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I. 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, and amended annually since that time.

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 Provost or higher, or the equivalent, as determined by the Provost
- The University Registrar; the Dean of Students; the Dean of the School of Graduate and Professional Studies; and the University Pastor(s) if they do not have voice and vote as members of the Faculty
- 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 (FEB) 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 at least 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 at least ten voting faculty members. 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 is 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.

**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. Faculty Executive Board shall endeavor to provide at least two nominations for each vacancy. The Provost and FEB, in consultation with the committee chair, may choose to leave a position vacant for up to one year. 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 responsibility 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 may serve in elected positions on more than two Faculty Boards and Faculty Policy Committees at the same time. This rule includes faculty appointed to elected positions by the Faculty Executive Board as replacements. An exception to this rule is the Board of Directors Liaison Committee. No student may serve on more than two Faculty Boards and Faculty Policy Committees at the same time. 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 in elected and appointed positions. This rule does not apply to ex-officio members.

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.

Faculty Boards

FACULTY EXECUTIVE BOARD

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

Duties
1. To represent the Faculty in the interim between meetings of the Faculty;
2. 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.
3. 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
4. To serve in an advisory capacity to the President, the Provost, and the Board of Directors; meeting at least once per semester with the President, at least once per month with the Provost, and meeting annually with the Executive Committee of the Board, President, and Provost to discuss campus initiatives and concerns.
5. To represent the Faculty within the planning process of the University;
6. 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);
7. 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
8. 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.

9. 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.

10. To serve as a conference committee between faculty and students for communication and policy review regarding matters of common interest.

11. 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 at least 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**
1. 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.
2. To make recommendations on appointments and dismissals.
3. 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
1. To serve as Hearing Committee (as provided in Article VI, Section 3 of the Restated and Amended Bylaws of the Board of Directors) 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.
2. To serve as a Hearing Committee in other cases which individual faculty members may bring to it.

BOARD OF ACADEMIC STANDARDS

Membership
Five elected faculty members, with three-year terms. One or two elected each year as needed. *Ex-Officio*, with voice but not vote: the Dean of Students, the Registrar, and Assistant Provost for Academic Services.

Duties
1. To monitor and recommend changes in all policies with respect to academic standards, including but not limited to:
   a. standards for probation and suspension,
   b. standards for academic performance (the grading system) and,
   c. the academic environment.
2. To apply the University's standards in cases of academic suspension and dismissal
3. 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. Five elected faculty members, with three-year terms, one or two (as needed) 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
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 consider petitions for removal of the grade of XF from University records
6. 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.
7. 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
1. To promote effective teaching on campus through programming, workshops, course development grants and formative evaluations
2. To approve grants for the development of teaching and the redirection/retraining of faculty.
3. To sponsor regular events using funds from Faculty Development.
4. To review proposals and make recommendations for the disbursement of institutional resources for faculty research, conference presentations, or professional development.
5. To assist faculty members to deepen and broaden competence in their chosen fields and their contributions to the academic community
6. 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
1. To implement and collaborate with the Faculty Development Board on programs and initiatives
2. To serve as a resource for faculty or groups on current issues related to faculty development, career development, and teaching
3. To meet with academic departments as well as special groups to determine needs for information, programming, workshops, materials, etc.
4. To organize workshops, lunches, etc., geared to faculty needs
5. To work with individual faculty members, confidentially, on improvement of their teaching as requested by the faculty members themselves
6. To develop and implement formative methods of teaching evaluation
7. To manage the Board’s faculty development program for new faculty
8. 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, the Faculty Fulbright Representative, appointed by the Provost, and two student members selected by Student Senate. Ex-Officio member with voice but not vote: Assistant Provost for Academic Services.

**Duties**
1. To review proposals and make recommendations for the disbursement of institutional resources for student research and other scholarship opportunities.
2. To coordinate with the Admissions and Financial Aid offices evaluation of candidates for Wittenberg competitive scholarships (e.g. Smith).
3. To conduct interviews for Fulbright, Marshall, and Rhodes (and other national fellowships) on campus.
4. To appoint subgroups for external funding interviews or special student opportunities, when required.
5. 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; three student members; the Provost. Ex-officio with voice but not vote: an academic administrator as designated by the Provost; the Dean of the School of Graduate and Professional Studies; the Director of General Education.

**Duties**
1. To examine periodically the overall education program of the University.
2. To recommend proposed changes in the University curriculum.
3. To be responsible for policies under which task committees operate.
4. 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 ACADEMIC COMPUTING AND LIBRARY POLICY

Membership
Four faculty members, with three-year terms, one or two (as necessary) elected each year; and two student members. *Ex-officio* with voice but not vote: the Chief Information Officer (CIO) and the Director of the Library.

Duties
1. To act as a liaison among faculty, students and the CIO and the Library regarding the service rendered by Information Technology Services and the Library to the University.
2. To make recommendations to the Director of the Library, the CIO, the Provost and the President regarding the improvement of the facilities and services of the Library.
3. To make recommendations to the CIO, the Director of the Library, the Provost and the President regarding a. the improvement of computing facilities and services and b. significant proposed changes in academic computing policy software, or hardware.
4. To assess periodically academic computing and library facilities and services.

COMMITTEE ON ATHLETIC POLICY AND RECREATION
(Amended by faculty action, March 19, 1996; December 10, 1996, January 14, 2003; March 17, 2008, April 7, 2015)

Membership
Three elected faculty members, with three-year terms, one elected each year; three student members and two Faculty Athletics Representatives. *Ex-Officio* members with voice but not vote: The Director of Athletics and Recreation, the Senior Woman Administrator, the Assistant Athletic Director (or designee), the Compliance Coordinator and the Dean of Students (or designee).

Duties
1. 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.
2. To advise, and make recommendations to, the President, athletics administrators, and Faculty Athletics Representatives 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.
3. To recommend faculty members for appointment as the Faculty Athletics Representatives to the North Coast Athletic Conference and the NCAA, with appointment for three years with the possibility of reappointment.
4. To encourage campus-wide participation in strong intramural, recreational and club sports programs.

**COMMITTEE ON FACILITIES AND ENVIRONMENT**

**Membership**
Four faculty members, with four-year terms, one elected each year. Four student members. *Ex-officio* with voice but not vote: the Vice President for Finance and Administration, the Provost or designee, and the Assistant Vice President for the Physical Plant.

**Duties**
1. To advise the administration on matters relating to facilities and environment.
2. To hear, discuss, and make recommendations on department matters relating to facilities and environment.
3. 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**
Three faculty members with three-year terms, one elected each year. *Ex-officio* members with voice but not vote: the Director of Admissions, the Director of Financial Aid, the Assistant Provost for Academic Services or Provost-designee, and the Registrar.

**Duties**
1. To make recommendations regarding admissions requirements
2. To make recommendations regarding financial assistance and other financial aid given to students
3. To report to the faculty upon request regarding admission standards, registration, enrollment, financial aid and grades
4. To advise the offices of the Registrar, Admissions, and Financial Aid on issues of policy, procedures, and implementation
5. To analyze and advise regarding annual reporting on retention
6. To coordinate with the School of Graduate and Professional Studies 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**

1. To participate with the appropriate members of the University administration, including but not limited to the Vice President of Finance and Administration, the Provost, the Vice President of Advancement, and Board of Directors, in the formulation of the University budget. In addition, participation requires that the BCAC have access to all budget information that will be shared with the Board of Directors in advance of a scheduled Board meeting and/or retreat within sufficient time to evaluate and render a recommendation to administrators regarding budgetary matters.

2. To report to the faculty on the state of the budget each semester at a faculty meeting or other public forum, or more frequently in the event of changing fiscal circumstances.

3. To post summative minutes in a venue accessible to the faculty within two weeks of their committee approval. In addition, information that has a significant impact on the financial circumstances of the university should be reported electronically as soon as it can be shared.

4. To aid in the establishment of a salary scale and to review annually its impact upon the faculty. This annual report should occur regardless of whether faculty received raises that year.

5. To recommend changes in the salary scale to the faculty and the administration.

6. To review all fringe benefits and to recommend changes to the faculty and administration.

7. To work with the Provost and the Vice President for Finance and Administration in administering salary and fringe benefits policy. Working with the Provost and the Vice President for Finance and Administration in administering salary and fringe benefits policy requires that the BCAC have access to all relevant data to be shared with the Board of Directors in advance of a scheduled Board meeting and/or retreat within sufficient time to provide feedback to administrators.

8. 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 Nominating Subcommittee of the Committee on Governance and Board Affairs. Also, two faculty serving two-year terms, one elected each year, will serve as liaisons to the Board Committee on Academic and Student Life.

**Duties**

1. To attend appropriate sessions of the Board of Directors meetings three times per year.

2. To serve as a channel of communication between faculty and the Board of Directors.
3. To provide advice on the choice of recipients of honorary degrees.
4. To report to the Faculty when appropriate.

**DIVERSITY ADVISORY COMMITTEE**
(By Faculty Action March 17, 2008)

**Membership**
Five elected faculty members, one or two (as needed) elected each year; two students, one of whom is a student who represents the William A. McClain Center for Diversity and is selected by the student organizations in the Center for Diversity. *Ex-Officio* member with voice not vote: Director of Multicultural Student Programs and Pastor to the University.

**Duties**
1. To advocate for, promote, and propose diversity initiatives throughout campus.
2. To promote diversity in all areas of campus life: student, faculty, staff, and programming.
3. 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.
4. To assist in special-events planning that recommends and plans activities that promote diversity on campus.*
5. 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.

**COMMITTEE ON ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT**
(Created by Faculty Action, April 11th, 1995)

**Membership**
Five faculty members, with three-year terms, one or two (as needed) 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**
1. To develop and implement the program for assessing student achievement of the general education goals.
2. To oversee the implementation of department and program assessment activities;
3. 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;
4. To review the utilization of assessment information in ongoing efforts to improve the effectiveness of the University’s educational program;
5. 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; two students. Members with voice but not vote: the Director of General Education, the Director of Writing Across the Curriculum, and the Provost or designee.

**Duties**
1. 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.
2. 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.
3. To approve courses proposed to help students achieve learning goals in the General Education Program, to advise faculty desiring to submit such proposals, and to inform the faculty of courses approved for general education credit at the monthly faculty meeting.
4. To work with the administration in adjudicating transfer credits to be counted toward General Education requirements.
5. To receive and act on petitions from students regarding the General Education Program.
6. 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.

**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 with the exception of the Student Conduct Hearing Board where they shall have both voice and 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.
**GRADUATE AND PROFESSIONAL STUDIES COMMITTEE**
(By Faculty Action, May 2017; vote results presented September 2017)

**Membership**
Four faculty members; three non-traditional student. *Ex-Officio:* Dean of Graduate and Professional Studies and the Director of the Library.

**Duties**
1. To recommend to the Educational Policies Committee academic policies related to credited programs in the School of Graduate and Professional Studies.
2. To advise the Dean of the School of Graduate and Professional Studies and the Provost on matters related to the School of Graduate and Professional Studies’ programs.

**COMMUNITY SERVICE COMMITTEE**

**Membership**
The Director of Community Service, a faculty member serving in and designated by the Hagen Center, and one appointed faculty member; two students, one of whom should be a student coordinator or a staff member of the Community Service Program. *Ex-Officio:* a designated member of the Provost’s staff.

**Duties**
1. To recommend to the Educational Policies Committee academic policies related to community service and service learning.
2. To advise the Director of Community Service and the Assistant Provost for Academic Services on matters related to community service and service learning.
3. To assist faculty in the development of service learning opportunities.

**HONORS PROGRAM COMMITTEE**

**Membership**
Four faculty members; four students.

**Duties**
1. To recommend to the Educational Policies Committee academic policies related to the Honors Program
2. 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
1. To advise the Administration on issues pertaining to Wittenberg’s international student populations, including recruitment, housing, orientation, programming, registration, retention, and general welfare.
2. To advise the Provost on matters related to student participation in international programs not owned or operated by Wittenberg University.
3. To select study abroad scholarship recipients
4. To select the Global Awareness Award recipient.
5. To approve non-Wittenberg study abroad programs for individual students

FIELD STUDY COMMITTEE

Membership
Three faculty members with three-year terms (at least two with experience directing field study programs), two appointed by the Provost and one elected, and two students with experience as participants in field study programs. Also, the Director of International Education and the Dean of the School of Graduate and Professional Studies. The Registrar serve ex-officio with voice but not vote. Student members do not participate in discussions of teaching evaluations or the compensation of instructors.

Duties
1. 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.
   a. To advise program directors in planning and implementation of programs.
   b. To approve program proposals including review of academic, staffing and logistical concerns
   c. To evaluate and assess field study programs after completion
   d. To oversee financial aid for field study programs
   e. To advise the Provost on the continued operation of field study programs in the event of political crisis or natural disaster
   f. To oversee safety and liability issues for field study programs.
2. To recommend policies for field study program including domestic, foreign, and embedded programs.

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

TEACHER EFFECTIVENESS COMMITTEE

Membership
Three faculty members; three students

Duties
1. To recommend to the faculty and the Provost ways to promote the effectiveness of Wittenberg teaching.
2. 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.

UNIVERSITY HEARING BOARD

Membership
Five faculty appointed by the Provost and five staff appointed by the Dean of Students for one year renewable terms; eight student members selected by a process of application to the Dean of Students or designee, subsequent interview by a University Hearing Board selection committee and final approval by the Student Senate. No faculty member shall serve simultaneously on the University Hearing Board and on the Faculty Hearing Board on Academic Freedom and Tenure.

Duties
1. To adjudicate formal complaints of sexual harassment or sexual misconduct.
2. To periodically review policies related to sexual harassment or sexual misconduct, and to make recommendations as appropriate.
3. To hear cases referred to it by the Office of Student Development involving violations, by students and/or student organizations, of University policies other than those that fall under the jurisdiction of the Honor Council.
4. To hear and conduct appeals submitted by students after a hearing with the Board has been completed and processed. Appeals panels, comprising three members, are drawn from the board membership, the only requirement being that they did not serve on the panel that conducted the initial hearing.
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: Assistant Provost for Academic Affairs and Institutional Research (or Provost-designee).*

Duties
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
The Institutional Review Board (IRB) shall have at least five members, with varying backgrounds to promote complete and adequate review of the research activities typically undertaken at Wittenberg University. The IRB shall be sufficiently qualified through the experience, expertise and diversity of its members, including consideration of race, gender, cultural backgrounds and sensitivity to issues such as community attitudes, to promote respect for its advice and counsel in safeguarding the rights and welfare of human subjects. Among the membership, there must be at least (1) one member whose primary concerns are in scientific areas, (2) one whose primary concerns are in nonscientific areas, (3) one who has a medical background, (4) one who represents the perspective of research participants, and (5) one who is not otherwise affiliated with and who is not part of the immediate family of a person affiliated with Wittenberg University. The IRB members may not all be from a single profession. When reviewing research proposals involving prisoners as subjects, a prisoner or prisoner representative will also serve as a voting committee member. Faculty members will serve three year terms at which time they can decide whether to remain on the committee. *Ex-officio: Assistant Provost for Academic Affairs and Institutional Research.*

*Note: Membership on the Institutional Review Board is dictated by the Code of Federal Regulations, Title 45 Public Welfare, Department of Health and Human Service, Part 46,*
Protection of Human Subjects (45 CFR 46), and Title 21 Food and Drug Administration, Department of Health and Human Services, Part 56 (21 CFR 56).

**Duties**

1. To review and determine approval for 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.
2. To assure that the rights and welfare of participants are adequately protected, in compliance with the Code of Federal Regulations, Title 45 public Welfare, Department of Health and Human Service, Part 46, Protection of Human Subjects (45 CFR 46) (effective July 14, 2009)
3. To prepare and maintain adequate documentation of IRB activities.
4. To consult with individuals with subject matter expertise outside the Board if that expertise is not resident on the Board when reviewing research that involves a vulnerable category of subjects, such as children, prisoners, pregnant women, or handicapped or mentally disabled persons.
5. To ensure that faculty, staff and students conducting human subject research have demonstrated research ethics training.

**Department Chairpersons**

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.

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:

**Duties**

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.

**Student Government**

1. The student body of Wittenberg University shall establish a constitution governing its composition, organization, and procedure.
2. The Student Senate shall, under the authority of the University Faculty, determine policies pertaining to student social activities, 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.
3. 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.

**Amendments to the Bylaws**

1. 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.
2. 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.
3. 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).
Separability

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

II. 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 aGPSrtained 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
appraisement, 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,
device 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.

III. Constitution of the Evangelical Lutheran Church in America

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.

IV. Mission Statement 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.

V. 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 at 4:30 p.m. The chair shall adjourn the meeting at the close of deliberations on the agenda item under discussion at 5:45 p.m., or at 6:00 p.m., if said agenda item has not been completed by that time. The 5:45 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 5:45 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.
VI. 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.

*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:

- Faculty, in the Constitution of Wittenberg University
- Faculty Tenure Policy, in the Bylaws of the Board of Directors
- Faculty Personnel Board and 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.

**A. Faculty Appointments**

**Procedures for Appointment to Tenure-Track Positions**

Appointments to the Wittenberg Faculty are made by the President upon the recommendation of the Provost. The Provost’s recommendation is informed by the Search Committee evaluation which is forwarded to the Provost by the Department Chair.

In formulating recommendations to the Provost for tenure-track positions, the chair of the search committee should consult with members of the academic department and area studies programs by arranging for them to:

- Review dossiers in order to participate in deciding who should be interviewed further and/or invited to campus for interviews;*
- Interview candidates;*
- Meet to share their judgments about who should be appointed.*

When the description of the faculty position includes responsibilities for teaching in an interdepartmental program, the chair of that program or his/her designated representative must be included in the screening and interview process. The interdepartmental program responsibilities of the position must be considered in the final recommendation to the Provost.

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 his/her designated representative should be included in the interview process and should be consulted by the relevant administrator regarding the candidate’s potential for meeting the departmental or program responsibilities of the position.

After consulting with faculty members as described in steps 1-3, the chair of the search committee should communicate the committee’s recommendation to the Provost. 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 case 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.*
Faculty Qualifications Policy

Faculty teaching undergraduate courses, including general education courses, must hold:
- A terminal doctoral or master’s degree in the teaching discipline or subfield; or
- A master’s degree with a concentration in the teaching discipline or subfield (minimum of 18 graduate semester hours in the teaching discipline or subfield; or
- A bachelor's degree and tested experience within the field (in the case of specialized Adjunct hires and Professor of Practice).

Faculty teaching graduate and post-baccalaureate courses must hold a terminal degree in the discipline or subfield; or have sufficient tested experience in the discipline.

Determination by Credentials
Wittenberg University will use credentials as the primary mechanism to establish faculty qualification and document this evaluation in the faculty personnel file. The Department and Provost will determine the required qualifications for each position based on departmental need and level of hire. The Department and Office of the Provost will abide by the standard hiring practices in establishing the qualifications and hiring candidates with appropriate credentials for faculty positions. Faculty credentials refer to any coursework and degrees faculty have earned that provide a foundation for knowing that students should learn in a specific discipline or field. Only credit awarded from accredited institutions will be considered for this criterion. Faculty will have completed a program of study in the discipline or subfield in which they will teach, and/or for which they will develop curricula, with coursework at least one level above that of the courses being taught or developed.

Department chairs are responsible for determining whether faculty qualifications for courses in their department have been met. The Department and Provost will maintain records for faculty qualifications in personnel files.

Determination by Tested Experience
In a small number of cases, faculty may have relevant experience, knowledge, and expertise that is sufficient for determining what students should learn and have learned in the courses for which the faculty members are responsible. The faculty qualifications process will include an evaluation of the candidate’s professional documents (e.g. professional publications, creative achievement, public recognition, professional licensure or certification, teaching excellence, external letters of support, or extraordinary professional experience).

Other Qualifications to Consider in Addition to Credentials
In addition to qualification based on credentials and/or tested experience, faculty must be able to design curricula, develop and implement effective pedagogy, appreciate the breadth of knowledge in quality undergraduate and graduate education, and meaningfully contribute to shared governance. A record of ongoing professional development in the field establishes currency in the field and knowledge of best practices.
New Hires
Qualifications for prospective faculty must be established during the hiring process before an offer may be extended. The department chair is responsible for validating the completion of required credentials and must present evidence of completion to the Provost.

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.

Exceptions to the College's Appointment Guidelines by Department

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 Business
For appointment to the rank of Instructor: MBA, JD or equivalent from an accredited institution.
For appointment or promotion to the rank of Assistant Professor:
1. MBA or equivalent plus work experience in a managerial capacity and evidence of course work on the doctorate (PhD, DCS, DBA, EdD), or
2. Considerable managerial work experience and completion of a professional degree (CPA or the like).
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:
   1. Professional growth as indicated by creative and scholarly performance
   2. Effective teaching and advising
   3. 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 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 Nursing
To the rank of Instructor: An individual should hold an unrestricted Ohio Registered Nurse license, be experientially and academically qualified for the areas in which they teach, and have the Master of Nursing (MN), Master of Science in Nursing (MSN), Master of Science (MS) degree with a major in nursing, or Master of Arts (MA) degree with a nursing major.
To the rank of Assistant Professor: An individual should have the Doctor of Philosophy degree or the Doctor of Nursing Practice degree.

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

The Department of Theatre and Dance
(By Faculty Action, October 10, 1981; revised January, 1999)

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).

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. Joint appointments may be filled with two individuals in a shared appointment with the agreement of all departments and programs involved in the hire.

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.

In the case of two individuals who share a joint appointment, the duties and terms of the positions and any contingencies regarding failure of one individual to perform the duties of the shared joint appointment must be clearly defined in the job description and contract.
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.

**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.

Policy on Joint Appointments

Joint Appointments are tenure track appointments where the responsibility for appointment, reappointment, tenure, and promotion recommendations is shared by two departments or a department and an interdisciplinary program. One department will be identified as the primary department and the other will be the secondary department. If the appointment is between a department and an interdisciplinary program, the academic department will be the primary department and the program will be the secondary department.

Joint appointments may be proposed to the Educational Policies Committee by the two departments (or department and program) affected. Only departments and programs
offering majors will be eligible for joint appointments. The specifics of joint appointments (e.g., teaching, professional activity, advising, service requirements, etc.) are determined by a mutual agreement between the affected departments (or department and program) in close consultation with the Provost as candidates are considered. The agreed upon specifics must be outlined in the contract and should not change during the probationary period. The expectations placed on a new faculty member should not exceed the normal expectations for probationary faculty.

The chair of the primary department will assume all the responsibilities associated with appointment, individual salary reviews, tenure, and promotion processes as outlined in the Manual. During the hiring process, the primary and secondary departments have an equal number of members on the search committee. Decisions require the support of a majority of both the primary and secondary department representatives (see Section II.A.). During the tenure and promotion process, the chair (or director) of the secondary department or program, or her/his designated representative, will be considered a tenured member of the primary department for tenure and promotion decisions regarding the joint appointment. Unlike the hiring process, decisions on tenure and promotion are made by a majority vote (see Sections IV.C and V.C). The chair (or director) of the secondary department (or program), or her/his designated representative, acts as a representative of the secondary department (or program) and should consult with the tenured members of that department (or program) to ensure accurate representation.

Policy for Professor of Practice Appointments

A professor of practice is a full-time, non-tenure track faculty position staffed by an individual who has industry expertise in a specific discipline. The primary responsibilities of the position include teaching, advising, and curriculum development, with some expectation of research and/or service. A professor of practice will have, at a minimum (1) an advanced degree (e.g., M.A., M.B.A., M.F.A., M.S.) and five year's work experience or (2) equivalent experience.

1. A professor of practice appointment may only be applicable to a small number of programs and is initiated at the department, rather than Provost, level.
2. A professor of practice appointment is a five-year term. The five-year term may be renewable. The University may decide to terminate the annual contract prior to the end of the five-year term. Deadline to notify candidate of non-renewal for the next academic year is March 1.
3. Professors of practice will be evaluated annually, in writing, by their department chairperson. The performance criteria will be based on the responsibilities and expectations noted in the contract letter. The Faculty Personnel Board would not need to consider evaluations of professors of practice; however, annual evaluations will be sent to the Provost by the department chairperson.
4. Professors of practice holding the proper academic credentials are eligible to apply for tenure-track positions at Wittenberg. Formal application is mandatory. No more than a total of three years of full-time service at another institution or as a professor
of practice at Wittenberg University may be credited toward tenure. Evaluations from time in a professor of practice appointment may be used should years of service be credited.

5. A professor of practice has voice and vote in meetings of the Faculty of Wittenberg University. In other regards, a professor of practice has the same rights and privileges to which all visiting faculty members are entitled. A professor of practice will enjoy the same guarantee of academic freedom and rights of appeal accorded the full-time faculty of the University.

Policy for Visiting Faculty Appointments

1. 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.

Guidelines and Procedures for Appointment of 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:
   1. Tenure
   2. Rank of professor or associate professor clearly qualified to be promoted to the rank of professor
   3. Distinguished teaching
   4. Scholarly and/or professional achievement
   5. 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.

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)

B. Professional and Ethical Responsibilities of the Faculty

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. In the case of joint appointments, interpretation of “field” should be clear to all parties in the contract. 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. “Collegial participation” includes the freedom to express dissent. (See University Policy on Dissent and Disorder.)

Such activities should include:
- Appropriate participation in departmental governance and in the implementation of departmental programs, including, in the case of joint appointments, participation in one’s secondary department or program.
- 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

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

**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.]

C. Tenure and the Tenure Process

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 (or primary and secondary department/program if a joint appointment) 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 (or primary and secondary department/program if a joint appointment). 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.

**Guidelines for Assessing Professional Qualifications for Tenure**

**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 (or primary and secondary department/program if a joint appointment), 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 (or primary and secondary department/program if a joint appointment), 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. In the case of joint appointments, expectations about how criteria 2-4 will be carried out in the two departments (or department and program) must be identified in the original contract. These expectations should not change from the time of the hire to the time of the tenure decision.

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.
Faculty and Course Evaluations by Students
(Revised by Faculty Sept. 1, 2011)

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. Summative evaluations for the following courses will NOT be included in the personnel review process unless the candidate elects to include them: WittSems and courses taught solely for GPS (during the academic year or summer) that are not part of the candidate’s normal work load.

C. To provide other students with course selection information, students will complete additional student questions. These student questions will be available for student access. They may be consulted in the personnel review process, but only as a supplement to the evaluations described in B above and only as provided by the candidate.

Policy Governing Administration of Instructional Course Evaluations

1. 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 summative items to be used in personnel review.
   c) Additional student questions, administered at the same time as the summative questions, must be made available in all courses.
   d) Administration of summative evaluations:
      - The summative and student questions should be administered following a standardized procedure. Instructions will be distributed to the faculty member.
The evaluations 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.

- The evaluation will be distributed to instructors electronically.
- If the Teaching Effectiveness Committee, out of concern for response rates, approves such action, individual student course grades may be withheld until the online evaluation is completed.
- The summative evaluation forms and statistical reports will be sent to department chairs no later than the beginning of the following semester. The evaluations will be kept six years for non-tenured faculty and four years for tenured faculty.

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

- Students, faculty, and administrators may access student questions electronically
- 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. In addition, the Dean of the GPS may access the summative evaluations and statistical reports for any course sponsored by GPS.

D. The Tenure Process

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 (or, in the case of joint appointments, both the primary department chair and secondary department (or program) chair (or director)) 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 credited year.

All annual reviews are conducted by the department, include classroom visits prearranged with the candidate, and are reviewed by the Provost. In the case of joint appointments, the chair or director of the secondary department or program must be involved in all annual reviews (see Section II.F). 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 of the candidate’s sixth year.

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:

<table>
<thead>
<tr>
<th>Review Year</th>
<th>Review initiated by</th>
<th>Includes classroom visits?</th>
<th>Sent to and Reviewed by</th>
<th>Deadline for Dept.'s Report</th>
<th>Deadline to notify Candidate of Non-renewal for Next Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Department</td>
<td>Yes</td>
<td>Provost</td>
<td>July 1</td>
<td>March 1</td>
</tr>
<tr>
<td>Second</td>
<td>Department</td>
<td>Yes</td>
<td>Provost</td>
<td>July 1</td>
<td>Dec. 15 or March 1 (See above)</td>
</tr>
</tbody>
</table>
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.

In the case of joint appointments, the chair of the primary department serves as the representative of the department and the program in both administrative and governance
processes. The chair (or director) of the secondary department (or program) is a voting member of the primary department for tenure and promotion reviews and decisions. When preparing reports relative to the tenure process, the chair of the primary department must act purely as a representative of the department (including the input of the secondary department or program) and should not represent merely her/his own opinion or evaluation of the candidate. Any tenured member of the primary department or tenured member of the secondary department or program may submit an additional written evaluation, but such an evaluation, even when written by the chair (or director) of the secondary department (or program), shall not be considered as the department chair’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 Academic and Student Life Committee, 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. Of note, peer review includes both peer review of teaching (described in more detail below) as well as review of the candidate’s progress in other areas, such as advising, professional development, and service to Wittenberg and the broader community.

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. In the case of joint appointments, the chair (or director) of the secondary department (or program) is considered a tenured member of the primary department and must be included in peer review.

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 must 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 (in the case of joint appointments, primary department) in time for the Sixth-Year (Tenure Year) Review.

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 (in the case of joint appointments, primary 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 (including the chair (or director) of the secondary department (or program) in the case of joint appointments) 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 completed recommendation form should be sent to the Provost’s Office by July 1. (All forms located online.)

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. In the case of joint appointments, the chair of the primary department will write the review. The chair (or director) of the secondary department (or program) should be an active participant in the third year review.

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 (in the case of joint appointments, primary department), the candidate, and the Provost by June 1. For candidates with two or three years’ credit toward tenure, the Faculty Personnel Board will respond by January 31.
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 departmental 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 the case of joint appointments, the chair (or director) of the secondary department (or program) is a tenured member of the department. The chair (or director) of the secondary department (or program) should consult with the tenured members of the secondary department (or program) to ensure accurate representation.

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 the case of joint appointments, only the members of the primary department and the chair (or director) of the secondary department (or program) may append a letter that will be considered part of the departmental evaluation.

In writing the review, the "Form for Third Year Review of Probationary Faculty" should be used. Additionally, a current vita in the format specified in the Faculty Vita section of the faculty manual, a list of courses taught each year by the candidate at Wittenberg, and the candidate’s response should be included with the review. Peer evaluations and student evaluations of teaching and advising along with any publications or other professional materials should also be provided. All materials should be submitted electronically to the academic programs coordinator in the Provost's office and will be made available to FPB electronically. Documents or items (such as some artworks) that are impractical to share electronically may be placed for FPB's review in a secure room in the library. Additionally, a paper copy of the signed review with the original signatures should be sent to the academic programs coordinator in the Provost’s office for the candidate’s permanent personnel file.
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 can be shared with the FPB 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 completed Form for Fourth and Fifth Year Review of Probationary Faculty and the candidate’s response should be sent to the Provost’s Office no later than July 1. The Provost will provide a written evaluation of the Fourth Year Review to the candidate and department chair by September 1. This written evaluation should be included with the sixth year (tenure) review.

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. For joint appointments, the department includes the participation of the chair (or director) of the secondary department (or program). The chair (or director) of the secondary department (or program) must consult with the tenured members of their department (or program) prior to voting on the recommendation.

October 25
Candidate not recommended by department requests 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, department chair and academic programs coordinator. 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.

In the case of joint appointments, the tenure-year review documents should represent the majority view of the tenured members of the primary department and the chair (or director) of the secondary department (or program). The chair (or director) of the secondary department (or program) has one vote that should not be interpreted to have any more or less weight than the votes of primary department members. The tenure-year review must include the vote. All tenured members of the primary department and the chair (or director) of the secondary department (or program) should sign the review 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, including the chair (or director) of the secondary department (or program) and a meeting with students from
both departments (or department and program). The chair of the primary department will represent the recommendation of the tenured members of the primary department and the chair (or director) of the secondary department (or program) in a single letter. In cases where additional letters are appended (as explained in the preceding paragraph), only tenured members of the primary department and the chair (or director) of the secondary department (or program) can write letters that are considered part of the departmental evaluation.

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 via email of this meeting and the student body at large should be notified through appropriate means (e.g., an email to the student body though the Provost’s office 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. In the case of joint appointments, this should include meeting with students from both departments (or department and program).
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 via email that 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 (or primary and secondary department/program if a joint appointment).
- 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. For joint appointments, this meeting will include the chair (or director) of the secondary department (or program).
- Inform the candidate of the departmental decision.
- Provide to the candidate a copy of the departmental recommendation
- Submit all supporting materials requested by the Faculty Personnel Board electronically to the academic programs coordinator in the Provost’s office; the materials will be shared electronically with the FPB. Required supporting materials include: a current vitae in the format specified in the Faculty Vitae section of the
faculty manual, 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 third-, fourth-, fifth-year reviews as well as FPB’s response to the third-year review and the Provost’s evaluation of the fourth-year review; copies of the candidate’s professional work where appropriate/possible.

- Forward the paper copy of the signed review with the original signatures to the academic programs coordinator in the Provost’s office for the candidate’s permanent personnel file.

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. Members of the Faculty Personnel Board who are close relatives (e.g., spouses), partners of persons who are recommended for tenure, or have other substantive conflicts of interest with candidates for tenure 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 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.

4. 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.

5. 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.

6. 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 (this meeting will include the chair (or director) of the secondary department (or program) if this is a joint appointment). 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 Academic and Student Life Committee of the Board of Directors, 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 of Directors’ Academic and Student Life will receive copies of the FPB’s recommendations and departmental responses (if any), as well as the department’s recommendation, when the President and Provost present their report and their recommendations to that committee.

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

**E. Promotion - 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” 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.

**Eligibility for Promotion**

Full-time faculty who possess the appropriate terminal degree are appointed at the rank of Assistant Professor or 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. When determining eligibility for time in rank for promotion, time spent on sabbatical, FMLA, and maternity/paternity leave are counted toward time in rank. Other sorts of leave are generally not counted toward time in rank.

**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.

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.

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:
   1. Professional growth as indicated by creative and scholarly performance.
   2. Effective teaching and advising.
   3. 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 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 (in the case of joint appointments, the department chair is the chair of the primary department):

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. (In the case of joint appointments, this meeting must include the chair (or director) of the secondary department (or program)). 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 (e.g., by email to the candidate’s past and current students as well as faculty and staff, etc.). In the case of joint appointments, the student meeting should include students in the secondary department (or program). 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. In the case of joint appointments, these materials must additionally be available to tenured members of the secondary department (or program). Typically, materials should be made available 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. (Note: This does not include the candidate if she or he is already tenured.) 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. For joint appointments, the chair (or director) of the secondary department (or program) is considered a tenured member of the primary department and must be included in the voting and sign the final recommendation. The vote of the chair (or director) should not be interpreted to hold any more or less weight than the individual votes of the tenured members of the primary department.

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. For joint appointments, only members of the primary department and the chair (or director) of the secondary department (or program) may append a letter to 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.l.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. For joint
appointments, only members of the primary department and the chair (or director) of the secondary department (or program) may write a letter that can be included as part of the official departmental evaluation.

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 submit all supporting materials requested by the Faculty Personnel Board by the requested date, usually November 1. Whenever possible, these materials should be submitted electronically to the academic programs coordinator to be shared with FPB. If there are materials that are difficult, if not impossible to submit electronically, they need to be taken to the library by the requested date to be placed in a secure room reserved for FPB members to review. Required supporting materials include:
   1. peer reviews of teaching
   2. student evaluations of teaching. Student Questionnaire forms may be submitted in addition to the summative forms at the request of the candidate for at least 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 vitae for the candidate in the format specified in the Faculty Vitae section of the faculty manual
   6. a list of courses taught at Wittenberg each semester for at least the past four years (this list should match the courses for which summative teaching evaluations are being submitted).

13. The department chair or department representative must send a copy of the recommendation to the candidate and submit both a paper copy of the signed review with the original signatures and an electronic copy of the signed recommendation to the academic programs coordinator in the Provost’s office 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. In the case of joint appointments, the department includes the chair (or director) of the secondary department (or program). 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 submitting all supporting materials requested by the Faculty Personnel Board 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. In the case of joint appointments, the primary department chair should notify the chair (or director) of the secondary department (or program). 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 submit all relevant supporting materials requested by the Faculty Personnel Board electronically to the academic programs coordinator in the Provost’s office to be shared with FPB. If there are materials that are difficult, if not impossible to submit electronically, they need to be taken to the library no later than December 1st to be placed in a secure room reserved for FPB members to review. 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 self-recommendation and the supporting materials. In the case of joint appointments, the chair (or director) of the secondary department (or program) also will be granted access to the supporting materials.

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. In the case of joint appointments, the chair (or director) of the secondary department (or program) is considered part of the department.

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.

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.

4. 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.

5. 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.

6. 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 (this meeting will include the chair (or director) of the secondary department (or program) if this is a joint appointment). 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 Academic and Student Life Committee, 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 Academic and Student Life Committee 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 Academic and Student Life Committee.

9. The Provost will inform the candidate, the department, and the FPB of the Board of Director’s final decision.

F. 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

G. Wittenberg University Faculty Hearing Board on Academic Freedom and Tenure Procedures
(Revised, 1998, 2017)

The Faculty Hearing Board on Academic Freedom and Tenure serves as the Hearing Committee provided for in the University’s Bylaws and has two main duties as outlined in the Faculty Bylaws. 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.

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.
6. Faculty Grievance Officer - a faculty member selected by the chair of the Hearing Board 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 from its remaining membership. The allegation of conflict of interest shall be made in writing to the chair of the Hearing Board.
7. Temporary appointment - an appointment for a limited term (usually one semester or academic year) that will not be automatically renewed and in which there is no possibility of the faculty member being considered for tenure.

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

I. General Procedures of Faculty Hearing Board to Be Used In All Cases

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. Each party will have a maximum of two challenges to sitting Hearing Board members with or without stated cause. Members of the Board who are removed will not attend case hearings and shall have neither voice nor vote in the case. 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 joint meetings with the consent of both concerned parties in order to (i) simplify the issues (ii) effect stipulations of facts, (iii) provide for the exchange of documentary
or other information, and (iv) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.

3. The faculty member will have 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.

4. In hearing charges of professional incompetence, the testimony shall include that of qualified faculty members from this or other institutions of higher education.

5. 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. The Hearing Board may not refuse to hear evidence presented by the Grievant.

6. Public statements and publicity about the case by either the administration 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 to refrain from making public statements until the proceedings have been completed.

7. A simple majority vote of the members of the Hearing Board will be used to determine the Board’s decision. A tie vote favors the grievant.

II. Dismissal

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. Dismissals due to a declaration of financial exigency are described elsewhere in the Faculty Manual.

Dismissal of a faculty member is an extremely serious undertaking and requires substantial grounds. The possible grounds for dismissal may include demonstrable professional incompetence (as described elsewhere in the faculty manual), failure to fulfill assigned duty outside the parameters of medical or FMLA leave, conviction of a felony, or sexual harassment or other conduct which falls below minimum standards of professional integrity. 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 not based on the possible grounds of dismissal above, it invariably will have to rule in favor of the faculty member. In addition, the Board can fulfill its duties adequately only if proper procedures have been followed. Unless these initial procedures have been followed, the Hearing Board must support the faculty member’s petition against dismissal.

Formal dismissal will be preceded by all of the following:

1. discussions between the faculty member and the provost to work toward a mutual settlement;
2. 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.
3. a written statement of charges, framed with reasonable particularity by the
President of the Provost. This statement will be forwarded to the Hearing Board.

**Hearing Board Procedures for Cases of Dismissal**

1. Pending a final decision by the Hearing Board, the faculty member may be
suspended, or assigned to other duties in lieu of suspension, only if immediate harm
to the faculty member or others is threatened by continuance. Before suspending a
faculty member, pending an ultimate determination of the faculty member’s status
through the institution’s hearing procedures, the administration will consult with
the Faculty Personnel Board concerning the propriety, the length, and the other
conditions of the suspension. Salary will continue during the period of the
suspension. A suspension that is intended to be final is a dismissal and will be
treated as such.
2. A written notice of the hearing with specific charges will be
made at least twenty
days prior to the hearing. The faculty member may waive a hearing or may respond
to the charges in writing at any time before the hearing. If the faculty member
waives a hearing, but denies the charges or asserts that the charges do not support a
finding of adequate cause, the Hearing Board will evaluate all available evidence and
rest its recommendation upon the evidence in the record.
3. The Hearing Board, in consultation with the President and the faculty member, will
exercise its judgment as to whether the hearing should be public or private.
4. At the request of either party or the Hearing Board, a representative of a responsible
educational association will be permitted to attend the proceedings as an observer.
5. During the proceedings, the faculty member will be permitted to choose an
academic and/or legal counselor at his or her own expense. 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 tape recorded and a transcription made at the request of either
party. The University will bear the cost of the transcription.
7. The University bears the burden of proof that adequate cause for a hearing exists
against the faculty member. The burden of proof shall be established only by clear
and convincing evidence in the record considered as a whole.
8. In the case of surprise evidence appearing during the hearing, the Hearing Board
will grant adjournments to enable either party to investigate the new evidence.
9. 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 Hearing Board determines that the interests of justice require
admission of their statements, the Hearing Board will identify the witnesses and
accept their written statements.
10. The findings of fact and the decision will be based solely on the hearing record.
11. The Hearing Board will report its findings and supporting reasons to the President and the faculty member in writing. Recommendations will fall into one of three categories:
   a. An adequate cause for dismissal has not been established by the evidence in the record. If the President rejects the report, the President will state the reasons for doing so, in writing, to the Hearing Board and to the faculty member and provide an opportunity for response before transmitting the case to the Board of Directors. The President shall also provide a 15-day opportunity for response before transmitting the findings from Hearing Board and the President and any responses received to the Board of Directors 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.
   b. The evidence indicates that the faculty member is guilty of the charges but finds that dismissal is too strict and recommends a sanction for the faculty member instead. If the President rejects the report, the President will state the reasons for doing so, in writing, to the Hearing Board and to the faculty member and provide an opportunity for response before transmitting the case to the Board of Directors. The President shall also provide a 15-day opportunity for response before transmitting the findings from Hearing Board and the President and any responses received to the Board of Directors 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.
   c. An adequate cause for a dismissal has been established, and dismissal is appropriate.

III. 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. Such allegation must occur within thirty days of the official notification of non-reappointment or denial of tenure. The faculty member shall agree to the presentation of reasons and evidence by the University in support of its decision to deny tenure or non-appointment of probationary contracts. If the difficulty is unresolved at this stage and if the Hearing Board so recommends, the case will be heard.

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 due to a) failure on the part of others to comply with departmental or University policies
and procedures; or b) arbitrary, capricious or prejudicial judgments) regarding denial of
tenure or non-reappointment of probationary contracts. Such cases will be handled in
accordance with the procedures listed above. Denial of tenure or non-reappointment is not,
in and of itself, grounds for a grievance.

**Hearing Board Procedures to Be Used In Cases of Denial of Tenure Or Non-Reappointment Of Probationary Contracts**

1. Within ten days of receipt of the grievant’s statement, the Chair will convene the
   Hearing Board, which shall hold hearings on the grievance. The Hearing 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.

2. All hearings will be private.

3. The burden of proof rests with the faculty member bringing the grievance.

4. The findings of fact and the decision will be based solely on the hearing record.

5. The final report of the Faculty Hearing Board shall summarize the arguments
   presented by both sides and state its ruling and reasoning. If the Hearing Board
   recommends that the grievant’s case be reconsidered, it will advise the respondents
   concerning the materials to be reviewed, the composition of the reviewing body,
   and the timing of the review. Either party in the grievance may have 15 days to
   attach an appendix to the report, which will be forwarded to the Provost and/or to
   the President.

6. If the Hearing Board concludes that adequate cause for denial of tenure or non-
   reappointment of probationary contract has not been established by the evidence in
   the record, it will so report to the President. If the President rejects the report, the
   President will state the reasons for doing so, in writing, to the Hearing Board and to
   the faculty member. An opportunity for response will be provided to the grievant
   before transmitting the case to the Board of Directors. If the Hearing Board
   concludes that adequate cause has been established, but that an academic penalty
   less than dismissal would be more appropriate, it will so recommend, with
   supporting reasons.

**IV. 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) as soon as the
faculty member becomes aware of an event or situation which might lead to the filing of a
grievance.
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.

Hearing Board Procedures for All Other Cases of Professional Grievances

1. If negotiations through informal channels fail, the grievant shall notify the Chair of
the Hearing Board of intent to begin proceedings as promptly as possible under the
circumstances. 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 reserves the right to evaluate the reasons for the delay and to decide
whether or not to hear the grievance.

2. Within thirty days of the precipitating event, the grievance must be presented as a
written document which identifies the respondent, discusses the specific policy,
action, or procedural errors, and proposes a suitable remedy to the Chair of Hearing
Board.

3. 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.

4. The Chair of the Hearing Board will send a copy of the grievance to the respondent.
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.

5. If the process continues, both parties will meet with the Faculty Grievance Officer,
together or separately, to discuss the issues and attempt to resolve them within
twenty days after the respondent receives the grievant’s written statement. 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.

6. 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.

7. If the respondent fails to comply with these procedures at any stage, the case will
proceed to the Hearing Board, which shall propose an appropriate solution. If the
grievant fails to comply, the case terminates.

8. 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.

9. The Hearing 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 Hearing Board may fashion its own proposal with the consent of two-thirds of its membership.

10. 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.

H. 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 of Graduate and Professional Studies 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

“Emeritus” is an honorary title which recognizes retiring faculty who have served Wittenberg. Benefits include participation in University ceremonies, if desired, and tuition waiver for courses taken at Wittenberg.

The Faculty Personnel Board shall review applications for emeritus status annually. The FPB shall recommend annually that the title “emeritus” be conferred upon a faculty member in good standing 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. A faculty member with a reduced load is eligible for emeritus status (requirement for full-time service to the University in the year prior to retirement shall be waived).

Each recommendation will be considered on its individual merit, and the Faculty Personnel Board will submit its emeritus recommendations to the Provost, President, and Board of Directors.

To apply for emeritus status, the candidate’s department should electronically submit a substantive letter highlighting the candidate’s noteworthy accomplishments and contributions to Wittenberg’s campus and community. A copy of the candidate’s current CV should also be submitted. If the recommendation does not come from the department, candidates may self-nominate by the same process.

Deadline for submission is March 25.

Administrative personnel at the rank of Associate dean (its equivalent or higher) who are not covered by the provisions of tenure and who have met the criteria for 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.

I. 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 intension 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.”

J. 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 (the primary department chair in the case of joint appointments) 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.

K. 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 workloads.

1. It overstates faculty workloads 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 workloads 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

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; Revised May 3, 2016)

Academic Department Chairpersons
Academic department chairpersons receive four, six, or eight 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 as of fall census (taken from Registrar's Office records)
   - Number of student credits generated (taken from Registrar's Office records)
   - Operating budget allocations (minus salaries, wages, and benefits)
   - Headcount of tenured faculty members
   - Headcount of tenure-track faculty members
   - Headcount of visiting faculty members
   - Headcount of adjunct faculty members

2. A mean and standard deviation is calculated for each set of values, from which z-scores are calculated for each department.

3. Each department's four z-scores are summed, producing an aggregate score.

4. Departments are ranked according to their aggregate z-score and divided into three groups based on natural gaps in the list of aggregate z-scores.

5. Chairpersons of the departments with the highest aggregate scores receive eight semester hours of teaching load reduction. Chairpersons of the departments with the next highest aggregate scores receive six 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 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.

7. In the case of the small department, the Provost may assign one person to perform the function of chair for more than one department. In such cases, the computations mentioned above should be carried out for the department involved as if they are one department, with the release time assigned accordingly.
Directors of Student and Faculty Support Programs

Programs include: Faculty Development Administrator, First-Year Seminar, General Education, Pre-Health Advising, Pre-Law Advising, Supplemental Instruction, and The Witt Series.

The directors of these programs may receive four or eight semester hours of teaching load reduction per year or receive a stipend. When a program is being initially developed or revised, the Provost may grant additional release for a limited period of time, but the release should revert to four when the initial development or substantial revision is complete.

Special Educational Projects

Wittenberg offers some special educational opportunities for students that benefit from or require faculty supervision, including Ann Miller Gallery, The Torch, and Theatre/Dance Design Tech.

These programs offer special educational opportunities to students outside the classroom experience. These are quite varied, and depending on the time spent working with students, managing equipment and facilities, and helping students negotiate with outside groups, may be assigned a teaching load reduction of from 2-4 credits yearly or a stipend.

Policy Review

Every three years, when a chair contract is signed or renewed, or when substantial change occurs within a department, Institutional Research will compile the new data, apply the formula for ranking departments, and submit to the Provost. The Provost will make the workload decisions.

Posting

Current releases for chairs, program directors, and special educational projects and stipends can be found posted on myWitt, Information Sites, Office of the Provost.
VII. Procedures for Grants and Other Support Services

A. Faculty Development Board
(Modified 2012)

Eligibility
All full-time faculty members are eligible to apply for funding, as are all adjunct faculty in at least their third year of employment at Wittenberg University, subject to the specific rules of each program. Members of Faculty Development Board (FDB) may apply for any FDB-awarded funds except for the Matthies Award, but will recuse themselves from voting on their own proposals. Both faculty members in a shared position are eligible to apply for any FDB awards.

Governance and Management
The program is overseen by the Faculty Development Board (FDB), as defined in the faculty bylaws.

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, the Wittenberg Collegium Award for Excellence and Innovation in Teaching and the Provost’s Award for Outstanding Teaching;
- 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 Project Grants 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.

The Faculty Development Administrator
The Faculty Development Administrator is a tenured member of the faculty who is committed to faculty development. The Administrator is nominated to the Provost 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 Administrator serves as an ex-officio member of the Faculty Development Board with voice but not vote. The Administrator receives a 1/3-time course release, divided equally between the semesters, but retains 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**

Specific deadlines will be posted on the Faculty Development website and distributed annually. Each proposal should be submitted electronically by 5 p.m. on the day of a stated deadline.

**Fall**

*October*

- New Course ($500) and Course Revision ($200) Grants (for spring courses)
- Professional Enrichment Grants ($700)
- Faculty Research Fund Project Grants ($1500)
- Collegium Teaching Award nominations ($1000)
- Provost’s Teaching Award nominations ($500)

**Spring**

*February*

- Professional Enrichment Grants ($700)
- Faculty Research Grants ($3000)
- Faculty Growth Project Grant ($3000)

*March*

- New Course ($500) and Course Revision ($200) Grants (for fall and summer courses)
- Faculty Aide Proposals
- Faculty Project Grants ($1500)
- Matthies Award ($1000)
- Supporting materials for Collegium and Provost’s Teaching Awards
No Fixed Deadline

- Faculty Redirection Grants

Reporting of Awards
FDB reserves the right to report and publicize the title and author names for any funded projects.

Description of FDB Programs
Sample proposals, and information about applying for each program can be found on the FDB website.

Available Grants and Awards

New Course Grants
New Course Grants are awarded for the purpose of enhancing the curricular offerings at Wittenberg. The FDB supports faculty in this endeavor by awarding funds for the preparation of new courses that can be counted toward a Wittenberg degree.

Eligibility
All full-time faculty members are eligible to apply for New Course Grants, as are adjunct faculty in at least their third year of employment at Wittenberg. Because new faculty are assumed to bring expertise in the areas in which they were hired to teach, they are not eligible for new course grants for courses to be taught in their first 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.

Application Deadlines
For new spring semester courses, faculty should apply not later than the preceding fall deadline.

For new fall or summer courses, faculty should apply not later than the preceding spring deadline. In the case of extenuating circumstances, FDB may consider late proposals, but such requests should occur before the first day the course is taught and approval will depend upon available funds.

Award and Allowable Expenses
The 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 fiscal year.

Budget items must directly relate to course preparation. Proposals may include requests for materials such as books, videos, software, expendable lab supplies for testing experiments, and for registration fees and travel expenses for relevant seminars, workshops, or college/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.

Proposals may not include replacement costs or release time. Funds may not be used to purchase expendable supplies, textbooks or similar items used by the students in a course. Purchase of capital equipment will not be funded.

**Proposal Requirements**
- Name, department, course number and title, and brief course description.
- Written indication from the faculty member that the department approves the new course.
- Indication from the faculty member that EPC has approved this course (if not a topics course). If EPC has not yet approved the course, funding will be contingent upon EPC approval.
- Indication of the semester in which the course is scheduled to be taught and, for a course previously offered by the department, indication of when the course was last taught.
- Preliminary itemized list of course materials to be purchased, with the total greater or equal to the requested amount (FDB considers the list of items to be nonbinding, but will not award grants without it).
- A brief explanation of how those materials relate to course preparation, or, in the case of travel expenses for a workshop or seminar, how that travel and attendance at a specific program relates directly to course preparation.

**Grant Report**
The funds must be spent and expense report filed with the FDB Office by the last day of classes of the semester or term in which the course is taught.

**Notes**
Requests for a Professional Enrichment Grant, New Course and/or Course Revision Grant for the same project can be funded if these requests satisfy the respective program guidelines. However, the applicant should divide the project into separate requests and separate expense reports for each grant will be required.

**Course Revision Grants**
The FDB supports faculty by awarding funds for the revision of courses.

**Eligibility**
All full-time faculty members are eligible to apply for Course Revision Grants, as are adjunct faculty in at least their third year of employment at Wittenberg. Faculty in their first year may not apply for course revision grants unless they are revising a course they have already taught at Wittenberg. The proposal to the Board must demonstrate that a substantial revision is taking place.
Application Deadlines
For revision of spring semester courses, faculty should apply not later than the preceding fall deadline. For revision of fall or summer courses, faculty should apply not later than the preceding spring deadline. In the case of extenuating circumstances, FDB may consider late proposals, but such requests should occur before the first day the course is taught and approval will depend upon available funds.

Award and Allowable Expenses
The maximum grant per course revision is $200; no more than $1000 for new course or course revision grants can be received by the same faculty member in a single fiscal year.

Budget items must directly relate to course preparation. Proposals may include requests for materials such as books, videos, software, expendable lab supplies for testing experiments, and for registration fees and travel expenses for relevant seminars, workshops, or college/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.

Proposals may not include replacement costs or release time. Funds may not be used to purchase expendable supplies, textbooks or similar items used by the students in a course. Purchase of capital equipment will not be funded.

Proposal Requirements
- Name, department, course number and title, and course description.
- Written indication from the faculty member that the department approves the course revision.
- Indication of the semester in which the course is scheduled to be taught.
- Specific demonstration of significant revision.
- Preliminary itemized list of course materials to be purchased, with the total greater or equal to the requested amount. (FDB considers the list of items to be nonbinding, but will not award grants without it.)
- A brief explanation of how those materials relate to course preparation, or, in the case of travel expenses for a workshop or seminar, how that travel and attendance at a specific program relates directly to course preparation.

Grant Report
The funds must be spent and expense report filed with the FDB Office by the last day of classes of the semester or term in which the course is taught.

Notes
Requests for a Professional Enrichment Grant, New Course and/or Course Revision Grant for the same project can be funded if these requests satisfy the respective program guidelines. However, the applicant should divide the project into separate requests and separate expense reports for each grant will be required.
Professional Enrichment Grants
FDB awards Professional Enrichment Grants (PEGs) to encourage faculty members to deepen and broaden competence in their chosen fields and/or 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.

Eligibility
All full-time faculty members are eligible to apply for Professional Enrichment Grants as are all adjunct faculty in at least their third year of employment at Wittenberg.

Application Deadlines
PEGs have application deadlines in both fall and spring. Faculty must apply for PEGs in the same fiscal year (July 1 - June 30) that the travel will end (with the exception that for travel ending July 1 through early fall, faculty may apply by the previous spring deadline, but FDB approval will be contingent upon the subsequent year’s FDB budget, and funds will not be made available until July 1).

Award and Allowable Expenses
Individual faculty members may apply for support as often as they wish toward a fiscal year maximum of $700.

The Board will accept proposals for activities that meet the goals of the PEG program, such as:

- Participation in workshops, institutes or seminars for the purpose of improving teaching or scholarship;
- Experiences that will provide faculty with new methods for instructing students with special needs;
- Active participation in professional conferences (delivering papers, talks or posters; presiding over a session or serving as a discussant; performing; judging; serving as an officer in an international, national, regional, or state organization, etc.).

PEG awards may not be used for mere attendance at professional conferences.

Proposals may not include funding requests for audio/visual hardware, research equipment, research toward a terminal degree, tuition for graduate school, subsidizing the publication of research results or travel expenses for another person.

If, at the end of the spring semester, the FDB Administrator determines there is appropriate funding remaining, a call may be issued to faculty requesting proposals for supplemental PEG funding (beyond $700).
Proposal Requirements
All PEG proposals must be submitted using the electronic form provided by FDB. As indicated on the form, each proposal should include the following:

- Short summary of project
- 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. The maximum award from FDB is $700.
- A copy of the acceptance letter for the meeting or workshop, or other documentation of participation (may be sent later if not available at time of application)

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.

Grant Report
Expense reports (i.e., a completed University travel expense form and all receipts for expenditures) must be turned in to the FDB office not later than 30 days following the completion of the trip. Faculty who fail to meet this deadline will have their future grant amounts limited or withheld.

The FDB Office will forward expense reports to the Business Office. No additional written descriptive reports are necessary for PEGs.

Notes
Requests for a Professional Enrichment Grant, New Course and/or Course Revision Grant for the same project can be funded if these requests satisfy the respective program guidelines. However, the applicant should divide the project into separate requests and must submit separate expense reports for each grant.

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, for creative endeavors (exhibitions, performances, etc.), and for purchase of necessary items for research. Faculty may apply for Faculty Project Grants (up to $1500) for new projects or for new phases of larger projects. Additionally, a small number of Faculty Research Grants (up to $3000) are available in a given year. For both of these awards, the Board expects publication, public presentation, or exhibition/performance to result.

Eligibility
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 a 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.

Faculty Research grants ($3000) are awarded for larger projects and 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.

**Application Deadlines**
Project Grants have a fall and spring deadline. Research Grants are considered only in the spring.

**Award and Allowable Expenses**
Faculty may apply for one or more Project Grants in a year up to a fiscal year maximum of $1500. Alternatively, eligible faculty (see above) may apply for a Research Grant for up to $3000.

Funds in both categories are available for establishing projects, purchasing equipment, paying publication fees and paying for performance/exhibition costs. 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.

Examples of appropriate funding requests include equipment costs; faculty 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. Payments to individuals for a service that cannot be performed by the faculty member will be considered (such as fees for translators, transcribers or indexers, or for accompanists or other musicians that are critical to a faculty member’s own performance).

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

**Proposal Requirements**
Section One: Project Outline
- Name and department of faculty member 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
- Brief description of outcomes of the faculty member’s most recent FRF grant (if within the past five years)
- Background on the project written for an audience of non-specialists
- Objectives of the project and description of the final product
- Specific description of the methodology to be used
- If relevant, indication that the project has been reviewed and approved for safety considerations, animal use, and/or human subject use
- Detailed budget
- Proposed plan of work including a tentative schedule
- Special issues or problems that the Board should consider

Grant Report
The funds must be spent and expense report filed with the FDB Office within thirteen months of the start date of the grant. At that time, any funds not spent by the end of the grant period revert immediately to the Board.

By the same deadline, the faculty member must also submit a one-page written report to the Board giving the outcomes of the research to date.

Faculty who fail to meet this deadline will have their future grant amounts limited or withheld.

Extensions
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.

Faculty Growth Project Grants
A grant for a Faculty Growth Project enables tenured faculty members to significantly expand or update their educational training. FDB awards these grants for 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.
Eligibility
All tenured members of the faculty are eligible to apply.

Application deadline
Faculty should apply in the spring prior to the fiscal year in which funds will be expended.

Award and Allowable Expenses
The Board allocates funds for one grant to be awarded annually up to $3,000.

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.

Proposal Requirements
- 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.
- Written evaluations from the chairperson of the applicant's department and from the Provost.

Grant Report
Grant expenditures must occur in the fiscal year (beginning July 1) of the project and all receipts should be submitted by June 1 of the following calendar year.

By the same deadline, the recipient must also submit a written report that includes a description of progress and success of the project. Recipients of the Faculty Growth Grant are required to present the outcomes of their Faculty Growth Projects to the faculty.

Notes
Not all Faculty Growth grants will be accepted for funding. They will be judged on professional merit to the University.

Faculty members may not accept full-time compensated positions during the leave period. Grants, fellowships, or assistantships are not considered compensation for this criterion.

Faculty Aide Program
The Faculty Aide 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.
Eligibility
All full-time faculty members are eligible to apply for a Faculty Aide, as are all adjunct faculty in at least their third year of employment at Wittenberg. In special cases, department chairs can request a Faculty Aide for an incoming faculty member who is responsible for a specific task that requires student assistance.

Students of any rank can be nominated as a Faculty Aide. When possible, faculty should select students who have a work study award as part of their financial aid package.

Application deadlines
Faculty will apply for a Faculty Aide by the spring deadline prior to the academic year in which the student will work.

Award and Allowable Expenses
Faculty may request a Faculty Aide to work up to eight hours per week, up to a total of 240 hours. While Faculty Aides normally work during fall and spring semesters, work may begin as early as July 1 and must end by June 30 of the following year.

The Faculty Aide Program is distinct from the normal work study 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.

Faculty who are approved for a Faculty Aide will receive a contract for the student to sign and return to Student Employment by the end of spring semester. Faculty will be responsible for verifying student work hours. 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.

Proposal Requirements
All Faculty Aide proposals must be submitted using the form provided by FDB. As shown on the form, required information includes: position title, specific duties of the Faculty Aide that illustrate how the student will be involved in scholarly activity and not mere clerical work, number of hours work desired per week (up to 8 hours), start date, ending date, name of student (if available), and required student qualifications.

Grant Report
Faculty and Faculty Aides will complete separate assessments of their experience with the program at the end of each year. Assessment forms will be provided by FDB.
Faculty who fail to complete this assessment in a timely fashion will have their future grant amounts limited or withheld.

**Redirection of Faculty Grants**
The funds available in this category are designated to retrain faculty members moving to another department or out of academe while at Wittenberg University (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.

**Eligibility**
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. Thus, a proposal for redirection must include the recommendations of the department chairperson(s), and the Provost.

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.

**Allowable Expenses**
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.

**Proposal Requirements**
- 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.
Grant Report
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.

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.

Edith B. and Frank C. Matthies Award
Each year 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.

Eligibility
All faculty are eligible to apply, except those persons sitting on the Faculty Development Board.

Allowable Expenses
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.

Proposal Requirements
Applicants should describe as specifically as possible the activities to be pursued as a result of receiving this award. A list of anticipated expenses may be included; however, the award is intended as a stipend or honorarium and not simply as a budget to defray expected costs.

Grant Report
No report is required.

Notes
As a courtesy to applicants an explanatory letter will be sent to any faculty member whose application for a competitive grant is rejected.

Wittenberg Collegium Award for Excellence and Innovation in Teaching
The Collegium Award for Excellence and Innovation in Teaching is an annual award that recognizes outstanding teaching as well as a faculty member’s commitment to growing and improving as a teaching scholar. It is the only teaching award at Wittenberg that is awarded by the faculty itself. Any faculty member who has taught at Wittenberg for at least three years is eligible for this award. The award carries with it a one-time $1,000 stipend.
Guidelines

- Nominations (including self-nominations) for the award must be made to the Faculty Development Board by the thirteenth week of the fall semester as specified in an announcement from the FDB early in the fall. Nomination letters of no more than one page should speak to the nominee’s strength as a classroom teacher and evidence of teaching excellence.

- After nominations are reviewed by the Faculty Development Board, three finalists will be invited by the FDB Chair to submit the following materials to the FDB Chair in support of their nomination by the tenth week of the spring semester:
  a. A peer review of the nominee’s teaching conducted within the last four years.
  b. A teaching documents portfolio of no more than twenty pages which may include: representative syllabi, assignments, IDEA reports, etc.

- A one-page personal statement regarding the nominee’s pedagogical development or growth.

- The winner of the award will be determined by a subset of the Faculty Development Board (as determined by the Board itself) plus the previous two Collegium Award winners. (FDB members and Award winners from the nominees’ departments will recuse themselves from the selection process.) The FDB Administrator will notify all finalists and the winner of the award by mid-April. A campus-wide announcement of the winner will be sent out by the end of the Spring semester and the winner will receive a $1000 stipend prior to the end of the fiscal year. The Collegium Award winner will be recognized at the Opening Convocation in the fall.

Provost’s Award for Outstanding Teaching

The Provost’s Award for Outstanding Teaching recognizes the highest level of teaching excellence by a visiting or adjunct faculty member at Wittenberg University. The award carries with it a one-time $500 stipend.

Guidelines

- Visiting or adjunct faculty who have taught at Wittenberg for at least one year may be nominated by their department chair or a tenured faculty member. Nomination letters of no more than one page should speak to the nominee’s strength as a classroom teacher and evidence of teaching excellence. Nominations are due to the Faculty Development Board by the thirteenth week of the fall semester as specified in an announcement from the FDB early in the fall.

- After nominations are reviewed by the Faculty Development Board, three finalists will be invited by the FDB Chair to submit the following materials to the FDB Chair in support of their nomination by the tenth week of the spring semester:
  - A peer review of the nominee’s teaching conducted within the last four years.
  - A teaching documents portfolio of no more than twenty pages which may include: representative syllabi, assignments, IDEA reports, etc.
  - A one-page personal statement regarding the nominee’s pedagogical development or growth.

- The winner will be determined by a subset of the Faculty Development Board (as determined by the Board itself) in consultation with the Provost. (FDB members
from the nominees' departments will recuse themselves from the selection process.)
The FDB Administrator will notify all finalists and the winner of the award by mid-April. A campus-wide announcement will be sent out by the end of the spring semester and the winner will receive a $500 stipend prior to the end of the fiscal year. The Provost's Award winner will be recognized at the Opening Convocation in the fall.

B. Student Development Board

The Student Development Board (SDB) promotes student scholarship and development on-campus and off-campus. SDB identifies and evaluates candidates for external fellowship and scholarship programs (e.g. Fulbright, Marshall and Rhodes scholarships), making recommendations to the Provost regarding official nominations. SDB also coordinates with the Admissions Office to evaluate candidates for Wittenberg’s competitive scholarships and 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 Project Grants, Travel Grants and National Conferences on Undergraduate Research (NCUR) 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 research and/or travel funding from the SDB:

**Student Project Grants – up to $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.

**Student Travel Grants – up to $500**
These grants are for students presenting at conferences or performing/exhibiting their work during the fall or spring semester.

**National Conference on Undergraduate Research (NCUR)**
SDB calls for applications from students to attend NCUR. From these applications, selected students then apply to present at NCUR. Students who are chosen by NCUR to present are supported in their travel by the university. Funding is not fixed per student. Due to NCUR changing location every year the costs to attend vary greatly. SDB covers the full cost of attending NCUR, so the number of students chosen each year will depend on estimated cost of attending.
**Summer Research Grants – up to $3750**

These grants may include: a student allowance up to $3000; up to $250 for supplies; and a $500 faculty supervisor stipend.

These grants support ambitious summer research projects and the Student Development 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 research grants will be awarded. These 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 research grants.

**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
- Semester and year of research
- 200-word (or less) abstract describing the goals and anticipated outcomes for the project (publication, presentation, etc.)

**Section Two: Project Description – to be written for an audience of non-specialists**
- Background on the project
- Methodology – be as specific as possible
- Detailed budget for project
- Proposed plan of work including a tentative schedule
- Letter of support from faculty supervisor of project
- Courtesy copy of academic transcript
- Special issues or problems that SDB should consider this proposal

**Meeting and Funding Cycles**

**Fall – September**
- Scholarship interviews for external grants (Fulbright, Marshall, Rhodes, etc.)

**Fall – October**
- Fall project (up to $250) and travel (up to $500) grants
- National Conference on Undergraduate Research proposals

**Spring – February**
- Spring project (up to $250) and travel (up to $500) grants

**Spring – March/April**
- Student Summer Research up to $3750 (up to $3000 student allowance, up to $250 for supplies, and $500 for faculty supervisor stipend)
C. 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 the case of joint appointments, plans and approval will come from the primary department chair.

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

D. Procedures for Sponsored Projects Proposals

Sponsored projects at Wittenberg University contribute to the scholarly pursuit of knowledge, foster collaborative efforts among faculty and students, and provide significant funding from corporations, foundations and federal and state agencies to engage our intellectual curiosity. Our active faculty members have increased the breadth and scope of Wittenberg’s sponsored research and have positioned Wittenberg as a premier liberal arts institution engaged in experiential learning.

The Provost’s Office is the administrative point of contact for faculty members seeking sponsored research grants. The Provost’s Office oversees the internal process through which proposals for sponsored projects are approved for submission. The responsibility for writing a proposal narrative rests with the principle investigator(s), who alone usually has/have the necessary content area 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 Assistant Provost for Academic Affairs and Institutional Research at the earliest opportunity. Process information, resources, and links to required forms are located on the Sponsored Projects webpage. Links to sponsored project funding sources are located on the website.

SPONSORED PROJECTS 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
A proposal is submitted by an organization or individual not affiliated with the University. Approvals are recorded on a Sponsored Projects Internal Approval Form.

A checklist for Principal Investigators serves as a guide through the process and outlines the responsibilities of the investigators and of administrative staff in the pre-award process and post award processes. The Checklist, Internal Approval Form, and the Worksheet for Institutional Support on Sponsored Project Proposals are available on the Sponsored Projects webpage.

Required internal approvals for sponsored project proposals include:
- The Departmental Chairperson
- The Provost
- The Vice President for Finance and Administration
- The President

**Pre-Award**
Submit the completed Sponsored Project Internal Approval form and proposal at least TEN (10) WORKING DAYS before the submission deadline. If a proposed project is complicated or costly, allow additional time for review.

**Post Award**
The Business Office creates the necessary accounts to track and monitor expenditures. Interim and final reports are primarily the responsibility of the Principal Investigator to the funding agency.

**Cost Accounting**
All grant funds are administered by the University's business office. Identifying and tracking allocable, allowable, and reasonable costs using sponsored projects funds is governed by University policy. Policies on cost accounting are located on the sponsored projects website.

The primary Wittenberg points of contact for Principal Investigators on sponsored projects are the Assistant Provost for Academic Affairs and Institutional Research and the Business Office.

**E. Human Subjects Research and the Institutional Review Board**

Wittenberg University is committed to safeguarding the rights and welfare of human subjects in research. Wittenberg’s policies and procedures for human subjects research (*Policy on the Protection of Human Subjects in Research*) ensures that subjects of research are aware of their rights and protections. Moreover, the University is required to assure the federal government that such safeguards are being provided and enforced. These safeguards are derived from ethical principles articulated in the *Belmont Report* issued by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research in 1979, and enforced in the Code of Federal Regulations (45 CFR 46).
The Wittenberg Institutional Review Board (IRB) is the body charged with reviewing, prior to its commencement, all research, whether funded or not, involving human subjects conducted under the auspices of Wittenberg University. The procedures for IRB review are described in the *Policy on the Institutional Review Board and Procedures*.

All students, faculty and staff of Wittenberg intending to engage in research using human subjects must complete an IRB Petition, and submit the Petition and associated documentation to the IRB for review. The policies for the *Protection of Human Subjects in Research* and the *Policy on the Institutional Research Board and Procedures* is located on the Research and Ethics website.

All investigators intending to submit a research proposal and IRB Petition for approval must show evidence of training in Human Subjects-Responsible Conduct of Research. Information on how to access Wittenberg's license for training through the Collaborative Training Initiative (CITI) is available at this website: [https://www.wittenberg.edu/administration/provost/responsible-conduct-research-training](https://www.wittenberg.edu/administration/provost/responsible-conduct-research-training)

**F. Institutional 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.

**GUIDELINES FOR IACUC**

**MEMBERSHIP**

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.
term. All members of the committee are chosen on the basis of their expressed concern for the humane care of animals.

1. 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;
2. One faculty member who is a practicing scientist experienced in research involving animals;
3. One faculty member whose primary concerns are in a nonscientific area;
4. 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;
5. A student;
6. Another person whose role it will be to serve as an ombudsman for animals;
7. An Assistant Provost

FUNCTIONS

1. Review once every semester (i.e., twice per year) the institution’s program for humane care and use of vertebrate animals.
2. 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.
3. 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.
4. Review and aGPSrtaia 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.
5. Make recommendations to the Provost regarding any aspects of the animal program, facilities, or personnel training.
6. 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:
a. 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.

b. A statement indicating approval or non-approval of each protocol and, in case of non-approval, a summary of reasons for the decision.

c. 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.

d. 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.

7. 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).

8. 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.

9. Request the Provost to initiate suspension of any activity involving vertebrate animals if the activity is inconsistent with the regulations of these Guidelines.

10. Monitor the following functions of departments using vertebrate animals:
    a. 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.
    b. All research personnel are encouraged to complete online training provided by the University consisting of relevant modules available on the IRB website.
    c. 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.
    d. 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.

11. Submit to the faculty an annual report summarizing actions taken by the Committee and itemizing all reports and recommendations deposited with the Provost.

12. The Assistant Provost should record and keep minutes for all meetings of the IACUC.

13. 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 no later than October 16 for consideration during the November meeting and no later than Mar 16 for consideration during the April meeting. IACUC will notify the author of the protocol of approval or non-approval by the second week of November or April respectively. In the case of non-approval, a revised protocol may be submitted, and a final decision is provided to the author within two weeks of receipt of the revision. IACUC approval for course or research use of vertebrate animals is required prior to beginning use of animals and is granted for a 3-year period, contingent on annual updates being filed with the IACUC. An approved course protocol may be used in all sections of the course.

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:

1. Rationale and purpose for the proposed use of vertebrate animals. If the study is a replication, the rationale for duplication should be discussed.
2. Species and number of vertebrate animals planned for the laboratory activity.
3. 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.
4. Description of sedation, analgesia, or anesthesia, if applicable.
5. Postoperative care, if applicable.
6. Housing and dietary requirements.
7. Criteria and process for timely intervention, removal of vertebrate animals from a study, or euthanasia if painful or stressful outcomes are anticipated.
8. Method of euthanasia or disposition of vertebrate animals.
9. Adequacy of training and experience of personnel in the procedures used, and safety of working environment for personnel.

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 IACUC 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.

A protocol petition form is available here: [https://www.wittenberg.edu/administration/provost/research-ethics-and-compliance](https://www.wittenberg.edu/administration/provost/research-ethics-and-compliance)
VIII. University Services and Facilities

A. Advancement

University Advancement is responsible for obtaining annual, capital, endowed, 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 allow alumni, parents, graduating seniors, faculty, staff and friends to demonstrate their commitment to the mission of Wittenberg.

Wittenberg's Major Gifts Program focuses on endowed and capital gifts to meet current priorities and provide long-term support and stability to the university. The Major Gifts team focuses on developing long-term relationships with donors, cultivating involvement from the University, and working with donors to match interests with institutional needs. University Advancement 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 the academic program and conveying programmatic needs.

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 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 University Advancement.

The responsibility for ideas, initiatives, and basic preparations for academic program and equipment proposals rests with department heads, faculty, and the Provost's Office. However, suggestions, assistance, and guidelines will be offered by University Advancement. 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 University Advancement with the approval of the President.

Gifts

Official acceptance of all gifts to Wittenberg is made in accordance with the Gift Acceptance Policy approved by the Board of Directors based on the recommendation of the President and 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 two forms: an outright gift (i.e., cash, securities, real property) deferred gifts, annuities, life insurance, retirement plans, etc.) and bequests.

All gifts received by any department or administrative office should be transmitted directly and immediately to 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 University Advancement.

B. **Campus Police Division**

C. **Consortia Memberships**

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.

*Southwestern Ohio Council for Higher Education (SOCHE)*

The purpose of the Southwestern Ohio Council for Higher Education is to promote interinstitutional 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.

D. **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.

E. **Emergency and Security Information**

F. **Employee Safety & Health**

G. **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.

**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.

H. **Thomas Library**

**Faculty Guide to the Library**
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:

1. New tenure-track ABD faculty (Departments chairs are encouraged to apply on new faculty member’s behalf).
2. Other new faculty
3. Faculty on sabbatical
4. Faculty who have not had a room in recent years
5. 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.

I. Mail Room & Copy Center

J. 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 located in the Recitation Annex. 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.
K. Scheduling Events

All events are to be scheduled using 25Live. This procedure will avoid scheduling conflicts and allow building and dining services adequate set up time. Contact the Coordinator of Central Scheduling for more information.

L. University Communications

Located in 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. Contact the Office of University Communications 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. Contact the department of publications for additional information.

M. Weaver Chapel

Weaver Chapel offers morning worship for the campus community from 11:30 to 11:50 a.m. every Tuesday and Thursday. No classes or meetings are held during these 20 minute periods. With your supervisor’s permission, you are welcome to participate in this time of community worship. Other regular opportunities for worship in Weaver Chapel are Sunday mornings at 11 a.m. and Catholic Mass at 9 p.m. in Weaver Chapel. A space for reflection and prayer is also available on the second floor of the library. For further information, please contact the university pastors.

N. Workplace Guidelines
IX. University Employment Policy

Notice of Non-Discrimination

Please see the University Notice of Non-Discrimination at the following link: http://www.wittenberg.edu/nondiscrimination_notice

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.

X. Compensation and Benefits

A. Wittenberg Staff Manual Links

Payroll Process

Health and Welfare Benefits

Tuition Waiver and Scholarship Plan

Other Workplace Policies – Staff Manual Appendices
B. Supplements to Wittenberg Staff Policies

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.

**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 Graduate and Professional Studies 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 Graduate and Professional Studies and depends on the needs of the Day and Evening programs.

**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."

<table>
<thead>
<tr>
<th>Assistant</th>
<th>Associate</th>
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<tbody>
<tr>
<td>Years Completed</td>
<td>Factor</td>
</tr>
<tr>
<td>0</td>
<td>1.000</td>
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<tr>
<td>1</td>
<td>1.014</td>
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<tr>
<td>2</td>
<td>1.028</td>
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<tr>
<td>3</td>
<td>1.042</td>
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<td>5</td>
<td>1.070</td>
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<td>1.084</td>
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<td>7</td>
<td>1.098</td>
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<td>8+</td>
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<thead>
<tr>
<th>Full Professor</th>
<th>Factor</th>
<th>Years Completed</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1.400</td>
<td>10</td>
<td>1.540</td>
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<tr>
<td>1</td>
<td>1.414</td>
<td>11</td>
<td>1.554</td>
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<tr>
<td>2</td>
<td>1.428</td>
<td>12</td>
<td>1.568</td>
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<tr>
<td>3</td>
<td>1.442</td>
<td>13</td>
<td>1.582</td>
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<tr>
<td>4</td>
<td>1.456</td>
<td>14</td>
<td>1.596</td>
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<tr>
<td>5</td>
<td>1.470</td>
<td>15</td>
<td>1.610</td>
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<tr>
<td>6</td>
<td>1.484</td>
<td>16</td>
<td>1.624</td>
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<td>7</td>
<td>1.498</td>
<td>17</td>
<td>1.638</td>
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<tr>
<td>8</td>
<td>1.512</td>
<td>18</td>
<td>1.652</td>
</tr>
<tr>
<td>9</td>
<td>1.526</td>
<td>19</td>
<td>1.666</td>
</tr>
<tr>
<td>20+</td>
<td></td>
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<td>1.680</td>
</tr>
</tbody>
</table>

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. In the case of joint appointments, consultation should include the faculty member’s primary department chair and the chair (or director) of the secondary department (or program). 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 (in the case of joint appointments, primary 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 (in the case of joint appointments, primary 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 (in the case of joint appointments, primary 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:

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Years in Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>One Group</td>
</tr>
<tr>
<td>Assistant</td>
<td>0-3, 4-7, and 8+</td>
</tr>
<tr>
<td>Associate</td>
<td>0-3, 4-6, 7-9, and 10+</td>
</tr>
<tr>
<td>Full</td>
<td>0-4, 5-9, 10-14, and 15+</td>
</tr>
</tbody>
</table>

d. The median is NOT published for groups containing fewer than 4 faculty.
e. The sizes and numbers of the promotional and merit raises awarded
f. 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.

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.

Paid Leave: Sick, Maternity, Other

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.

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.

**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 of 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 (in the case of joint appointments, primary 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 concede 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 (in the case of joint appointments, primary 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 (in the case of joint appointments, primary 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.

**C. 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 at Wittenberg. With the approval of the Faculty Personnel Board, those six years may include the maximum of one semester of leave of absence. Year at other institutions do not count towards years of service for a sabbatical. 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 timed to begin 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 (an electronic copy should be sent to the Faculty Secretary, who will distribute it 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 copy of the letter of application should be sent to the chairperson of the applicant’s department. If the chairperson supports the application, an electronic copy of the chairperson’s recommendation is to be sent to the Faculty Secretary, who will distribute it 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. In the case of joint appointments, the primary department chairperson will write the recommendation after consulting with the chair (or director) of the secondary department (or program). The recommendation should comment on the
effect of the applicant’s absence on both departments (or department and program). 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 (or
primary and secondary department/program if a joint appointment) 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. In the case of joint
appointments, the primary department chairperson should consult with the chair (or
director) of the secondary department (or program) and comment on the effect of the
applicant's absence on both departments (or department and program).
XI. Academic Policies: Curriculum, Registration and Courses

A. Policy on Academic Credit

Wittenberg University operates under a semester credit system. This credit policy applies equally to courses regardless of varying credits, durations, and modes of instruction, and applies to all credit granted by the University, whether through programs on or off campus, or through transfer from other institutions. Determination of the amount of credit awarded is made by the Committee on Educational Policies and Registrar based on accrediting agency guidelines and state and federal regulations. One credit will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work out of class an average of twice that amount of time (1,500 minutes), for a total of approximately 2,250 minutes per credit. The proportions of time spent on different types of learning activities may vary across modes of delivery.

CREDITS ACROSS MODES OF DELIVERY
Face-to-face, Online, and Hybrid Courses
Courses delivered in these formats require 750 minutes of formalized instruction and an average of twice that amount of time (a minimum of 1,500 minutes) in out-of-class work per credit awarded.

Laboratory Courses
Laboratory courses require a minimum of 1,500 minutes of laboratory instruction per credit awarded if instruction is supplemented by out-of-class assignments preparing for or following up the laboratory experience. Laboratory courses that do not require out-of-class work require a minimum of 2,250 minutes of laboratory instruction per credit awarded.

DEFINITIONS
1. “Formalized instruction” includes but is not limited to activities in which a faculty member directly facilitates instruction in a face-to-face, hybrid, or online environment: lecture, to include lecture capture, video streaming, narrated PowerPoint presentations, and podcasts; discussion, to include both large and small group format, as well as discussion boards and chat; role play; modeling and simulation; student presentations or performance, and other active learning strategies. Different types of courses may include varying amounts of formalized instruction and may be awarded credit differently: laboratories; studio time; field experiences; seminars; practica; and internships.
2. “Out-of-class” work may include but is not limited to reading and writing assignments, study time, or out-of-class discussions with classmates or professors.

Procedures
1. Syllabi will include the number of designated credits and a statement that informs students of the typical amount of out of class work that they should expect to complete for the course. Example: “In this course, students should expect to spend
at least twice as much time out of class doing work for each course as they spend in class.”

2. Courses with multiple sections, regardless of mode of instruction, use syllabi which demonstrate consistency of purpose, scope, quality, assessment, and expected learning outcomes.

3. The Registrar’s Office will maintain a course schedule showing the weeks, hours and days that courses meet. Faculty members will maintain records documenting course schedule achievement.

4. Credits proposed for new courses are reviewed and approved by the Committee on Educational Policies and the Registrar.

5. Compliance with this policy shall be evaluated by periodic review of the course schedule and of credit designations in the course catalog and course syllabi.

B. Guidelines for the Adoption of a New Academic Program
(By Faculty Action, 1998; amended 2015; 2017)

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 three-phase proposal to the Faculty Committee on Educational Policies and may come from a faculty member, a group of faculty (department, task force, committee, etc.) or the Provost or Provost’s staff. The first phase of the proposal should be sent to the provost and the chair of the Educational Policies Committee and should address the following issues (form can be found on myWitt, Information Sites, EPC).

PHASE 1: Idea Summary

The Idea
1. What is the nature of the idea being considered? Describe the program.
2. Where did the idea come from? What external interest, if any, has inspired this idea?
3. What, if anything, is driving the timeline for proposing this program now? What are the reasons for why this proposal may need to be expedited?

Institutional Fit
- How does the proposed idea fit with Wittenberg’s mission, values, and strategic goals? (Please be specific)

The Student Base Defined (This is preliminary market information based on your best estimates).
1. Based on your best estimate (which can be anecdotal at this point) who would be attracted to this program and why? Is the program helping to create a new student base (market)? Or will it serve an existing market?
2. Who are the students that the program will serve?
3. How typical or atypical is this program?

Resource Considerations
1. Based on your best estimate (anecdotal information is acceptable here), what University resources (staffing, facilities, equipment) would be needed to support this program?
2. How might the idea impact: Other discipline areas? Student Services? Information Technology Services?
3. What external resources will be needed such as partnerships, regulatory oversight?
4. What is your best estimate at this time on the timing of these resource needs?

Summary Information Sources
- What sources and departments were consulted for the information provided?

After receiving feedback and approval from the Educational Policies Committee the second phase of the proposal, the feasibility study, should be sent to the chair of the Educational Policies Committee and address the following issues (form can be found on myWitt, Information Sites, EPC).

PHASE 2: Feasibility Study (to be completed in consultation with the Office of Academic Affairs and Institutional Research)

The Rationale
- How do we know there is a need for this program?

The Student Base Further Defined
1. Describe the likely students in the program and where they are located (local, state, regional, national, and international)? Who is your target market?
2. Would the program have particular appeal to traditional or nontraditional students? Why?
3. Would the program have particular appeal to international students? Why?
4. Will the program draw in new students or existing students?
5. Who are our competitors?
6. Why will students choose to attend Wittenberg’s program as opposed to the other available options? (price, value, reputation, etc.)

Feasibility Quantified
1. How large is the potential student base? Is it growing or declining? What is driving the size? (i.e., job placement projections, etc.)
2. What is the expected scale of a successful program in terms of student enrollment or cohort size? What scale is needed for financial viability and sustainability?
3. Do you anticipate the demand for the program as short or long term?

Models for Delivery
1. What approach might you take to delivering the program? Possibilities could include:
   a. Developing and delivering curriculum via Wittenberg faculty and staff
   b. Purchasing curriculum/program from a third party but delivering it via Wittenberg faculty and staff
   c. Contract with a third party to offer the curriculum to Wittenberg students
2. Which model is recommended? What is the return on investment to implementing this model? Why?
3. Are there unique challenges to offering the program? (for example, licensing, regulation, lack of awareness of industry/opportunities, large geography to market to, difficulty finding qualified faculty and/or staff, etc.)
4. Identify any implications for faculty such as significant professional development needs, required certifications, etc.

Program Pricing (if applicable)
1. If different from standard undergraduate tuition, what is the pricing strategy? What factors guided the pricing strategy?
2. Will the program utilize regular tuition or differential tuition? What is the rationale?
3. Are there specific fees associated with the program? How will they be collected?

Financials
- Please append an anticipated budget over three years that includes an explanation of assumptions about all revenues and expenses, including anticipated changes in staffing.

Information Gaps
- What do we not know that could significantly impact this idea?

After receiving feedback and approval from the Educational Policies Committee the third phase of the proposal, the implementation phase, should be sent to the chair of the Educational Policies Committee and address the following issues (form can be found on myWitt, Information Sites, EPC).

PHASE 3: Implementation Plan

The Program
1. What are the degree and major area requirements, including prerequisites? This information should be formatted in the same manner as in the Academic Catalog.
2. What are the new course offerings? Will there be any revisions to existing courses? (Include a listing of the courses and their descriptions.) This information should be formatted in the same manner as in the Academic Catalog. You will also need to
submit new course proposals for all new courses if the program is recommended to the faculty for approval.

3. Syllabi for new courses (see 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 must be proposed to EPC at the time the program is initially considered.

Program Assessment
1. What are the student learning outcomes for the program?
2. What is your assessment plan for the program?
3. How will you assess any portion of the program delivered by an external third party?

Program Integrity
1. How will the various elements of the program—its goals and objectives, curriculum and courses, and related experiences—exhibit intellectual and academic coherence?
2. How will the program’s curriculum, courses, and co-curricular events provide students with the educational experiences deemed essential for the field of study?

Standards of the Field
1. Are there unique admission requirements for the program? If so, explain. For proposed graduate programs: What are the proposed admissions standards for the program?
2. How does the program meet or exceed the generally recognized standards for programs of its type (i.e., standards held by professional associations, by accrediting agencies, or other prevailing standards).

Program Overview
1. Where will the program be housed? Explain the rationale for placement in the proposed department.
2. What is the primary delivery format or mix of delivery formats (i.e., face-to-face, hybrid, online)?
3. What resources would be needed to support this idea? Specifically, which departments and individuals will need to implement the program and what will their roles entail? Who will direct the program? Have all these departments and individuals agreed to support the proposal?
4. Will the program use full time faculty and/or adjunct faculty? Note professional development or unique qualifications needed.
5. How will the program connect to, contribute to, or affect other areas of the University? Conversely, what might we need to stop doing in order to implement this program?
6. Please attach a three-year staffing plan for proposed academic programs, including the number of credits and the anticipated course capacity for each course.
Accreditation Considerations

1. Accreditation – identify accrediting agency, if any, which governs the program and list process and requirements for accreditation unique to this program.
2. If Wittenberg will partner or contract with a non-accredited entity to offer courses, identify the information or services provided by the entity and the percentage or portion of the educational program the third party is providing.

Financial Considerations

- Has anything changed in the proposed budget you submitted in the Feasibility Plan?

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. Once final feedback and approval has been granted by EPC, the full proposal will be forwarded to the faculty per the procedure outlined in the actions section of the faculty manual.

Wittenberg’s Board of Directors vote on final program approval.

C. 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 third year. Subsequent review may also occur. Program directors should send written responses via email to the below questions to the chair of the Educational Policies Committee by September 15th after the completion of the third year of the program. Questions to be answered for third year review of new programs:
   1. Please provide a list of courses offered in the program each semester since the program was adopted. For each course, include the department, number, general education designation, if any, title, and number of credits for each course, as well as the name of the instructor and his or her faculty status (tenured, tenure-track, visiting, or adjunct). Please include the number of students who enrolled in each course, as well.
2. How many declared majors and/or minors are currently enrolled? Has the department graduated any seniors yet? How many?
3. Please describe how the program is assessing student learning. Include as well the program's mission statement and learning goals. These items should be in your original program proposal.
4. Since you have proposed this program have you realized any resources that need to be met, such as library, technology, classroom space, staffing?
5. Are there any opportunities or challenges that your program needs to respond to?
6. What additional information or outcomes of the program would you like to share that have not been included in the earlier questions, such as does the program help to support underrepresented students, enable engaged learning, bring in community members, etc.?

D. Course Revisions and New Courses

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.)

Rationale for the course

1. How does the course contribute to the departmental program?
2. For what type of student is the course intended (major, non-major)
3. What relationship, if any, does the course bear to offerings of other departments?
4. Will the proposed course replace any other courses?
5. Does the department currently have sufficient faculty resources to staff the course? Full-time or part-time?
6. 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.

E. Approval for General Education Offerings

Course offerings for the General Education Program must be submitted for approval to the General Education Advisory Committee. Proposals should contain the following information and follow the relevant outline below:

Instructions for Arts and Sciences Courses

1. Identify the Arts and Sciences learning goal (A, N, B, S, R, H, C) for which the course is being submitted. With the exception of courses that count toward the non-Western goal, courses may be submitted for only one goal. If instructors are seeking approval for the non-Western goal and another Arts and Science goal, they must submit full documentation for each goal.
2. Explain how the course helps students achieve the learning goal.
3. With the exception of the Natural World learning goal, 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 and to the General Education Advisory Committee.

Instructions for Writing Intensive Courses

The questions below seek to understand the importance of writing in the course as well as the process of developing assignments. While any course may be submitted as a writing-intensive course, the definition of a writing-intensive course is the same regardless of the number of credit hours carried by the course. Instructors seeking approval for the writing-intensive goal and an Arts and Sciences goal must submit full documentation for each goal.

1. Assignments
   a. What kinds of writing will be assigned in the course? What purposes will they serve (e.g., developing fluency, generating discussion, promoting critical thinking skills, reporting or summarizing findings, evaluating)? Estimate the length of each assignment.
b. If you have already designed any course materials related to writing (e.g., explanations of assignments, syllabus with assignments, sample papers, critique sheets), please enclose copies.

2. Process
   a. How will the various assignments be sequenced to encourage the development of writing skills (e.g., short to long, single skill to multiple skills, summary to analysis, simple to complex understanding)?
   b. How will you prepare the student to write (e.g., oral and written explanations of assignments, class discussions of the topic or of writing, group or individual brainstorming, informal writing)?
   c. How will you help students with the process of writing (e.g., meeting with individual students, responding to drafts, providing models of good writing, promoting peer response)?
   d. How will you respond to the finished product (e.g., required or optional revision, conferences, marginal comments, grades, class discussion, and publication for class)?

F. Petitions to Academic Policy

In particular circumstances, a student may submit a petition to request an exception to or application of a university policy. A petition is a formal written request for an exception to a published policy or requirement. The petition should cite the regulation in question and state the basis for the waiver or exception upon which the request rests. Petitions are special requests, so students must present compelling, exceptional, and documented circumstances in making their requests.

University policies and deadlines are established by the faculty to protect the integrity of the academic experience. Petitions will be evaluated according to the standards and principles of university policies along with considerations of fairness and equity for all students. Petitions will only be granted upon a demonstration of exceptional cause.

Petitions may be submitted for academic standing decisions, for general academic policies, or for their deadlines. Graduation requirements such as total credits required, GPA, credits and GPA in the major, and residency credits may not be petitioned.

Procedures for Petitioning Policies

I. General Academic Policies
   a. General academic policies include such things as class drop or add, overload course registration and fees, withdrawals, and official deadlines.
   b. The general academic policy petition form may be found online or in the Registrar’s Office.
   c. The student should fill out the form according to the instructions on the form and return it, along with any additional documentation, to the Registrar’s office.
   d. The Registrar will notify the student of the decision based on the information supplied by the student as well as any other information pertinent to the issue.
II. General Education Designations
   a. The General Education Advisory Committee (GEAC) designates certain Wittenberg courses as fulfilling specific general education requirements. Students may petition to have a course not so designated at Wittenberg or in transfer from another university count to fulfill a general education requirement at Wittenberg.
   b. A student who believes that a course taken at another school and transferred to Wittenberg should fulfill a general education requirement may complete the general education petition form found online or in the Registrar's office.
   c. The student should fill out the general education petition form and include the documentation requested on the form and return it to the Registrar's office, where it will be reviewed to make sure all the information is included. The Registrar's office will send the documents to the General Education Advisory Committee (GEAC) for final review.
   d. When GEAC makes its decision, it will send the decision to the Registrar's office so that the record can be updated. The Registrar's Office will notify the student of the decision.
   e. If the student believes that a course taken at Wittenberg should have a general education designation that is not approved by GEAC, the student should fill out the general education petition form online or pick up a form in the Registrar's office.
   f. The student should fill out the form according to the instructions on the form and return it to the Registrar's office.
   g. The Registrar will include any additional information needed and send the form to the General Education Committee for evaluation.
   h. The General Education Advisory Committee will return the form with its decision to the Registrar's office, which will update the records and notify the student of the decision.

III. Course Grades
   a. A grade inquiry may be initiated when the student believes the final grade assigned for a course is inaccurate. The student may petition on the grounds that the faculty member did not follow published grading policies, that the grade was not correctly calculated, or that the process of grading was not applied consistently in the class. For grading matters pertaining to Honor Code violations, students must follow Honor Code procedures. Grades on assignments within a course may not be appealed.
   b. If a student believes a final course grade is inaccurate, the student should first discuss the grade with the faculty member.
   c. If that discussion does not resolve the question, the student should complete a grade appeal form and submit it to the chair of the department in which the course was taught.
   d. An appeal should be made as soon as possible after the grade is recorded, and in no case later than the end of the seventh week of the semester following the term in which the grade was given.
e. If the appeal is denied, the student may submit the grade appeal form and any additional required documentation to the Provost.

f. The Provost’s office will evaluate the appeal and consult with the department chair and the faculty member. The faculty member completes a Change of Grade form, if necessary, and submits it to the Registrar. The Registrar makes any necessary changes to the student's grade in the system.

g. If the faculty member who gave the grade is no longer at the university (in the case of an adjunct instructor, for instance), the department chair will contact the instructor and put the student and the faculty member in contact with each other to initiate the process.

h. If a faculty member whose grade is challenged is no longer at the university, cannot be contacted, or does not respond to reasonable efforts at contact, then and only then will the department chair, in consultation with other members of the department in question, review the appeal. If the chair decides that the appeal has merit, he or she may then instruct the Registrar to make any necessary changes to the student's grade in the system.

i. If the faculty member whose grade is being appealed is a department chair, the complaint will be explored and resolved in consultation between the faculty member and the Provost.

IV. Board of Academic Standards Decisions

a. The Board of Academic Standards (BAS) evaluates students’ academic progress according to the published policy and process (see section on Standards of Academic Progress). After the end of each semester, students placed on probation or suspension, or those dismissed from the university, will receive an email and letter notifying them of the Board’s decisions.

b. To appeal the BAS decision, the student should go to the BAS web page to see what information should be included in the appeal letter.

c. The appeal letter and corresponding documentation should be sent to the office identified in the BAS decision letter by the deadline noted in the letter.

d. The BAS will review the appeal and notify the student of its decision.

e. If the appeal is denied, the student may further petition the Provost with any new and compelling information. The Provost will resolve the appeal and notify all concerned parties.

G. Online and Hybrid Courses At Wittenberg

Definitions

A Standard Course earning four semester hours in credit combines 45 hours in class for formal instruction with at least twice that amount of work outside of class. Different rules apply for certain kinds of experiences such as labs and studios.

An Online Course conducts at least 75% of the formal instruction or formal interaction online. Such a four-semester-hour course typically would meet eleven or fewer hours in
class.

In a **Blended or Hybrid Course** the classroom instruction constitutes about half of the formal instruction/interaction. Such a four-semester-hour course typically would meet 20-25 hours in class.

The total workload per four-semester-hour course would remain the same regardless of format.

In **Synchronous online courses** each course proceeds like a Standard in-class course, only with some students registered and participating online.

**Asynchronous online courses** do not meet in common times, though they may from time set up a common time for a session or meeting.

**Policies**
1. As a residentially-based campus, Wittenberg's offerings of online or hybrid courses will be limited to the following situations, except by vote of the faculty upon recommendation from the EPC:
   a. Hybrid and/or online courses offered by the School of Graduate and Professional Studies in its Evening/Saturday programs intended for Nontraditional students
   b. Hybrid and/or online courses offered during Summer Sessions
   c. Hybrid and/or online courses offered at the Graduate level
2. Online and hybrid courses are treated like standard courses regarding academic credit, student load and tuition, instructor load, compensation, transfer policies, and student evaluations of teaching.
3. Instructors may be compensated for developing online courses or hybrid courses, as determined by the Provost.
4. Departmental and programmatic assessment of student learning must include online and hybrid courses.
5. Materials developed for an online course or for the online portion of a hybrid course remain the intellectual property of the instructor.
6. Hybrid courses are subject to the same course approval processes as are other courses.
7. All online courses to be offered for the first time or offered for the first time as an online course, including those offered as topics courses, are subject to the new course approval process. In addition to the normal questions asked of new courses, online course proposals must address the following:
   a. Does the course normally rely on discussion, group activities, and other engaged learning practices? If so, how do you intend to approximate that aspect of the class online?
   b. How will you monitor and assure academic integrity in the online course?
   c. How will you make yourself accessible to students for course assistance and advice?
   d. How will you enable and encourage student participation and engagement in the online class?
These policies shall be reviewed by the Educational Policies Committee for possible revision in the fall semester of 2017.

H. General Education Program

Goals, Requirements and Definitions
(Added by General Education Committee, Fall 2000)

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 126 semester hours to earn their degree.

TRANSFER STUDENTS WITH THE AA/AS DEGREE - Students who have completed the Ohio Transfer Module and have been awarded an A.A. or A.S degree can apply their coursework toward the graduation requirements at Wittenberg University.

- The entire 60 semester hours (or its equivalent) of the A.A. or A.S. degree will count toward Wittenberg's graduation requirements (up to semester 94 hours can be transferred). Courses with a grade of C- or below will not be transferred.
- Students will be considered to have met the requirements of the General Education program at Wittenberg with the following exceptions; students who have completed less than the equivalent of one year of foreign language at their home institution will be required to complete the Wittenberg General Education Language requirement. In addition, students will be required to complete the Community Service requirement and four writing-intensive courses at Wittenberg to fulfill graduation requirements.

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.

5. Most students will take eight courses of 4-5 semester hours each to fulfill the following requirements: 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

FIRST YEAR SEMINARS

GOAL: The student will gain the necessary understandings of self and of the institution to make a successful transition to college life.

REQUIREMENT: Registration and completion of the Wittenberg First Year Seminars, FYS 101 (fall) and FYS 102 (spring), one semester hour each, paired with a fall freshmen-only advising section of four to five semester hours that counts for general education credit. Transfer students are exempt from this requirement.

DEFINITION

1. Students in FYS 101 and 102 will
   - develop strategies for a successful academic and social transition from high school to college
   - discover and utilize effective classroom learning, study and test taking strategies
   - discover personal and academic strengths, interests, and values, and how they relate to vocation.
   - make intellectual and social connections to the campus community.

2. FYS 101 and 102 meet during a common time each week across two semesters, with each section led by a seminar team comprised of a faculty advisor, a peer mentor, and to the extent available, a Student Development or professional staff member.

3. The faculty member for FYS 101-102 is also the instructor for the same group of students’ paired general education fall course of four-five semester hours. That full size course is a fall semester, first-year only advising section that 1) meets a General Education learning goal, and 2) enrolls 25 or fewer students.

4. In the spring semester, the seminars continue to meet at the same day and time with the same seminar team, although they are no longer linked to a first-year only course.

5. In order to facilitate common activities, FYS 101 and 102 meet once a week according to the daily schedule, during the academic year.
6. FYS 101 and 102 may not be taken CR/NC, are not eligible for the freshmen forgiveness rule, and may not be repeated for credit.

**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:**

1. Students must earn a minimum grade of C- or S in ENGL 101E, unless they demonstrate a level of competency in writing equivalent to ENGL 101E (e.g. transfer courses, Advanced Placement exams, International Baccalaureate diploma, etc.). ENGL 101E should be taken during the first two semesters.

2. In addition to ENGL 101E, students must also demonstrate continuing proficiency in writing. All students are required to demonstrate successfully their writing proficiency in six courses designated as writing intensive, at least two of which must be taken as part of the student's major. If students fail to meet the writing-intensive requirements within a course, they will not receive writing-intensive credit for that course. However, a student may earn graduation credit for the course even if writing-intensive requirements are not met. 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 on the master schedule of classes.

Transfer students should take ENGL 101E during their first two semesters, unless they demonstrate competency as explained in the above requirements. In addition, they will have waived one writing-intensive course for every 16 credit hours transferred. At most, a student may have two writing-intensive courses waived. At least four writing-intensive courses must be taken at Wittenberg, with two in the major.

Students completing a 3-2 program will have two writing-intensive courses waived. At least four writing-intensive courses must be taken at Wittenberg, including two in the major.

**DEFINITIONS:**

**ENGL 101 College Writing and Research** - ENGL 101 introduces students to basic forms and conventions of college writing, provides the opportunity for frequent practice in writing and revising, and helps students explore various stages of the writing process from planning to proofreading. It also introduces the fundamentals of research.

In ENGL 101E students should learn to: 1) Analyze a rhetorical situation based on content, audience, purpose, genre—and respond appropriately; 2) Focus a thesis and support it with well-selected evidence—integrating other voices and perspectives; 3) Organize an essay by means of well-developed and coherent paragraphs; 4) Produce mature, coherent, persuasive prose that follows the conventions of academic writing; 5) Assess the relevance and validity of sources, and use those sources ethically.
Writing Intensive Courses
(Clarification of wording September 2005; May 2016)
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 generate preliminary writing (e.g. brainstorming, outlines, and 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 that has gone through a writing process with multiple, separate steps, spread out over the semester.

All writing-intensive courses should, to the degree appropriate in their disciplines, interconnect with ENGL 101E—e.g., utilizing the ENGL 101E handbook, the writing/critical thinking rubric, and/or the writing terminology from the course.

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:
At least four semester hours 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. Students are strongly encouraged to meet this requirement by the end of the sophomore year.

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:** Demonstrate competence in a foreign language. Competence may be demonstrated by completing a foreign language 112 (or higher) course at Wittenberg and earning a minimum grade of C- or S; or by earning a sufficiently high score on an examination administered on campus by the Foreign Languages and Literatures Department. Language courses from outside Wittenberg may be used to meet this requirement only after the Foreign Languages and Literatures Department has determined their equivalence to Wittenberg's standard of competence. The Registrar maintains a list of such determinations. Students are strongly encouraged to meet this requirement by the end of the sophomore year.

**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 student meets this goal through some general education courses and through the major.
The student should learn to speak within groups in a manner that
- conveys ideas clearly to others
- and that equitably and respectfully involves others in discussion/conversation.

The student should learn to speak before groups in a manner that
- conveys a clear message (thesis),
- demonstrates clear structure and organization,
- shows an awareness of audience and genre,
- uses language and terminology appropriate to the language and discipline,
- effectively utilizes visual/audio aids,
- uses the body and voice appropriately and effectively,
- and incorporates, credits and cites appropriate evidence.

**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).

**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 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.

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: 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: 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: 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: 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: 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: 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 Goal

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: 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. Students are strongly encouraged to meet this requirement by the end of the junior year.

Learning Outcomes

- Acquire and/or apply skills, abilities, and knowledge to serve an organization that benefits the community.
- Increase understanding of a community by building reciprocal relationships within a community organization.
- Develop an empathetic understanding for other people and life situations.
- Build confidence in one's ability to contribute to the common good.

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 program 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: 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
- M Mathematical-reasoning intensive courses
- N Natural World courses, without laboratory experience
- 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

I. 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.)
Credit-bearing activity courses in Health, Fitness, and Sport, and Theatre and Dance.

Introductory courses or sequences of courses, with no course prerequisites, that introduce basic skills, techniques, concepts, or questions of the field.

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.

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.

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.

Courses are for graduate course offerings in approved graduate programs.

J. Majors, Minors, and Electives: 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.
K. Credit and GPA Standards

STUDENT COURSE LOAD
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 Registrar. The 20th semester hour triggers the first per-semester hour overload charge, with each additional semester hour generating the same per-semester hour fee.

MINIMUM CREDITS REQUIRED FOR GRADUATION
The unit of academic credit at Wittenberg is the semester hour. A candidate for a degree must, as part of the graduation requirements, pass a minimum of 126 semester hours depending upon the degree program and major.

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.

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 (at least 12 semester hours per semester), and continuing towards graduation within the context of a four-year undergraduate program.

L. Standards of Academic Progress
Students are advised to complete 25 percent (32 to 33 semester hours) of the requirements in academic courses for the degree during each academic year. To meet acceptable
academic standards, the student regularly enrolled as a degree candidate must accomplish the following:

- Achieve 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, and
  - 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, maintain a grade-point average of 2.000 or better.
- Earn at least:
  - 24 semester hours by the end of the second semester,
  - 52 semester hours by the end of the fourth semester, and
  - 80 semester hours by the end of the sixth semester.

Note: This rate of accumulating successfully completed semester hours is a minimum standard and, if followed, requires nine to 10 semesters of acceptable academic work to meet the expectations for graduation.

**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 hours. A traditional student is also eligible for the Dean's List if, over the summer school sessions, he or she 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, NC (No Credit), or I 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 academic probation when judged to be making less than satisfactory progress toward graduation:
- When the semester grade-point average or the cumulative grade point average falls below stated minimums.
- When the rate of course completion falls below stated minimums.

A student is removed from academic probation when the semester and cumulative grade-point averages and the rate of course completion reach stated minimums. A student on academic probation may not receive a letter of good academic standing from the university. 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**

Academic suspension occurs at the end of an academic year (except in the case of disregard of academic standards and responsibilities and failing to meet stipulations set forth by the Board) and involves the involuntary and immediate withdrawal of the student from Wittenberg University for at least one full semester. A student is suspended as a result of any one of the following circumstances:

- A student fails 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.
- Failing to meet stipulations set by the Board. A suspension for a failure to meet stipulations may occur at the end of any semester.
- For disregard of academic standards and responsibilities, defined here as earning a grade-point average below 1.000 for any semester, the Board of Academic Standards determines the status of the student after a review of the student’s grades for the current semester 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.

**APPEAL OF THE ACADEMIC SUSPENSION**

- The Board of Academic Standards does consider a timely letter of appeal from the academically suspended student but reverses 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 Assistant Provost for Academic Services provides information regarding the appeal process. Should the appeal of academic suspension be granted, the Board of Academic Standards stipulates a course of action specific to the student for the successful completion of future academic work. Should it be denied, the student may appeal further, but only in writing, to the Provost.
- The communication to the Provost must demonstrate that the appeal did not receive a fair and an impartial hearing.

**READMISSION AFTER ACADEMIC SUSPENSION**

- A student suspended for academic reasons may be re-admitted on probationary status after being away for at least one full semester (excluding summer semester) by filing an application for re-admission with the Director of Admission. A student on academic suspension may not receive a letter of good standing. It is the responsibility of the student to determine the readiness to return and accomplish academic work. The re-admitted student must strive toward being removed from
the status of academic probation and must meet with minimal expectation of completing at least 12 semester hours with a semester grade-point average of 2.0.

To be readmitted a student must:
1. 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.
2. 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.
3. Provide supporting materials including:
   a) a transcript for any coursework taken during the suspension period and/or
   b) a reference letter from a supervisor (for work or volunteer experience undertaken during this time) and/or a faculty member.
   c) documentation of the successful completion of any other stipulations placed on the student by the Board.

ACADEMIC DISMISSAL
If a student suspended by the Board of Academic Standards is readmitted, continues to remain on academic probation and subsequently becomes liable for suspension a second time, academic dismissal results. Academic dismissal is a permanent separation from the University.

M. 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**

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<th>Tues-Thur 95 min. class</th>
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**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.
N. 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 GRADUATE AND PROFESSIONAL STUDIES COURSES
Evening and weekend credit courses sponsored by the School of Graduate and Professional Studies (GPS) exist primarily for working adults from the local community. With the concurrence of the Dean of the School of Graduate and Professional Studies 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 Graduate and Professional Studies. Traditional students may register for these without restriction.

Charges for GPS 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 Graduate and Professional Studies 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 Graduate and Professional Studies, 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 and FYS 101 and FYS 102 may not be repeated. The student’s 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, other than FYS 101 or FYS 102, without grade or credit from the beginning of the semester through the fifth week of the semester. If the student drops a course, other than FYS 101 or FYS 102, 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, other than FYS 101, 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 (1-5) weeks: Without Grade or Credit
- six-ten (6-10) weeks: W (Withdrawn)
- eleven-fifteen (11-15) 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 refunded according to the following schedule:

- One (1) week or less: 90% refund
- two (2) weeks or less: 80% refund
- three (3) weeks or less: 60% refund
- four (4) weeks or less: 40% refund
- five (5) weeks or less: 20% refund
- more than five (5) weeks: no refund

Policies and procedures are different for the School of Graduate and Professional Studies. Students withdrawing from GPS should contact the GPS Dean's Office for additional information.
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 Associate Provost for Academic Services, Wittenberg, P.O. Box 720, Springfield, Ohio 45501-0720

End of Semester Withdrawal
A student who withdraws at the end of any semester is required to apply for permission to withdraw in good standing. The form is available at the Registrar’s Office. An exit interview with a member of the Student Development staff is required. 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 Graduate and Professional Studies should contact the GPS Office for guidance.
O. 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. See the Academic Catalog for information on the Grading System.

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.

P. 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.

**Q. 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.

R. 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 the sophomore year;
3. Submit the Independent Study Proposal form by the semester deadline for adding courses;
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 10 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 prior to the last day to add a course 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 18 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 10 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 theses 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.
S. 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 Provost Scholarship 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

1. Membership in the Honors Program
2. Cumulative GPA of at least 3.50
3. Successful completion of two honors Seminars (which also fulfill General Education and writing intensive learning goals)
4. 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.

T. International Education Policies and Procedures

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**

1. A student must have a minimum GPA of 2.5 in order to qualify for accredited study abroad.
2. A student must complete four academic semesters (or their equivalent) of college before study abroad during the academic year will be accredited.
3. 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.

**U. 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 of the School of Graduate and Professional Studies at the point of course submission so that an appropriate fee can be added to the course charge.

**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 GPS (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
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 GPS, 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 GPS 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.

V. Wittenberg University Code of Academic Integrity
(Approved May 5, 2009; revised and approved April 24, 2015)

W. 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.
XII. Statement of Academic Advising

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 adviser is also the student’s instructor in the FYE 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 FYE 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 ongoing 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 Academic 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 website 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 Shouvl.

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
- Financial Aid
- Greek Coordinator
- Health Center
- International Education
- Minority Students
- Peace Corps
- Personal Counseling
- Placement Services
- Religious Counseling
- Selective Services
- Substance Abuse
- Student Activities
- Tutoring
- Veteran’s Coordinator
• Math Workshop
• Writing Center

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.

XIII. 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.
XIV. School of Graduate and Professional Studies

A. 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.

B. Statement of Purpose for the School Of Graduate and Professional Studies

In keeping with the mission of Wittenberg University, the School of Graduate and Professional Studies supports Wittenberg’s commitment to the lifelong values of a liberal arts education. The School exists to extend the resources of the institution to non-traditional students including community members, alumni, the church, veterans, pre-college learners, and corporate or public service organizations. Its efforts utilize the expertise of the University’s faculty and other qualified professionals in continuing education activities, including graduate programs that are consistent with the University’s mission.

The extension of University resources through the School of Graduate and Professional Studies 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 GPS student. Administration of the enrollment of students in this classification rests within the School of Graduate and Professional Studies 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 GPS 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 GPS, 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 GPS 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., GPS 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. GPS students have not resided in University residence halls; conversely, GPS students may participate in those activities associated with the University’s academic program.
C. 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 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 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's 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.
XV. Athletics

A. 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.

B. 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.
C. 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/her authority, with the faculty. The responsibility in operation is delegated to the Director of Athletics and Recreation and the faculty committee on Athletic Policy and Recreation.
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.

D. 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.

E. 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 worshiping. 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.

**F. 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 rest, 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 engage 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.

**G. Wittenberg Athletic Eligibility Policy**
(Faculty Meeting, May 5, 2009)

**Wittenberg Athletic Eligibility Policy**
Participating in athletics at Wittenberg University is a privilege all students must earn. Maintaining good academic standing and making satisfactory progress towards a degree are two essential academic goals each student must achieve to graduate. To help support the academic process the athletic department has established a minimum grade point average needed for athletic eligibility. The athletic standard established is similar to the university’s policy for good academic standing.
Eligibility Policy:
To conform to NCAA Bylaw 14.01.2.1, athletic eligibility is determined by the Board of Academic Standards (BAS). Athletes on academic probation (AP) are considered to be eligible to participate in athletics unless otherwise determined by the BAS.

XVI. 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.

The adult/non-traditional classification also includes the following categories of admission, administered through the School of Graduate and Professional Studies.

- 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, a 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 Graduate and Professional Studies. 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 GPS), and Cashier/Student Accounts. Once these approvals are granted, the student will be permitted to register for the next semester.

XVII. Financial Aid

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 optimal 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.
XVIII. Assessment of Student Learning At Wittenberg

A. Definitions and Governing Principles

Academic program refers to any organized set of requirements larger than the course level and smaller than the degree: majors, minors, concentrations, tracks, themes, as well as general education.

Assessment of student learning refers to the ongoing evaluation of student achievement of the learning outcomes of a given program. In learning assessment, direct assessment refers to the direct evaluation of students' learning (such as in comprehensive examinations, senior portfolios, external standardized exams.) Indirect assessment refers to learning gains reported by students or reported by faculty, such as in surveys. Such assessment should be ongoing, with reports to the Committee on Assessment of Student Academic Achievement (referred to hereafter as the "Assessment Committee") and the Provost filed every four years.

Learning outcomes refer to that which every student completing a given program should learn: skills, knowledge, understandings. Every department/interdepartmental program must have learning outcomes in place for each major/minor for which it is responsible. The words “goals” and “outcomes” tend to be used differently in different disciplines. Good assessment reports will make clear the distinction, and will operationalize the terms for their own programs.

Wittenberg’s program for the assessment of student learning operates on a four-year cycle. Responsibility for submitting quadrennial assessment reports rests with each department or interdepartmental program responsible for a major/minor/concentration/track. In those cases, administrative responsibility rests with the chair or program director. In the case of the General Education program, the responsibility rests with the General Education Advisory Committee, and the administrative responsibility lies with the Director of General Education. In the case of major/minor programs administered through the School of Graduate and Professional Studies, the responsibility rests with the Graduate and Professional Studies Committee and the administrative responsibility rests with the Dean of the School of Graduate and Professional Studies.

Maintenance of assessment records is the responsibility of the Office of the Provost.

If the Assessment Committee concludes that national or state professional standards meet the requirements for assessment at Wittenberg, those standards may be used, all or in part, in place of the Wittenberg assessment model herein described. The department or program chair may contact the Committee chair to explore this possibility.
B. Schedule for Assessment Reporting

**Quadrennial Reports.** While every program should collect assessment data annually, formal reports on that information and its interpretation should be submitted every fourth year, by August 1st. Programs are categorized into four groups (A, B, C, and D) so that not all programs submit reports in the same year.

Group A reports are due on August 1st 2017, 2021, etc.
Group B reports are due on August 1st 2018, 2022, etc.
Group C reports are due on August 1st 2019, 2023, etc.
Group D reports are due on August 1st 2020, 2024, etc.

For a listing of the programs in each group and for information on reports submitted in the past, go to the Assessment at Wittenberg webpage (https://www.wittenberg.edu/administration/provost/assessment)
Link to the Schedule for Assessment Reports.

**The Academic Year Assessment Schedule**
September preceding the August 1 deadline:
For the purpose of providing guidance, a meeting shall be organized between members of the Assessment Committee and the Chairs/Directors of programs who will submit quadrennial reports by the following August, per the schedule above.

October preceding the August 1 deadline:
The program’s faculty should meet to discuss tasks necessary to complete in order to file the report and to file it on time.

No later than March preceding the August 1 deadline:
The program’s faculty should convene to discuss a draft of the report and to determine what work remains to complete the report. While responsibility for submitting the final report rests with the chair, the actual writing may be done by the chair or by a departmental designee.

No later than August 1, per the schedule above:
The program files its Assessment of Student Learning Quadrennial Report with the Provost’s Office, which forwards the report to the Assessment Committee.

September-December following the August 1 deadline:

**The Assessment Committee processes quadrennial reports.**
January 31 following the August 1 deadline:
The Assessment Committee provides written responses, typically no more than one page in length each, to the departments/programs who submitted reports, with copies to the Provost.
March 15 following the August 1 deadline:
Optional: Departments/programs file responses to the Assessment Committee response.

April following the August 1 deadline:
The Academic Program quadrennial reports, along with the final Assessment Committee responses, are posted electronically to a site maintained by the Provost’s Office.

C. The Assessment of Student Learning Report

Each academic program develops learning outcomes and chooses curricular requirements designed to foster the achievement of those learning objectives. Assessment of student learning should answer the question, “How do we know that those learning outcomes are consistently achieved?”

The department’s or program’s student learning assessment should include all of the following:

1. A brief, basic profile of the program: degrees served (BA, BFA, BME, BS); major and minor programs offered; typical annual number of full-time faculty and adjunct faculty; typical number of graduates per year in each program.
2. The program's learning outcomes/goals, including the General Education foundational goals that should be met in the major (i.e., computing, diversity, research, and speaking).
3. The program's requirements for each major and minor, all general education courses, and any program gates (see examples below).
4. Graphs, tables or charts showing all program-related courses and how the sequence of courses aligns with the program learning outcomes.
5. The program assessment methods utilized for each outcome.
6. The changes in the preceding (1-5) that have occurred during the previous four years, describing especially any changes that were implemented based upon findings in the previous assessment, and describing the impact of those changes on student learning.
7. Statements of course and program assessment findings and the evidentiary bases for those findings over the four-year period. This statement can combine narrative with charts, can combine qualitative with quantitative evidence, and may utilize both direct and indirect assessment techniques.
8. A statement of changes in goals, objectives, outcomes, requirements, or practices that the program has identified for future implementation as a result of this assessment.

WHAT NOT TO INCLUDE IN THE ASSESSMENT OF STUDENT LEARNING REPORT

1. Enrollment statistics beyond those cited above
2. Budgetary information
3. Information on faculty accomplishments
4. Personnel evaluations
5. Requests for faculty lines or information in support of such requests

EXAMPLES OF ASSESSMENT TECHNIQUES

**Direct Assessment** (always explaining how the technique aligns with the program’s learning outcomes and requirements)
- Comprehensive senior examinations (oral, written)
- Capstone projects and/or presentations
- Non-capstone, signature projects/presentations/assignments/tests that occur before the senior year
- External standardized tests (such as GREs, MCATs, GMATs, LSATs, PRAXIS II, Subject Area Tests)
- Assessments of previous course work embedded in subsequent course work (such as beginning of term tests, application of techniques or methodologies learned in a previous course, application of skills learned in a previous course)
- Program gates. (Entrance interviews, auditions, program entry interviews or evaluations, review of GPA at certain program points, admission into a program, juries)

**Indirect Assessment**
- Surveys of professors concerning the content of their own courses
- Surveys of professors concerning their impressions of student learning in courses they did not teach but which relate to the course(s) they do teach
- Surveys of students about learning opportunities they encountered
- Surveys of graduates
- Surveys of employers

**D. The Assessment Committee Response**

The Assessment Committee reviews the Assessment of Student Learning report during the fall. It may ask additional questions of the department/program during those deliberations, and will file a written response with the department/program and the Provost no later than January 31. In its one-page response, the committee will indicate whether it finds the department or program’s assessment work Satisfactory or Needs Work. In unusual cases, it may recommend to the Provost that the annual report needs to be resubmitted the following August. The decision on whether to require a second submission rests with the Provost.

If the department or program submits a response to the Assessment Committee response, then the Assessment Committee may revise its original response (especially if there was a misunderstanding) or append the Department/Program response to the original response. This change will be considered the final Assessment Committee response.

Program and department reports will be posted electronically, with links to both the Assessment of Student Learning Reports and the final responses of the Assessment
Committee. The posted reports and responses will serve as resources for department chairs and program directors, and will be made available to accrediting agencies and others interested in documenting assessment efforts at Wittenberg.

XIX. 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.

XX. 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.

XXI. Wittenberg Staff Manual and Human Resources Policies