR STUDENTS

The advising program for first year students reflects the philosophy and objective of Wittenberg's academic advising program. However, since this program is specifically designed to assist the entering student in the process of adjusting to the college experience, it has the following special features:

A Summer Pre-orientation program and New Student Days are held prior to the fall semester for first year and transfer students. The program provides several opportunities for first year students to meet with advisors. Topics of discussion include the nature of a liberal arts education, making the transition to college, results of placement exams, fall semester course schedules, and institutional academic requirements. Additionally, special activities are arranged for transfer, minority, commuter, and international students.

The first year student advisees are enrolled in the WittSems course taught by their advisors fall semester. This placement strengthens the relationship between advisor and advisee and also provides a common time for daily information or problem-sharing.

Faculty advisers are encouraged to relate to their advisees in a social context through such activities as pizza parties, concerts, faculty home visits, etc. A stipend is provided to help defray expenses.

All first year students are required to meet with their advisers each semester to obtain course registrations and to have the opportunity to discuss and plan their class schedules and overall academic program.

ADVISING RESPONSIBILITIES

For the objectives of the academic advising program to be achieved, the faculty adviser should seek to exercise the following basic responsibilities:

- ❑ Being acquainted with the advisee. Know the advisee's academic abilities and background, become familiar with objectives, interests and motivations of the advisee. (This may extend to some acquaintance with the advisee's non-academic background, such as home influences, financial needs, campus residence, hobbies, etc.).
- ❑ Establishing a rapport with the advisee by showing interest, understanding and respect. (In this connection it may be appropriate for the faculty member to make the student aware of the possibility of changing faculty advisor).
- ❑ Clearly outlining the advisor's role and responsibilities in the advising process and help the student define and understand responsibilities.
- ❑ Being available, keeping office hours for appointments.
- ❑ Providing accurate information on University requirements, procedures, and policies related to the academic program.
- ❑ Being familiar with courses in the curriculum (prerequisite, content, availability) and the registration system.
- ❑ Keeping accurate records on the advisee's profile, academic program and progress, conferences and conversations.
- ❑ Being familiar with graduate education possibilities.
- ❑ Having an understanding of the nature of student development and the relationship of liberal education opportunities to student development.

THE ASSISTANT PROVOST FOR ACADEMIC SERVICES

The Assistant Provost for Academic Services is a member of the Provost's staff who is responsible for the coordination of the academic advising program. Duties related to this area of responsibility include training of first year student advisers, maintenance of a first year student adviser manual, implementation of programs, practices and procedures that benefit the advisement of students, assisting with on-going training for advisers, and evaluation of the academic advising program to ensure that the objectives of the program are being met.

ADVISER RESOURCES

To assist the faculty member in the advising role, Wittenberg provides the following resources to all advisers:

- ❑ A Wittenberg catalog
- ❑ A Faculty Manual, which includes a section on advising information and procedures
- ❑ A cumulative adviser file, initiated by the Registrar at the time of matriculation, which serves as an academic working field for the student and advisor during the student's enrollment
- ❑ Course content information, which is distributed prior to each registration period
- ❑ A comprehensive list of other advisory services on campus and materials on the EARLY INTERVENTION early warning system
- ❑ The Assistant Provost for Academic Services
- ❑ online watch report and degree audit

In addition to the resources above, advisors of first year students are provided with the following resources:

A first year student adviser manual

- Two orientation assistants, trained upper class students who assist the faculty advisers with first year student orientation and other activities during the year as needed.
- In-service training program
- A stipend to help defray expenses for social activities with the first year student advising group

ADVISING UNDECIDED FIRST YEAR STUDENTS

(Revised April, 1997)

First year students who arrive at Wittenberg undecided about their major will need special help in planning their class schedules. They may also need clear indications from the advisor that it is normal and acceptable to be undecided at this entry point, coupled with advice on how to get closer to a decision over the course of their first year. This will be especially important to those who want to take advantage of Wittenberg's **Four Year Graduation Guarantee**.

THOSE WAVERING BETWEEN TWO MAJORS

Those who are wavering between two majors should consider scheduling the suggested first year courses in both majors while completing general education requirements where possible. This may assist them to clarify which major best suits their capabilities.

PRE-MAJOR STUDENTS

Those who are undecided (or are considering three or more majors) should probably be advised to design their schedules so that at least three courses taken each semester fit General Education requirements. Their other course can be used to explore possible majors. These courses can be used as electives later if the discipline is not chosen as a major or minor. Undecided students might also be encouraged to visit lower-level classes in subject areas in which they think they might have some interest, and perhaps to visit upper-level classes in that major, before scheduling classes for the coming semester. These visits can serve as mini-explorations into a discipline, and help students determine how deep their interest in a particular discipline runs.

It is important to encourage undecided students to widen their interests first and narrow them only after considerable exploration of majors and careers, since choices made from among a wide range of alternatives tend to be the most stable choices in the long run. However, the semester system makes it important to begin exploring majors earlier to allow students to complete graduation requirements on time while still making it possible to take advantage of Wittenberg's "Power of Experience" Program, including opportunities to study abroad, complete career-related internships, etc.

Community Service experiences often provide opportunities for undecided students to test out environments in which they are interested in building careers - potential education majors can get experience in the classroom; possible management majors can work with Junior Achievement projects; students interested in medicine can volunteer in a hospital emergency room, birthing room, pediatric ward, etc. Advisers are encouraged to suggest early community service as a form of career exploration.

Most of all, it is important to undecided students, to our efforts to retain them, to encourage these students to take charge of their educational experience - to gain the information and experiences that will make them feel ready to set academic and career goals for themselves.

CAREER CENTER

Advisers can assist undecided students by directing them to these Career Center services. These services may be particularly helpful to undecided students. The Career Center web site contains a wealth of useful information.

Power Portfolio

Available on WittLink this exercise serves as a base from which to develop a four- year plan for college and career success. It helps first-year students examine the entire "package" they are putting together at Wittenberg in relationship to their possible career goals so that critical decisions - from what major to choose, to campus activities, to community service, internships, summer jobs, independent study subjects and study abroad--can be made to meet both the student's broader academic interests and career goals. Often strategic decisions about extra- and co-curricular activities allow students substantial freedom to choose a major or minor that is a match to their intellectual interests, rather than feeling compelled to make a "safe" vocational choice.

"Don't Cancel Class" Career Center Presentations

Often a brief classroom presentation by the Career Center Director will encourage students to begin thinking about careers as expressions of their creative spirit, their personal values and interests, and their unique combination of abilities. Faculty sometimes choose to schedule these presentations during a class period they cannot personally cover.

Alumni Careers Day Program

Participating departments coordinate panel discussions in which successful alumni/ae share insights into their chosen career. Designed to show the diverse career paths taken by graduates with the same major but differing interests, values and abilities, this program is co-sponsored by the Career Center and the Alumni Office.

Career Consulting

The Career Center Director will be glad to consult with advisors to determine what intervention might be made in the case of a particular advisee who needs assistance in academic or career decision-making. Strategies for your use in working with a student may be suggested, or a referral for career counseling may be encouraged. . In support of that process career testing is available including the Myers-Briggs Type Indicator, Campbell Interest and Skills Test, and the interactive guidance system, FOCUS.

Major Mania

This workshop assists students with examining their interests in relationship to academic programs and career options. It is held in the fall prior to Advising Week

SPECIAL ADVISING

GRADUATE STUDY

All departments share the important task of promoting interest in graduate study and advising students for advanced academic work. Each department is asked to designate one of its members as a graduate study advisor to work with the Career Center in the dissemination of materials and to assist students directly by providing personalized graduate school advising. Faculty with expertise to advise students interested in professional schools - law, medicine, theology, business, library science, etc. - are also designated to assist students with those interests. Each department is expected to maintain files on graduate study in related fields and to communicate information on graduate school placements to the Center so that complete records may be maintained for assessment and accreditation purposes. Graduate school advising resources can be accessed through our homepage under the heading "**Get Into Graduate School**". This section contains on-line versions of Peterson's Guides to Graduate Study, testing and financial aid information, advice on writing graduate school essays, etc. Additional books, periodicals and handouts are available in the Patmos Career Resource Center, 210 Shoumlin.

The Career Center offers a "**Graduate School Planning Program**" each year to prepare students for the graduate school preparation process.

Graduate School Testing

Graduate School Testing Information for the GRE (arts and sciences), LSAT (law), GMAT (business), MCAT(medicine), VCAT (veterinary medicine), DAT (dentistry), OAT (optometry), APHAT (allied health), PCAT(pharmacy) is available at The Career Center. The computer based testing programs for the GRE and GMAT are now available through Sylvan Learning Centers on a year-round basis.

Note: Pre-Med students and students from all majors who are planning to study off-campus fall semester of their senior year, should plan early to take graduate school tests in the spring semester of their junior year, or during the summer prior to their senior year.

Graduate School Fellowships

Graduate School Fellowship information is available from a variety of sources within the advising network. The Assistant Provost for Academic Services handles competitions for National Science Foundation, Fulbright, Rhodes, Marshall, and Mellon Fellowships. The Career Center maintains resources on Fellowships sponsored by specific graduate programs, and Professional School advisors receive information relevant to their specific areas of expertise.

STUDY ABROAD

Wittenberg places students in a wide variety of study abroad programs. The University maintains an office of International Education for the purpose of housing a library of pertinent materials, advising students of available programs, counseling them, and facilitating their study abroad. Students should be directed to the Director of International Education.

The Committee on International Education assists and advises the Director of International Education in developing study abroad policy, in counseling students, and in approving credit for their program.

INTERNATIONAL STUDENTS

International students will be assigned routinely for their academic advising. The Director of International Education will counsel international students in matters unique to their status as international students.

EDUCATION

All students interested in pursuing licensure to teach should consult with a faculty member in the Education Department as early in their college career as possible to assure timely planning of required courses. Formal application should be made following the guidelines contained in the Policy on Admission to the Teacher Education Program, contained in the Education Department's listing in the *Academic Catalog*. Only students who have been admitted to the teacher education program may apply for permission to student teach. The Policy on Permission to Student Teach is also contained in the *Academic Catalog*.

MUSIC

Students working for the A.B. in Music degree will be advised by the faculty of the Music Department.

PRE-PROFESSIONAL PROGRAMS

Pre-law, pre-medicine, and pre-theology advisers cooperate with the appropriate committees in the counseling of these students.

OTHER ADVISING SERVICES

Career Consulting and Program Development - Karen Reynolds

Financial Aid - J. Randy Green

Greek Coordinator - Shelley Dawson Reynolds

Health Center - Jill Vanuch

International Education - JoAnn Bennett

Minority Students - Forest Wortham

Peace Corps - Karen Reynolds

Personal Counseling - Linda Lauffenburger

Placement Services: Karen Reynolds

Religious Counseling - Rachel and Anders Tune

Residences - Holly Reynolds

Selective Services - Jack Campbell (Registrar)

Substance Abuse - Linda Lauffenburger

Student Activities - Mark DeVilbiss

Tutoring - Lisa Rhine

Veteran's Coordinator - Lynn Thoma

Math Workshop - Kathy Johnson
Writing Center - Maureen Fry

Faculty members are encouraged to contact the residence coordinators for assistance in matters relating to students in the respective halls.

DECLARATION OF MAJOR

It is required that every student declare a major not later than the end of the spring semester of the sophomore year. This is one means of helping to ensure that students will finish a major program of study within four years.

Before the first registration subsequent to the declaration of a major, the student and the student's adviser must plan a program of studies for the balance of the student's degree program.

The student is free to change the major at any time that it is academically feasible. Application for a change of major should be made to the chairperson of the department to which the student will transfer.

DECLARATION OF MINOR

A student may declare a minor at any time during the degree program.

The chairperson of the department in which the student wishes to minor must be consulted and the student must prepare a program of studies to accomplish the student's study objective. The department chairperson will assist the student in completing the Declaration of Minor form for filing with the Registrar.

The student is free to change the minor at any time that it is academically feasible. Application for a change of minor must be made to the chairperson of the department to which the student will transfer.

COURSE INFORMATION

Course content information will be available for advisors and advisees during Academic Advising Week. Department chairpersons will secure from members of their respective departments a short paragraph describing the content of their courses in the forthcoming semester. This information will then be typed within the department and forwarded to the Provost's Office where the information will be duplicated, collated and sent out to advisors. Copies will also be available in the Library and Student Center for students to use. Course information is also available on Wittenberg's Website under "Academics."

STUDENT RECORDS

A cumulative adviser file will be initiated at the time of matriculation and will accompany the student during enrollment, remaining always in the hands of the adviser. The file will contain a transcript of the student's academic work, a form for accumulative record of interviews, grade reports, and such other information as the adviser considers necessary. The file shall be forwarded to any new adviser and, at the time of graduation, will remain with the department. The advisor file is an academic working file for the convenience of the student and the adviser. The official student personal file is maintained in the

Student Services Office. All copies of correspondence and records having a bearing upon the student's personal status should be forwarded to the student personal file which is confidential.

Advising:

INSTITUTIONAL POLICY ON PLACEMENT AND RECRUITMENT

It is in the best interests of students, colleges and employers alike that the consideration of careers and selection of employment opportunities be based on an understanding of all the relevant facts and that these considerations be made in an atmosphere conducive to objective thought.

The recruiting of college students for employment by business, industry, government and education should be carried out by the employers, candidates, and Wittenberg University to serve best the following objectives:

- The open and free selection of employment opportunities that will provide candidates with the optimum long-term utilization of their talents, consistent with their personal objectives.
- The promotion of intelligent and responsible choice of a career by the candidates for their own greatest personal satisfaction and the most fruitful long-range investment of their talents for themselves, for their employers, and for society.
- The development of the placement function as an integral part of the educational system so that it, as well as the total recruiting process, may be oriented toward the establishment of high standards of integrity and conduct among all parties.

The Wittenberg University Career Center seeks to facilitate the selection of appropriate employment by students. Diversity in student needs and also capacities requires that a wide range of job opportunities be available. Since placement activities are student services and not expressions of political, social or economic philosophies, Wittenberg University endorses the policy of making its placement facilities equally available to any equal opportunity employer engaged in lawful pursuits.

Advising:
UNIVERSITY COUNSELING
SERVICES

The University Counseling Service provides both developmental and remedial mental health counseling for Wittenberg students. The Counseling Service is located in the Health and Wellness Center in Room 003, Shouplin Center. All registered full time traditional Wittenberg students are eligible for the services. Specifically, the Counseling Service provides short-term individual counseling for personal, family, academic, or behavioral concerns; crisis intervention; substance abuse prevention and treatment; consultation to the campus community and parents of students; selected assessment of mental health status; outreach and professional development programming; and referral. All services are provided by an experienced, professional counselor and are free to full-time students. Students are seen as soon as possible and priority is given to emergencies. All services are confidential within appropriate professional limits and this is explained to every student at the beginning of counseling. Referrals to other University and local agencies are made when appropriate for learning disabilities, psychological, or psychiatric assessment; for psychological or medical treatment; or for specific academic or career concerns. Students are responsible for the cost of private referrals. Referrals from students, faculty, staff and administrators are welcome. Appointments can be made by stopping by or calling the Counseling Service at 327-7811.

ASSESSMENT

Assessments of problem areas are available. If psychological testing is indicated, students are referred to private psychologists in the community where they are charged for these services. The counseling service does not provide evaluation for learning disabilities. Contact the Academic Services Office for information concerning the evaluation of learning disabilities or the counselor for referral sources who provides testing of learning disabilities.

School of Community Education

- Dean's List
- Mission Statement
- Adult Scholarship Standards

School of Community Education:

DEAN'S

LIST

The Dean's List is calculated for the Fall and Spring semesters and for the Summer Session. (The Summer terms are treated collectively as a single period). Both matriculate and non-matriculate students are eligible, so long as their cumulative record reflects good academic and social standing. Dean's List students are those who maintain a 3.5 grade point average or higher for periods in which they meet the following minimum semester hour requirements.

- 8 semester hours within a single semester
- 16 semester hours within a combination of semesters
- During the Student Teaching Term, 4 semester hours together with attainment of the Excellence in pre-Service Teaching honor from the Education Department

Hours refer to graded hours only: S grades are excluded from the calculation and I, NC, or NR grades render a student ineligible. Students must earn at least 4 semester hours with a grade of A- or higher during the most recent semester.

Students who have earned sufficient credits to qualify under the briefer span may not in the same semester qualify under this longer span. The calculation may not extend beyond two calendar years, including the most recent semester; the interval between the most recent semester and the one preceding may not exceed one regular semester. Students who have made the Dean's List must complete at least 8 additional semester hours in order to attain repeated recognition.

School of Community Education:

STATEMENT OF MISSION FOR THE SCHOOL OF COMMUNITY EDUCATION

The School of Community Education is a principal expression of Wittenberg's commitment to the lifelong values of a liberal arts education. The School of Community Education exists to extend the resources of the institution to non-traditional students in such constituencies as the local community, alumni, the church, and corporate or public service organizations. Its efforts utilize the expertise of the University's faculty and other qualified professionals in continuing education activities that are consistent with the University's mission.

The extension of University resources through the School of Community Education serves the fundamental purposes of the institution in three principal ways.

1. For students, it contributes to "developing the whole person" by means appropriate to the various stages and circumstances of life which traditional efforts cannot serve effectively.
2. It provides for the University an enhancement of the commitment to seek excellence in liberal arts education and thus contributes to the full expression of Wittenberg's overall mission in contemporary society.
3. To the extent that University resources permit, this extension provides Wittenberg with significant opportunities to fulfill its obligation of contributing to the vitality of the Springfield/Clark County community whose welfare it shares.

CRITERIA FOR THE ADULT/NON-TRADITIONAL STUDENT CLASSIFICATION

In order to serve most effectively the needs of mature adults in its credited program of study, the University has devised the classification Adult/non-traditional student, informally known as SCE student. Administration of the enrollment of students in this classification rests within the School of Community Education in conjunction with such offices as Admission, the Registrar and academic departments. Adult/non-traditional students may enroll in Evening or Weekend courses and programs of study directly administered by SCE or in the Day courses and programs of study within Wittenberg College or in a combination of both.

The following guidelines govern the Adult/non-traditional classification:

- 23 years of age or older
- enrolling for no more than 17 credits per semester or 33 for the regular academic year (Summer Session excluded)
- not having enrolled as a full-time/traditional student within the last two years

Most students enrolled part time in Evening and Weekend courses are included within the classification, regardless of age. Cases requiring interpretation, e.g., the student under 23 years of age who is a full-time employee or a parent or both, are decided by the Dean of SCE, if necessary in consultation with the Provost's Office.

A general exception is made for traditional students who have completed all degree requirements and wish to add teacher licensure or such other component as a minor or second major to their credentials. These are immediately reclassified as non-traditional students for any remaining credits required for licensure or other component sought.

Policies governing SCE students recognize their almost exclusive interest in academic activities and their limited interest in or need for most co-curricular activities and services. Accordingly, e.g., SCE students may not participate in varsity athletics or hold membership in Greek social organizations, or utilize campus services such as the Health and Counseling Center which are supported by the general fees paid by traditional students. SCE students have not resided in University residence halls; conversely, SCE students may participate in those activities associated with the University's academic program.

School of Community Education: STANDARDS OF SCHOLARSHIP FOR ADULT/NON-TRADITIONAL STUDENTS

(Approved in Faculty Meeting 2/7/95)

STANDARDS OF ACADEMIC PROGRESS

Most adult/non traditional students proceed according to a pace and rhythm unrelated to the pattern typical of traditional students. Therefore, the guidelines on academic progress set forth for traditional students do not apply to this group.

ACADEMIC ACTION

The University has devised criteria for adult/non-traditional students which reflect the normal pace and rhythm of their studies. Governing principles include both minimum acceptable levels of achievement and consistency in progress. The minimum grade point averages governing adult/non-traditional students correspond to those applying to traditional students. Levels of progress, however, are stated in semester hours completed, including accepted transfer credits, rather than in units of time:

- 1.667 through completion of 16 semester hours
- 1.750 through completion of 32 semester hours
- 1.850 through completion of 48 semester hours
- 2.000 upon completion of 49 semester hour or more

For purposes of academic action, the Summer Session is considered a single semester.

ACADEMIC PROBATION

A student will be placed on this status in the event that the cumulative GPA, with at least 12 semester hours completed, falls below the minimum level appropriate for the number of credits completed or in the event of any of the following situations

- A student can also be placed in this status in the event of any of the following situations. (The concept of "succession" does not require contiguity of semesters and students will also be placed on probation in the event of any of the following:

- a semester in which the student enrolls for 10 or more semester hours with a term GPA below the minimum acceptable level in relation to the student's cumulative credit total.
- a succession of two semesters in which the student fails to earn a grade of C or higher or enrolls for a total of 12 or more semester hours with a GPA for that span below the minimum acceptable level in relation to the student's cumulative credit total at the point of action.
- a succession of three semesters in which GPA for that span is below the minimum acceptable level in relation to the student's cumulative credit total at the point of action.
-

A. Student will be placed on this status in the event that the cumulative GPA falls below the minimum level appropriate for the number of credits completed.

A student can also be placed in this status in the event of any of the following situations. (The concept of "succession" does not require contiguity of semesters.)

B. A semester in which the student enrolls for 10 or more semester hours with a term GPA below the minimum acceptable in relation to the students cumulative credit total.

C. A succession of two semesters in which the student fails to earn a grade of C or higher or enroll for a total of 12 or more semester hours with a GPA for that span below minimum acceptable level in relation to the student cumulative credit total at the point of action.

D. A succession of three semesters in which the GPA for that span is below the minimum acceptable level in relation to the student's cumulative credit total at the point of action.

A student is removed from academic probation when the semester GPA, the GPA for the most recent two or three semesters, and the cumulative GPA all stand at the minimum acceptable level in relation to the student's cumulative semester hour total at the point of most recent computation.

A student on academic probation must obtain the signature of the Dean for each registration. The Dean may require a limitation of semester hours attempted.

ACADEMIC SUSPENSION

For an adult/non-traditional student this action may occur at the conclusion of any semester, including the Summer Session. Suspension may result from either of the following:

- failure to regain good academic standing after being on continued probation for two or more successive semesters.
- a judgment of gross academic disregard (see Wittenberg College criteria), conveyed by the Dean in a recommendation to the Board of Academic Standards. The Dean may include in this recommendation the incidence of NC, I, or W grades.

The policies on appeal of academic suspension, readmission after academic suspension or academic dismissal are the same as those for traditional students, with the exception of the semester hour requirement relating to readmission. For an Adult/Non-Traditional student this requirement is formulated by the Dean in conjunction with the Board of Academic Standards in a manner reflecting the student's pace of study and other circumstances.

Athletics

- Academic Athletics
- Club Sports
- Intramurals
- Policy Athletics
- Recreation
- Scheduling Events
- Substance Abuse

Athletics:

STATEMENT OF RESPONSIBILITY FOR BALANCE BETWEEN ACADEMIC AND ATHLETIC RESPONSIBILITIES

(By Faculty action, December 10, 1996)

Student-athletes are primarily responsible for balancing academics and athletics. However, recognizing the pressure that student-athletes face from competing time demands placed upon them by both professors and coaches, we establish the following statement of responsibility. The statement assumes that the student's primary responsibility is to academic coursework and that practice sessions are always subordinate to class attendance.

Students should work with advisers to schedule courses so that practices and contests are not in conflict with academic courses.

Student-athletes are expected to contact professors in advance in order to resolve conflicts between class attendance and participation in athletic contests. It is recommended that student-athletes miss not more than four sessions of any class in a semester for regular season athletic contests. Permission of a Faculty Athletic Representative is required before additional excused absences will be permitted.

Coaches will, as necessary, establish and maintain communications with the professors of team athletes regarding academic progress. Professors should feel free to contact coaches regarding the academic responsibilities of student-athletes.

Professors, coaches, athletic administrators and student athletes should feel free to bring concerns about athletic participation and academic responsibilities to the attention of the Faculty Athletic Representatives. The Faculty Athletic Representatives may serve as mediators involving the Committee on Athletic Policy and Recreation, as necessary.

Athletics: POLICY FOR CLUB SPORTS

PROCEDURES FOR RECOGNITION AS A CLUB SPORT

Student Government Requirements

- Develop constitution and bylaws for club
- Select officers and adviser
- Present constitution, bylaws, and names of officers and adviser to Student Senate
- Request approval of constitution and bylaws and recognition as a club.

Committee on Athletic Policy and Recreation Requirements

- Submit constitution, bylaws and statement of recognition from Student Senate to Chairperson of Committee for review and approval.
- The following information should be provided along with the constitution:
 - Proposed schedule of games (home/away)
 - Expected space/equipment needs
 - Proposed practice - schedule and needs for space
 - Evidence the guidelines will be followed

Following approval of the Committee on Athletic Policy and Recreation, the request will be submitted to the Provost for final review and approval.

GUIDELINES

The club must obtain an adviser, who will also serve as coach.

- The adviser/coach must be knowledgeable in the sport or activity.
- The adviser/coach will meet with club officers on a regular basis and directly supervise all club activities.
- The adviser/coach will submit team rosters and schedule of games to the Intramural-Recreation Director at the beginning of the season and update as necessary.
- The adviser/coach will meet with the Intramural-Recreation Director at the beginning of each academic year to guarantee compliance with guidelines.

A person with first aid training must be available for all practices and games.

Qualified referees will be hired for all games.

Games will be scheduled with competitors of similar ability.

Club Sports must follow guidelines established by state or national associations.

The officers must file reports of club activities at the end of each season with the Intramural-Recreation Director for review by the Committee on Athletic Policy and Recreation.

SPACE ALLOCATION - FACILITY USE

Requests for use of facilities will be submitted by the adviser/coach to the coordinator of facilities. Facilities will be provided according to established priorities:

- HPE courses, intercollegiate athletics, intramural and recreation will have a higher priority than Club Sports.
- Club Sports access to University fields may be restricted to a single season due to space/facility limitations.

FINANCE

Club Sports are not funded by the University. Therefore, it is expected clubs will be self-supporting. Sources of potential funds are student government and dues

POLICY - EXPECTATIONS

Membership

- Restricted to enrolled students, alumni, faculty and staff of University.
- Alumni, staff and faculty are subject to the same guidelines as enrolled students and may not, collectively, account for greater than ten percent of a club's membership in any given season.

Liability

- The University assumes no liability for participants in Club Sports.
- Members of Club Sports teams must sign liability release forms. Those under 18 must have release forms signed by parent or guardian, and release forms will be filed with Dean of Students, with copies to adviser, officers, Health Center, and Business Office. An individual's release form must be on file before the club member will be allowed to participate in games or practices.
- Members of Club Sports teams must provide proof of medical insurance coverage.

USE OF ALCOHOLIC BEVERAGES

Club Members must be mindful that University policy prohibits the consumption of alcohol during all phases of club sports teams, and that serving intoxicating beverages at University approved activities is prohibited, except where authorized by the office of the Dean of Students.

BEHAVIOR

Club Sports members are expected to function in a mature and responsible manner, on and off campus, at all club related activities in accordance with University policy and expectations as stated in the

Student Handbook. Failure to meet these expectations may result in withdrawal of club recognition and in disciplinary action of individual members.

ANNUAL REVIEW

The Intramural-Recreation Director will review Club Sports policies with each adviser/coach at the beginning of each academic year.

Athletics:
STATEMENT ON
INTRAMURALS

The purpose of the intramural program is to provide for the use of physical skills in a structured environment. The intramural program is a natural outgrowth of one's physical education experience. Skills and knowledge are combined in a social and competitive environment in order to enjoy and challenge one's abilities. Benefits derived from participation in intramurals include new friendships, development of a group spirit, expanded self-awareness, and improved health and physical fitness. The intramural program is offered through the athletics and recreation department and establishes rules and regulations for participation in addition to providing supervision of activities. The intramural program is established on behalf of the students, faculty and staff of Wittenberg University. The University is committed to provide a sound organizational structure, adequate facilities, and financial support for this program.

Athletics:

STATEMENT OF POLICY ON UNIVERSITY ATHLETICS

Policies and regulations governing athletics at Wittenberg have been established from time to time by the faculty and Board of Directors. Because of national concern about the appropriate balance of college athletics and academic programs, and in the light of the continuing concern about the treatment of students as athletes, including women and minorities, Wittenberg wishes to restate the policies on athletics that are ratified both by the faculty and the institution's Board of Directors. The Wittenberg University Policy on Athletics is hereby proposed for that kind of review and affirmation.

HISTORICAL PERSPECTIVE

The athletic tradition at Wittenberg reaches back to the college's founders. In establishing an American college in the New England tradition, they placed a strong emphasis on athletic as well as literary exercises in the extra curriculum. Before the Civil War students participated in cricket and rugby; by the turn of the century, in cycling, baseball, football, and basketball; and in the 1970s, soccer and lacrosse. The emphasis upon athletics in the tradition of the American college was reinforced by Wittenberg's German heritage. In the 1870s Wittenberg was an enthusiastic participant in a renewal of German culture in the new world, a development which included a greater emphasis on physical culture and physical education in all levels of American education. The expansion of athletics by the turn of the century was in part the result of clergy presidents who deplored the weak physical condition of pastors and most other educated persons. As Lutherans, educated persons including pastors were called to maintain the health and strength of their bodies so as to enable them to contribute to society in a vigorous manner. Also at the turn of the century, student leaders asked entering freshman not to become "parodies of the crowning work of creation" by neglecting their physical development. They encouraged participation in sports. By the 1920s, the campus YMCA and YWCA were dominant student organizations. The city YMCA, by generating enthusiasm and interest in athletics in the Springfield community, also strengthened interest in the Wittenberg programs.

The athletic tradition at Wittenberg has historical, theological, and geographical sources which have given rise to the institution's distinctive emphasis on athletics in balance with a sound academic program.

EDUCATIONAL POLICY

The mission of Wittenberg is to develop in harmony within its students the intellectual, spiritual, social, and physical qualities which characterize wholeness of person, and in this way to develop the creative minority of a civilization. As a part of this mission Wittenberg teaches respect for and appreciation of the physical world and humanity's place in nature and recognizes the obligation to care for the human body and to nurture, conserve, and protect natural resources. Participation in intercollegiate athletic programs is a natural expression of this mission provided that these programs are administered in consistency with it, and provided that these programs are not developed at the expense of health and physical education, and intramural and recreation programs which are made available to the entire student body.

SUMMARY STATEMENT OF POLICY

Wittenberg's first concern is for the strength and integrity of the academic program. That is the reason for the institution's being and is our primary responsibility to students. Beyond that, Wittenberg University believes there is a place for many extracurricular activities, including sound athletic programs. All facets of the university's extra curriculum, however, must be kept in proper balance and evaluated in the light of educational objectives. In athletics this means, among other considerations, wide participation by all students, both men and women, in many different sports and activities, both intercollegiate and intramural, and an appropriate emphasis on and provision for recreational sports and less formally-organized play.

For men's and women's intercollegiate sports, Wittenberg University will compete in the NCAC which includes traditional rivals and with colleges and universities whose academic character and size make them similar to Wittenberg. Our aim will be to participate competitively within our conference, rather than to build our program around the goal of winning national championships. This aim does not exclude playing a few strong nonconference teams or participating in a post season tournament when from time to time the relative strength of our team within our conference qualifies us to represent the conference in such competition.

Our formula for competition will consist of including on our teams only student-athletes who combine an interest in academic scholarship with the keen desire and a proven ability for intercollegiate athletic competition with similar students at comparable institutions. It is imperative that these students be admitted to Wittenberg on the basis of their potential as students, and eventually, as alumni, as well as their potential as athletes. Wittenberg shall provide such men and women with excellent coaches, appropriate equipment, and adequate facilities on a basis of equality and without discrimination of any kind, including discrimination by individual sports, race, or gender.

SPECIFIC POLICY PROVISIONS

Wittenberg University will provide athletic opportunity on a basis of equality for all students, regardless of race or sex. In providing equal athletic opportunities for both men and women, the University will be guided by the expectations of Title IX. Men's and women's teams will be treated equitable in all aspects of the program.

Wittenberg University will maintain an Athletic Program that is completely above reproach, maintaining standards equal or superior to those enumerated by regulatory groups (NCAA, NCAC) and consistent with Wittenberg's own high expectations. In cases where the rules conflict, the stricter rule or interpretation will apply. The institution's commitment as a church-related University that honors Christian ethical standards will guide policies and decisions in athletics as in all other areas of activity and interest.

Responsibility for oversight of athletics rests with the president and, under his authority, with the faculty. The responsibility in operation is delegated to the Provost, the Director of Athletics and Recreation, and the faculty committee on Athletic Policy and Recreation which is chaired by the faculty representatives to the North Coast Athletic Conference.

Uniform standards will be maintained for all students with no exceptions for athletes or others because of specific talents or skills. The University will have clearly stated, written policies for admission, maintenance of good standing and progress toward graduation. Only regularly assigned admissions officers will discuss admission possibilities officially with applicants. Wittenberg University will follow off-campus recruiting guidelines of the North Coast Athletic Conference and NCAA.

The University will have clearly stated, written policies for the awarding of scholarships, grants-in aid, loans, and college-supervised work. Uniform standards will be maintained. All financial assistance will be institutional and conference policies regarding honor awards. Need must be determined on the basis of uniform methodology, such as the financial aid form of the College Scholarship Service. Only regularly assigned Student Aid individuals will make commitments with reference to any aspect of aid, including employment. Only written assurance from the Director of Student Aid will be valid.

Any student enrolled in Wittenberg is eligible for participation in intercollegiate athletics after eligibility has been determined and certified by the Registrar according to the appropriate NCAA and athletic conference policies. All questions concerning eligibility are to be referred to the Registrar.

The University will complete and have available for public inspection all reports of financial aid to athletes and academic profiles required by the President, the faculty, and the North Coast Athletic Conference. The University's records should always be open to bona fide inspection.

Athletics:
STATEMENT ON
RECREATION

The purpose of the recreation program is to provide for the release of individual energies in a productive, wholesome, and creative way. Activities and experiences that lead to "recreation" of the individual are recreational and can be intellectual, social, spiritual, or physical. The recreational program is concerned with environment and organization. Environment refers to providing open spaces, and structured spaces (e.g., play field, comfortable lounge areas, wooded areas, and gymnasium space) of sufficient quantity and quality. Organization refers to providing the structure for communication and supervision of recreational opportunities. Wittenberg University is committed to provide areas, facilities, equipment and programming to meet the leisure needs of students, faculty, and staff.

Athletics:

SCHEDULING INTERCOLLEGIATE ATHLETIC EVENTS

An athlete is excused from any practice, meeting or contest that conflicts with his/hr chosen time of worship. For most of our students Sunday morning will be the time of choice; however, this norm does not prejudice other options for an athlete. Athletes may not be penalized for absence caused by worshipping. If the day of personal choice is other than Sunday, the student athlete is not required to forfeit the Sunday free time normally given to all athletes.

Sunday practices are to be discouraged unless they occur outside of the academic semesters and are held in the afternoon or evening. Exceptions may be made during the academic calendar for Sunday afternoon or evening practices and film sessions that are held on the day before a Monday game. If such Sunday afternoon or evening practices are scheduled during the academic calendar the coach will then give the team an alternate "day off." The overall policy will be to try to "keep Sunday - Sunday"; that is as a day off for religious and study purposes. Sunday games will not be scheduled unless:

1. mandated by the NCAC
2. necessary for a weather delay contest or conference tournament make up date
3. part of a special invitational tournament. Any Sunday scheduled "exception" would occur in afternoon or evening only.

SCHEDULING POLICY

Institutionally, the faculty shall set basic scheduling policies, but then grant a reasonable degree of freedom in the administration of these policies to the Director of Athletics and Recreation, Committee on Athletic Policy and Recreation and the Provost.

A guiding principle in scheduling shall be to hold interference with academic work to the least amount possible without imposing actual hardship upon the duly authorized athletic program.

The University will comply with all NCAA regulations and NCAC guidelines.

The University will schedule not more than two dates, Monday, through Friday, in any sport, in addition to Saturday scheduling

NCAA and NCAC championship play is authorized and encouraged. The University may host such championship play, subject to the scheduling guidelines listed below.

Scheduling during vacation periods is permissible. However, both practice and competition are strongly discouraged on Christmas, Easter, Good Friday, and Thanksgiving. Practice and competition on these days must be approved by the Director of Athletics and Recreation and the Faculty Athletic Representatives.

During final examination periods, the only permissible competition will be NCAC and NCAA championship competition. Regular season contests with non-conference opponents are not permitted, and NCAC regular season contests are to be avoided.

SCHEDULING GUIDELINES

- Priorities in scheduling will be given to NCAC and/or like institutions.
- Athletic events should be scheduled on Saturdays whenever possible.
- Athletic events should be scheduled as late in the school day as possible.
- Whenever possible, when two dates are scheduled, Monday through Friday, one of these dates should be a home contest.
- Re-scheduling due to inclement weather is permissible provided the team has not left the campus.
- Long trips will be made infrequently (except during vacation periods), and then only when they offer an opportunity to enhance the prestige of Wittenberg because of the high quality of the competing school.

SCHEDULING PROCEDURES

At the direction of the Committee on Athletic Policy and Recreation, the Director of Athletics and Recreation presents the intercollegiate schedules during the spring semester.

The Committee on Athletic Policy and Recreation evaluates the proposed schedule in accordance with University policies and scheduling guidelines.

Scheduling for regular season is rarely complete at this time. Necessary changes or additions to the schedule are made by the Director of Athletics and Recreation with notification to the chairperson of the Committee on Athletic Policy and Recreation.

Athletics:

ATHLETIC PROGRAMS' POLICIES & PROCEDURES RELATING TO SUBSTANCE ABUSE

The Athletic Programs of Wittenberg University are very concerned over the issue of substance abuse in our community. Our concern is applied to the use of "recreational" drugs; performance enhancing drugs; alcohol; and tobacco. It is our opinion that these substances are detrimental to campus life, and to student performance both in the classroom and on the athletic field. The goals of the athletic programs' policy on substance abuse is to protect the health of the student-athlete and provide clean, equitable competition.

The Athletic Programs recognize our unique relationship to students at Wittenberg. We intend to use this relationship to educate students as to the dangers of substance abuse. We also intend to use this relationship to direct students to appropriate on-campus resources. We plan to work with the University resources in dealing with substance abuse problems.

The Athletic Programs eagerly accept this leadership role on our campus to help fight what is becoming a serious problem in our society. We hope that all faculty and staff members, and students, in the Wittenberg community, will join us in our efforts.

The Athletic Programs fully support and adhere to the University's Drug Policy as follows:

UNIVERSITY DRUG POLICY

Wittenberg University maintains that any student who illegally possesses or uses drugs (state of Ohio Revised Codes 3719.01 and 3791.40) or who contributes to the illegal use of drugs by others is engaged in unacceptable conduct. Should any student be found involved in the illegal use or abuse of drugs, the University then expects that the student utilize University or community counseling and/or medical resources to attempt to break this behavioral pattern. Should the student be either unable or unwilling to discontinue such usage, strong disciplinary action in the form of disciplinary suspension or medical withdrawal is the result of continued use. Trafficking of illegal drugs is cause for immediate suspension or dismissal from the University and/or notification of civil authorities.

Wittenberg University upholds these State and Federal laws and does not interfere with the legal prosecution of any members of the academic community who violate them. Law enforcement officers, when armed with proper documents, have a legal right to search any and all building on the campus without prior notice to anyone at the University.

The University is concerned in every way possible to help the individual achieve both a realistic understanding of the consequences of drug use for him/herself and society and thus the independence that comes from informed responsible decisions. The ultimate basis for such decisions is one's responsibility to the community in which a student has chosen to become a part. Literature concerning drugs is available at the Student Health Services and Student Services offices where the therapeutic counseling assistance is also available on a confidential basis for any member of the community who needs help.

WITTENBERG PROCEDURES FOR DEALING WITH STUDENT ATHLETES SUSPECTED OF DRUG ABUSE

If a student athlete is suspected of using illegal drugs or narcotics, his/her coach will discuss the matter directly with the athlete.

If the athlete does not acknowledge a problem involving drug usage, and the coach believes otherwise, then the coach and athlete will meet with the Director of Athletics and Recreation to discuss the issue

If the athlete refuses to acknowledge drug usage at the meeting with the coach and Director of Athletics and Recreation, and evidence still remains to the contrary, the student-athlete will be required to meet with the University Alcohol and Drug Health Adviser.

The University Alcohol and Drug Health Adviser, coach, or Director of Athletics and Recreation may request a meeting of the student, coach, Director of Athletics and Recreation, athletic trainer, school physician, and Dean of Students. Should this committee deem it necessary to ask the student athlete to take a drug test, it may do so in a confidential manner.

If the student agrees to the test, and tests positive, the University Alcohol and Drug Health Adviser's education and rehabilitation program will begin. The student athlete is temporarily suspended from athletic participation. He/she will be suspended until able to demonstrate that he/she is no longer engaged in the use of illegal drugs or narcotics.

If the student athlete refuses to take a drug test, the student will be suspended from the team. If the student athlete is found a second time using illegal drugs or narcotics, the athlete will be suspended from the team. Further athletic participation at Wittenberg by the student athlete will require the student athlete to demonstrate that he/she is no longer engaging in the use of illegal drugs or narcotics.

WITTENBERG UNIVERSITY ALCOHOL AND TOBACCO POLICY FOR STUDENT ATHLETES

The use of tobacco and alcoholic beverages by athletes is strongly discouraged due to their harmful effects on performance. Athletes who show a pattern of alcohol abuse may be suspended from athletic participation by the coach, pending counseling from the University Alcohol and Drug Health Adviser and/or a change in their drinking habits.

NCAA DRUG TESTING POLICY

18.4.1.5.2 Banned Drugs and Drug Testing Methods. The Executive Committee shall adopt a list of banned drugs, shall authorize methods for drug testing of student athletes who compete in NCAA championships and certified postseason football games, and, in conjunction with the council, may provide guidelines for drug testing of student athletes by member institutions during the regular season. The list of banned drugs and procedure for informing member institutions about authorized methods for drug testing at NCAA championships are set forth in 31.2.31. and 31.2.3.4 respectively B-5-2(c).

STUDENT ATHLETE ELIGIBILITY: DRUGS

If the NCAA tests you for the banned drugs listed in Executive Regulation 1-7* (b) of the NCAA Manual and you test positive, (NCAA finds traces of any of the banned drugs in your body), you will be ineligible to participate in postseason competition in all sports for at least 90 days. (Bylaw 5-2-(b))

If you test positive, and then test positive again after your eligibility has been restored, you will lose postseason eligibility for at least the current and the next academic year. (Bylaw 5-2-(b))

*This list is on file at the training room, health center, and athletic director's office).

STUDENT-ATHLETE NCAA POSITIVE TEST

student athlete who tests positive in a NCAA championship or certified postseason football contest may be subject to suspension from the University, in accordance with normal University procedures.

Admission and Financial Aid

- Admission
- Financial Aid

Admission and Financial Aid:

ADMISSION

Each person who wishes to enroll as a traditional student in any regular session daytime course must apply through the Admission Office and follow the appropriate procedures. (Adult /non-traditional students see the section below) Such persons normally fall into one of the following groups:

- Beginning college students applying directly from high school.
- Transfer students from other colleges.
- (Recent degree-holders from other institutions who seek teacher certification but not a Wittenberg degree.
- (Students who are regularly enrolled at other colleges but who wish to attend Wittenberg University for a limited (time only, without becoming degree candidates.
- (Other persons who wish to take course work, part- or full-time, without being candidates for a degree

The first step in the admission procedure for each applicant should be an application inquiry, directed to the Office of Admission. A determination will be made as to which of the above categories is appropriate for that individual. An outline will be created for the applicant reflecting remaining steps required to complete an application. All applicants must state whether they wish to apply for the Department of Music since that department also requires an audition before the student declares music as a major.

Beginning college students and transfers follow full application procedures, including submitting a detailed application form (on line or paper) providing personal data and statements, arranging for official transcripts of high school or college work and required SAT or ACT test scores to be mailed to the Admission Office, and providing required references. The Committee on Admission makes no decision until all the papers are received. (For additional information relative to transfer students, see below.) Early Decision applications are due by November 15; Early Action applications are due December 1; Regular Action applications are due by March 15. Notification dates are on or before January 1 for Early Decision and Early Action applicants and on a rolling basis for Regular Action applicants.

International students must complete the Application for International Students, even if the student intends to transfer credits from another institution. In countries where the SAT is offered, it is highly recommended that the student take these tests.

International students whose native language is not English are required to take the Test of English as a foreign language (TOEFL) in connection with their admission to Wittenberg University. The test must be taken prior to admission. It will be used for the purposes of advising students and placing them in classes and, with other information, for admission decisions.

Th adult/non - traditional classification also includes the following categories of admission, administered through the School of Community Education.

- Persons already having a degree and seeking only teacher licensure. The procedure is similar to that for transfer students, although transfer students are not entered into the Wittenberg record. Wittenberg graduates seeking to add licensure are reclassified as adult/non-traditional students. This procedure also applies to students seeking to add such post-baccalaureate components as a minor or second major.

- Transient students from other colleges. These must provide from an authorized official at the home college a statement of good standing and eligibility of enrollment at that institution. This statement normally suffices as the basis for transient admission. Admission is confined to the particular course(s) sought --typically within Summer Session. Should the student wish to continue for additional studies at Wittenberg, formal application via the transfer process is required.

- Non-degree students who are not seeking a formal designation. Generally a diploma from either college or high school lists the required documentation, although the Dean may require a transcript and associated documentation. Non-degree students who subsequently seek admission as a degree student must complete the standard admission procedure.

TRANSFER STUDENTS

Wittenberg University welcomes students who transfer from other colleges or universities. Applicants must present a cumulative grade-point average no less than 2.0 on a 4.0 scale and must be in good academic and social standing. There is no limit to course/hours transferable; however, a student must complete in residence at least fifty percent of the semester hour credits for all course work and at least fifty percent of the semester hour credits for course work in the major. Secondary transcripts and aptitude test scores are not normally required if a student has finished a year or more of college work. Unusual, mitigating circumstances related to a student's academic or social standing can be taken into consideration by the Admission Committee. Information relating to such matters must be presented in writing. Application deadlines for the traditional transfers entering Fall and Spring semesters are July 15 and December 1, respectively.

ADULT/NON-TRADITIONAL STUDENTS

Persons in this classification have access to both the day and evening program of the University. Procedures for their admission and enrollment reside in the School of Community Education. Criteria for admission are suited to their distinctive level of maturity and experience but parallel those for traditional students in terms of academic expectation. Adult/non-traditional students declaring majors within Wittenberg College are to be assigned a faculty advisor and receive the other academic support available to traditional students.

READMISSION OF STUDENTS

Students who have voluntarily withdrawn from the University must also apply for readmission. Approval must be granted by the Assistant Provost for Academic Services, Dean of Students (for adult/nontraditional students, the Dean of SCE), and Cashier/Student Accounts. Once these approvals are granted, the student will be permitted to register for the next semester.

Admission and Financial Aid:

FINANCIAL

AID

FINANCIAL AID PHILOSOPHY

Wittenberg University is committed to developing in harmony the intellectual, spiritual, social and physical qualities of its students. Financial aid funds along with all other resources of the University are used to support this fundamental commitment. Wittenberg invests its resources in students who have the potential to become a part of the creative minority of a civilization and make a positive contribution to society.

The University's financial aid policies derive from its mission as a church related undergraduate liberal arts institution. In the allocation of financial aid the University gives preference to students who can contribute to and profit from this unique environment and who show promise of academic excellence. Past academic achievement may be rewarded without reference to a student's financial resources.

Wittenberg also maintains a strong commitment to assist students with demonstrated need. Students of academic ability and motivation should not be deterred from sharing the Wittenberg experience solely on the basis of finances. At the same time the University assumes that students will pursue every avenue of support available to them and expects each family to share in the investment in education.

The student who accepts financial assistance also accepts certain responsibilities. The student must maintain the grade point average required by the terms of the scholarship or grant. The student must also act responsibly in the interests of the University community. Being placed on disciplinary probation for unacceptable behavior jeopardizes the portion of the student's financial aid which is funded by Wittenberg.

Once an award is granted, the University accepts the responsibility to provide financial assistance throughout the student's academic career at Wittenberg, if the student's obligations are conscientiously fulfilled and financial need consistently exists.

FINANCIAL AID POLICIES

Selection of those applicants to whom aid will be offered, and the ratio of scholarship, grant, loan and work which make up the aid "package" shall be directed toward implementation of Wittenberg's stated mission as set forth in the statement of philosophy governing student aid. Particular attention shall be given to enrollment of students with high scholastic aptitude, high motivation and good character. Attention also shall be given to the support of constituent relationships of the University, specifically, students who are Lutheran, who are related to alumni of the University, or who are residents of the Springfield-Clark County area. Emphasis on the liberal arts, a geographic and international diversity, a well-rounded campus community and departmental balance, are additional factors to be considered in the awarding of financial aid.

With the exception of honorary scholarships, pastor-parent grants, and honor/special awards, all other forms of financial assistance shall be granted to student with demonstrated financial need in the context described in the paragraph above.

All need-based awards and some scholarships shall be awarded annually and renewed in similar amounts in succeeding years if the student meets the stated criteria and continues to show equivalent financial need. Applications and up-to-date financial statements must be filed each year. An annual review of the student's circumstances, academic record and conduct in the community will determine the next year's award offer, within the limits of available funds.

All forms of assistance from outside sources must be reported to the University.

Except in cases of honorary scholarships and honor/special awards, a portion of the University assistance to the student will normally be provided in the form of loan/work combination, the exact amount to be based on the level of need and related to the elements listed in the first paragraph of policy statements. Maximum effort will be made to incorporate student employment for all aid recipients, and to provide jobs which will serve a useful University function, meet an optimum portion of the student's needs, and contribute toward the educational value of the student's experience.

It shall also be an objective of University financial aid policy to allocate a portion of University aid funds for the support of international students.

Financial aid practices involving students participating in intercollegiate athletics will conform to the rules of the North Coast Athletic Conference and the National Collegiate Athletic Association.

Ethical practices, conditions on restricted gifts, and all pertinent federal and state laws, regulations, rules and policies will be rigorously followed. The confidential nature of personal and family information will be protected.

All students will be provided a realistic statement of the total cost of attending the University.

The above policies will be implemented in any given year within the framework of available resources for student aid.

POLICY ON SATISFACTORY ACADEMIC PROGRESS

In conformance with the context of Wittenberg's "Financial Aid Philosophy" and "Policy Statement" adopted by the faculty and the Board of Directors in 1981, and the statement of the "Academic Standards Policy" published in the "Student Handbook" the following policy regarding Satisfactory Academic Progress shall be applied to eligibility for student financial aid.

To receive financial aid at the University, a traditional student must:

- Enroll as a full-time student (exception: some types of federal aid are available to less than full-time students)
- Be in good academic standing
- Make satisfactory academic progress

For scholarships and other financial aid, the determination of eligibility for renewals is based upon a full evaluation of the total course load of the student. The student must carry a minimum of 12 credit hours per semester. In the cases where the student received an "Incomplete" grade, the determination of an award may be delayed until the course is completed and the grade is recorded.

A complete Statement of Satisfactory Progress which meets federal and University requirements is available in the Financial Aid Office.

Eligibility for financial assistance from Wittenberg resources is limited to four academic years for traditional students. However, students can apply to receive 75-100% of Wittenberg aid for a fifth academic year by submitting a letter of appeal to the Director of Financial Aid.

Students may petition for special consideration due to extraordinary circumstances, such as verifiable illness or accident, by submitting a written detailed explanation to the Director of Financial Aid.

Grades and courses completed are reviewed at the end of each year. Some students with marginal records may have "conditional" tentative awards which are subject to review at the end of each semester.

Suspension from the University will result in automatic termination of all financial aid.

NOTIFICATION

The Financial Aid Office will notify, via e-mail, any student who has an adjustment in student aid. IT IS THE RESPONSIBILITY OF THE STUDENT TO INFORM THE DEPARTMENT OF A CORRECT E-MAIL ADDRESS AT ALL TIMES.

REINSTATEMENT

After termination from aid, a student can be considered for financial aid only when the deficiency has been corrected.

APPEAL

A student may appeal the Financial Aid Probation/Suspension by writing to the Director of Financial Aid explaining why the Probation or Suspension should be changed.

ASSESSMENT


- Elements
- General Education Plan
- Major Programs
- Mission
- Participation Planning
- Plan
- Self Assessment
- Support
- Utilization

Assessment: ELEMENTS OF ASSESSMENT

Our assessment plan has two elements: one for general education (Part IV a) and one for major fields (Part IV b). Rooted in our educational mission and purposes, the learning goals of our new curriculum provide the conceptual framework for the assessment program. The program will employ multiple measures in order to obtain the body of information needed to document the fulfillment of our mission and to plan adequately for the improvement of our educational program. Initially, we shall be exploring options and developing and experimenting with modes of assessment for each of our learning goals. This exploration and preparation will include workshops addressing the needs and interests of particular groups of faculty. Over the next few years, we shall undoubtedly be changing components of the plan and modes of assessment as we learn what works best.

Three principles have guided our assessment efforts to this point. We expect them to continue to guide us in the future. These are:


1. Faculty ownership and control of the assessment process.
2. Faculty discussion and approval when faculty are asked to undertake new tasks in the name of assessment.
3. Assessment makes sense only when its primary purpose is the improvement of student learning.

Figure 1  (http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/figure1.pdf) offers a schematic representation of the assessment process at Wittenberg. We have accomplished Steps 1 and 2 for general education and for most departments and programs. We are now very much engaged in Step 3. We will begin Steps 4 through 6 during 1995-1996. Improvements to the educational program flowing from Steps 7 and 8 should begin to appear in 1996-97.

Assessment:

Part IV. a: General Education: Plan for Implementing Assessment

Wittenberg's General Education Program comprises sixteen learning goals divided into three categories: 1. Foundations, 2. Arts and Sciences, and 3. Co-Curricular Activities. The academic catalog and the IRC report (Appendix 1) list these goals. When presenting a course for approval for the general education program, an instructor must demonstrate that the course is designed to satisfy these definitions that the human diversity requirement (see below) is addressed, and that student achievement of the learning goal will be assessed.

Foundations. **Figure 2**  (http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/figure2.pdf) lists each foundational general education learning goal, the assessment strategies under development for that goal, the faculty bodies and departments undertaking the work, and the deadline for implementing assessment of the goal. (Please see Appendix 3 for a narrative description of our general education assessment plan.) The General Education Advisory Committee and the Assessment Committee will review all assessment strategies before they are implemented.

Arts and Sciences and Co-Curricular Activities. The goals falling under the category "Arts and Sciences" are distributed among the several courses regularly offered in the college. Since the General Education Program's structure is provided by the General Education Learning Goals, not by disciplinary divisions, faculty-wide responsibility for general education program offerings is encouraged and the influence of individual departments diminished. Courses from several disciplines may meet a goal. Thus one can expect to find, for example, that a course from the Religion department might meet the goal described for "Western Historical Perspectives". The focus rests solely upon whether the course fosters students' progress toward a goal. No single department controls a goal: the faculty as a whole has taken responsibility for and ownership of the entire general education program. This is perhaps already evident when one considers the foundations goals met through the major, but the willingness of departments to recognize that undergraduate learning is a trans- and interdisciplinary enterprise is its most dramatic expression. The goals defined as "Integrated Learning" inform the entire structure of the General Education Program.

One goal, however, is common to all courses approved for general education: "Diversity of Human Experience". When instructors present courses for approval for the general education program, they must demonstrate how the course defines and helps students grapple with the diversity of human experience.





Figure 3  (http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/figure3.pdf) lists the arts and sciences and co-curricular general education learning goals, the assessment strategies under development for the goals, the faculty bodies and departments undertaking the work, and the deadline for implementing assessment of the goals. The General Education Advisory Committee and the Assessment Committee will review all assessment strategies before they are implemented.

Figure 4  (http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/figure4.pdf) and Figure 5 , (http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/figure5.pdf) respectively, offer a summary statement regarding general education assessment strategies and a timeline for selected general education assessment activities.

ASSESSMENT:

Part IV. b: Departmental and Interdepartmental Major Programs

Each major department has developed specific learning goals, consistent with institutional goals and the subject matter of the discipline. A sampling of departmental goals are provided in the appendix. These were articulated and refined as each department and interdisciplinary program reviewed its curriculum for the transition to the semester calendar. Assessment of student academic achievement within the major is designed to provide feedback to students and to faculty with the goals of improving student performance and enhancing each major. Assessment within the major will be two-pronged: 1) assessment information common to all majors, e.g., GRE scores, placement records (including that regarding the development of foundational skills), and 2) assessment information that is designed to meet the special needs of each major. Departments may choose assessment vehicles that meet their needs, but these must link back to the departments' learning goals. It is anticipated that some of the assessment information can be collected institutionally, but much of it will be collected departmentally.

Departmental plans include the clear identification of opportunities in the major for students to meet departmental goals. Assessment proceeds through classroom techniques, end point assessment (including portfolios, senior seminars, comprehensive exams, standardized tests), discipline specific techniques such as internship supervisor reports, and alumni surveys. (See Figure 6 )
(http://www4.wittenberg.edu/facstaff/faculty_manual/06-07/documents/figure6.pdf)

Assessment:

ASSESSMENT AND WITTENBERG'S MISSION

Wittenberg's general education learning goals and the program goals of its academic departments and interdisciplinary emphases flow directly from its mission "to provide a learning environment and a teaching faculty of superior quality committed to liberal arts education and designed to impart knowledge, inspire inquiry, and encourage independent thought so that Wittenberg men and women will live responsibly, think critically, judge rationally, communicate effectively, appreciate the aesthetic, and develop a commitment and enthusiasm for learning that will last throughout their lives." The connection between the mission statement and the general education program is evident in the program's 1) foundational goals in writing, mathematics, foreign language, speaking, research and computing; in 2) its arts and sciences goals of: integrated learning; the diversity of human experience; the natural world; social institutions, processes and behavior; fine, performing and literary arts; religious and philosophical inquiry; western historical perspectives and non-western cultures; and 3) in its co-curricular goals for physical activity and community service. Departmental mission statements and learning goals for majors also demonstrate the integral link to mission. The preamble to the General Education Program, which appears in the University's Academic Catalog describes in detail the ways in which the program realizes the University's educational mission.

As the Institutional Requirements Committee reported, "Thus, our emphasis on student learning goals is more than a matter of style--it is a conscious reflection of our commitment, not to offering courses, but to helping students learn. Our student learning goals reaffirm Wittenberg's mission as a teaching institution committed to the welfare of its students."

Our assessment plan provides many opportunities for ongoing feedback regarding the effectiveness of our educational program. Necessarily complex and dynamic, this plan will be put into effect over the course of the next four years. Implicit in the plan is the condition that faculty and academic administrators use the information acquired through assessment to improve teaching and learning and that University planners incorporate the information into planning and budget development. Indeed, the plan incorporates mechanisms to accomplish such use.

Assessment:
**FACULTY PARTICIPATION AND OWNERSHIP OF
ASSESSMENT**

Wittenberg faculty recognizes assessment as an ongoing process and regard this plan as among the first steps toward imbedding assessment within our academic culture. Faculty members have been involved in the development of this program as participants in planning departmental and interdisciplinary program learning goals and assessment activities. More than half the faculty also have been involved as designers of general education courses. Several dozen served on EPC general education course review panels and an equal number attended learning goal assessment forums convened by the ad hoc committee on assessment. Lastly, faculty were involved in their corporate governance capacity approving the creation of a permanent committee on assessment, and approving in principle the creation of this plan. The faculty committee responsible for preparing the plan included persons from a range of disciplines including: biology, education, German language and literature, management, music, physics and political science. A more complete record of faculty involvement in the development of our assessment plan is presented in Appendix 2.

Assessment:

WITTENBERG UNIVERSITY PLAN FOR THE ASSESSMENT OF STUDENT LEARNING

(Accepted in principle by faculty May 30, 1995)

EXECUTIVE SUMMARY

Institutional Profile. Wittenberg University, founded in 1842, is a selective, undergraduate liberal arts institution of some 2100 students and 150 faculty. It is affiliated with the Evangelical Lutheran Church in America, and is governed by a self-perpetuating Board of Directors. The residential campus is set in 70 rolling acres in the City of Springfield in west-central Ohio.

In recent years Wittenberg gained increased national recognition for its strong academic programs by being included in several prominent guides to competitive colleges, and being granted a Phi Beta Kappa chapter. Wittenberg emphasizes the liberal arts, but offers professional majors in education, management, music and fine arts within the liberal arts context. While requiring students to pursue the highest levels of academic and intellectual achievement, Wittenberg also seeks to develop wholeness of person--academically, socially, spiritually, physically and aesthetically--and encourages curricular and co-curricular programs and experiences toward that end. Every student participates in a 30 hour, self-designed community service project in Springfield. Study abroad, independent study and internships also are emphasized.

The student body is more diverse than that of most liberal arts colleges. Over 50 percent are from outside Ohio, including international students representing more than 40 countries. Some 15 percent of Wittenberg's students are from minority racial and cultural backgrounds. Many religious faiths also are represented. The effect is a multicultural campus environment.

Wittenberg seeks to graduate in four years at least 65 percent of its first year students and to place successfully at least 95 percent of its graduates in graduate or professional schools or in entry-level positions related to their preparation and interest.

The Assessment Plan and Wittenberg's Mission. Wittenberg's goals for student learning flow from its Mission Statement directing the University "to provide a learning environment and a teaching faculty of superior quality committed to liberal arts education and designed to impart knowledge, inspire inquiry, and encourage independent thought so that Wittenberg men and women will live responsibly, think critically, judge rationally, communicate effectively, appreciate the aesthetic, and develop a commitment and enthusiasm for learning that will last throughout their lives."

This August, we move to a semester calendar from the three term academic year we adopted in the mid-1960s. We have used calendar change as an opportunity to introduce a new learning goal based curriculum. The connection between the mission statement and our new general education program is evident in the program's 1) foundational goals in writing, mathematics, foreign language, speaking, research and computing; in 2) its arts and sciences goals of: integrated learning; the diversity of human experience; the natural world; social institutions, processes and behavior; fine, performing and literary

arts; religious and philosophical inquiry; western historical perspectives and non-western cultures; and 3) in its co-curricular goals for physical activity and community service. Departmental mission statements and learning goals for majors also explicitly demonstrate their link to the University mission statement.

Concern for assessment has been an integral part of curriculum change from the outset. Our assessment plan has been developed to enable us to know how well Wittenberg students are meeting the institutional expectations for their academic achievement articulated in these learning goals. The plan calls for measures designed to assess systematically each general education and department learning goal.

Faculty Participation in the Development of the Plan. Wittenberg faculty recognize assessment as an ongoing process and regard this plan as an important step toward imbedding assessment without our academic culture. Faculty members have been involved in the development of this program as participants in planning departmental and interdisciplinary programs learning goals and assessment activities and as designers of general education courses. They also served on Educational Policy Committee general education course review panels and attended learning goals assessment forums convened by the ad hoc committee on assessment. Lastly, faculty have been involved in their corporate governance capacity approving the creation of a permanent committee on assessment, and approving in principle this plan

The Plan and Institutional Improvement. We expect that greater attention to classroom assessment will enable instructors to provide more precise feedback to students regarding their progress toward particular learning goals. End point assessment will enable graduates and faculty to have a clearer sense of their accomplishments and areas where they need to continue to seek improvement. The wide variety of information to be collected and shared through regular reports will facilitate the development of common understandings regarding the accomplishments and needs of our students and academic programs. This, in turn, will provide a firmer foundation for institutional planning. Perhaps most of all the plan promises to be a vehicle for institutional improvement because of the high level of faculty motivation to learn the impact of the heavy investment they have made in creating and implementing the new general education program and revised major curricula. Faculty in cooperation with academic administrators are committed to making these programs successful. Although we believe that our programs are fundamentally sound, the assessment plan will generate the type of feedback enabling both fine-tuning and more substantial revisions to support enhanced student academic achievement.

The Plan's Timeline. Our goal is to have the plan fully operational with the graduation of Class of 1999, the first to complete under new general education program and semester requirements. We believe that this is both realistic and appropriate given the substantial curriculum changes introduced in August, 1995. We already have accomplished the important tasks of formulating and adopting learning goals for general education and for most departments and programs. We also have specified curricular opportunities for students to meet the learning goals. We are now very much engaged in the process of devising and acquiring assessment instruments. We will begin to administer these instruments, collect and analyze data during 1995-1996. Improvements to the educational program flowing from the analyses could begin to appear in 1996-97. However, we recognize that much remains to be done before all parts of the plan are in place.

Administration of the Plan. In January, 1994 the Board of Directors approved President's Kinnison's recommendation to allocate approximately \$225,000 over the next three years to support the course development and faculty development necessary to realize the potential of the new general education

program. In addition to course development activities which include making specific provision for the assessment of course learning goals, these funds are being used to cover the costs of on-campus workshops in assessment and support faculty attendance at assessment conferences elsewhere. The goal of this support is to help faculty identify, adapt and develop the most promising approaches to assessment of student learning.

The faculty Committee on Assessment, working especially with departments and inter-departmental programs and the Director of General Education, supported by the Provost and her staff, will lead the implementation of the plan. The Committee on Assessment has recommended: 1) that the five-year budget planning process incorporate annual allocations for assessment activities, as specified in the assessment plan, and for continuing faculty development in assessment; and 2) that the University appoint a qualified person to be responsible for institutional research as a significant portion of the position assignment and that the appointment be accompanied by allocations of appropriate equipment and reasonable office budget. It is understood that much of this person's energy would be devoted to assisting in the collection of data and conducting analyses in support of assessment.

INTRODUCTION

Assessment and Institutional Change. Our assessment plan develops in an environment of change. In September 1995, we move to a semester calendar from the three term academic year we adopted in the mid-1960s. We have used calendar change as an opportunity to introduce a new learning goal based curriculum. All departments and interdisciplinary programs reviewed and revised their majors and minors with reference to mission statements and learning goals, and the faculty has instituted a general education program that is organized around learning goals, replacing a long-standing cafeteria plan which called for students simply to select courses from departmental groupings. Departments explicitly will share with the general education program responsibility for assisting students to meet foundational learning goals.

Concern for assessment has been an integral part of these changes. The Institutional Requirements Committee, which developed the new general education program, recognized this in its report to the Faculty stating: "The plan [for general education] states explicitly our general education learning goals and the ways these goals are realized through requirements, which in turn clarify our purposes and make assessment possible." The Faculty's Committee on Educational Policies asked departments to be attentive to assessment and the need to develop and use methods enabling them to determine the degree to which students in their program were meeting the goals posited for them as well as meeting the general education goals for which departments share responsibility. The Committee also asked faculty members submitting proposed general education courses to indicate how, for each course, they planned to assess student learning of the particular general education learning goals addressed in the course. The Plan described here, then, is an outgrowth of initiatives which have been underway since the Institutional Requirements Committee convened in 1992.

Assessment:

DEPARTMENTAL SELF-ASSESSMENT (DSA)

(Adopted by Committee on The Assessment of Student Academic Achievement, July, 2000)

A. **Why? The Purpose of Self-Assessment**

The primary purpose of departmental self-assessment (DSA) is to identify the strengths and weaknesses of your department. Knowledge of your strengths can be applied when seeking grant funding or accreditation as well as when recruiting students and new faculty. Awareness of areas that could be improved is essential for securing resources, maintaining excellence, and changing with the times.

Assessment is a dynamic process. Students change; their preparation and culture are never the same. Faculty change; new and different skills are infused into the community. Furthermore, the knowledge and skills associated with a particular discipline evolve. Thus, assessment is needed to keep even the most successful departments functioning at their best.

Faculty members may avoid DSA because they are already too busy. Sometimes, however, faculty do so because they find the process threatening (we've worked hard for the privilege of academic freedom and are wary of anything that may interfere with it). In reality, most of the data a departmental assessment turns up is less "personal" than routine student course evaluations. Think of this process as a "departmental evaluation." A departmental self-assessment should focus on the big picture--does the department as a whole meet the educational needs of its students? Particular faculty are rarely "targeted" by a departmental assessment. When and if particular courses are on the receiving end of negative feedback, keep in mind that certain materials or skills may be inherently more difficult or less amenable to interesting teaching methods than are others. *In order to preserve the integrity of this process, it is vital to maintain a supportive and encouraging environment for all department members.*

- B. **What?** Departmental Self-Assessment of Student Academic Achievement at Wittenberg has three primary components:
1. To determine if students are meeting departmental and university learning goals.
 2. To determine if departmental and university curricula are effectively addressing these goals.
 3. To apply the information gathered in components #1 & 2 above towards revising departmental learning goals, curricula, and/or other aspects of a department that would continue to enhance student achievement.
- C. **When?** Ongoing, with a DSA Report and Plan submitted by August 1st of every 4th academic year (see section "G" below for a schedule).
- D. **Who?** All faculty members (including adjuncts and visiting professors) in the department should take an active role in DSA.
- E. **The Process of Departmental Self-Assessment at Wittenberg:**
1. The very first step toward DSA is the identification of departmental learning goals. What skills, abilities, content areas, etc. does the departmental faculty as a whole consider

most essential for their majors and for their minors? You must know what your goals are before you can determine if you are achieving them. Although you should be collecting assessment data continually, every fourth year your department must make a concerted effort to compile that data and determine if your majors and minors are achieving the goals you set for them. This is the time to re-evaluate the appropriateness of those goals and the effectiveness of the curriculum and pedagogy designed to attain them.

2. In addition to assessing how your majors and minors are achieving your department's learning goals, you will need over time to develop a system for assessing non-majors as well. Specifically, as a minimum, try to assess the General Education Learning Goals in your general education courses. Although effective assessment mechanisms are already in place for three of the General Education Learning Goals (foreign language, writing, and math), there are four other foundational goals (i.e., computing, diversity, research, and speaking) that should be assessed by each department. While some departmental learning goals may overlap the general education goals, it is vital to determine whether the general education courses offered by your department address the general education learning goals. For complete descriptions of the General Education Learning Goals, see the appropriate section of the Faculty Manual and/or contact the General Education Committee.
3. By August 1st (of your Reporting Year), you should report in writing to the Assessment Committee the following:
 - a. Your learning goals for: majors, minors, and non majors;
 - b. Your assessment methods (see section "F" below);
 - c. A summary and interpretation of your findings;
 - d. Changes (in learning goals, curriculum, teaching methods; pedagogy, etc.) you will implement because of your findings;
 - e. Resource needs you have become aware of because of your findings;
 - f. Your Plan for continued assessment for the next three (non-reporting) academic years (e.g., the methods will you devise or use, the data will you collect, etc.).
4. During the three non-reporting years, department members should carry out the assessment plan as indicated in your DSA Report & Plan. If you modify your Plan, please submit appendices for your original Plan to the Committee on the Assessment of Student Academic Achievement.

F. Assessment Methods:

The most efficient assessment methods are often those that can be integrated into departmental systems that are already in place. For example:

1. Have a system for collecting, organizing, summarizing, and communicating the assessment data you are already collecting. For example, after you evaluate the final exam, paper, or project in one of your classes, take time to note how well students attained the various learning goals of your course. Make note of areas that need improvement, not only for yourself, but for your departmental colleagues. Consider questions such as: In which areas are majors/minors particularly strong or weak? Are curricular changes in order? If these questions are discussed in a department meeting, store the minutes of the meeting in your DSA file.
2. At departmental meetings, place "assessment" on the agenda. Keep a log of ideas that occur to faculty members throughout the year. One professor may have spoken to an alum who had a particular suggestion regarding the curriculum; another faculty member

may have realized that students in her 300-level course seem less prepared than students in previous years; another professor may want to summarize the article he just read that discussed the importance of certain laboratory skills for graduate- school-bound students. Take time to share such things with one another. Discuss them or even just report them, and make sure to record them.

3. Have a volunteer calculate means for each of the subject sections on your senior comprehensive exam. Compare them to standardized or national means. Is there an area in which your majors excel? What might account for this excellence? Think about it and improve other areas based on it.
4. If your seniors take oral or performance "comprehensive" exams (or senior seminars, theses, portfolios, etc.), have a volunteer collect a copy of all the evaluation/feedback sheets. Having one person evaluate your majors as a whole is exceptionally valuable. Is there an area where your majors excel? What might account for this excellence? Think about it and improve other areas based on it.
5. If you conduct a survey of your graduating seniors, make sure to ask "assessment-type" questions such as:

What aspects of the _____ department/major were most instrumental in ensuring your success at Wittenberg? Explain.

If you could change one thing about the requirements (or courses, logistics, etc.) of the _____ major, what would it be? Why?

If you conduct a survey of your alums, make sure to ask "assessment-type" questions such as: Do you think that your Wittenberg education prepared you for the particular job or graduate program you were most interested in pursuing? If so, what skills and content areas were most essential to your success? If not, what prevented your success?

If your department has been through an accreditation process or some other type of "self-study" (e.g., as is often the case with grant applications), submit your written materials to the Committee on the Assessment of Student Academic Achievement.

Some departments may find it helpful to implement new procedures to help them with assessment. Suggestions are:

Create a "Learning Goals Matrix." Make a table with all departmental learning goals along the side (vertically). List all departmental courses along the top of the table (horizontally). Circulate this matrix to every faculty member. Ask each person to check off which learning goals are substantially addressed in each of the courses they regularly teach. (More ambitious departments may create a rating system instead -- Place a "4" in the box if your course is "very strongly" geared toward meeting that learning goal, "3" for "strongly", "2" for "somewhat", "1" for "minimally", and "0" for "not at all"). Study the Matrix to identify "holes" in your curriculum. Discuss the completed Matrix at a departmental meeting. Revise course objectives, curriculum, or learning goals as necessary. Examples of matrices are available in the Assessment of Student Academic Achievement binder in Thomas Library.

Hold "focus groups" for small numbers of homogenous students [i.e., 4-6 minors, 4-6 seniors in the major, or 4-6 students from an under represented group (e.g., women, ethnic minority students, 1st generation college students)]. Invite as random a selection of said homogenous group as possible; have a structured conversation with them. Let the students know that you have invited them in order to hear their perspective as individuals as well as members of said group. Ask them about their thoughts and feelings about the major/minor as a whole. What do they see as the strengths and weaknesses of the

department? Ask them if there are particular needs of their group that are not being addressed or are being addressed particularly well.

Hold an annual Departmental Faculty Retreat and focus on "Assessment of Student Academic Achievement." Have conversations about your curriculum, your students, your alums, pedagogy, etc. Have a volunteer take notes; at the very least, make sure to review the notes during your Reporting year.

Develop a Student Self-Assessment Procedure. Hold a mandatory group orientation for new majors and minors every year or semester. Review the departmental learning goals. Have students complete a form that gives them the opportunity to assess their current competencies/experience in relevant areas. The form should also give these new majors and minors an opportunity to prioritize learning goals based on their career interests, past experiences, competencies, knowledge, etc. During advising week of every subsequent year or semester, have students update the form and bring it to their advisor. This technique helps students to see how individual courses are tied to larger goals in their field. Advisors (especially those armed with the Learning Goals Matrix described in #1 above) can also help students to choose courses (and extracurricular experiences) that focus on learning goals which they have not yet attained.

Create a form on which your departmental faculty can record summaries of student academic achievement for each of their courses (e.g., what percentage of students attained various departmental learning goals, etc.). Have a volunteer collect, summarize, and report on the data collected each semester. Place a written summary in the DSA file.

There are dozens of additional Assessment Methods you may choose to use. A bibliography and examples of assessment tools are available in the Assessment of Student Academic Achievement binder in Thomas Library. Books on Assessment are also readily available in Thomas Library and through OhioLINK. In addition, the chair and members of the Committee on the Assessment of Student Academic Achievement would be happy to assist you.

"Departmental Self-Assessment Report & Plan" Schedule:

Every department should be collecting assessment data every year. Those data only need to be summarized, interpreted, and reported (by August 1st) every fourth year.

Group A: Report due on August 1st , 2005, 2009, 2013, etc.

Art
Geography
Health, Fitness, & Sport
History
Philosophy
Psychology
Religion

Group B: Report due on August 1st , 2006, 2010, 2014, etc.

Africana Studies
American Studies
East Asian Studies
Environmental Studies

Global Studies
Russian Studies
School of Community Education
Urban Studies
Women's Studies
Communication

Group C: Report due on August 1st 2003, 2007, 2011, 2015, etc.

Biology
Biochemistry and Molecular Biology, and Marine Science (to coincide with Biology, which is already a member of this group.
Chemistry
English
Languages
Management
Mathematics & Computer Science
Statistics and Computational Science (Math and Computer Science, which is already a member of this group.
Political Science

Group D: Report due on August 1st 2004, 2008, 2012, 2016, etc.

Education
Geology
Music
Sociology
Theatre& Dance
Economics
Physics
Psychology

Assessment: INSTITUTIONAL SUPPORT FOR ASSESSMENT

The President, the Provost, the Vice Presidents and the Board of Directors led in the development of an institutional plan for Continuous Quality Improvement in 1991-92. Subsequently, the Strategic Quality Planning Committee composed of the executive staff, members of the faculty's executive board and the executive committee of the board of directors, identified assessment of student academic achievement as the chief academic component of the University's Continuous Quality Improvement Initiative. In a January, 1994 strategic planning report to faculty, staff and board, President Kinnison stated:

Wittenberg's students' performance should be assessed with reference to the learning goals for general education and for each major and with reference to the mission statement of the University. Wittenberg student performance should be compared with that of students of schools in our referent group. We should use such assessment information to improve instructions and programs

Provost Greer's goals for the academic years 1994-95 and 1995-96, reviewed and approved by the President, include statements about her responsibility for implementing an assessment plan. The Provost is an ex officio member of the Faculty Committee on the Assessment of Student Academic Achievement, and the Assistant Provost for Academic Programs provides staff assistance for the committee.

In January, 1994 the Board of Directors approved the President's recommendation to allocate approximately \$225,000 over the next three years to support the course development and faculty development necessary to realize the potential of the new general education program. In addition to course development activities, these funds are being used to cover the costs of on-campus workshops in assessment and support faculty attendance at assessment conferences elsewhere. In June, 1995 the Board of Directors Committee on Academic Affairs endorsed in principle this assessment plan.

The faculty Committee on Assessment, working especially with departments and inter-departmental programs and the Director of General Education, supported by the Provost and her staff, will lead the implementation of the plan. To ensure the implementation, evaluation and improvement of Wittenberg's assessment plan, the faculty Committee on Assessment has recommended: 1) that the five-year budget planning process incorporate annual allocations for assessment activities, as specified in the assessment plan, and for continuing faculty development in assessment; and 2) that the University appoint a qualified person to be responsible for institutional research as a significant portion of the position assignment and that the appointment be accompanied by allocations of appropriate equipment and reasonable office budget. It is understood that much of this person's energy would be devoted to assisting in the collection of data and conducting analyses in support of assessment.

Assessment:

V.

Provisions for Feedback to Students and Faculty. We expect that greater attention to classroom assessment will enable instructors to provide more specific feedback to students regarding their progress toward learning goals. More use of writing intensive course reports, as envisioned by the writing committee, will provide additional feedback to individual students and the collection of these reports will enable the Writing Center and the Writing Committee to revise their activities as needed and consult more effectively with individual instructors and departments on writing assignments and expectations. Senior students will receive feedback on the end point assessment activities they undertake in their majors. These may be, for example, reviews of their performance on written and oral exams with their advisor, written responses to the critical elements assessment of a senior essay, or a oral or written critique of an art exhibit.

For faculty, the Director of General Education will provide feedback to instructors of General Education courses based on the results of student surveys and focus groups of faculty teaching general education courses. Departments will also collect their own data based on student performance in major courses and end point assessments filed with the Committee on Assessment and will include their own data based on student performance in major courses end point assessments. Department assessment reports filed with the Committee on Assessment, will include discussions of such things as the assessment techniques used, summary information on student achievement, conclusions based on assessment evidence and program changes, either implemented or planned the department in response to assessment information. They will also collect their own data based on student performance in major courses and end point assessments. Department assessment reports filed with the committee on assessment and will include discussions of such things as the assessment techniques used, summary evidences program changes achievement, conclusions based , summary information student achievement, conclusions either implemented or planned by the department in response to assessment information. Techniques they are employing, their evaluations of these techniques, and how they are using the information they have gained through assessment.

Appendix

- Affirmative Action
- Commercial Solicitation
- Disabilities
- Dissent Disorder
- Educational Rights
- Firearms Policy(University)
- Martin Luther
- Medical Leave
- Political Activity
- Political Funds
- Safety Health
- Sexual Harassment
- Sexual Relations
- Smoking Policy
- Substance Abuse
- Travel Policy
- Tuition Exchange
- Tuition Waiver

Appendix:
AFFIRMATIVE ACTION
OFFICE

Wittenberg University, as a church-related school in partnership with its supporting synods of the Evangelical Lutheran Church in America, respects and defends the Church's position that discrimination in any form is destructive of God's gift of personhood. Consequently, in accordance with the University's Christian heritage and with the law, Wittenberg insists that equal opportunity be provided to all persons in all University operations. Wittenberg strives to develop a diverse community and to maintain an environment that promotes tolerance and understanding.

Because Wittenberg is committed to dealing fairly with all faculty, students, and staff, it does not discriminate on the basis of religion, race, gender, sexual orientation, color, national and ethnic origin, age or disability in the administration of its employment policies, educational policies, admission policies, scholarship and loan programs, or athletic and other college administered programs.

The university expects its entire community to take positive steps to recruit, hire, train, and promote qualified individuals from diverse ethnic groups. Although Wittenberg does not employ quotas, the contribution a candidate might make toward achieving the goal of increasing diversity in the Wittenberg community will be an important consideration in hiring.

As specified in appropriate university personnel manuals, qualifications and performance are the University's criteria for compensation, advancement and retention. No employee of Wittenberg University will be granted fewer benefits or lower compensation nor be passed over for promotion or denied academic tenure because of race, creed, color, national origin, or age. The University's strives to build a highly qualified and diverse faculty and staff.

Appendix:

COMMERCIAL SOLICITATION

Neither students nor non-students may use campus grounds and/or facilities for commercial purposes unless written permission has been obtained from the university. Students should seek permission from the Student Services Department and employees should consult with their supervisors before making the intended solicitation.

1. It is the policy of Wittenberg University to prohibit any and all solicitation or sales in campus buildings other than operations by a lease or agent whose contract with Wittenberg permits such solicitation or sale.
2. As defined for this policy statement, the terms “solicitation” and “sales” mean any effort by an individual or an organization to:
 1. ask for, seek, beg, or entreat passersby to make monetary contribution
 2. seek membership applications from passers-by to any organization not organized by Wittenberg University
 3. offer for sale any item, symbol, or product, whether or not there is an actual on-the-spot monetary transaction.
3. Guidelines for vendors, solicitation, and fundraising are available at the Office of Student Activities and Student Center and at the Benham- Pence Student Center

The above policy is not construed to prohibit the membership drives and activities conducted by recognized Wittenberg University organizations. Permission for such activities may be granted on a first-come, first-served basis.

Appendix:

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act of 1990 (“ADA”) is a wide-ranging piece of legislation that offers a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. Wittenberg University, in accordance with the ADA, reaffirms its mission to develop a living and working environment for a diverse community of students, faculty and staff. Committed to providing equal access to facilities and reasonable accommodations for people with disabilities, the University will continue to develop and coordinate policies and procedures and to provide services in employment, academic programs, and co-curricular activities.

A BRIEF OVERVIEW OF THE ACT

The Americans with Disabilities Act was enacted to protect individuals with disabilities against discrimination in such critical areas as employment, housing, public accommodations, education, transportation, communication, health services, and access to public services.

Title I of the ADA prohibits employment discrimination against the disabled and requires organizations to provide reasonable accommodations to individuals with disabilities in all aspects of employment, including the application process, hiring, wages, and benefits. Title III of the ADA extends the nondiscrimination policy beyond the employment context to the broader range of facility and program accessibility.

The ADA’s protection applies primarily, but not exclusively, to ‘disabled’ individuals. An individual is “disabled” if he or she meets at least any one of the following criteria:

1. He or she is substantially impaired with respect to a major life activity.
2. He or she has a record of such an impairment.
3. He or she is regarded as having such an impairment.

Other individuals who are protected in certain circumstances include: 1) those, such as parents, who have an association with an individual known to have a disability, and 2) those who are subjected to retaliation for assisting people with disabilities in asserting their rights under the ADA.

RIGHTS AND RESPONSIBILITIES

Individuals with disabilities at the university have the right to:

- Equal access to courses, programs, services, jobs, and activities offered through the university, as well as to its facilities;
- An equal opportunity to work and to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services;

- Appropriate confidentiality of all information regarding their disability and the right to choose to whom, outside of the university, information about their disability will be disclosed, except as disclosures are required or permitted by law.

Individuals with disabilities at the university have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, activities, and facilities;
- Identify oneself as an individual with a disability when a particular accommodation is needed and to seek information, counsel, and assistance as necessary;
- Demonstrate and/or document (from a recognized professional) how the disability limits their participation in programs, services, jobs, and activities and their access to facilities.

All members of the Wittenberg community have the responsibility to:

- Respect the independence, rights, and dignity of people with disabilities.

MAKING AN ACCOMMODATION REQUEST

The university's process for making accommodations is determined on a case-by-case basis through a structured assessment system centralized in the Department of Human Resources. In general, the term "accommodation" means any change in the work environment or the way things are customarily done that enables an otherwise qualified individual with a disability to perform the essential functions of a job and enjoy the same employment opportunities as employees without disabilities. Neither the ADA nor the regulations specifically define what constitutes a "reasonable accommodation." Rather, the ADA provides a list of possible accommodations, such as:

- modifications of schedules;
- reassignment to a vacant position;
- acquisition or modification of equipment or devices;
- reserved parking spaces;
- usage of accrued paid leave or additional unpaid leave for necessary treatment

Requests for an accommodation should be made simultaneously to your immediate supervisor and to the associate vice president for human resources. Once a supervisor is made aware of the possible need for an accommodation, it is incumbent upon that supervisor to advise and to work in consultation with the associate vice president for human resources.

In accordance with the EEOC recommendations, the assessment includes:

1. Analyzing the particular job (purpose and essential functions);
2. Consulting with the individual with the disability about how limitations to his or her ability to perform essential job functions could be overcome with accommodations;
3. Identifying potential accommodations;
4. Considering the preference of the individual;

5. Selecting the accommodation that is most appropriate for both the faculty or staff member and the university.

Whether a proposed accommodation is reasonable is decided on a case-by-case basis. The university maintains the right to select from equally effective accommodations, adjustments, and/or auxiliary aids and services, as well as to refuse an unreasonable accommodation, adjustment, and/or auxiliary aid and service that imposes a fundamental alteration on a program or activity of the university. The assessment generally requires the requesting employee or student to provide current documentation that supports his or her request for accommodation.

COMMERCIAL SOLICITATION: WITTENBERG POLICY ON COMMERCIAL SOLICITATION

Neither students nor non-students may use campus grounds and/or facilities for commercial purposes unless written permission has been obtained from the university. Students should seek permission from the Student Services Department and employees should consult with their supervisors before making the intended solicitation.

The above policy is not construed to prohibit the membership drives and activities conducted by recognized Wittenberg University organizations. Permission for such activities may be granted on a first-come, first-served basis.

Appendix:

DISSENT AND DISORDER, UNIVERSITY POLICY

All individuals within the Wittenberg University community share one prime common obligation: to maintain the creative educational atmosphere which is both the life and the goal of this institution. This atmosphere can be achieved only by a community committed to a policy of continuous, progressive growth and change, and by individuals who, in their search for truth, acknowledge the vital interdependence of freedom and responsibility. The life of this University is not threatened by tensions that make for change. Rather it is threatened by forces and events that inhibit the resolution of tension and subsequent application of fresh ideas.

Since such inhibitory situations arise most often when the available means of self-expression and communication prove inadequate, free and open channels of communication have been established: every member of the Wittenberg community can express concerns with the expectation that they will be brought to the attention of the proper authorities or to a broad segment of the University community for examination and discussion. However, we recognize that these channels may not invariably satisfy the desires of some members of the University community. If an individual or the members of a group should find the existing channels inadequate, the University will support their right to call immediate attention to their ideas by petition, public protest, or any innovative means, so long as the means employed do not seriously infringe upon established rights of others and do not violate local, state, or federal laws.

The presence of new points of view which may be expressed in innovative ways can produce conflict and tensions within the University community. The policy to be adopted in a given instance cannot be determined in advance by prescribing rules; it can be determined only within the situation, by resolute exercise of wisdom and understanding.

Whenever dissenting individuals or groups of individuals challenge the established community, two fundamental values must be preserved:

- The freedom to criticize, to protest, to organize for the purpose of changing the community, and
- The right to enjoy the privileges and immunities of an order which protects the rights and freedoms of all and insures the peace and security of the community.

The vital coexistence of these two values imposes certain rights and responsibilities upon all members of the community. The community, as a corporate whole, has responsibility to develop an organizational structure that is receptive to new ideas, and to promote serious evaluation for these ideas. And it has the right to insist that growth and change shall come about through peaceful, orderly processes. The dissenter has the right to communicate and publicize ideas and to use irregular and innovative means of expression if the normal channels prove inadequate. This freedom is limited only by dissenter's responsibility to maintain the order established on this campus. An act of dissent must not seriously disturb this order.

Clearly, the rights and freedoms of dissent cannot be appealed to in justification of actions that harm or threaten harm to individuals or that destroy property. In such cases the University is obligated to take steps necessary to safeguard individuals and protect property, and to carry out disciplinary action against offenders.

To a lesser degree, it is possible that the personal rights and immunities of individuals may be infringed upon by various non-violent actions which, when they disrupt the functioning of the University cannot be condoned. The seriousness of a given offense will depend upon the circumstances of the occasion.

When, in the opinion of the Dean of Students or the Dean's representative, a disturbance threatens to disrupt campus life, the Dean must take immediate steps in order (1) to offer to establish, within a stated length of time, special channels of communication with representatives of the disturbing group; and (2) to request immediate cessation of the disturbance so that discussions may be carried out under suitable conditions. If order is not restored after these steps have been taken, then the disturbance may be regarded as a disruption.

Should a serious disorder occur, it will be the immediate responsibility of the Dean of Students, acting in consultation with the President, and/or the Provost, or their representatives, to determine that a disruption does in fact exist, to take initial steps as outlined above, and to call upon such agencies and authorities as is deemed necessary to restore order.

Once order has been restored, and if the disorder has been declared a disruption, the University will act as follows: If the Dean of Students believes there is a need for judicial action, the case shall be referred in writing to the Student Senate Hearing Board which shall then, with the aid of such additional parties as it deems appropriate, determine what action shall be taken.

Appendix:

FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974

Recommendations and letters of reference: Any letter of recommendation or reference for graduate school, employment, or other purpose written after January 1, 1975, will be available for inspection by the student concerned, and faculty and administrators should understand this clearly. Forms used by the Career Development and Placement Office and the Admission Office now state that student access will be granted, unless a waiver form has been signed by the student. Letters written before January 1, 1975, will still be honored as confidential, since that was the understanding at the time of writing.

The revised Family Educational Rights and Privacy Act (FERPA II) exposes educational institutions to loss of funds administered by the U.S. Commissioner of Education if they do not comply with the records protection policies mandated by Congress. The new law, as enacted on November 19, 1974, and amended on December 31, 1974, transfers to college students of any age whatever rights the legislation may confer on parents of younger students. The following analysis is presented in terms of direct effect and implications for Wittenberg University

HIGHLIGHTS OF THE ACT

Definition of student: Any person who is now attending or has attended Wittenberg University, but not individuals who have applied for admission and have been rejected.

Definition of record: Within 45 days of receiving a request Wittenberg University must allow students to inspect their "education records" which are defined as records, files, documents, and other materials which contain information directly related to a student, and are maintained by Wittenberg or by a person acting for Wittenberg. Procedures for this inspection have been established by the respective administrative offices.

Records unavailable to students: Materials not available to student access are: (1) financial records of parents, such as Parents' Confidential Statements (PCS) and certified copies of income tax returns; (2) confidential letters of evaluation and recommendations placed in education records prior to January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended; and (3) after January 1, 1975, confidential recommendations concerning admission to Wittenberg, applications for employment, or receipt of an honor or recognition if the student has signed a waiver of access.

What is not an education record: (1) Personal notes of faculty and administrators, provided they are not available to any third party except a faculty member's substitute; (2) law enforcement records (including Campus Security records) provided they are kept separate from education records, are for law enforcement purposes only, and are only available to other law enforcement officials at Wittenberg; (3) Employment records of people who are employed but not enrolled at Wittenberg; (4) Records of professional staff, such as physicians, psychologists, or other professionals, Student Development staff, or paraprofessionals used in treatment of a student, are not available to anyone except those providing the treatment. Those records may be reviewed by a physician or other professional of the student's

choice. Access to each student's personal file in Student Development will continue to be restricted to the Student Development staff, and a student may review the file upon request.

Challenge hearings: Students have the right for an opportunity to challenge the content of their educational records and to secure correction of inaccurate or misleading entries. A student may insert into the records a written explanation respecting the content of such records, but may challenge a course grade only on the ground that it was inaccurately recorded, not that it was lower than the faculty member ought to have awarded. Procedures for a hearing have been established.

Directory information may be unconditionally released to any person without a student's prior consent. This information includes a student's name, address, telephone number, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent educational institution attended by the student. Notice of information being released is published in the Student Handbook.

Access to records without student consent is available to faculty and administrators, with legitimate educational interest as defined by Wittenberg. Information may be transferred by Wittenberg to another institution in which the student seeks to enroll, and in connection with a student's application for or receipt of financial aid. Parents of students who are dependents for income tax purposes are eligible to inspect their dependent student's records.

Personally identifiable information is explicitly included under the FERPA regulations. This information includes, but is not limited to:

- the student's name;
- the name of the student's parent or other family member;
- the address of the student or student's family;
- a personal identifier, such as the student's social security number or student ID number;
- a list of personal characteristics that would make the student's identity easily traceable; or
- other information that would make the student's identity easily traceable.

The effect of their inclusion is to prohibit the use of social security numbers or ID numbers or other such personal identifiers as a means of publicly posting grades, test results, or other confidential information.

WITTENBERG EDUCATION RECORDS

The Registrar as of November 19, 1974, limited access to the permanent academic record, student folder, and master academic file to Registrar's Office personnel, except that release of transcripts and access to the student's folder, without purpose of release being stated, may be made to academic deans, faculty advisers, current instructors, designated Student Development staff, designated Admissions staff, designated Financial Aid staff, and the Provost. Access logs will be kept separately by the Registrar for student folders and permanent academic records.

Students register with the Career Services by filing a Senior Placement Packet. This file may include a personal resume, College Interview Resume Form, recommendations, transcripts, and other data at the student's request. Students have complete access to their placement files unless waiver forms specifying

that recommendations and/or other items be kept confidential have been signed. A record of where placement information has been sent will be kept in the file. Information is sent only at the student's request, unless the student signs this waiver: "I hereby authorize the Career Development and Placement Office to release my resume and other related placement credentials contained in this file (including recommendations) to any prospective employer at the request of the employer, myself, or upon referral by the Office for the purpose of furthering its efforts to assist me in securing employment. I understand that this information will not be released to private employment agencies." Students may inspect and review their placement files and obtain copies of information in the file, but at their own expense. File material may be deleted by a student, and a student may also request specifically which information she/he wishes to be released.

While there are several areas in this legislation which are unclear, Wittenberg is making a good-faith effort to comply utilizing standards of reasonableness. A copy of the amended text and H.E.W. regulations printed in the Federal Register of January 6, 1975, is available in the Student Services Office for your possible further interest. Specific questions about detailed procedures in various administrative offices should be directed to the responsible administrator.

STUDENT RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additionally information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of trustees; or a student serving on an official committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the university discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll .

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202-4605

Appendix:
FIREARMS POLICY (UNIVERSITY)

(Policy added July 23, 2004 by Human Resources Office)

The possession or use of firearms dangerous weapons or other materials which endanger the campus community is strictly prohibited. This prohibition applies to all University employees, students, vendors, customers and guests including those who are licensed under Ohio law to carry a concealed weapon. The prohibition includes weapons carried about the person and maintenance or storage of any weapon in any property owned, leased, or controlled by Wittenberg or within any parked vehicle on University premises. The discovery of weapons on University premises in violation of this policy could result in criminal prosecution.

Weapons used for demonstration and educational purposes are to be stored at the Wittenberg Police Department until time of class or demonstration. All such weapons are to be carried in cases in accordance with Ohio law.

Appendix:
MARTIN LUTHER KING, JR. DAY
OBSERVANCE

(Policy adopted by the faculty, April, 1997)

OBJECTIVE: To extend the celebration of Dr. Martin Luther King, Jr.'s legacy into the classrooms by facilitating dialogue between the instructors and students on a personal level and to promote the commitment to diversity as an educational goal.

STRUCTURE: On the nationally recognized Martin Luther King Day holiday, there will be a convocation in honor of Dr. King for the students, faculty, staff, and administration. The University will remain in session. Because this day has been designated a day of celebration, we would ask that faculty members and students hold, sponsor, and/or support activities and discussion of Dr. King's legacy, issues of diversity related to Wittenberg, or topics illuminating diversity within the class discipline. Class sessions may be canceled at the discretion of an instructor, thus permitting students to attend other commemorative activities.

COMMITTEE: The Committee on Programming will be involved in the selection of a convocation speaker as well as luncheon and open forum arrangements involving the speaker. The **Diversity Advisory Committee** will be a clearinghouse for information and creative suggestions for both class and non-class activities. The committee will compile a list of movies and student presenters, and assist in the combining of classes. The committee will also be responsible for evaluating the day's activities each year and proposing any changes they deem necessary to the Faculty Executive Board.

Appendix:

FAMILY AND MEDICAL LEAVE POLICY

PREAMBLE

Wittenberg University (“Wittenberg” or the “University”), related to the Evangelical Lutheran Church in America, seeks to manifest its Christian commitment and Lutheran heritage, encourages an environment of respect for all people, and recognizes the obligation to care for the well-being of members of the family.

The Family and Medical Leave Act of 1993 (FMLA) is a federal law intended to provide employees with extended unpaid leave opportunities for childbirth, child care and serious illnesses.

In many cases, Wittenberg’s policies are more generous than those outlined by the FMLA. It is the university’s intent to support fully faculty and staff in balancing the demands of family and work while maintaining minimal disruptions in the classroom and university operations during a family leave.

Much of the language and detail outlined in this policy is required by law. The appendix includes a definition section that will help you understand the terms contained in this policy. You should contact Human Resources if you have any questions about the definitions or any other aspect of this policy or its application to you.

GENERAL PROVISIONS

A. Covered Leave

To be eligible for leave under this policy, an employee must have been employed by the University for at least twelve months and must have worked at least 1250 hours during the twelve-month period preceding the beginning of the leave. In calculating the date that a "leave year" begins, the University uses a rolling twelve-month period measured back from the date a requested/designated leave is to begin. An employee who has worked less than 12 months during a current stint of employment may still be eligible if, during the prior seven years, the employee worked a total of 12 months. Eligible employees are allowed up to twelve weeks of unpaid leave in a twelve-month "leave year" period for the qualifying circumstances outlined below.

Please note that FMLA leave will be designated and run concurrently with paid short-term-disability leave, parental leave, and absences for work-related injuries or occupational disease (workers’ compensation absences), when the circumstances of those absences constitute qualifying FMLA absences.

Qualifying Leave Circumstances: (The definition of the terms used to describe the circumstances that qualify for an FMLA leave can be found in the Appendix and should be given special attention.)

1. The birth or adoption of a child or the foster care placement of a child;

2. The care of a seriously ill spouse, domestic partner, child or parent (as defined herein); or
3. A serious health condition of the employee that renders the employee unable to perform job functions.
4. Any qualifying exigency arising out of the fact that the spouse, or a son, daughter, parent or next of kin of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

Employees on an approved FMLA leave will be required to take any accrued, earned vacation, personal leave, or other paid leave concurrent with any FMLA leave. To the extent an employee on an approved FMLA leave is eligible for sick leave or disability leave under the University's existing policies, employees will first be required to take any sick/disability leave concurrently with FMLA leave. Employees on an approved FMLA leave due to a serious health condition of a family member will be required to take up to one month of accrued sick leave concurrently with FMLA leave. If the employee exhausts his or her paid leave options or if the employee is not eligible for paid leave, the FMLA leave will be unpaid. In other words, the leave may be unpaid, paid, or a combination of unpaid and paid depending on the circumstances as specified in this policy.

In all cases except the service member provision, the leave may not exceed a total of 12 weeks over a rolling 12-month period measured backward from the current date that leave is requested and must be properly documented. The Service Member Family Leave provision may not exceed 26 weeks over a rolling 12-month period begins on the first day an eligible employee takes military caregiver leave and ending 12 months after that date.

B. Types of FMLA Leave

1. Medically Necessary

If the leave is medically necessary for an employee's illness or that of a family member, it may be taken:

- * in 12 consecutive weeks;
- * intermittently, such as taking a day periodically, when needed, during the 12-month period; or
- * under certain circumstances, by reducing the work week or work day, resulting in a reduced hour schedule.

However, to minimize disruption of the classroom, generally faculty may not take intermittent or reduced schedule leave for planned medical treatment that would take them out of the classroom more than 20 percent of the time. There are also different rules for faculty who begin leave more than five weeks before the end of a term, less than five weeks before the end of a term, and less than three weeks before the end of a term, which can require faculty to continue their leave until the end of the term. The faculty member must plan leave in consultation with the provost. The provost will make the final determination and has the option to require faculty either to take continuous leave for the entire treatment period or to transfer temporarily to another position with equivalent pay and benefits.

2. Birth, Adoption, Foster Care

FMLA leave for the birth, adoption or foster care placement of a child is permitted to be taken in a 12-consecutive-week period. Entitlement to this leave expires 12 months after the birth or placement. If a husband and wife both work for the university and are eligible for leave, they are together entitled to a total of 12 work weeks of FMLA leave during a 12-month period if the leave is taken for birth, placement for adoption or foster care.

For faculty members, leave without pay is available for one semester or for an academic year, immediately following the birth or adoption, and runs concurrently with the FMLA benefit. Faculty teaching responsibilities and the relation of leaves to tenure eligibility justify supplemental provision to the FMLA policy for childbirth and adoption leaves for faculty members – refer to the maternity leave policy for faculty.

Requests for intermittent or reduced schedule (part-time) FMLA leave after the birth, adoption or foster care placement of a child will be considered on a case-by-case basis. The request should be made, in writing, to the Human Resources department and the department supervisor.

Part-time arrangements or intermittent leave will be granted whenever possible as follows:

- * for a maximum of 12 months after birth, adoption or foster care placement;
- * subject to the approval of the employee's supervisor and the supervisor's ability to ensure that work is completed through scheduling changes or job-sharing; and
- * subject to the employee's prior agreement to alter his/her schedule or work longer hours on an as needed basis during the 12-month period, such as when co-workers are out sick.

Wittenberg reserves the right to refuse leave or to cancel an intermittent leave or reduced schedule for birth, adoption or foster care with 30 days notice, if the university concludes that the employee's presence is required on a full-time basis to meet the essential functions of the position. A father, as well as a mother, can take family leave for the birth, adoption or foster care of a child.

Circumstances may require that FMLA leave begin before the actual date of birth of a child. An expectant mother may take FMLA leave before the birth of the child for prenatal care if her condition makes her unable to work. FMLA leave can begin before the actual placement or adoption of a child if an absence from work is required for the placement to proceed. The source of an adopted child (e.g., whether from a licensed placement agency or otherwise) is not a factor in determining eligibility for leave for this purpose.

3. Provisions Relating to Intermittent Leave

To reduce disruption, in all cases of intermittent and reduced-schedule leaves, including part-time work after the birth or adoption, Wittenberg reserves the right to require the employee to transfer to another position with equivalent pay and benefits even if it does not have equivalent responsibilities. This decision is at the sole discretion of Wittenberg University.

Wittenberg reserves the right to transfer an employee to another position whenever an employee's use of leave for one or more qualifying reasons is so frequent and intermittent that it is impossible to predict and schedule coverage.

II. Procedures for Requesting FMLA Leave

A. Requests for FMLA Leave

Employees requesting leave under this policy must complete and submit the FMLA request form available in the Human Resources department. If the leave is not foreseeable, employees must call to advise their supervisor(s) or the associate vice president for human resources, as soon as they can after the need for FMLA leave arises, and must complete and submit the FMLA request form as soon as possible after such notice is given. Supervisors must promptly report to the associate vice president for human resources or designee receipt of notice of an employee's FMLA leave.

When an employee plans to take leave under this policy, the employee must give the university 30-days notice. If it is not possible to give 30-days notice, the employee must give as much notice as is practicable. An employee undergoing planned medical treatment is required to make a reasonable effort to schedule the treatment to minimize disruptions to the university's operations. Employees may be required by their supervisors to adjust their work hours to conform to the needs of the university and/or to reschedule appointments or treatments when necessary, if possible.

If an employee fails to provide 30-days notice for foreseeable leave with no reasonable excuse for the delay, the leave request may be denied until at least 30 days from the date the university receives notice.

When an employee's need for leave for a qualifying exigency or servicemember family leave is foreseeable, whether because the spouse, or a son, daughter, or parent, of the employee is on active duty, or because of notification of an impending call or order to active duty in support of a contingency operation, the employee shall provide such notice to the employer as is reasonable and practicable.

While on FMLA medical leave, employees are requested to report periodically to the associate vice president for human resources or designee regarding the status of the medical condition, and their intent to return to work.

B. Verification

1. Medical Certification

Proof of necessity for FMLA leave by a health-care provider or other appropriate professional is generally required. Employees must respond to such a request within 15 days of the request, or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. The associate vice president for human resources or designee may directly contact an employee's health care provider to authenticate or to obtain a clarification of information required by a certification form. Supervisors are prohibited from making these inquiries,

2. Second Opinions

Wittenberg may require the employee to get a second opinion from an independent medical provider selected by the university. The university will pay for the second opinion. If the two opinions conflict, the conflict may be resolved by a third opinion by a provider agreed to by Wittenberg and the employee, which shall be considered final and binding. The university will pay for the third opinion.

C. Confidentiality

FMLA leave information will be used only to make decisions in regard to the provisions of this policy. Supervisors must submit all records to the Human Resources department and should not retain any copies in their files. Supervisors are not permitted to directly contact an employee's health care provider.

III. Benefits

A. Health Benefits

While an employee is on FMLA leave, Wittenberg will continue the employee's health benefits at the same level and under the same conditions as if the employee had continued to work. The employee is required to continue to pay the employee's portion of any health insurance premiums normally deducted from the employee's paycheck and shall pay such amounts at the time contributions are normally deducted by tendering a check payable to Wittenberg University to the Human Resources department. Prepayment of premiums through increased payroll deductions or other methods is allowed.

B. Other Benefits

In accordance with existing employee policies on unpaid leave, employees will not earn vacation pay, sick leave, or personal leave while on unpaid FMLA leave. Employees on an intermittent or reduced schedule leave will earn vacation or other leave at the same rate as part-time employees working similar schedules.

Other benefits normally provided to an employee will continue if permitted under the terms of the particular plan, and all of the plan's requirements have been met.

C. Salaried Employees

Salaried employees will have their pay docked only if they take leave in increments of one or more days, and if the total number of hours worked by the employee for that week is less than full time, as is certified by the employee's supervisor in writing to the associate vice president for human resources.

IV. Return to Work

A. General

An employee taking leave under this policy will be returned to the employee's same position or equivalent position with equivalent status, pay, benefits and other employment terms unless the employee would have been terminated whether or not leave had not been taken (e.g., layoff,

downsizing or termination of a temporary job). Taking of leave will not result in any loss of benefits or conditions of employment accrued prior to the beginning of the leave period.

The University may require written certification from a physician that the employee is able to return to work, and setting forth any work restrictions.

B. Key Employee Exception

Wittenberg reserves the right not to reinstate key employees if it is necessary to prevent substantial and grievous economic injury to university operations. Key employees are those whose gross income is within the top 10 percent of university employees during the calendar year in which leave is taken. The Human Resources department is required to inform the employee of key employee status at the time that leave is requested and also to explain that restoration may be denied. If the university determines during the employee's leave that the employee is not to be restored to employment, the employee will be notified immediately and given the opportunity to return from leave and be restored to his or her position. A key employee who elects not to return to work will continue to receive 12 weeks of employer-provided health benefits. If the employee does not return from leave, the employee can petition for reinstatement at the end of the leave period and will be notified, by certified mail, if the employee will not be restored because doing so would cause the university substantial and grievous harm. If not restored to employment, the employee shall be responsible for paying the university the normal employee contribution for benefits provided while on FMLA leave.

V. Failure to Return to Work

If the employee does not return to work at the end of FMLA leave, the employee shall owe the university the cost of any benefits provided by the university during leave unless the reason the employee does not return is because of a continuation, recurrence or onset of a serious health condition, which would entitle the employee to leave under the FMLA, or because of other circumstances beyond the employee's control.

Examples of circumstances beyond the employee's control include the following situations:

1. the unexpected transfer of an employee's spouse to a job location more than 75 miles from Springfield;
2. the employee's obligation to care for a relative or other individual other than an immediate family member;
3. the layoff of an employee while on leave; or
4. the decision of a key employee not to return to work after notification that the university will not restore the position because of substantial and grievous economic injury to the university.

Examples of circumstances that are within the employee's control include a parent's decision not to return to work in order to stay home with a newborn child or a situation in which an employee desires to remain with a parent in a distant city even though the parent no longer requires the employee's care.

When an employee fails to return to work because of the continuation, recurrence or onset of a serious health condition, the employee must submit medical certification of the employee's or the family member's serious health condition within 30 days of the date the employee was to return to work. If the employee does not provide such certification within 30 days of the date he or she was to return to work, the employee shall owe the cost of any benefits provided by the university during FMLA leave.

Employees who fail to return to work after FMLA leave shall be treated as having voluntarily terminated their employment. The employee shall be entitled to continuation of health and other benefits only in accordance with the provisions of the benefit plans.

If any employee does not return to work under circumstances where repayment is required, the employee must repay all premiums within 60 days after receiving notice of the amount owed. After that time, the amount owed will be collected as a debt, which may result in legal action.

Appendix: POLICY ON POLITICAL ACTIVITY

(Approved 2008)

Wittenberg University, as a private, church-related, liberal arts college, promotes the free and responsible articulation, exchange and debate of ideas among the members of the community. In accordance with our mission we challenge our students to become “responsible global citizens” and to be intentional about service to the community. We encourage civic engagement because in those pursuits students develop the confidence and leadership needed to work with others toward “seeking common solutions to the problems facing our world.” At the same time, Wittenberg asserts its responsibility to preserve a community that balances individual rights with the interests of the university and that complies with applicable laws. Under federal law, to maintain and protect the university's status as a charitable tax-exempt organization, the university cannot directly or indirectly contribute to any political party or candidate or lobby on behalf of any candidate or partisan cause.

To further these principles, the following guidelines apply:

All faculty and staff will seek to maintain Wittenberg's status as a charitable tax-exempt organization under federal law by discharging their institutional responsibilities and conducting their personal affairs in a manner that does not involve the university, either directly or implicitly, in impermissible political activities.

An individual member of the faculty or staff or a group officially recognized by Wittenberg may distribute political or other non-Wittenberg printed materials to other persons directly. All materials must conspicuously display the name and address of the person or organization that has prepared and is distributing the material, and in the case of an organization, the name and address of a responsible officer. In the case of individual mailings, the material must be addressed by name and appropriate campus mail address. Hand-to-hand distribution is restricted to the area in the lower level of the student center adjacent to the student mailboxes, unless the dean of students has granted written permission for alternative sites for such distribution. E-mail may be sent to individuals, but Wittenberg maintained listserves may not be used for political messages, with the exception of ‘Townhall’ which was created for non-business communication within the community. All Wittenberg employees and retirees are able to read and post analysis, opinions and information to this forum open to all political perspectives. ‘TownHall’ exists as a medium for free exchange of ideas among those who want to do so. An automatic disclaimer banner is included on each message sent to ‘Townhall’ that explains that “The opinions and statements posted on ‘Townhall’ are those of the individual participants, acting on their own behalf and not on behalf of the university nor sanctioned by the university.” Individuals who are not members of the faculty, staff, or student body shall not distribute political materials on the campus, by campus mail or campus email.

These restrictions do not apply to public streets and sidewalks dedicated to and under the public domain of the City of Springfield, but activities in those areas are subject to the jurisdiction of, and

the laws and regulations generally applying in, the City of Springfield.

Individual faculty and staff members may endorse and support individual political candidates and partisan causes and belong to, contribute to, or otherwise participate in any political, trade, or similar organization. If a member chooses to endorse any political candidate or partisan cause, such endorsement may not imply directly or indirectly the support of the university. University materials, such as stationery and copying expense or clerical services, may not be used.

If a faculty or staff member chooses to seek an elected or appointed office in any local, state, or federal government, that member must first advise the provost or the appropriate vice president to determine that the proposed duties and responsibilities of the political office do not conflict with the employee's duties and responsibilities to the university. If the provost or vice president determines that a conflict exists, the employee may choose to apply for a leave of absence from Wittenberg, without pay, to accept the elected or appointed office. *Approved Spring 2000, Amended August 2004 and Fall 2008*

Appendix:
POLITICAL USE OF
FUNDS

In accordance with Title 31, United States Codes, Section 1352, entitled "Limitation of Use of Appropriated Funds to Influence Certain Federal Contracting and Financial Transactions," Wittenberg University will follow the following policies:

No federal appropriated funds will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding, extension, continuation, renewal or modification of any Federal contract, grant, loan or cooperative agreement. Standard Form--LLL, "Disclosure of Lobbying Activities," will be completed and submitted in accordance with instructions if any funds other than Federally appropriated funds have been paid or will be paid for lobbying.

The above policies will be included in a sub-awards at all tiers and will be followed by all sub recipients.

Appendix:

EMPLOYEE SAFETY AND HEALTH

The University strives to provide safe and healthy working conditions, and observes all safety laws. Because safety is everyone's responsibility, employees are expected to do everything reasonable and necessary to maintain a safe work environment. All student, faculty, and staff are required to cooperate with the university police and security personnel to promote a secure environment.

You are responsible for becoming familiar with and observing all safety rules and procedures included in this manual and any other rules determined by your supervisor.

If you have specific questions or wish to notify the university of a safety concern, please contact the Director of Operations, Safety, and Environment or the Human Resources Department, chief of police and security 7302

FIRES AND EMERGENCIES

In case of emergency, call 911, you should vacate the building immediately. Personnel trained in handling emergencies will be dispatched to handle the emergency.

Exits and fire extinguishers are located throughout each facility. As an employee, you are responsible for identifying the location of the nearest fire extinguisher and the nearest exit to your place of work and supplies prior to an actual emergency.

Exits and areas around fire extinguishers must be kept clear at all times.

ACCIDENTS OR INJURY

No matter how insignificant an on-the-job injury may seem when it occurs, notify your supervisor and the Human Resources Department immediately. You should report all injuries before leaving work on the day of the injury. This report is required by law and serves to protect your rights under the Worker's Compensation Act.

LIFE-THREATENING ILLNESSES

The university is committed to providing equal opportunity to all employees, including those who have life-threatening illness. It is equally committed to providing a safe work environment for all of its employees, and, consequently the university has adopted a Policy on Communicable Diseases, which is reproduced below.

The University strives to keep all information regarding an employee's personal health status private. All employees are expected to treat each other with compassion and understanding, and to respect each other.

The Human Resources Department has written information available on life-threatening illnesses. Also, at your request, Human Resources will assist in finding education programs about life-threatening illnesses.

POLICY ON COMMUNICABLE DISEASES

Acquired Immune Deficiency Syndrome (AIDS)
Aids Related Complex (ARC)
Human Immunodeficiency Virus (HIV)

Wittenberg University has a commitment to dealing fairly with all faculty, students, administrative staff, and hourly staff members. This policy represents a commitment to strive to protect all people of the Wittenberg community from the risk of exposure to the AIDS virus on the campus. In addition, the policy intends to preserve and protect the rights of faculty, staff, and students who either have been exposed to the AIDS virus or have AIDS, against discriminatory or unfair treatment in all personnel or academic decisions.

Wittenberg University, as a church-related school in partnership with its supporting synods of the Evangelical Lutheran Church in America, respects and defends the Church's position that discrimination in any form is destructive of God's good gift of personhood. In the Christian perspective, the communicable diseases, AIDS, ARC, and HIV will not be used as a means of exploitation to dehumanize the faculty, students, and staff involved. As an expression of the same concern for the well-being of the individual, Wittenberg University will also strive to protect all the members of the campus community from the risk of unsafe exposure to these communicable diseases.

Guidelines

Communicable disease-related diagnostic information reported to the university will be treated as confidential, privileged information. Faculty, student, and staff confidentiality will be protected to the best of our ability.

Faculty and staff who have AIDS, positive HIV, or ARC antibody test results should follow recommendations prescribed by the Public Health Services to obtain proper protection for themselves and reduce risk to others. The Director of Human Resources is available for consultation regarding such matters and can make available Public Health Service Guidelines.

Students who have AIDS, positive HIV, or ARC antibody test results are encouraged to inform a member of the professional staff at the Student Health Center and the Associate Vice president for Student Development to follow recommendations prescribed by the Public Health Services to obtain proper protection for themselves to reduce risk to others.

The major focus for protecting all members of the Wittenberg community from the AIDS infection will be to educate all personnel and students on the causes of AIDS, methods for avoiding contracting AIDS, symptoms related to AIDS, and what to do if AIDS is contracted.

Reasonable accommodation will be made on a case-by-case basis by the associate vice president for Human Resources

or the Associate vice president of Student Development in consultation with health officials.

The HIV antibody test will not be used for employment-related decisions.

The HIV antibody test will not be used for student-related decisions.

A complaint of discrimination or harassment brought by an AIDS-infected individual shall be handled under University guidelines for complaints of discrimination against the disabled..

Where appropriate and applicable, the Student Health Center will follow established guidelines and state law to prevent the transmission of HIV in health care settings.

In most cases, the University will not advocate isolation of AIDS-infected persons from casual interaction with others in the work/academic environment. The general community will not be advised of the presence of persons who had AIDS, ARC, or positive HIV antibody test results. Persons infected with the AIDS virus will be encouraged to inform all individuals who need to know of the infection. The University will take all reasonable steps to follow up with the infected person to assure that such interested individuals have been informed.

All contract services will be expected to adhere to the policy and guidelines established on communicable diseases by Wittenberg University and to follow all guidelines and recommendations promulgated by the Center for Disease Control and the Ohio Department of Health.

Wittenberg University will review and, where appropriate, apply federal, state, and local laws and guidelines.

Hepatitis B Vaccination

Employees who have routine exposure to bloodborne pathogens (such as health care workers, police and security officers, coaches, athletic trainers, some members of the physical plant association, the biology department lab coordinator, etc) shall be offered the Hepatitis B vaccine series at no cost to themselves unless they have previously received the vaccine series. Furthermore, employees who are exposed to blood or potentially infectious materials on the job may request a Hepatitis B vaccination at that time. If the vaccine is administered immediately after exposure it is extremely effective at preventing the disease.

Employees may opt to decline the vaccination series, in which case the employee will be asked to sign a declination form. Employees who decline the initial offer may choose to receive the series at anytime during their employment.

Information about the vaccination and the process for making arrangements to receive the shot are available in Human Resources.

Appendix:

SEXUAL HARASSMENT AND MISCONDUCT POLICIES AND PROCEDURES

(Revised Board of Directors, May , 2000)

PART I: POLICY STATEMENT

Sexual harassment undermines the mission of the university and threatens the careers, educational experience and well-being of students, faculty, staff and visitors to the campus. Therefore, it is the policy and goal of Wittenberg University that all students, faculty, staff and guests be free from sexual harassment and sexual misconduct. Although founded on and guided by the laws of the United States and of the State of Ohio, the university's policy against sexual harassment and misconduct is not limited by these laws. The policy is an expression of the academic, residential and professional standards of the Wittenberg community. The university reserves the right to investigate circumstances that may involve harassment in situations where no complaint, formal or informal, has been filed.

Scope

This policy applies to all faculty, staff and students. All community members are expected to abide by this policy, whether on campus or away from campus, when engaged in activities sponsored by the university or which otherwise relate to the university or its business. This policy also applies to the activities of recognized student organizations. Those who contract to use Wittenberg's campus, conduct business on campus or visit the university are expected to adhere to the principles established by this policy.

Responsibilities

Members of the university community are responsible for knowing and understanding the university's policy prohibiting sexual harassment and misconduct. Students who do not understand the policy should contact the Office of Student Development. Faculty and staff who do not understand the policy should contact their department chair or supervisor. Department chairs or supervisors who need assistance in understanding, interpreting or applying the policy should contact the associate vice president for human resources.

Once a member of the faculty or staff learns of a sexual harassment or sexual misconduct complaint, written or unwritten, that faculty or staff member is required to notify the associate vice president for human resources so that a record of such complaint can be kept for the purpose of recognizing patterns of harassment.

Supervisors have a special responsibility for monitoring adherence to this policy. Supervisors are expected to model good behavior and to act promptly to correct any harassing behavior and to ensure that there is no reprisal.

Sanctions

Appropriate sanctions will be imposed upon anyone who violates this policy. Sexual harassment may be

considered adequate cause for dismissal of a student or termination of employment, including termination of a tenured faculty appointment.

Retaliation

The university will not permit intimidation, threats, coercion or other retaliation against persons who complain or express concerns about sexual harassment. Appropriate sanctions will be imposed on anyone engaged in such activity.

False Reporting

Persons who make false allegations or testimony also will be subject to disciplinary action. Failure to substantiate an allegation of sexual misconduct in the course of a hearing, however, is not sufficient proof that the charges are intentionally false.

The Sexual Complaint Grievance Board

The president will appoint a standing Sexual Complaint Grievance Board (SCGB) to adjudicate formal complaints of sexual harassment or sexual misconduct. The board will be composed of at least four faculty members, four staff members, the chief justice of the Student Senate Hearing Board and three other students appointed by the Student Senate. The president will appoint faculty and staff members to three (3)-year staggered terms and student members to two (2)-year staggered terms. Incumbent board members may be reappointed.

In making the appointments, the president will be guided by considerations of continuity, experience and sensitivity to the concerns of students, faculty and staff. If necessary, the president may make a temporary appointment to the board. To the extent possible, the board will be gender- balanced. No faculty member shall serve simultaneously on the SCGB and on the Faculty Hearing Board on Academic Freedom and Tenure.

The president of the university will designate one of the faculty members as chair of the SCGB and one of the staff members as vice chair.

Confidentiality

The university aspires to treat inquiries and complaints about sexual harassment or misconduct with discretion. Although the university gives no assurance of confidentiality to any party or witness who participates in any proceeding under this policy, it is committed to informing only those who need to be involved with a complaint.

If a person wishes to ensure that a discussion about sexual harassment remains confidential and that no action is taken, it is essential that the person making the inquiry not disclose information sufficient to identify the accused. This is necessary because the university may be legally obligated to investigate, even without the inquirer's consent, once it is informed that harassment may be occurring. The university counselor or campus pastors are able to maintain the client privilege of confidentiality to the extent that the law permits.

Retention and Disposal of Records

All records of complaints will be kept in a separate file from other university records. If the respondent is a faculty or staff member and a violation of university policy is found, a copy of the hearing panel's

report will be placed in the respondent's permanent personnel record. If the respondent is a student, the report will be placed in the respondent's student disciplinary file.

Records of complaints closed by Assisted Resolution will be retained in the Department of Human Resources for a period of six (6) years after the case has been closed. Complaints resolved through Adjudication will be retained for five (5) years after the case has been closed if no violation of university policy has occurred. Records will be retained indefinitely if a violation has occurred.

Description and Definitions of Behavior

Sexual Harassment

Sexual harassment may be verbal, visual or involve physical contact. It can be overt, such as a professor's suggestion that a person could get a higher grade or a supervisor's offer to an employee for a higher salary in return for submission to sexual advances. The suggestion or advance need not be direct or explicit—it may be implied by the conduct, circumstances and relationship of the individuals involved. Sexual harassment can also consist of persistent, unwanted attempts to change a professional or educational relationship to a sexual one. It can range from abusive remarks about individual persons to sexual misconduct including serious criminal abuses such as assault.

A person does not have to be the target of sexual harassment to be sexually harassed. The harassment of others can be so offensive, demeaning or disruptive as to constitute a hostile work environment, even though the harassment is not specifically directed at the observer.

Although no exhaustive listing of behaviors that constitute sexual harassment is possible, some examples could include: unwelcome sexual flirtations or advances; repeated sexually oriented kidding, teasing, joking and flirting; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess or presumed sexual deficiencies; derogatory or demeaning comments directed to one's gender; derogatory or demeaning comments about sexual orientation; leering, whistling, touching, pinching or brushing against another's body; touching of an erogenous zone, offensive, crude language; displaying of pornographic materials on personal computers; and displaying objects or pictures that are sexual in nature. All such conduct can be threatening and coercive and may create a hostile or offensive working environment that is not conducive to teaching, learning and working.

Sexual harassment also may consist of patterns or episodes of speech or other behavior that create a hostile or offensive environment for individuals based on their gender or sexual orientation; it may or may not involve unwanted sexual attention.

The university will determine that a behavior or series of behaviors constitutes sexual harassment when one of the following four criteria exists:

1. Submission to such behavior is made either explicitly or implicitly a term or condition of a person's employment or education; is used as the basis for academic or employment decisions affecting the person; or is a condition to participate in a university activity;
2. The behavior has the purpose or effect of creating a threatening, hostile or offensive environment;
3. The behavior unreasonably interferes with an individual's work, academic performance or living environment or otherwise interferes with required tasks, career opportunities or learning;

4. The behavior causes a person to engage in a sexual act through force, threat of force, or without the person's consent.

Sexual Misconduct

Sexual misconduct is a form of physical sexual harassment that includes a range of behaviors from unwanted touching and fondling to acts of sexual assault or rape. Any genital or oral penetration, however slight, by a part of the respondent's body or by an object without the consent of the complainant is sufficient to constitute sexual assault, and such acts are subject to criminal charges.

Sexual misconduct is defined as engaging or causing another person to engage in a sexual act through force, threat of force or without the person's consent. Consent must not be impaired by mental or physical condition, by advanced age or by any drug or intoxicant, regardless of who administered the drug or intoxicant, even if it was self-administered. In sexual encounters, each participant has a duty to communicate clearly—in words or in actions—the desired level of intimacy. Consent is not presumed.

Academic Freedom

The use of valid pedagogical materials will not constitute sexual harassment. The university encourages consultation with professional colleagues to determine if the use of the materials chosen may create a hostile or offensive atmosphere within the classroom. The university does not wish to stifle valid academic expression.

Terminology

Complainant - Any member of the Wittenberg community who reports or files a sexual harassment or misconduct complaint.

Respondent - A person named as an offender in a harassment complaint.

Facilitator - Facilitates resolution of a complaint under the Formal Assisted Resolution Process.

Investigative Officer - Responsible for obtaining all of the facts of the case and for presenting the Hearing Panel with a written report.

Hearing Panel - Conducts hearings on complaints of sexual harassment or sexual misconduct. The Hearing Panel is composed of members of the SCGB as empanelled by its chair.

Hearing Advisers - Current or former members of the SCGB. The Director of Human Resources assigns a hearing adviser to the complainant and one to the respondent. The advisers can provide information about the grievance board process and offer assistance as to help prepare a complainant or respondent to testify, question, rebut and make closings statements. The advisers do not prepare statements, question witnesses, or provide testimony during the hearing. The advisers are not counselors or legal advisers. They can help guide each party in his or her thought process, ask clarifying questions and offer advice regarding the presentation of information, not to present or advocate the case. Each party is responsible for establishing the validity of a complaint or presenting a defense.

Intake Officers - Help the complainant prepare a written complaint. May also be assigned to facilitate the Assisted Resolution process.

Office of Record - Department of Human Resources.

Days - For purposes of this policy, all days are considered working days.

PART II: COMPLAINT AND REPORTING PROCEDURES

Wittenberg strives to provide an environment that promotes and supports positive, effective resolutions for any kind of complaint or concern. A person wishing to make a complaint about sexual harassment or sexual misconduct has the following options under this policy:

1. (1) Informal Resolution – does not require a signed complaint
 1. Direct—by the complainant directly with the respondent
 2. Assisted by a university official as set forth
2. Formal Complaint – requires submission of a signed written complaint
 1. Assisted Resolution
 2. Adjudication
3. (3) Seek Assistance Outside the University

Anyone who believes he or she has been sexually harassed or assaulted may also elect to make a complaint outside the university by initiating civil and/or criminal charges against the offending party or parties. If you request, the university will assist you in reporting an assault and filing a criminal charge. You should be aware that the Ohio criminal and civil justice systems and the Wittenberg process for investigation, adjudication and discipline are separate and distinct ways in which to seek redress. If any party initiates any civil, criminal or agency proceeding, the university reserves the right to initiate, to suspend, to terminate or to continue the internal proceeding.

A. Informal Resolution

Any member of the university community who believes he or she has been subjected to harassment may try to resolve the matter informally. The goal of an informal resolution is to stop any harassment that has occurred or is occurring without pursuing a fact-finding process or seeking sanctions.* This can be done directly or with the assistance of a university official.

*The university reserves the right to investigate circumstances that may involve harassment whether or not the person targeted chooses either to initiate an action or to support or oppose an action begun by the university. Sanctions in accordance with this policy may be imposed when it is determined that the policy has been violated.

If an attempted direct resolution does not bring a satisfactory result, one may initiate a formal complaint.

Direct

This option means that the person who believes he or she has been subjected to harassment directly communicates with the person doing the harassing. This can be done through a conversation or by

written communication. The communication should include a description of the offensive behavior and a request that such behavior stop.

With the Assistance of the University

Under informal resolution, the role of the university official is to help stop the harassing behavior. At this point, the role of the university official does not include mediation or adjudication. A person seeking help with the direct resolution process may consult with one of the following persons:

- Assistant Dean of Students
- Assistant Provost for Academic Services
- Chair of the SCGB
- associate vice president for human resources
- Assistant Director of Human Resources for Benefits and Recruitment

These university officials can talk with you about options for handling a direct resolution and also can provide guidance on the procedures for filing a formal complaint. Upon request and at their discretion, such persons may serve as a go-between with you and the offender and may do so without revealing your name.

University officials may not assist with an informal resolution when the complaint falls under the definition of sexual assault. All complaints concerning sexual assault are handled through the formal complaint process. Once a university official recognizes that the complaint cannot be resolved by direct resolution, the official must remove himself or herself from the direct resolution process.

B. Formal Complaint Procedures*

*The timetable set within this policy serves as a guideline. It may be modified in consideration of the academic calendar. Wittenberg is committed to resolving complaints in a timely manner but not at the expense of thoroughness or fairness.

Two mechanisms:

1. Assisted Resolution
2. Adjudication

The university believes that for a variety of reasons including privacy, speed of the resolution and a return to normal relations, it may be in the interest of both the complainant and the respondent to resolve the complaint through Assisted Resolution rather than Adjudication. Thus, unless the complainant or respondent specifically requests for resolution through adjudication, the university will attempt to resolve formal complaints through Assisted Resolution. Experience has shown that Assisted Resolution is particularly appropriate in situations where there are different perceptions about whether consent was given or where thoughtless or unintentional behavior has caused distress.

Initiating the Complaint

All formal complaints must be written, signed and filed with the Department of Human Resources, which will be the Office of Record for all sexual conduct complaints. One who wishes to file a formal complaint may do so by contacting any of the following university staff who are trained to serve as intake officers for complaints:

- Assistant Dean of Students (student -initiated complaints)
- Vice President for Human Resources
- Assistant Provost for Academic Services (student-, faculty- or staff-initiated complaints)

The associate vice president for human resources will forward the written complaint to an appropriate university officer (which may be the intake officer) for Assisted Resolution. When the respondent is a faculty member, the associate vice president for human resources will seek the participation of the provost when presenting the complaint to the respondent.

Resolution of Complaints by Adjudication are initiated under the following conditions:

1. A formal complaint has been filed and the complainant or the respondent decides to bypass the Assisted Resolution process.
2. If the complaint has not been resolved by Assisted Resolution within fifteen (15) days after filing, the intake officer will declare an impasse and send all relevant records to the associate vice president for human resources for resolution by Adjudication.
3. University initiated—Even if the complainant does not wish to pursue a resolution, the university may determine that the issues raised by the complainant are sufficiently serious to initiate the adjudication process.

1. Resolution of Complaints by Assisted Resolution

Under Assisted Resolution, a university officer is appointed as a facilitator to help the complainant and respondent reach a mutually satisfactory resolution. The facilitator does not make a determination about whether the university's policy has been violated. Generally, the facilitator meets separately with the complainant and respondent. Examples of resolutions include an apology, counseling and education requirements, access restrictions, disciplinary action, other affirmative steps to be initiated or dismissal of the complaint.

- a. The associate vice president for human resources will refer complaints seeking Assisted Resolution to the following persons, according to the status of those involved:
 - If the respondent is a student, to the or Assistant Dean of Students.
 - If the respondent is a faculty member, to a grievance officer who is a member of the faculty.
 - If the respondent is any other employee, to a grievance officer who is a member of the administration or administrative staff.
- b. The facilitator will contact the complainant and respondent within five (5) days after receiving the complaint. The facilitator is responsible for documenting the facts as presented and will forward this information to the Hearing Panel should resolution by Adjudication become necessary.

- c. If the complaint is resolved by Assisted Resolution, the facilitator will forward a written report of that resolution to the associate vice president for human resources. The complainant and respondent will sign the report to signify their agreement with the resolution and to forego their rights to an adjudicated hearing for the complaint that they mutually resolved.
- d. If at any point the respondent or complainant rejects the Assisted Resolution process, the complaint will be returned to the associate vice president for human resources for resolution by Adjudication. In such a case, associate vice president for human resources will send the complaint to the chair of the SCGB for resolution by Adjudication and also will attempt to present a copy of the complaint to the respondent within five (5) days after the complaint is filed.

2. Resolution of Complaints by Adjudication (SCGB)

Under Resolution by Adjudication, the Chair of the SCGB appoints a Hearing Panel to determine if the respondent has violated the institution's policies concerning sexual harassment or sexual misconduct.

Support

The associate vice president director for human resources will designate two members of the SCGB who are not serving on the Hearing Panel to serve as hearing advisers. One adviser will be assigned to the complainant, and one will be assigned to the respondent. The hearing advisers are available to listen and provide general information about the hearing process. Although the adviser is to be an aid, each party is responsible for establishing the validity of a complaint or presenting a defense.

Furthermore, the complainant and the respondent may each select one person to provide emotional support in any proceeding under this policy and procedure or in the preparation and filing of any complaint. If a support person is selected, the complainant or respondent may ask the respective support person to accompany them in any fact-finding or appeals hearing; however, the support person will not be permitted to speak or participate in the proceedings. The complainant and respondent must notify the chair of the identity of the support person at least 48 hours in advance of the hearing, absent good cause to the contrary. If the chair determines that the selected support person will or may potentially cause a conflict of interest, the chair may require that another support person be chosen. For example, the presence of witnesses, girlfriends, boyfriends, or parents present an inherent conflict and will not normally be permitted to attend the hearing.

The major steps in the Adjudication Process include:

1. Investigation
2. Hearing Process
3. Determination and Sanction
4. Right to An Appeal

1. Investigation

The associate vice president for human resources will designate an investigative officer(s) who will be responsible for obtaining all of the facts of the case. This may include gathering documents and conducting interviews with all individuals reasonably believed to have relevant information, including

the complainant, the respondent, witnesses and individuals who are alleged to have been the victims of similar conduct. The investigative officer will be designated according to the classification of the respondent:

- If the respondent is a student, the Associate Dean of Students will be designated.
- If the respondent is a faculty member, a grievance officer who is a member of the faculty will be designated.
- If the respondent is any other employee, a grievance officer who is a member of the administration or administrative staff will be designated.

In cases of sexual misconduct, the chief of police or the director's designee will be assigned to co-investigate.

Within seven (7) days of receiving the complaint, the investigator(s) will consult with the complainant and with the respondent in order to ascertain the facts and views of both parties. The investigator will report his or her findings in writing to the chair of the Hearing Panel. The investigative findings will be given to the complainant and respondent.

All individuals are expected to cooperate in the investigation and are expected to abide by the university's code of conduct, including honesty. Individuals who obstruct the investigation process or who are dishonest and hinder the institution's ability to conduct a prompt and thorough investigation of allegations will be subject to discipline.

2. Hearing Panel

Cases will be heard by an impartial hearing panel. Any person who has a significant conflict of interest regarding the case may not serve on the hearing panel for that case. A party who believes that a member of a hearing panel may not be impartial may bring that concern to the attention of the chair of the hearing panel, who will determine if a member should be excused. The chair of the SCGB will preside over meetings and hearings of the board, and the vice chair will discharge those responsibilities if the chair is unavailable. If both the chair and vice chair are unable to sit as chair, the president will designate another member of the board as chair pro tem.

The chair of the SCGB will appoint a hearing panel within five (5) days of receiving a complaint. A hearing panel consists of at least one faculty member, one staff member, and, in cases where the complainant or the respondent is a student, one student member. The chair of the SCGB may choose to impanel additional members of the board.

3. Hearing Procedures

The associate vice president for human resource will refer all complaints requiring resolution by Adjudication to the chair of the SCGB and to the designated investigator. The associate vice president for human resources will also give a copy of the complaint to the respondent.

The hearing panel will hold a formal hearing and receive testimony from the designated investigator, the complainant, the respondent and other witnesses, as the panel deems necessary. The chair of the

hearing panel will exercise discretion in determining which witnesses are necessary to the hearing process.

Although the hearing procedures are to respect fundamental standards of fairness, they are not intended to be equivalent to those employed in a civil or criminal judicial process. They are set with an aim of providing the hearing board with the best opportunity for determining the truth of the matter's dispute. Minor deviations from these prescribed procedures will not render a decision invalid or constitute grounds for an appeal unless a matter of fundamental fairness has been violated.

1. The hearing panel will convene as promptly as possible but not later than ten (10) days after receiving the investigative officer's report.
2. The respondent and complainant will be provided with a written copy of the charges with sufficient specificity to prepare for the hearing, including the names of any witnesses and copies of any documents that will be presented by the complainant and the investigative report.
3. Both parties are expected to offer their own testimony. The chair may call witnesses, including expert witnesses, to aid the hearing panel in its consideration of the complaint.
4. Members of the hearing panel may make written notes of the testimony. The Chair may make an official tape recording of the testimony, but not of the deliberations, for the sole use of the Panel. Any notes or tapes will be destroyed after the Panel has reached its determination.

4. Determination and Sanctions*

*The panel does not have authority to determine or recommend sanctions in complaints against faculty or staff.

The hearing panel may choose to reconvene as often as it deems necessary to hear additional information. Within five (5) days after the conclusion of its hearings, the panel will prepare a written report. The report will include a summary of the evidence before the panel, the testimony heard and state its findings of fact and its conclusion as to whether the university's policy has been violated.

The hearing panel will rely on the preponderance of evidence standard when making its determination. This means the determination will rest on whether the evidence indicates it is more likely than not that sexual harassment or misconduct occurred in violation of the institution's policy.

For Complaints Against Students

The panel will use the disciplinary guide as stated in the university Student Handbook to determine a sanction. The panel will consult with the vice president for student development to find out if the respondent has prior violations.

The chair of the hearing panel will give a written report of the decision and the sanction to the complainant and respondent. Simultaneously, the chair will forward the report and the sanction, if any, to the associate vice president for human resources and student development. If the chair of the hearing panel is unable to deliver the decision to the complainant and respondent in person, the chair may mail the decision by ordinary United States Mail. The chair will use the local addresses of the respective parties, and the decision will be deemed delivered upon mailing.

For Complaints Against Faculty or Staff

The hearing panel will file the report with the associate vice president for human resources. The associate vice president for human resources will forward the report to the provost if the respondent is a member of the faculty and to the president if the respondent is a member of the President's Cabinet; otherwise, associate vice president for human resources will forward the report to the vice president for business and finance.

If the panel has concluded that a violation of university policy has occurred, the provost or the vice president for business and finance, as the case may be, will consult with the hearing panel and thereafter will impose a sanction. If the respondent is a tenured faculty member, the provost shall observe the procedures set forth in the Bylaws of the Board of Directors. If the respondent is a faculty member, the provost will impose the sanction. If the respondent is a member of the President's Cabinet, the president will impose the sanction. Otherwise, the vice president for business and finance will impose the sanction.

The senior administrative officer who received the panel's report will inform the complainant and respondent in writing of the decision and the sanction, if any, and will simultaneously send the report to the associate vice president for human resources. If the university officer is unable to deliver the decision to the complainant and respondent in person, the report may be sent by ordinary United States Mail. The officer will use the home addresses of the respective parties, and the decision will be deemed delivered upon mailing.

5. Right to Appeal

An appeal of a disciplinary decision by the complainant or the respondent must be made in writing to the associate vice president for human resources within seven (7) days after receipt of the decision. The right to appeal does not entitle the complainant or respondent to a full rehearing of the entire case. If the senior administrator reviewing the appeal determines that there is new and significant evidence or that the rights to a fair and impartial hearing were violated, the administrator will either reconvene the hearing panel or appoint a new panel to hear the case. If there is clear reason to believe the sanction is not consistent with the seriousness of the action, the senior administrator will revise the sanction in consultation with the hearing panel. The appeal process does not allow a senior administrator to change the decision of the hearing panel independently. The administrator will issue a written decision on the appeal and provide that decision to the respondent, the complainant and associate vice-president for human resources within ten (10) days after the appeal is filed.

At least one of the following three conditions must exist for an appeal to be considered:

1. New and significant evidence can be introduced;
2. There is clear reason to believe that the sanction is not consistent with the seriousness of the action; or
3. The respondent's or complainant's right to a fair and impartial hearing was violated.

For Complaints Against Students

The associate vice president director for human resources will send the appeal to the associate vice president for student development for review.

For Complaints Against Faculty or Staff

The direct associate vice president for human resources will send the appeal to the president of the university for review. If the president of the university has imposed the sanction, a request for reconsideration may be filed with the president. Furthermore, a faculty member may choose to invoke the procedures set forth in the Bylaws of the Board of Directors with respect to the imposition of discipline on faculty.

Any appeal challenging the procedures applied in the formal resolution of a complaint may be directed to the president of the university, or, if a faculty member lodges the appeal, the appeal may be processed under the Faculty Grievance Policy.

PART III: USE OF LEGAL COUNSEL

The University proceedings are not a court of law, and licensed attorneys are not permitted to be present in any fact-finding or appeals hearings.

Nevertheless, any person involved in any proceeding under this policy and procedure may be assisted by legal counsel chosen by that person. Any expense associated with retaining legal counsel in internal proceedings under this policy and procedure will be the responsibility of the person engaging such counsel. The board of directors of the university has determined that the university will not pay the expense of legal counsel in internal proceedings.

Under the university's indemnification policy, adopted by its board of directors, the university may provide coverage under various indemnification and/or insurance policies for external proceedings, and the board of directors decides such cases on an individual basis.

PART IV: SUPPORT SERVICES

For Students

1. The university counselor provides counseling services and referrals that are available to the complainant and respondent.
2. Students may seek counseling from the university pastors. The university counselor or university pastors are able to maintain the client privilege of confidentiality to the extent that the law permits.
3. The Office of Student Development has various educational aids to help students understand what they can do if they are assaulted. In addition, the annual security report and the *Student Handbook* contain information on designed educational programs to promote the awareness of sexual offenses, sanctions for such offenses and the campus disciplinary procedures. Both also identify available counseling and other campus support services.

For Faculty and Staff

1. The university provides an informal employee assistance program for its faculty and staff. The Office of Human Resources can provide information about community resources and educational programs, and can make appropriate referrals. Eligible employees may receive financial assistance.
2. Faculty and staff may also seek counseling from the university pastors. The university pastors are able to maintain the client privilege of confidentiality to the extent that the law permits.

PART V: COMMUNITY NOTIFICATION

At least annually, the Office of Record shall submit a report to the president that includes the number of individuals who filed a complaint, the number of cases that were resolved through adjudication, the kinds of behavior that gave rise to complaints and the determinations of the hearing panel. The report shall not mention the name of any individual or identifying details of any case.

The president shall make the report public.

PART VI: REVIEW OF PROCEDURES

The president has appointed an advisory council which includes the associate vice president of student development/dean of students, associate vice president for human resources and chair of the SCGB to annually evaluate these procedures. The advisory council will consult with the full SCGB and thereafter forward its recommendations to the president. After review by the president, the changes will be brought to a faculty meeting and to Student Senate before presentation to the board of directors for consideration for adoption.

All members of the Wittenberg community are encouraged to raise questions about this policy with one of the committee members, and to offer suggestions for policy revision.

PART VII: EFFECTIVE DATE OF POLICY

This policy will be effective for all matters processed on and after the date that this revised policy is approved by the board of directors.

Adopted by the Board of Directors—Oct. 1994
Revised by the Board of Directors—June 5, 1995
Revised by the Board of Directors—May 3, 1996
Revised by the Board of Directors—May 3, 1997
Revised by the Board of Directors—May 8, 1999
Revised by the Board of Directors--May, 2000
Non-Material Revisions - August, 2001

In accordance with Title 31, United States Codes, Section 1352, entitled "Limitation of Use of Appropriated Funds to Influence Certain Federal Contracting and Financial Transactions," Wittenberg University will follow the following policies:

No federal appropriated funds will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding, extension, continuation, renewal or modification of any Federal contract, grant, loan or cooperative agreement.

Standard Form--LLL, "Disclosure of Lobbying Activities," will be completed and submitted in accordance with instructions if any funds other than Federally appropriated funds have been paid or will be paid for lobbying.

These above policies will be included in a sub-awards at all tiers and will followed by all recipients.

Appendix:

CONSENTUAL SEXUAL RELATIONSHIPS

In the interest of maintaining high standards of professional conduct, and of avoiding behavior that could interfere or could easily be construed to interfere with the discharge of an employee's professional responsibilities, Wittenberg University does not condone intimate sexual relationships between a university employee and a student or between a supervisor and a subordinate. This policy applies even when the parties have consented at the outset to enter into the relationship. This policy applies to an employee and a student even when no apparent professional relationship exists at the time, because the potential always exists for the involved employee to be placed unexpectedly into a position of responsibility concerning the student (e.g., instruction, evaluation, counseling, advising).

The university employee found to be involved with the student or the supervisor found to be involved with the subordinate, in violation of this policy, will be held accountable and may be subject to discipline, up to and including dismissal, in a manner consistent with other university policies. Because by law faculty members are employees of Wittenberg University, they are included in all portions of this policy. They remain subject to the obligations of their adopted Statement or Professional Ethics.

Exclusions and Clarifications:

1. relationships between individuals married to each other (or equivalent domestic partnerships) are exempt from this policy.
2. part-time student employees of Wittenberg are not considered "employees" above.
3. this policy does not apply to a supervisor and an employee who is not a subordinate.
4. a Wittenberg student who within one year after graduation becomes employed by the University is dating a Wittenberg student at the time of employment is not expected to end that relationship unless the job responsibilities include supervision, instruction, counseling, or advising. This includes any position where the employee has authority over the student in the decision of any matter that may directly affect the academic status, evaluation, employment or promotion of a student. When such a pre-existing relationship exists, the new employee must notify his or her immediate supervisor and the associate vice president for human resources at the time of his or her employment. If the pre-existing relationship ends, the employee is subject to this policy and is prohibited from entering other romantic relationships with students.

NOTE: The Professional Code of Conduct for staff in Student Development prohibits its members from dating students in any circumstances.

(Adopted April 14, 1998 - Faculty Meeting, Amended Cabinet Meeting, June, 1999)

Appendix: SMOKING POLICY

Faculty and Staff: The university's smoking policy has been revised to comply with the Ohio Smoke-Free Workplace Act. Following is a copy of the new policy.

Wittenberg is dedicated to providing a healthy, comfortable and productive work environment for its employees and students. We recognize and support the findings of the United States Surgeon General that tobacco use in any form poses a significant health hazard to tobacco users and to those exposed to secondhand smoke. Furthermore, we are committed to upholding The Ohio Smoke-Free Workplace Act, which prohibits "smoking" in a "public place" or a "place of employment." As such, smoking is prohibited in all university vehicles and buildings, and in the areas immediately adjacent to the entrances or exits from those buildings. This prohibition is without regard to the time of day or the presence of other employees and includes, but is not limited to, residence halls, classrooms, labs, offices, restrooms, private offices and other common interior spaces. It applies to all faculty, staff, students, contract service employees, campus visitors and vendors.

All of us share the responsibility for adhering to and enforcing this policy. Any concern should be brought to the attention of your supervisor, department head or the associate vice president for human resources.

The university will provide financial support to individuals who wish to enroll in a university-approved smoking cessation program.

Appendix:
SUBSTANCE ABUSE
POLICY

Wittenberg University, as a church-related school in partnership with its supporting synods of the Evangelical Lutheran Church in America, respects and defends the Church's position that substance abuse is destructive of God's good gift of personhood.

The University recognizes drug/alcohol dependency as an illness and a major health problem. The University also recognizes drug abuse as a potential health, safety, and security problem. Faculty and staff members needing help in dealing with such problems are encouraged to contact their supervisor, the Pastor to the University, the Director of Student Counseling, or the associate vice president or human resources. The Office of Human Resources should be contacted for referral to various agencies through our informal employee assistance program and/or health plans, as appropriate. Conscientious efforts to seek such help will not jeopardize any employee's job and will not be noted in any personnel record.

It is Wittenberg University's policy that faculty and staff remain free of illicit drugs or substances while employed and working in the workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace. The abuse of alcohol or the use, misuse and abuse of drugs and other illicit substances (for non medical purposes) will not be tolerated. A faculty or staff member who engages in illicit drugs or substances on the job or comes to work on University property under the influence of such drugs will be subject to the University Rules of Conduct and subject to disciplinary action, as outlined in University employment manuals.

Faculty and staff members must, as a condition of employment, abide by the terms of the above policy and report any conviction under a criminal drug statute for violations occurring on or off University premises while conducting University business. A report of a conviction must be made to the vice president for Human Resources within five (5) days after the conviction. (This requirement is mandated by the Drug-Free Workplace Act of 1988.)

Appendix:

TRAVEL POLICY

Travel expense is allowed for persons on university business approved by the department Chairperson or Executive Staff Department heads.

Subject to the availability of funds appropriate authorization the following are eligible for reimbursement for travel expense:

- faculty and staff members of the University
- persons invited to the University or lectures , consulting, recruiting, etc (or are asked to travel for the University). These persons need not file authorization forms.

Travel will be expense upon the actual date of travel. If a trip is completed prior to June 30 of the current fiscal year, it will be expensed to the current year budget. If a trip begins in the current fiscal year and is completed during the following fiscal year, the travel expense will be expensed to the following budget year. For example a trip with travel dates of June 25 through July 5 would be expensed to the following fiscal year.

In addition, airfare, reservations, etc., that are paid in advance will be expensed to the fiscal year during which the travel takes place. For example, airline reservations are made and paid in June for an August trip. These reservations will be expensed to the following fiscal year.

PRIOR APPROVAL OF TRAVEL

An Authorization for Travel Expense form must be completed and approved by the department head ten days in advance of the date of travel when the expenses are estimated to exceed \$100. The ten-day period may be waived for individuals who routinely travel on University business which requires their presence at a destination sooner than the ten-day advance period would permit.

The approved form must be sent to the Controller's Office. One copy will be returned to the traveler for expense settlement. If the trip is canceled, the traveler's copy should be returned to the Controller's Office marked "canceled."

DETAIL BUDGET STATUS REPORT

Detail Budget Status Reports that are available via WittLink are for reference only. Because of accounting processes and procedures, they may not reflect all the activity in your travel account that you might expect. These reports do not reflect travel advances. A travel advance is considered an account receivable until the travel is completed and you submit an expense report to Accounting Services, along with the required receipts and documentation. Expenses are actually charged to your travel budget only after you submit the expense report. Depending on the timing of the receipt of the expense report, these expenses may not be reflected in your Detail Budget Status Report until a later date.

PROCEDURES FOR REIMBURSEMENT

Note: No reimbursement for travel will be made unless the trip has been approved by the Department Chairperson or Staff Department Head in advance.

1. All travel expense claims must be submitted on travel expense report forms or approved spreadsheet (i.e., electronic spreadsheet application - available on V Drive/Forms/Business Office/Travel Expense Report (year).
2. Dates and time of departure and return should be shown on travel expense report.
3. The business purpose of the travel must be indicated.
4. Travel expense report must be signed by traveler.
5. Travel expense report should be sent to the Controller's Office for reimbursement as soon as the traveler returns from the trip with all receipts attached.
6. Expenses should be expressed in U.S. dollars.

USE OF PRIVATE VEHICLES

Faculty and staff members may be authorized to use private vehicles if the costs involved for such use are no more than a common carrier. Expenses for gasoline, repairs, etc., are included in the mileage allowance. Expenses for parking, storage, and tolls are separately reimbursed at actual cost. Mileage will be allowed for actual business use in the vicinity of the destination, NOT for personal travel.

UNIVERSITY OWNED VEHICLES

University owned vehicles may be used only in the conduct of University business by University staff members with a valid drivers' license. Costs incurred for towing and service calls for University cars are reimbursable when receipts are submitted. Costs due to driver's negligence are not reimbursable.

RENTAL VEHICLES

- The use of rental cars is restricted to situations where commercial transportation facilities are not available or impractical. The use of compact cars is preferred.
- The University has access to reductions on various car rental agency rates through Education and Institutional Cooperative. Using this service requires an E & I sticker or card. Call Motor Pool for the sticker card.
- Rental car expenses must be supported by receipts. When renting vehicles, drivers should waive CDW (Collision Damage Waiver) insurance coverage and PA 1 (Personal Accident Insurance) since the University insurance provides auto liability and physical damage coverage while traveling on University business. The University self funds the \$250 deductible.

PRIVATE PLANE

Transportation by private plane is not authorized.

TRAVEL ACCIDENT INSURANCE

The University has coverage for payment of benefits in the event of accidental death while traveling on behalf of the University. Travel by private aircraft is not covered. In addition, the University carries liability, property damage, collision, uninsured motorists, comprehensive and medical payment insurance on all motor pool passenger vehicles.

Individuals using personal cars for University business must carry adequate liability and property damage insurance on their vehicles.

ACCIDENT REPORTS

In case of an accident involving a staff member traveling on University business, a full written report for insurance purposes must be prepared as soon as possible and submitted to the immediate supervisor of the staff member for use in the Business Office. The report should include all important facts related to the accident, such as: place, time, exact nature of accident, names and addresses of all persons involved (including witnesses), extended injuries, and damage incurred.

In addition to the reporting of the above, individuals driving University cars should report accidents immediately to the Business Office and department chair. If serious, the report should be made by telephone.

Drivers involved in an accident should report to the proper police officers at the time of the accident. Names and addresses of the drivers involved, witnesses and name and address of insurance company of other driver involved in the accident should be obtained. Where witnesses are reluctant to give names, record the license plate number of two or more cars that have stopped.

ADVANCE ALLOWANCE FOR TRAVEL

With appropriate planning, there should be few, if any, occasions requiring a faculty or staff member to use personal funds or personal credit cards to complete a transaction on behalf of the University. Requests for personal reimbursement for travel, accommodations, etc, will be carefully reviewed.

Faculty and staff members who purchase means of travel, accommodations, or registration for conferences, etc., using their personal funds or personal credit cards for payment will be issued a Travel Advance for those expenses if the request for reimbursement is made prior to the date of travel. Upon return, the individual must submit proof of travel/attendance (i.e.,: boarding pass, conference materials) to the Controller's Office to clear the advance.

The University offers Purchasing Cards for faculty and staff travel and encourages the use of these cards whenever possible.

Advance of funds for travel may be obtained from the Controller's Office upon request of the traveler and approval of the Authorization for Travel Expense form. Such requests should approximate a reasonable estimate of costs. The minimum request is \$25.00. Any surplus of funds at the end of a trip must be returned to the University Business Office when submitting travel expense reports. Travel

reports must be submitted within 30 days of the last day of travel. Advances not cleared through this process will be withheld from the next payroll check.

Cash travel advances are made to faculty and staff members working on special projects in accordance with the terms of a contract, gift, or grant.

Travel advances will not be issued to individuals with open travel advances for which travel expense reports have not been filed.

LOCAL TRAVEL

Local travel is defined as travel within the Clark County area. Local travel is not normally reimbursable. Certain exceptions to the policy include the following:

1. University business requires an employee to travel extensively and repeatedly in the local area and if no University vehicle is available for such travel, then reimbursement for expenses related to transportation may be authorized by the appropriate staff member.
2. Reimbursement will not be made for meals taken in the local area except when attendance at a meal is necessary for participation in a conference or meeting or in accordance with provisions of an approved grant.
3. No reimbursement for lodging is allowed in the local area.
4. Approval of a local trip should be completed in advance. If, however, such travel is part of an employee's regular duties, no special record of each trip is necessary.

ALLOWABLE EXPENSES THIS NEEDS TO BE REVISED!!!

1. Lodging - actual costs. Tips @ \$2.00 each occupancy.

When a faculty or staff member shares a hotel or other lodging with another non-University person (husband, wife, member of family, friend, etc.), the University will bear the expense of a single occupancy. The faculty or staff member will be responsible for the additional cost incurred by a non-University person.

2. Meals - reimbursed at actual costs. No reimbursement will be permitted in excess of \$10 for an individual meal without the submission of a receipt.

Guidelines:

	<u>Normal Travel</u>	<u>Large Metropolitan Area</u>
a) Per Day -	\$35.00	\$45.00
b) Breakfast -	\$7.00	\$ 9.00
c) Lunch -	\$9.00	\$13.00

d) Dinner -	\$19.00	\$23.00
e) Guests -	Actual	Actual
f) Tips -	15%	15%

Reimbursement for breakfast is made when travel commences prior to 7:00 a.m. and extends beyond 8:30 a.m.; for lunch when travel begins prior to 11:30 a.m. and extends beyond 2:00 p.m.; and for dinner when travel begins prior to 4:30 p.m. and extends beyond 7:30 p.m.

3. Transportation
 - a. Personal car - 44.5 cents per mile
 - b. University car - dependent upon vehicle
 - c. Commercial carrier - at tourist rate
4. Other Expenses
 1. Parking - actual
 2. Snacks - none
 3. Telephone & telegraph - actual
 4. Toll roads & bridges - actual
 5. Baggage handling - tips \$2.00
 6. Conference fee - actual
 7. Limousine service to and from terminal - actual

Reimbursement for highway tolls, telephone calls, and telegrams for business purposes, reasonable expenses in handling, storage and checking baggage, registration fees, parking and storage fees for auto are allowable but must be supported by receipts.

Personal charges such as laundry, valet service, entertainment (except when entertaining on behalf of the University during an approved trip), trip insurance, etc., are not allowable.

Appendix:

TUITION EXCHANGE

Wittenberg University is a member of one or more tuition exchange programs (TEP) with other colleges.

A. ELIGIBILITY

- Subject to the limitations of the individual TEP and host institution, the eligibility requirements for these programs are the same as for the Wittenberg Tuition scholarship described in section III.
- The policies of the sponsoring institution and its success in enrolling participants from other tuition exchange colleges and universities may determine eligibility to apply for a TEP scholarship. Although there may be many more openings than applicants in a TEP pool, at a given time there may not be openings at institutions that meet the applicant's requirements of location, size, and character. Member institutions apply their own standards of admission and, if there are more TEP applicants than can be accommodated, are free to choose among applicants who meet those standards.
- Those participating in a TEP must recertify their scholarship eligibility each year. The host institution may withdraw the scholarship if the participant does not meet clearly articulated standards of academic performance and/or personal conduct. These standards must also be applicable to the institution's own faculty and staff children who hold tuition waiver scholarships.
- The duration of a TEP scholarship is normally the four years of undergraduate education. However, some exchange programs may not rule out graduate or professional education. The sponsoring institution has the right to limit eligibility to fewer than four years.

B. AMOUNT OF THE SCHOLARSHIP

- The amount of the scholarship depends on the specific TEP and the school to which application is made. Some institutions award less than full tuition while others award full tuition. Others may award full tuition and then augment the value of the scholarship by including some non-tuition charges as well. Applicants and participants should ask in each case about the amount of the scholarship.
- Subject to the limitations stated in Section III above, the children of Wittenberg faculty and staff who participate in a tuition exchange program are also eligible for a Wittenberg Tuition Scholarship. This means that if a student receives a TEP scholarship for less than the full tuition cost of the host institution, he or she may qualify for a Wittenberg Scholarship for part or all of the remaining tuition. For the purposes of determining the limitation given in III.B.6 above, the TEP scholarship is considered to be designated specifically for tuition.
- To encourage Wittenberg faculty and staff to participate in a TEP, Wittenberg will pay for housing costs (room but not board) for those students who live on-campus as defined by the host institution. This benefit will be limited to housing costs not already funded by other grants or scholarships. *The University's legal counsel has rendered an opinion stating that benefits*

applied toward housing are taxable to the parent. Therefore, special consideration should be given to the taxability of this additional benefit.

C. ENROLLMENT

- The student must provide Wittenberg's Human Resources department with application information and the department then submits the application to the TEP host institution on the student's behalf. Eligible TEP participants are encouraged to consult the list of colleges and universities that are members of exchange programs with Wittenberg. The list is available from the Human Resources department. The student must notify Human Resources annually of his or her intent to renew the scholarship.

Tuition Exchange programs do not accept responsibility for misunderstandings that might, for example, lead to termination of a scholarship. Liaison officers have an obligation to draw attention to and participants have an obligation to inform themselves about special restrictions or limitations

Appendix:

TUITION WAIVER/SCHOLARSHIP POLICIES

(Revised, September, 1999)

Wittenberg University provides a tuition waiver benefit and tuition scholarship benefit for eligible faculty and staff. The policy is divided into four sections.

Section I. Tuition Waiver for Faculty, Administrators, Support Staff and Spouses to Take Classes at Wittenberg

Section II. Tuition Waiver for Dependent Children to Take Classes at Wittenberg

Section III. Tuition Scholarships for Dependent Children to Attend Another College

Section IV Tuition Exchange Programs

Because the benefits under each of these sections vary, it is important that you read each section carefully.

I. TUITION WAIVER FOR FACULTY, ADMINISTRATORS, SUPPORT STAFF AND SPOUSES TO TAKE CLASSES AT WITTENBERG *(Eligibility requirements and benefits for dependent children are detailed in sections II and III)*

A. ELIGIBILITY REQUIREMENTS

The following groups are eligible for a waiver of tuition costs for classes taken during the academic year and summer sessions:

1. Full-time faculty members and full-time administrative staff or support staff members. (Full-time is defined in the respective University manuals.) Adjunct assistant, associate, and full professors are also eligible, but other part-time faculty members are not.
2. Emeriti faculty members.
3. The spouse of anyone eligible under 1. or 2. above.

B. LIMITATIONS

•The waiver of tuition is restricted to regular courses taken in any unit of Wittenberg University (the College or the School of Community Education). The waiver applies to the basic tuition costs. It does not cover the payment of additional fees, such as registration and laboratory fees.

- The tuition costs for private music lessons during the academic year will not be waived unless the student is a full-time music major. Otherwise, the charge for these lessons will be calculated on the same basis as the charge for full-time students who are not music majors.
- Staff may take only one course per semester during the regular work day and are required to seek approval from their respective supervisors. Time spent in class is not compensated. Staff

must work with their supervisor to determine necessary adjustments to their regular work schedule.

- ❑ The course load for which a faculty or staff member may receive a tuition waiver is limited to sixteen (16) semester hours per academic year, including the summer sessions.
- ❑ Spouses may take two courses per academic year tuition free. Spouses are also eligible for a waiver of one-half of the tuition for any additional regular courses taken.
- ❑ A spouse who is a full-time student is required to apply for financial aid for which he or she is eligible. Examples of financial aid include federal grants or scholarships, state grants or scholarships, vocational rehabilitation benefits, veteran benefits or veteran's dependent benefits, and corporate, private or foundation grants or scholarships.
- ❑ Those who receive grants and/or scholarships specifically designated for tuition in the amount of the waiver will be limited by the remaining balance of their tuition bill. In no case will the amount of the waiver exceed the total balance due on the Wittenberg bill for any semester.

C. ENROLLMENT

- ❑ Tuition Waiver application forms can be obtained from the Human Resources department or from the School of Community Education and must be filed with the School of Community Education during the registration process each semester. The School of Community Education processes all application forms for faculty, administrative staff, support staff and spouses during the registration process.
- ❑ Wittenberg will first accommodate the registration requests of its traditional or full-paying students. Enrollment will then be approved on a space available basis.
- ❑ Each person must qualify for admission to courses or degree programs in the same manner as applicants who are not eligible for a tuition waiver. Eligibility for a tuition waiver does not imply a waiver of regular admission requirements or procedures.

II TUITION WAIVER FOR DEPENDENT CHILDREN TO TAKE CLASSES AT WITTENBERG

Tuition Waiver at Wittenberg University for dependent children is for regular undergraduate courses (excluding private music lessons) taken at Wittenberg University provided the following criteria are met:

A. ELIGIBILITY

Subject to the conditions of this policy, a full waiver of Wittenberg tuition is available for:

- ❑ Dependent children of all full-time faculty members and full-time administrative staff members.
- ❑ Dependent children of all full-time hourly staff members whom Wittenberg has employed for at least one year prior to the dependent's enrollment.
- ❑ Dependent children of adjunct assistant, adjunct associate and adjunct full professors.
- ❑ The children of a deceased tenured faculty member, or of a deceased full-time administrative staff member who completed at least five years of continuous full-time service to the University. The children of a deceased adjunct assistant, associate, or full professor are also eligible. In each of these categories, the parent must have been actively employed by the University at the time of his or her death.
- ❑ The children of a tenured faculty member or of an administrative staff member who is on long-term disability leave. (This is not a change in policy but it has never been explicitly stated.)

B. LIMITATIONS

- The student must be a dependent child of the faculty member, administrative staff member or support staff member. We define dependent status as any child claimed as a dependent on federal tax forms.
- In the case of a deceased faculty or administrative staff member, the child must have been a dependent of the faculty or administrative staff member at the time of the faculty/staff member's death and eligibility for the tuition waiver ceases at the conclusion of the semester during which the dependent's twenty-third birthday occurs. Extension of the age limit may be permitted in exceptional cases involving delay in completing the educational program, with each request being handled on a case-by-case basis.
- The dependent child must be a biological or a legally adopted child of the faculty, administrative staff member or support staff member. If the latter, the adoption must have occurred at least five years before the child's first enrollment at Wittenberg.
- The student must be enrolled as a full-time student in order to receive the full waiver in a given semester. A student who is otherwise eligible for a waiver but is enrolled less than full-time is only eligible for a waiver of 50 percent of his or her tuition charges.
- A full-time student is required to apply for financial aid for which he or she is eligible. Examples of financial aid include federal grants or scholarships, state grants or scholarships, vocational rehabilitation benefits, veteran benefits or veteran's dependent benefits, and corporate, private or foundation grants or scholarships.
- Full-time students who receive grants and/or scholarships specifically designated for tuition will only receive a waiver of the remaining balance of their tuition bill. If a part-time student receives grants and/or scholarships specifically designated for tuition, the amount of his or her waiver will be 50 percent of the original tuition charges or the entire remaining balance of their tuition bill, whichever is less. In no case will the amount of the waiver exceed the total balance due on the Wittenberg bill for any semester.

Loans obtained are not construed as grants and do not affect the amount of the tuition waiver for which the student is eligible.

- The waiver of tuition applies to the basic tuition costs. It does not cover the payment of additional fees, such as registration and laboratory fees.
- The tuition waiver is limited to a maximum of eight semesters for those students who are enrolled full-time. If a student is enrolled at full-time status during a summer session, then that session counts toward the maximum eight semesters allowed. A student who is otherwise eligible for a waiver but is enrolled during a summer session at less than full-time status is eligible for 50 percent of the benefit and these classes do not count toward the maximum eight semesters allowed.
- To be eligible to continue receiving a tuition waiver, the student must either;
 - a. maintain at least a 2.00 cumulative grade point average, or
 - b. have earned at least a 2.00 grant point average for the work completed during the year preceding the semester of the waiver.
- Once a dependent completes the bachelor's degree requirements at Wittenberg or elsewhere, he or she is not entitled to any further tuition waivers. This restriction is applicable even if the student has received a tuition waiver for a total of less than eight semesters of full-time study.

- Dependents who are full-time students and are music majors will receive a tuition waiver for private music lessons. For other students, private music lessons will be charged on the same basis as for full-time students who are not music majors, and those charges will not be waived.

C. ENROLLMENT

- Each student must qualify for admission to courses or degree programs in the same manner as applicants who are not eligible for a tuition waiver. Eligibility for a tuition waiver does not imply a waiver of regular admission requirements or procedures.
- After the student's application to Wittenberg has been accepted, a one page tuition waiver form needs to be completed and filed with the Human Resources department. This form must be filed on an annual basis.

III TUITION SCHOLARSHIPS FOR DEPENDENT CHILDREN TO ATTEND ANOTHER COLLEGE

Dependent children of a tenured faculty member or of an administrative staff member whom Wittenberg University has employed for at least five (5) years are eligible to receive a Wittenberg-funded tuition scholarship to attend another 2-year or 4-year accredited post-secondary institution provided the conditions stated below are satisfied.

The amount of the scholarship is limited by both the current full-time tuition charge at Wittenberg and the current full-time tuition charge of the college attended. The amount of the scholarship is subject to further limitations described in part B below.

A. ELIGIBILITY

Subject to the conditions of this policy, the scholarship is available for:

- The dependent children of tenured faculty members(including adjunct faculty with rank)
- The dependent children of full-time administrative staff members who have been employed by the University for at least five years.
- The dependent children of a tenured faculty member or an administrative staff member who is deceased or on long-term disability, as long as the parent had completed at least five years of full-time service at Wittenberg and was actively employed by the University at the time of his or her death or disability.
- Support staff and adjunct faculty of any rank are not eligible for this benefit
- An application for an tuition scholarship is to be submitted at the beginning of each academic year to the Human Resources Department, An official transcript of the prior year's work must accompany the application

B. Limitations

- The student must be a dependent child of the faculty or administrative staff member. We define dependent status as any child claimed as a dependent on federal tax forms.
- In the case of a deceased faculty member or a deceased administrative staff member, the child must have been a dependent of the faculty or administrative staff member at the time of the faculty/staff member's death. Eligibility for the scholarship ceases at the conclusion of the

semester during which the dependent's twenty-third birthday occurs. Extension of the age limit may be permitted in exceptional cases involving delay in completing the educational program, with each request being handled on a case-by-case basis.

- The tuition scholarship benefit for adjunct faculty is award on a pro-rated basis.
- The child must be a biological or a legally adopted child of the faculty or administrative staff member. If the latter, the adoption must have occurred at least five years before the child's first enrollment as a regular undergraduate student.
- The student must be enrolled as a full-time student.
- The student is required to apply for financial aid for which he or she is eligible. Examples of financial aid include federal grants or scholarships, state grants or scholarships, vocational rehabilitation benefits, veteran benefits or veteran's dependent benefits, and corporate, private or foundation grants or scholarships.
- The Wittenberg Scholarship is to be used for tuition charges only. If necessary, the amount of the scholarship will be reduced so that:
 - a. The total of the Wittenberg Scholarship and all other grants and scholarships which are designated specifically for tuition does not exceed the tuition charges, and
 - b. The amount of the Wittenberg Scholarship does not exceed the total remaining balance on the bill from the college after all other grants and scholarships have been credited.

Loans obtained are not construed as grants and do not affect the amount of the tuition scholarship for which the student is eligible.

- Eligibility for the scholarship is limited to the equivalent of 8 semesters or 12 quarters. If a student is enrolled at full-time status during a summer session, he or she may receive a scholarship, but that session then counts toward the maximum number of semesters (quarters, terms) allowed.
- To be eligible to continue receiving a scholarship, the student must either:
 - a. maintain at least a 2.00 cumulative grade point average, or
 - b. have earned at least a 2.0 grade point average for the work completed during the year preceding the semester (quarter, term) of the scholarship.
- Once a student completes the requirements of a bachelor's degree, he or she is not entitled to any further scholarships. This restriction is applicable even if the student has received the scholarship for a total of less than four years of full-time study.

C. APPLICATION FOR THE SCHOLARSHIP

- An application for a tuition scholarship is to be submitted at the beginning of each academic year to the Human Resources department. After the first year, an official transcript or grade report of the prior year's work must accompany the application.
- The student must submit copies of the tuition bills to Wittenberg's Human Resources department. Wittenberg remits the tuition scholarship directly to the institution that the student is attending.