



FACULTY HANDBOOK

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The Marian Feast of the Immaculate Conception**

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SECTION 1: OVERVIEW AND GENERAL CONSIDERATIONS

1.1 INTRODUCTION

The Walsh University Employee Handbook is the source of policies and procedures that apply to all employees at Walsh University, including faculty. In addition, the Faculty Handbook addresses policies, procedures and information specific to faculty. This handbook will address topics like scholarship, tenure, teaching, faculty rank, intellectual property, faculty career paths and others to provide clarity for faculty members as they engage in their work at Walsh University. All employees, full-time and part-time, including faculty and adjunct faculty, are also expected to align with the Walsh University Mission and abide by the Walsh University Code of Ethics.

Faculty members at Walsh University are hired to bring teaching expertise, specialized content knowledge, scholarly capabilities and professional mentoring skills (among other things) to the Walsh University culture. Faculty interact and collaborate with Walsh University students, staff, coaches, alumni, administrative professionals and the executive leadership team. This handbook communicates information to help all faculty understand employment expectations, governance structure and policies, expectations related to earning promotions, tenure and leadership roles.

This handbook will be reviewed annually by the Faculty Senate and the Faculty Affairs Committee of the Senate, the Director of Human Resources, the Walsh University attorney, the Vice President for Academic Affairs, and the President to ensure that the Faculty Handbook is up-to-date, relevant and serving the needs of Walsh University faculty and the Institution. The Faculty Handbook will help foster faculty excellence and accountability in a consistent, professional and fair manner.

- The Faculty Handbook, in concert with the Employee Handbook, serves as a guide to help the university navigate situations as they arise by providing policies and procedures that serve the common good of the university with mindful consideration for individual faculty as well. The Faculty Handbook provides clarity on policies and procedures used to create consistency and fairness. The baseline thinking is that all members of faculty and those in leadership roles are trying to do the right things and will behave and function as professionals. The Faculty Handbook serves as a “rule book” to guide thinking, deliberation and decision-making. Walsh University reserves the right to make modifications to the Faculty Handbook in response to changing state and federal employment laws, pertinent government policies and other parameters as they arise to ensure that Walsh University is in compliance with such laws and policies and, in general, procedures considered best in practice.
- Being a faculty member in higher education is certainly a career, but also uniquely an honor, a privilege and a responsibility as faculty influence the lives of others. Faculty

help people of all ages, but especially young adults, explore knowledge, challenge their thinking, expand their perspective, deepen their convictions and ultimately find their purpose. Faculty help students and each other to engage the Catholic Intellectual Tradition which both encourages and challenges us to deeply study “Faith and Reason” to truly understand what it means to be human and live a full and joy-filled life in addition to a fulfilling career. This handbook provides some structure to help us be mentors, teachers and guides in this powerful and valuable process of learning in higher education.

1.2 MISSION STATEMENT

Walsh University is an independent, coeducational, Catholic liberal arts and sciences institution founded by the Brothers of Christian Instruction. Walsh University is dedicated to educating its students to become leaders in service to others through a values-based education enhanced with an international perspective in the Judeo-Christian tradition. Walsh University believes in the desirability of a small university that promotes academic excellence, a diverse community, and close student-teacher interaction. The University provides its students with a higher education that fosters critical thinking, effective communication, spiritual growth, and personal, professional, and cultural development. Walsh University encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.

1.3 HISTORY

In 1957, when the Brothers of Christian Instruction first arrived in Ohio to look at potential sites for a new college, they were drawn to 50 acres of land surrounded by rolling hills of farmland in North Canton. Not only was this a good location, recalls Brother Robert Francoeur, F.I.C., who traveled with a fellow Brother to consider four other sites as well, but the land was affordable—50 acres at \$2,000 an acre, for a total of only \$100,000. Financing for the purchase and construction of the initial two buildings (College Hall which is now Farrell Hall and the Brothers’ residence, La Mennais Hall) was provided by a \$500,000 loan from the Brothers of Christian Instruction and a \$300,000 gift from the Roman Catholic Diocese of Youngstown.

The doors of Walsh College opened on November 17, 1960. The first class was made up of 67 students, all male, and most of them graduates of Central Catholic High School. The College’s staff consisted of seven Brothers, a janitor, and a part-time secretary. All the Brothers, regardless of title, taught at least one class. Those were the simple beginnings—tuition was \$300 a semester and the College’s entire operating budget, including the Brothers’ living expenses, totaled \$33,000.

On the opening day, Brother Thomas S. Farrell, F.I.C., President, stood on the mezzanine landing of the stairway in the lobby of College Hall and told the new students,

“The greatness of an institution is not gauged by the splendor of its buildings, the success of its athletic teams, and the size of its stadium; nor by the academic degrees held by its faculty; not even by the number of degrees it may award. An institution of

higher education becomes great [when judged] by the quality of the men it sends forth from its doors.”

Those words still ring true today, even as the name on the gate is now Walsh University and both male and female graduates from many backgrounds and nations are sent forth. While enrollment has grown and tuition has changed with the times, new buildings have sprung up around campus, and new programs are constantly being introduced. Throughout these changes, the Walsh University mission remains essentially the same: to maintain high standards of academic excellence and close student-teacher interaction. This commitment is reflected each time another assembly of graduates is sent forth.

1.4 THE DIOCESE OF YOUNGSTOWN

Walsh University is named after Bishop Emmet M. Walsh, who invited the Brothers of Christian Instruction to establish a college in the Diocese of Youngstown. A gift from the Diocese was used to erect La Mennais Hall as a residence for the Brothers of Christian Instruction, for student brothers, and candidates enrolled at Walsh University. In 1992, the last Brother of Christian Instruction (FIC) as President retired (Br. Francis Blouin, FIC, President #3) and Fr. Richard Mucowski, OFM, became the fourth President of the institution. In May of 1995, the University Board of Directors continued the transition to lay leadership with an updated sponsorship agreement that included the retention of Board leadership by a Brother as the Chairman of the Board of Directors. In 2011, the Brothers agreed to the appointment of the first lay Chairman, Mr. Gerald Walsh, for the Board of Directors. The sponsorship formally ended in 2021 with a Joint Memorandum of Understanding (JMOU) to guide the formal relationship. The Brothers’ legacy lives on through scholarship support, the presence of Founders Plaza on Market Street and the spirit of the Brother’s charism as Walsh delivers on its mission. Further, they will continue to serve on the Board of Directors, and Walsh University will continue to educate the Brothers, as needed, as key aspects of the JMOU.

As an academic institution, Walsh University is autonomous. The Bishop of the Roman Catholic Diocese of Youngstown authenticates the Catholic identity of the University. Walsh University personnel appreciate the understanding, cooperation, and support which diocesan authorities have given to the University since its foundation and count on the help of the diocesan clergy and laity in enrollment and fund-raising efforts. University administrative leadership collaborates with diocese officials in preparing teachers for schools, parishes, host lectures, workshops, and seminars.

SECTION 2. FACULTY OVERVIEW

2.1 DEFINITIONS

Faculty of Walsh University consists of those individuals, full or part-time, with faculty status, either with or without rank, who collectively develop, maintain, deliver, assess, and support the University curricula in all phases. Faculty also support and contribute to the Walsh University mission, culture and core values.

Faculty Status is assigned to full or part-time employees who are responsible for teaching, mentoring, advising, program assessment, and other scholarly and service activities focused on student academic success and elevating the academic profile and reputation of Walsh University. Faculty may serve predominately in undergraduate or graduate programs, and in some cases, may serve in both. Faculty status presupposes a minimum of a master's degree or its equivalent or a terminal degree in a given discipline, usually a Ph.D. (doctorate). There may be special cases in which an individual with a bachelor's degree who possesses highly specialized experience or training may be approved by the Vice President for Academic Affairs (VPAA) for faculty status.

Faculty Rank is initially assigned by the VPAA to full or part-time faculty upon employment. Faculty rank presupposes a minimum of a master's degree or its equivalent or a terminal degree in a given discipline. There may be special cases in which an individual with a bachelor's degree who possesses highly specialized experience or training may be approved for rank by the VPAA. Advancement in rank is a function of executing consistent excellence in teaching, appropriate scholarship, contributions to program review, service, and mission alignment. Evidence of such is evaluated by the Retention, Tenure and Promotion Committee of Walsh University and recommendations for rank advancement are made to the VPAA and President. The President has reserve power to approve/reject faculty rank advancement.

2.2 FACULTY STATUS

Any individual, whether involved in undergraduate or graduate programs, hired by Walsh University to perform teaching, scholarship, program assessment and/or service duties is considered faculty. Faculty may be full-time or part-time. In addition, some faculty may also be hired, as needed, to serve as adjunct (contingent) faculty. Other faculty may be part of our campus community temporarily as visiting professors, professors of practice or other visiting scholars.

2.3 FACULTY RANK

Faculty rank can be assigned to any full or part-time employee with Faculty Status. Faculty rank presupposes a master's degree or its equivalent or a terminal degree in a given discipline.

Faculty ranks are:

- Instructor, Assistant, Associate, and Full Professor
- Clinical Instructor, Clinical Assistant, Clinical Associate, and Clinical Full Professor
- Professional Instructor, Professional Assistant, Professional Associate, and Professional Full Professor

2.4 FACULTY TRACK DESIGNATIONS

All faculty at Walsh University are valued equally. All faculty designations are equally important to our success; they just have different scholarship and advising requirements. Faculty are designated as adjunct, visiting, professional, clinical, non-tenure (teaching), tenure track, tenured or Emeritus/Emerita. Professional, clinical, non-tenure (teaching), tenure-track and

tenured faculty are evaluated according to the appropriate faculty retention, tenure and promotion (RTP) guidelines outlined in this handbook. Adjunct faculty and visiting faculty are evaluated by direct supervisors. Retired full-time faculty who have been awarded Emeritus/Emerita status are not subject to further evaluation for rank, but if teaching as adjunct faculty would be evaluated by direct supervisors.

ADJUNCT FACULTY

Adjunct faculty members (also called contingent faculty) are individuals who receive part-time employment agreements to teach a limited number of specific courses during a given academic term. Adjunct faculty may not teach more than 18 credit hours during a given calendar year (July 1 to June 30). Courses are assigned to adjunct faculty according to the academic program's needs as determined by the appropriate program director, chair, and/or dean. Pay for adjunct faculty can vary depending upon class enrollment. Information about current pay for adjunct faculty is available from the Office of Academic Affairs. Adjunct faculty are hired and then evaluated by direct supervisors, usually Program Directors and Chairs but sometimes Deans, via classroom visits, IDEA student evaluations and peer reviews. A person with a master's degree or equivalent qualifications appointed to an adjunct faculty position is normally ranked as an Instructor. The VPAA may appoint adjunct faculty to other ranks depending on their credentials and/or experience.

VISITING FACULTY (Professors of Practice, Visiting Scholars, etc.)

Visiting faculty members are individuals hired full or part-time to serve in a temporary faculty position. These appointments are often for one academic year, but they may be longer or shorter at the discretion of the VPAA in consultation with the President. The VPAA assigns status and rank appropriate to faculty member's education and experience. Visiting faculty members may advise students and serve on committees or do other projects at the discretion of the visiting faculty member's supervisor in consultation with the VPAA. Visiting faculty members are evaluated by their direct supervisor and are expected to collect and submit IDEA student evaluations and to respond to feedback from direct supervisors. Visiting faculty positions may be renewed, upon the recommendation of the appropriate chair or dean, at the discretion of the VPAA and the President.

CLINICAL FACULTY

Clinical faculty are individuals who have clinical specializations like nursing, occupational therapy, physical therapy and others. Clinical faculty are typically non-tenure track, and they are eligible for rank promotion. Clinical faculty must hold at least a master's degree in the relevant discipline, though some have also earned a Ph.D. or a clinical doctorate (DNP, OTD, DPT, etc.). Clinical faculty may choose to apply to move to tenure track, but if accepted, the clinical designation is no longer appropriate. Clinical faculty are expected to engage in professional development and scholarly activities appropriate to their rank and discipline and consistent with the clinical scholarship criteria as described in this handbook. Clinical faculty are also expected to maintain clinical expertise as indicated by their professional or accrediting

organizations and demonstrate a record of excellence in teaching, program assessment and service. Clinical faculty advance in rank in accordance with the guidelines articulated in this handbook.

PROFESSIONAL FACULTY

Professional faculty are individuals with extensive applied experience in their expertise and typically hold a master's degree. Professional faculty are not eligible for tenure track, but they are eligible for rank promotion. Although professional faculty typically are hired with a master's degree, exceptions may be made for people with a bachelor's degree and numerous years of highly specialized practical experience pertinent to the position. Typically, division chairs or program directors would recommend such a hire, which would need Dean, VPAA and Presidential approval prior to initiating the hiring process.

NON-TENURE-TRACK FACULTY (non-clinical, non-professional)

Faculty hired with terminal degrees relative to their field of expertise can be hired with an altered scholarship requirement with a more intense focus on teaching. A faculty member in this category will teach 30 credit hours per year with no scholarship requirement. A faculty member may also enter this designation from the tenure track as indicated in this handbook.

TENURE-TRACK FACULTY

Faculty hired with terminal degrees relative to their field of expertise can be designated tenure-track and would begin progress for seeking tenure through the process described in this handbook. Tenure-track faculty are typically "classically trained scholars" who completed a terminal degree (Ph.D. or other) which focused on research and scholarly work as a professional skill set. The scholarship requirements for tenure-track faculty are elevated relative to others. Walsh University subscribes to the Boyer model of scholarship which is outlined in this handbook as are the scholarship requirements for the tenure-track faculty designation.

TENURED FACULTY

After completing the appropriate process managed by the Retention, Tenure and Promotion Committee which is faculty led, and following the review and recommendation of the VPAA and the President, a faculty may be recommended for tenure to the Board of Directors. If awarded tenure, a faculty member will enter the post-associate professor/tenure review process as outlined in this handbook.

2.5 FACULTY RANK REQUIREMENTS

CLINICAL OR PROFESSIONAL FACULTY

Clinical or Professional Instructor

A person with a master's degree or equivalent qualifications appointed to a full-time position in the clinical or professional track may be hired with the rank of instructor.

Clinical or Professional Assistant Professor

If a clinical or professional faculty member presents with documented evidence of experience and appropriate academic/professional/clinical qualifications and is selected by the appropriate search committee as a finalist and is hired, a rank of clinical or professional assistant professor may be assigned at the discretion of the VPAA. Typically, the VPAA would consult with the appropriate school dean.

Clinical or Professional Associate Professor

If a clinical or professional faculty member presents with documented evidence of experience and appropriate academic/professional/clinical qualifications and is selected by the appropriate search committee as a finalist and is hired, a rank of clinical or professional associate professor may be assigned at the discretion of the VPAA. Typically, the VPAA would consult with the appropriate school dean and the President.

Clinical or Professional Full Professor

If a clinical or professional faculty member presents with documented evidence of experience and appropriate academic/professional/clinical qualifications and is selected by the appropriate search committee as a finalist and is hired, a rank of clinical or professional full professor may be assigned at the discretion of the VPAA. Typically, the VPAA would consult with the appropriate school dean and the President. This situation is highly unlikely and not normally allowed.

Tenure-Track Faculty

Faculty hired with an appropriate terminal academic degree can be assigned to tenure-track and may stand for tenure after meeting or exceeding the standards for tenure outlined in this handbook. A faculty member who is tenure track, with no advanced standing, will typically be eligible for tenure in May of their sixth year of employment at Walsh University, but this may be extended for various reasons (medical leave, pandemic, etc.). Any variation in the tenure track process for an individual faculty member will be discussed with the appropriate school dean and the must be approved by the VPAA and President. The faculty member will have completed professional portfolios and submitted those to division chairs/programs directors/deans typically in years 1, 3 and 6 of the tenure-track process with annual performance reviews on years 2, 4 and 5. Tenure awarded by the Board of Directors means that the faculty member has demonstrated excellence in teaching, scholarship, program assessment, service and mission alignment and has consistently contributed to the Walsh University culture and campus life in positive and productive ways over the tenure-track time frame. A candidate for tenure is a critical thinking professional demonstrating outstanding scholarship contribution and collegiality while challenging all of us to be better. In other words, being awarded tenure means that a faculty member is viewed as a long-term asset to the university academic life, scholarly reputation, public profile and campus culture. Such an award is an honor to both the faculty member and Walsh University.

RANK FOR TENURE-TRACK FACULTY

(includes non-clinical, non-professional, non-tenure track faculty as well)

Assistant Professor

Tenure-track faculty hired with a terminal degree are typically appointed as assistant professors. Advancement towards tenure normally begins with a faculty member's appointment.

Associate Professor

If a faculty member presents with documented evidence of appropriate academic qualifications and experience and is selected by the appropriate search committee as a finalist and is hired, a rank of associate professor may be assigned at the discretion of the VPAA. Tenure would typically not be automatic with the rank assignment. Each case would be evaluated on its own merit by the VPAA and President and will include discussions with appropriate Deans and faculty stakeholders of the RTP committee. Tenure at Walsh University would typically only be considered after the faculty member successfully works at Walsh for at least 2 years.

Full Professor

If a faculty member presents with documented evidence of significant and appropriate academic qualifications (especially robust scholarship) and experience and is selected by the appropriate search committee as a finalist and is hired, a rank of full professor may be assigned at the discretion of the VPAA, but in consultation with the President and the appropriate school dean and faculty stakeholders of the RTP committee. This situation is highly unlikely and not normally allowed.

2.6 EMERITUS/EMERITA FACULTY

Within five years of retirement and no sooner than two years of retirement, a professor with twenty or more years of distinguished service at Walsh University may be nominated for the honorific of Emeritus/Emerita at the rank attained at retirement. Such a nomination is initiated by the appropriate division chair or dean for the program in which the retired professor served. The recommendation must be submitted to the VPAA for recommendation to the President. The President, after due consideration, may make the recommendation to the Board of Directors. An Emeritus/Emerita faculty member is no longer subject to any further faculty retention, promotion or tenure oversight, but if serving as an active adjunct or visiting faculty member, would engage in student and division teaching reviews. An Emeritus/Emerita faculty member may serve on the Faculty Senate without voting privileges.

2.7 FACULTY APPOINTMENTS

Faculty appointments are recommended by the Vice President for Academic Affairs and approved by the President. Typically, faculty hires involve using the process in place by Human Resources (HR) which includes a search committee, proper background check, proper paperwork, interviews and vetting. Following this process, the VPAA will confer with the President and HR and, if all concur, a salary and rank is established. Upon salary, rank and start

date agreement, the faculty member is onboarded by HR, and an employment agreement is offered. Annual employment agreements for the current faculty are typically distributed as print copies in May or June of the current academic year (for example May or June 2025 for the 2025-26 academic year). Faculty members are required to provide non-digital signatures on two complete copies of the employment agreement (EA) and to return these to the Office of Academic Affairs by no later than June 30 of that year (for example June 30, 2025 for the 2025-26 academic year). Once returned to the Office of Academic Affairs, the signed employment agreements (2 copies) are given to the President. After being signed by the President, one copy of the completed employment agreement will remain in the Office of Academic Affairs, and a copy will be kept in payroll. Any faculty member may request a copy of their final signed EA at any time from the Office of Academic Affairs.

2.8 REMOTE FULL-TIME FACULTY

Some full-time faculty have been hired by Walsh University, live out of state and are contracted to be remote. These faculty teach 100% online (hybrid or asynchronously). All policies regarding promotion and tenure apply equally to remote faculty members. Every effort is made annually to include remote faculty as part of the Walsh campus community and culture with remote technology. Occasionally, remote faculty may come to campus to attend meetings or formal events like commencement.

2.9 CHANGING FACULTY CAREER TRACKS

It is uncommon, but on occasion, a faculty member may request to change career tracks. This is not an automatic process. Changing career tracks must be approved by division chairs/program directors, the school dean and the VPAA in consultation with the President. When faculty change career tracks, it potentially impacts the ability of the university to produce scholarship, hire new positions, and manage faculty workloads. Consequently, any career track changes must be framed in the context of what serves the strategic interest of the university and then the individual faculty member. The President holds reserve power to approve or deny faculty career track changes. The President's decision is final and may not be appealed at that time. A subsequent request may be made no sooner than 24 months after the President's decision.

Changing from Tenure-Track to Non-Tenure Track

If a faculty member was hired on tenure-track, the expectation is that the faculty member will develop a robust 3-year scholarship plan in year-one and demonstrate significant progress by year-3 at pre-tenure review. If the faculty member applies to change to a non-tenure-track career path to focus more on teaching and less on scholarship, this request has to be made no later than the first day of the Spring 2 term in year three of the portfolio process and is normally disallowed. The faculty member must have a discussion with his/her division chair/program director, dean and VPAA. Depending on the expertise of the faculty member and the personnel needs of given areas, the career track change could be non-tenure (teaching), clinical or professional track. Regardless, the faculty member must have a strong record of excellence in teaching, student advising and campus engagement to even be considered for a

career track change. Progress in the RTP process would need to be evaluated relative to the new track as well. The VPAA, in consultation with the President, will make the final recommendations regarding any changes in career tracks. The President holds reserve power to approve or deny faculty career track changes. The President's decision is final and may not be appealed at that time. A subsequent request may be made no sooner than 24 months after the President's decision.

Changing from Non-Tenure Track to Tenure Track

If a faculty member was hired on non-tenure-track, the expectation was that the faculty member would focus on teaching excellence with other appropriate scholarly and professional development activity. To change to tenure track, the faculty member would also need a terminal degree appropriate to their field of expertise. If the faculty member requests to change to a tenure track career path and puts more focus on scholarship, this request has to be made no later than year three in the portfolio process and is normally disallowed. The faculty member must have a discussion with his/her division chair/program director, dean and the VPAA. Regardless, the faculty member must have a strong 3-year scholarship plan and a record of excellence in scholarship, teaching, student advising and campus engagement to even be considered for a career track change. Progress in the RTP process would need to be evaluated relative to the new track as well. The VPAA, in consultation with the President, will make the final recommendation regarding any changes in career tracks. The President holds reserve power to approve or deny faculty career track changes. The President's decision is final and may not be appealed at that time. A subsequent request may be made no sooner than 24 months after the President's decision.

Changing from Clinical/Professional Non-Tenure Track to Tenure Track

If a faculty member was hired on Clinical or Professional non-tenure-track, the expectation was that the faculty member would focus on teaching excellence and or clinical expertise with other appropriate scholarly and professional development activity. To change to tenure track, the faculty member would also need a terminal degree appropriate to their field of expertise. If the faculty member requests to change to a tenure track career path and puts more focus on scholarship, this request has to be made no later than year three in the portfolio process. The faculty member must have a discussion with his/her division chair/program director, dean and the VPAA. Regardless, the faculty member must have a strong record of excellence in scholarship, teaching, student advising and campus engagement to even be considered for a career track change. Progress in the RTP process would need to be evaluated relative to the new track as well. The VPAA, in consultation with the President, will make the final recommendation regarding any changes in career tracks. The President holds reserve power to approve or deny faculty career track changes. The President's decision is final and may not be appealed at that time. A subsequent request may be made no sooner than 24 months after the President's decision.

For any decision regarding faculty career track changes, the first consideration is the common good. In other words, the impact of the change institutionally is the highest consideration priority. If the change enhances the ability of Walsh University to execute its mission, then the change will be given due consideration.

2.10 ADVANCED STANDING

Occasionally, because of prior university teaching experience, scholarly work and other considerations, a faculty member may be hired with advanced standing of one to three (1-3) years towards promotion and/or tenure. In such cases, the period of service at Walsh University before becoming eligible for tenure and promotion is reduced by the prescribed number of years. Advanced standing towards promotion is assigned to the faculty member by the VPAA and is written into the faculty member's annual employment agreement. Where qualifications warrant, a faculty member may be hired with the rank of associate professor or professor. In such cases, the timeline for advancement towards tenure is set between the faculty member and the VPAA, with the approval the President, at the time of initial appointment and is written into the faculty member's employment agreement.

SECTION 3. ACADEMIC ORGANIZATION AND GOVERNANCE

3.1 INTRODUCTION

Walsh University operates under a share governance model, and the academic organization is reviewed annually to ensure accuracy and relevance. Academic organization is reflected in the academic organizational chart (see the last page of this handbook) which is published from the Office of Academic Affairs in September and January to reflect changes in positions and/or personnel. Faculty governance is a function of Faculty Senate and its committees and leadership. The Faculty Senate reviews its structure and workload annually, changes composition in accordance with its by-laws and operates with regular meetings of both the full senate and its committees. The Faculty Senate Executive leadership meets regularly with the VPAA to further a spirit of collaboration and shared governance to help address issues in academics that are critical to the success of all academic areas. The Faculty Senate and the VPAA make every effort to work in a spirit of mutual respect, collaboration and transparency to serve the common good of the university. Faculty Senate, through its committee structure and leadership, can meet, collect data, deliberate and make recommendations for change to the VPAA and/or President to help advance the mission of the university.

3.2 THE UNIVERSITY SENATE

The University Senate is a cross-enterprise committee which reports to the President. It oversees committees reporting to it and recommends internal approval of non-academic program additions or revisions and new or revised non-academic policies. The University Senate includes minimally: **two faculty from undergraduate programs, one faculty from a graduate program**, two professional staff, two support staff, two undergraduate students (one undergraduate to be an athlete), one graduate student, the chairs of four standing committees

(Resolution Board, Grievance, PARC, and Student Affairs), and two non-voting executive staff. The University Senate is currently on hold.

3.3 FACULTY SENATE

In fulfilling its responsibility to Walsh University, the Faculty Senate functions as a representative and deliberative governance body of the faculty and serves as the liaison on matters of faculty interest between the faculty and the Vice President for Academic Affairs, the President of the University, the Board of Directors (by reporting at the Academic Affairs Committee and having a representative at all board meetings), and other University administrative officers. In accordance with authorizing motion 11-07 and the University's commitment to governance as a shared process, the Faculty Senate may consider issues impacting the welfare of the faculty and the University, especially those decisions affecting academic standards and freedom, curriculum, program development and assessment, faculty development among others in academics.

The Faculty Senate includes a specific number of faculty members who are issued full-time faculty employment agreements, with or without rank, and with representation from each of the following constituencies: School of Arts, Sciences & Education, School of Behavioral & Health Sciences, DeVille School of Business, and the Byers School of Nursing. The number of Senators in any given year can vary based on the total number of full-time faculty at the University and the number of full-time faculty within each School as of September 1 of each academic year. Additionally, four at-large faculty Senators are elected. To ensure open discussion, increase opportunities for leadership, and broaden faculty engagement in governance, those who have evaluative authority over other faculty are not eligible to serve. Those who are ineligible to serve on Faculty Senate include division chairs, program directors, deans, the VPAA and the President. Although not members of Faculty Senate, the VPAA and the President attend monthly meetings to give reports and serve as resources to the Faculty Senate. The nominating committee is responsible for ensuring their Faculty Senate nominees are eligible to serve. Three non-voting officers, the Chair, the Vice-Chair, and the Corresponding Secretary, are elected by the faculty as a whole. These officers may come from either ranked or unranked faculty. The following are standing committees of the Faculty Senate:

Faculty Affairs Committee

As elected representatives of the faculty, the Faculty Affairs Committee reviews and recommends to the VPAA University policies related to faculty, represents the faculty in the University governance system, and reviews conditions of work and employment for faculty at the University. The Faculty Affairs Committee is a standing committee of the Faculty Senate and is responsible for reviewing and recommending edits to the VPAA regarding the Faculty Handbook.

Faculty Retention, Tenure, and Promotion Committee

The Faculty Retention, Tenure, and Promotion Committee (RTP) is a standing committee of Faculty Senate. RTP is composed of a chair and co-chair appointed by the Vice President for Academic Affairs. There are six tenured faculty members elected by the tenured faculty, one of whom must be faculty in a graduate program, and two clinical/professional faculty. The committee reviews and evaluates full-time faculty portfolios both as they advance towards and apply for tenure or promotion or both according to the policies and procedures approved by the Board of Directors and set forth in this Faculty Handbook. Recommendations concerning progress toward tenure or promotion are forwarded in writing to the Vice President for Academic Affairs. Recommendations concerning awarding of tenure or promotion are also forwarded in writing to the Vice President for Academic Affairs who then may make a formal recommendation to the President. Promotion decisions by the President are final. For faculty seeking tenure, the final decision is made by the Board of Directors; however, the process is forwarded by the President to the Board of Directors after the President determines his/her recommendation.

Graduate Council

The Graduate Council is a standing committee of the Faculty Senate. Its purpose is to approve or endorse recommendations from the member graduate programs regarding graduate policies, curricular changes to existing programs, and the development of new graduate offerings. Proposals are then presented to the Faculty Senate for approval. The committee, in conjunction with the Office of Academic Affairs, also identifies and reviews financial implications for the University of the proposals under consideration. The committee consults, as necessary, with other members of the University regarding proposals impacting graduate education at Walsh University by inviting these members to present and discuss these proposals at committee meetings.

Instruction and Academic Policy Committee (IAP)

The Instruction and Academic Policy Committee considers proposals for new majors, minors, certificates or other changes in academics (or revisions/additions to existing programs) and, after deliberation and voting, presents them to the Faculty Senate for consideration and vote. Proposals that may come before IAP need to be discussed with the VPAA first, to ensure that strategic, financial and human resource issues are properly addressed prior to committee submission. The IAP committee members also consult with other members of the University regarding their proposals and invite needed guests to present and discuss proposals at monthly committee meetings.

The IAP committee consists of the Registrar, the Director of Professional Advising, the Director of Undergraduate Admissions, one representative from the Library, eight faculty from undergraduate programs elected with at least one faculty member from each school (Byers School of Nursing, DeVille School of Business, School of Arts, Sciences and Education and the School of Behavioral and Health Sciences), two undergraduate students and the Vice President

for Academic Affairs or designated representative. The eight faculty members from undergraduate programs are elected under procedures stipulated by the Selection Committee. The role of the Vice President for Academic Affairs or designated representative is to be a resource to the committee and oversee committee meetings to ensure adherence to University policies and guidelines. The Vice President for Academic Affairs or designated representative is a non-voting member. Undergraduate student representatives are appointed by the Walsh University Student Government. The IAP committee elects its chair each year.

Library Committee

The Library Committee considers faculty, student, staff, and alumni interests regarding the library; provides evaluation and brings ideas for service improvement to the attention of the library; assists in policy formation and interpretation; serves an advisory capacity for decision-making; and, after a patron has first consulted a librarian, serve as appeal board for penalties, fines, and objections to policy. The committee consists of the Library Director, two staff librarians, four faculty members and two students (one graduate and one undergraduate).

Selection Committee

As elected representatives of the faculty, the Selection Committee oversees the selection and election process of University committees, officers, and at-large members of the Faculty Senate. The committee issues a call for nominations by February 15, issues a ballot by March 15, and completes elections by April 1, of any given year for the following year. The Selection Committee may also hold Special Elections throughout the year to fill committee vacancies. The Selection Committee is a subcommittee of the Faculty Affairs Committee.

Technology Committee

The Technology Committee considers issues related to technology in academics. This can include research and subsequent recommendations for new technologies that may improve the ability for faculty and staff in academics to serve students and improve operations. The Technology Committee membership consists of seven elected voting members from faculty with no more than two from the same division. The Vice President for Administration and Chief Information Officer (CIO) or a designee is a non-voting member of the Technology Committee.

Faculty Development Committee

The Faculty Development Committee is a standing committee of the Faculty Senate and reports its activities monthly to the Faculty Senate. As elected representatives of the faculty, the Faculty Development Committee is charged with working collaboratively with CAPE to suggest faculty development activities, seminars and events. In addition, the Faculty Development Committee works with the VPAA to manage the application for and disbursement of university funds for supporting faculty scholarship and development.

3.4 EXPEDITIOUS PROCESS FOR EXTRAORDINARY APPROVAL

Under extenuating circumstances, the President and VPAA may need to move an academic program through an expeditious approval process. The President and/or VPAA will explain the

necessity for the expedited process to the Faculty Senate. Faculty Senate will solicit members of the Senate to read the proposal, deliberate in person, by Zoom or email and then vote. The Faculty Senate Chair may solicit other members of campus to finalize deliberations of the proposal. The final Faculty Senate recommendation is made to the VPAA who will consider and discuss with the President.

SECTION 4. ACADEMIC EMPLOYMENT POLICIES

The Walsh University Employee Handbook is the university's source for employment policies applicable to all employees working at Walsh University, including faculty. However, the policies listed below are of particular interest to faculty as they have more relevance in academic affairs. For all other policies, see the Walsh University Employee Handbook.

4.1 ACADEMIC FREEDOM

Walsh University endorses the following statement on academic freedom:

Academic freedom is essential to teaching and pursuing scholarly activities within an academic community. Such freedom requires free inquiry, free expression, intellectual honesty, respect for the academic rights of others, and openness to change. The rights and responsibilities exercised within the academic community must be compatible with these requirements. All members of the Walsh University faculty, in common with all other members of the academic community, share the responsibility for maintaining a professional atmosphere. Consequently, faculty members have the freedom in the classroom to teach in their area of expertise, presenting current evidence-based knowledge. However, when content in a given area of expertise conflicts with Catholic teachings, the faculty member is also expected to present an accurate Catholic view as well to provide intellectual balance.

In a Catholic institution, students should have the opportunity to understand how the Catholic worldview compares to secular perspectives. The mission of Walsh University intends to provide a Catholic, liberal arts education that encompasses a global perspective and promotes critical thinking. While this places no obligation on faculty members with regard to their personal beliefs or religious practices, it does require faculty members to respect Catholic beliefs and practices. Although faculty members are entitled to freedom in the classroom in discussing their subject and exposing students to diverse points of view, they are expected to refrain from promoting doctrines opposed to the Catholic faith or those inimical to the aims and purposes of the University as a Catholic institution committed to upholding Christian faith and morality. The very nature of religious belief requires free, uncoerced consent, just as the nature of the University requires respect for evidence, for investigation, for reason, and for enlightened assent.

Faculty members are expected to refrain from imposing their personal religious beliefs and practices as we teach students "how to think" rather than "what to think". However, faculty members, in accordance with the University's mission statement, have the opportunity, where appropriate, to enhance their personal, professional, and cultural development, exploring not

only ideas and values based on the Catholic tradition but also ideas and values based on other global/international traditions.

Faculty members have freedom to pursue research topics and to publish results. Walsh University faculty members are expected to submit a three-year scholarship plan to be considered for approval by division chairs, program directors, Deans and the VPAA. The scholarship plan of every faculty member will be reviewed annually as part of the annual faculty performance review process. Research projects are expected to align with the University Mission and the University's overall Research Agenda, which is to contribute to the common good through thoughtful and interdisciplinary exploration of Faith and Reason. If scholarly work done by a Walsh Faculty member will result in pecuniary gain, then the project needs to be approved by the school Dean and the VPAA to examine the intellectual property (IP) considerations based on the (IP) policies of the University.

4.2 ACADEMIC INTEGRITY POLICY

Policy Statement

Academic integrity lies at the heart of student-teacher relationships involving learning, free inquiry, and the search for knowledge and truth. Inspired by the spirit of the Judeo-Christian tradition stated in the University's mission statement, Walsh University requires all faculty and students to act honestly, morally, and ethically in the maintenance of professional standards for learning, research, writing, and assessment. To maintain the academic integrity of the University, students are responsible for their own academic work. Academic dishonesty is not acceptable.

Use of Generative Artificial Intelligence Tools in Academics

With the advent of ChatGPT in fall 2022, the world was introduced to generative artificial intelligence (gen AI) as a means to manage data, write manuscripts, summarize large data sets, create images, and many other applications. As a result, the entire landscape of higher education (and really all education) has been altered forever. Walsh University views gen AI as a powerful tool that everyone on our campus must learn to understand and leverage ethically and competently. As of September 1, 2024, there are over 500 gen AI tools on the market with about 10-20 dominating. Most of CAV Nation is likely aware of ChatGPT, Gemini, Meta, Perplexity, DALL-E3, Scholarcy and others, but there are many more and others are coming daily. The gen AI landscape is changing and upgrading constantly with an eye toward Agentic AI systems which function with a great deal of autonomy. Currently, Walsh University is formulating policies to manage gen AI use cross-enterprise. For now, it is recommended that faculty leverage the **numerous free gen AI tools** personally, professionally and in the classroom (F2F or remote) as much as possible to gain expertise and to help our students learn to ethically leverage these powerful tools. Currently, faculty may choose how you wish to allow gen AI use in your classroom until the university develops more complete policies. If any questions arise, please contact the Office of Academic Affairs for guidance. Given the pace of change in the AI

world, this section of the Faculty Handbook, especially, will be reviewed annually for any needed upgrades.

Penalties and Sanctions

Violations of academic integrity and appropriate penalties vary in severity and range from failure of a specific test or assignment, reduced course grade, failure of the course, probation, suspension, to expulsion from the University. The faculty member has the primary responsibility in determining the severity of the impact on a student's grades in a course. In cases where the faculty member believes the severity of the offense warrants academic probation, suspension, or dismissal, such a recommendation should proceed through the division chair or school dean to the Associate Vice President for Academic Administration for review. It is the faculty member's responsibility to provide all documentation and supporting materials related to academic integrity violation.

Procedures for Handling Alleged Violations

If a faculty member discovers or has reason to believe that the student has committed an academic integrity violation, the faculty member checks the academic integrity repository for prior offenses and communicates in writing to the student the nature of the allegation, the information collected and requests their response in writing. The faculty member determines the violation, the student's grade, and the penalty imposed after considering the student response. If the student concurs with the decision, the faculty member notifies the division chair/ dean, in writing, of the decision and the penalty and includes any supporting materials and documentation related to the decision. The chair will send a copy of the report to the Associate Vice President for Academic Administration, Office of Academic Affairs for inclusion in the academic integrity repository file. If the student maintains that the allegation is in error, or the decision was unfair, they may submit a written appeal of the findings or the penalty or both to the division chair/ dean within ten working days.

Academic Integrity Appeal Process

Academic Integrity Appeal Process

Within five workdays of receiving the written appeal, the division chair, program director or dean arranges a hearing with the faculty member and the student(s) involved. At the hearing, the faculty member presents the documentation and supporting information related to the charge against the student. The student has the opportunity to challenge the charges and present any evidence refuting the charge. After the hearing, the division chair, program director or dean either dismisses the charge or confirms the faculty member's decision. The Dean retains the prerogative to adjust the sanctions as he/she sees fit. If needed, the VPAA **Dean** may involve legal counsel at any point in the process to protect the institution and ensure proper steps during assessment and resolution. **The decision of the Dean is final.**

Definitions

Academic Dishonesty is the fabrication or misrepresentation of work, either intentional or unintentional, which includes, but is not limited to, plagiarism, cheating, forgery, sabotage, bribery, and the multi-submission of work.

Academic Integrity Repository is a confidential file of violations of student academic integrity kept in the Office of Academic Affairs. Faculty may request confirmation of prior student offenses.

Bribery means offering any service or article with the purpose or effect of receiving a grade or other academic benefit not earned on the merits of academic work.

Cheating is using, or attempting to use, unacknowledged or unauthorized materials, information, data, or ideas. In addition to plagiarism, looking at another student's materials or using unauthorized external aids of any sort during an exam or completion of assignments is also cheating.

Forgery is the fabricating, altering or counterfeiting of images, documents, or signatures on any information, data, or documents.

Plagiarism is the representation of the works, ideas, data, or arguments of others as one's own. Whether quoting, paraphrasing, or reiterating others' ideas, students are responsible for documenting any materials taken from other sources. This means that students identify the source through footnotes, quotation marks, and other forms of documentation. Sources include books, magazines, newspapers, electronic media, private letters, interviews, or another individuals' work. Additionally, a classroom paper must not be merely a series of phrases, sentences, or paragraphs copied from a source or sources.

Multi-Submission of Work or Self Plagiarism means classroom paper of any type must be the work of the student submitting it. Students should normally submit credit work for only one course unless the instructor(s) grants prior written consent for submission to meet requirements for any other course.

Sabotage means deliberately impairing, destroying, damaging, or stealing another's work or working materials such as lab experiments, library resources, computer programs, term papers, exams, or projects.

4.3 CAMPUS SPEAKERS

The mission of the Walsh University intends to provide a Catholic, liberal arts education that encompasses a global perspective and promotes critical thinking. Walsh University believes that a free and open forum for the exchange of ideas and opinions is essential in our pluralistic society and that every member of an educational enterprise bear responsibility for this freedom. Speakers and programs are attuned with the goals of the University when they provide an open forum for the exchange of ideas. If a proposed speaker were to present

opinions that contradict the teachings of the Catholic Church, then those ideas must be presented in a debate or in a forum where the Catholic perspective will also be presented. Sponsoring individuals/organizations and the approved speaker are required to respect Catholic beliefs and practices; they are expected to refrain from promoting doctrines opposed to essentials of the Catholic faith or contrary to the upholding of Christian faith, morality and Truth.

Speaker invitations may come from a member of the faculty, a member of the administration, or recognized groups on campus after completing the University process and with the approval of the President. Members of the University community who have special competence are especially encouraged to contribute to such discussions. Arrangements for the presence of speakers on campus by faculty and by any non-academic staff must be pre-approved and are requested through the Office of Academic Affairs (approval for speakers sponsored by student organizations routes through the Office of Student Affairs) to ensure open and balanced examination of issues. The President is the final approval authority for all speakers, and the appropriate Vice President must make the recommendation to the President for approval.

4.4 OTHER EMPLOYMENT POLICY

See the Employee Handbook for specifics on this policy, which applies to all employees, including faculty. In short, a faculty member who is either being paid in a consulting role outside of Walsh or is accepting pay for any part-time work outside of Walsh, must have the permission of the VPAA to do so. Working in such roles without VPAA permission is grounds for employment termination at Walsh University. Full-time employment in addition to employment at Walsh University is not acceptable and is grounds for termination of employment at Walsh University.

4.5 CONTRACT TERMINATION OF NON-TENURED FACULTY (EXCEPT ADJUNCTS)

Notice of non-reappointment, or the intention not to recommend reappointment, is given to faculty in writing in accordance with the following standards:

- No later than the start of Spring 2 of the first academic year of service
- No later than the end of Fall 2 of the second academic year of service
- After the 2nd year of service, faculty must be notified by Mar 1 and may be offered a terminal employment agreement (EA) for one additional academic year only if the faculty member is in good standing and the university is financially able to retain the employee
- No later than the start of Spring 2 for those with visiting faculty status, unless otherwise specified on the faculty member's annual employment agreement (EA)
- However, any employee, including non-tenured faculty, may be terminated immediately for a serious breach of the Code of Ethical Conduct.

4.6 FACULTY DEVELOPMENT FUND

Walsh University faculty are urged to become active members of learned and professional societies. Membership fees for these organizations (American Chemical Society, American Sociological Association, American Management Association, etc.) are the responsibility of the individual faculty member. In addition, faculty are expected to attend meetings of appropriate professional organizations to stay current in their field and to network with other academic and industry professionals. Faculty are expected to regularly present their scholarship (publications, posters, session addresses, plenary addresses, etc.) at such meetings in alignment with submitted scholarship plans. Requests for Faculty Development funds must be made in writing to the Faculty Development Fund Facilitator of the Faculty Development Committee. The VPAA has reserve authority to accept or reject any application for funding.

The Faculty Development Committee administers the Faculty Development Fund in collaboration with the Vice President for Academic Affairs. This fund, which is subject to budget approval, serves full-time faculty that request reimbursement of expenses within established limits for:

- Participation at conventions, meetings, or workshops pertinent to their professional academic development
- Expenses incurred related to the preparation of material for publication or presentation at academic conferences

The faculty development fund does not reimburse tuition expenses or faculty presentations at undergraduate conferences.

The Faculty Development Committee (FDC) selects a Faculty Development Fund Facilitator, a faculty representative who facilitates the Faculty Development Fund requests. The committee is responsible for determining the legitimacy of all applications submitted under the stated guidelines. If the FDC rejects an application for reimbursement, the faculty member has the right to appeal. The appeal would be given in writing to the FDC chair, and the chair would consult with the VPAA to make a final decision on the application. The decision of the VPAA and the FDC Chair is final.

The Faculty Development Fund Facilitator forwards the approved requests for reimbursements and advance payments to the VPAA for final approval. The assignee, through the academic affairs administrator, shall retain copies of all requests and transactions for records.

Notes for Faculty members to simplify the application process:

- Be sure to scan all receipts into one PDF for submission.
- Make sure all data on application forms is legible and correct.
- When in doubt, contact the Faculty Development Facilitator directly.

Faculty may be eligible to receive reimbursement funding up to the preset limits established by the FDC as approved by the VPAA. Multiple applications for funding could be approved up to the limit set by the FDC. The availability of funds is subject to university budget decisions annually. Every effort will be made to provide such support, but from year to year, the support may or may not be available. The VPAA has discretion in this area to adjust funding when a project may have exceptional positive impact on the university reputation or faculty work could result in external funding due to the outstanding nature of the work.

4.7 GIFTS AND GRANTS

Academic Research Grants

A Faculty member considering applying for a research grant must first have a discussion with their Chair, Director and/or Dean. If approved to continue, the Faculty member should go to <https://portal.walsh.edu/resources/grants-sponsored-research/>. This link goes to the Grants and Research page on MyWalsh. All policies, documents and details regarding grant applications and grant management are presented there. The Associate Dean of Research (ADR) will assist faculty as they prepare and submit grant proposals and manage their grant awards. However, it is not the role of the ADR to come up with ideas for grants, write grants or review and edit grants. These are faculty responsibilities. However, the ADR may assist in some cases, can help formulate and finalize budget development for grants and provide feedback for IRB questions.

Foundation Funds and Gifts

Foundation funds or gifts can only be solicited with the approval of the Vice President of Philanthropy. All gift and grant funds obtained from foundations are processed through the Office of Philanthropy. Faculty are expected to research and pursue potential foundation and private funding opportunities with the Office of Philanthropy if those opportunities align with their project goals and outcomes.

4.8 INTELLECTUAL PROPERTY POLICY

Preamble

The intellectual property policy exists to encourage research and innovation, clarify ownership of intellectual property rights, create opportunities for public use of innovations developed at Walsh University and provide for the equitable distribution of monetary and other benefits derived from intellectual property.

Application

This policy applies to all faculty, administration, staff, students, and any other persons employed by Walsh University or receiving funding from the university. This policy applies to intellectual property disclosed to the university after the effective date of the policy.

Definitions

Creator means the individual or group of individuals who invented, authored, or were otherwise responsible for the actual creation of the intellectual property as defined in this policy.

Intellectual property means any invention, discovery, improvement, copyrightable work, integrated circuit mask work, trademark, trade secret, and licensable know-how and related rights. Intellectual property includes, but is not limited to, individual or multimedia works of art or music, records of confidential information generated or maintained by the college, data, texts, instructional materials, tests, bibliographies, research findings, organisms, cells, viruses, DNA sequences, other biological materials, probes, crystallographic coordinates, plant lines, chemical compounds, and theses. Intellectual property may exist in a written or electronic form, may be raw or derived, and may be in the form of text, multimedia, computer programs, spreadsheets, formatted fields in records or forms within files, databases, graphics, digital images, video and audio recordings, live video or audio broadcasts, performances, two or three-dimensional works of art, musical compositions, executions of processes, film, film strips, slides, charts, transparencies, and other visual/aural aids or CD-ROMs.

Net income means the gross monetary payments the university receives as a result of transferring rights in the intellectual property less the university's expenses (including legal fees) directly attributable to protecting, developing, marketing, or transferring that intellectual property.

Regular academic work product means any copyrightable work product which is an artistic creation, or which constitutes, or is intended to disseminate the results of, academic research or scholarly study. Regular academic work product includes, but is not limited to, books, class notes, theses and dissertations, course materials designed for the web, distance education and other technology-oriented educational materials, articles, poems, musical works, dramatic works, pantomimes and choreographic works, pictorial, graphic and sculptural works, or other works of artistic imagination. Software specifically needed to support a regular academic work product, or which is designed to disseminate the results of academic research and scholarly study, is also considered a regular academic work product.

Employee means a person employed or otherwise compensated by the university, including faculty members, administrators, staff members, and students.

Specially commissioned work means a work specially ordered or commissioned and which the university and the creator expressly agree in a written instrument signed by them shall be considered as such.

University Ownership

Subject to the exceptions identified in subdivisions B and C of this section, the university shall be the sole owner of all intellectual property created through the use of university resources or

facilities, supported directly or indirectly by funds administered by the university, developed within the scope of employment by employees, agreed in writing to be a specially commissioned work, or assigned in writing to the university.

Exceptions to University Ownership

The university shall have no ownership rights in the following intellectual property, which shall be owned by its creator:

- A. Regular academic work products, provided that the regular academic work product was not assigned in writing to the university or specifically ordered or commissioned and designated in writing by the creator and university as a specially commissioned work, and that the work was done by the creator on his or her own time and involved no more than incidental use of university facilities.
- B. Intellectual property created by a student solely for the purpose of satisfying course requirements unless the student assigns ownership rights in the intellectual property to the university in writing or assignment of such ownership rights to the university is made a condition for participation in a course.
- C. If the intellectual property referred to in (A) or (B), however, is a derivative of or otherwise uses pre-existing university-owned intellectual property, this provision shall not prevent the university from asserting its pre-existing rights.

For intellectual property created in the course of or pursuant to sponsored research, external sales, business affiliation programs, or other contractual arrangements with external (non-university) parties, ownership will be determined in accordance with the terms of the university's agreement with the external party and applicable law.

For intellectual property created in the course of or pursuant to activities that fall within and comply with the university's policy on outside consulting, service activities, and other work, ownership will be determined in accordance with the terms of any agreement governing intellectual property developed pursuant to such activities.

Special Privilege

Special privilege may be requested for the creator of course materials for an online program to use those course materials when personally teaching for another institution. If the materials were created as an employee of Walsh University for Walsh University, then it becomes proprietary and the request is normally disallowed.

Rights to Publish

Nothing in this policy shall be construed as affecting the rights of a creator to publish, except that the creator must agree to observe a brief period of delay in publication or external dissemination if the university so requests and such a delay is necessary to permit the university to secure protections for intellectual property disclosed to it by the creator.

Use of Teaching Materials

In order to facilitate joint work on teaching materials and support collaborative teaching, and notwithstanding the ownership rights otherwise granted by this policy, individuals who contribute teaching materials used in jointly developed and taught university courses thereby grant a nonexclusive, non-transferable license to the university to permit other contributors to the course to continue using those jointly produced teaching materials in university courses.

Distribution of Income

Intellectual Property derived from academic research or scholarly study unless otherwise agreed in writing by the university and creator, in the event that the university receives income from intellectual property that is derived from academic research or scholarly study, that is disclosed to and licensed or otherwise transferred by the university, and that is not agreed in writing to be a specially commissioned work, any net income will be divided equally between the creator and the university.

Other Intellectual Property

If the university receives income from intellectual property disclosed to and licensed or otherwise transferred by the university and not covered by (A) above, it may be appropriate to share some portion of the net income with the creator in the form of a bonus or other temporary salary supplement. Any such distribution will be made at the discretion of the President in consultation with the creator's supervisor and current best practices at R-1 institutions.

University Responsibilities

The university shall have the responsibility to:

- Provide oversight of intellectual property management and technology transfer
- Establish effective procedures for licensing and patenting intellectual property
- Promote effective distribution and marketing of intellectual property
- Protect the university's intellectual property
- Inform individuals covered by the intellectual property policy about its provisions

Responsibilities of Employees and Other Covered Individuals

Employees, all persons receiving funding administered by the university or receiving other compensation from the university, and all graduate students and post-doctoral fellows regardless of funding or employment status, have a responsibility to:

- Adhere to the principles embodied in this policy
- Sign, when so requested by the university, the university's intellectual property policy acknowledgment
- Create, retain, and use intellectual property according to the applicable local, state, federal, and international laws and college policies
- Disclose promptly in writing intellectual property owned by the university pursuant to this policy or created pursuant to sponsored research or other contractual arrangements with external parties that are governed by "Exceptions to University

Ownership” point (B), and assign title to such intellectual property to the university or its designee, to enable the university to satisfy the terms of any applicable funding or contractual arrangement and cooperate with the university in securing and protecting the university's intellectual property, including cooperation in obtaining patent, copyright, or other suitable protection for such intellectual property and in legal actions taken in response to infringement

Compliance

Failure to comply with the provisions of this policy is a violation and may result in discipline of an employee in accordance with applicable university policies and procedures.

4.9 RESEARCH MISCONDUCT POLICY

Walsh University requires the highest ethical standards of its faculty and staff participating in research. In order to comply with federal policies, the University must establish both appropriate safeguards to discourage research misconduct and procedures for when research misconduct is suspected.

Policy

While 42 CFR Part 93 applies to all individuals engaged or planning to be engaged in Public Health Service (PHS) (Department of Health and Human Services) research, Walsh University applies this policy to all individuals engaged in research at the University regardless of funding source.

Definition of Research Misconduct

Research misconduct means fabrication, falsification, or plagiarism in proposing, performing, or in reporting research results.

Fabrication is making up data or results and recording or reporting them.

Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.

Self-Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.

Research misconduct does not include honest error or differences of opinion. (§ 93.103, 42 CFR Part 93).

Walsh University’s research misconduct policy is extended to also include failure to comply with the requirements for protection of human subjects including IRB approvals.

A lead researcher may be liable for the research misconduct of individuals or peers who serve as collaborators or subcontractors on a research project. Liability applies if the researcher had actual knowledge of other individual's improper conduct or if the researcher showed reckless disregard in not discovering improper conduct. This includes that she or he foresaw improper conduct that could result in research misconduct and has chosen to allow the individual to proceed or she or he was in a position to foresee, recognize or have knowledge of individual's improper conduct but did not due to inadequate supervision.

Requirements for Making a Finding of Research Misconduct

In order to make a finding of research misconduct, three elements are required: there must be a significant departure from accepted practices of the relevant research community; the misconduct must be committed intentionally, knowingly, or recklessly; and the allegation must be proven by a preponderance of the evidence (§ 93.104, 42 CFR Part 93).

Time Limitation: The regulation imposes a 6-year time limitation for occurrences of research misconduct to be brought to the attention of the University or the Department of Health and Human Services (DHHS), (§ 93.105, 42 CFR Part 93).

Responsibilities and Rights in Reporting Research Misconduct

Reporting in Good-Faith

Individuals who have a good-faith basis for believing that research misconduct has occurred, or is occurring, shall immediately notify the institutional official. Individuals are strongly encouraged to meet confidentially with the dean or division chair of their school if they are unsure certain actions warrant an allegation of misconduct. The dean or division chair may, in his or her discretion, forward an anonymous allegation to the institutional official. If an individual or dean believes there is a conflict of interest with either the dean or the institutional official, that individual or dean shall notify the Vice President for Academic Affairs of the possibility of research misconduct.

No sanctions will be imposed against a complainant who makes an allegation in good faith, regardless of the sustained outcome of the allegation.

Reporting Reckless Allegations (Bad Faith)

Allegations of research misconduct have potentially serious consequences. Walsh University promotes that the Walsh University community will exercise good and honest judgment when coming forward with allegations of misconduct and takes false or reckless allegations seriously.

A complainant who knowingly makes a malicious or false allegation of research misconduct may be subject to sanctions available and pursuant to regulations to laws and regulations and Walsh University policies. These sanctions could include permanent removal from the University community.

Responsibility to Cooperate

All personnel of the Walsh University community within the scope of this policy, including complainants, witnesses, and respondents, have the responsibility to cooperate with the institutional official, investigation or inquiry committee, the Vice President for Academic Affairs, any other official performing their duties under this policy, and with any relevant authority of an external agency who exercises legitimate oversight of misconduct of research policy.

Right to Confidentiality

To the extent required and possible by law, Walsh University will use its best efforts, to keep confidential all proceedings under this policy, and to keep confidential the identities of all individuals involved in any proceedings that may take place. Unless legally required to do so, Walsh University will not disclose any identifying information to anyone other than those individuals who are on a need-to-know basis for enforcing this policy.

In order to ensure this right of confidentiality, the institutional official may redact research records, written statements of allegations, inquiry/investigative reports, final dispositions, and any evidentiary material as necessary prior to dissemination. Furthermore, to the extent that proceedings under this policy might affect the confidentiality and privacy rights of human research participants, the institutional official shall consult with the Institutional Review Board to ensure that those rights are sufficiently protected. When credible information shows that there may be violations of other Walsh University policies, the appropriate individuals will be notified. Additionally, if at any time there is reasonable indication there is a violation of civil or criminal laws, the Office of the General Counsel will be notified immediately.

Right to Competent and Unbiased Proceedings

Aligned with our Mission and our commitment to ethical standards for scholarly endeavors, Walsh University will undertake reasonable and practical efforts to ensure competent, unbiased, and impartial proceedings. For such proceedings, an institutional official (VPAA or designee) will screen investigative committee members for potentially unresolved conflicts of interest, and to the extent practicable, will disqualify any person with such conflict. If needed, the institutional official (VPAA or designee) may appoint a new member with pertinent expertise for the purpose of the applicable proceedings. The final approval for the committee membership will be the responsibility of the CAO.

Right for Protection and Restoration of Reputation

Walsh University will take reasonable and practical steps to appropriately restore and protect the reputation of the person against whom the allegation was made and no findings of misconduct were sustained and the complainant, witness, or other person executing his or her responsibility under this policy.

Research Misconduct Process

Step 1: Reporting an Allegation

All employees of the University are responsible for reporting observed or suspected research misconduct. Misconduct allegations should be reported to the Associate Dean of Research (ADR). The allegation should be as detailed as possible explaining what was observed or suspected. The ADR will immediately inform the VPAA of such an allegation.

Step 2: Inquiry

The VPAA will appoint one to two people to conduct the initial institutional inquiry. At the start of the inquiry, the respondent will be notified, and information/materials will be sequestered as necessary to protect the investigation's integrity. The inquiry must be completed within 60 calendar days unless circumstances clearly warrant a longer period, the record must document why the longer period is needed.

The purpose of the inquiry is to determine if the allegation warrants an investigation. An investigation is warranted if: the allegation(s) of misconduct involve federally supported biomedical or behavioral research, training or activities related to research or research training, and the preliminary fact-finding shows the allegation may have substance. A report will be prepared that describes the evidence that was reviewed, details any interviews that were conducted, and includes the final results of the inquiry. The institution must provide the respondent with a copy of the inquiry report and allow her/him the opportunity to review and comment. The complainant may (it is not required) be notified of the inquiry results and have a chance to comment.

If an investigation is warranted, the University will follow the appropriate sponsor guidelines for reporting potential misconduct. At any time within the research misconduct inquiry and investigation proceedings, the University shall take appropriate actions to protect public health and the integrity of the research process. Actions may include, but are not limited to: supervision of research, delay in publication of research results, auditing of records, notification to other institutions that may be impacted by the allegation of research misconduct, or adoption of additional approvals relating to research actions.

Step 3: Institutional Investigation

The investigation must begin within 30 calendar days of an inquiry that determines that an investigation is warranted. To the extent that it has not already been done at the inquiry stage, all reasonable and practical steps must be taken to obtain custody of all research records and evidence needed to conduct the research misconduct investigation. The respondent must be notified in writing of the decision to investigate before the investigation starts.

The VPAA or a designee will appoint an investigation committee. The investigation committee is required to complete its investigation and report its findings within 120 days. If an extension is necessary, the investigation committee must seek permission based upon the sponsoring agency's guidelines.

The investigation must be thorough, sufficiently documented, and include examining all research records and evidence relevant to the case. The committee will diligently pursue all significant issues and leads in the investigation which could include other instances of research misconduct. Reasonable steps must be taken to ensure that the investigation committee is impartial and unbiased to the maximum extent possible. Interviews shall be conducted with each complainant, respondent, and any other individuals that have information relevant to the investigation including witnesses identified by the respondent. Interviews must be recorded or transcribed and kept of record with the investigation.

Once complete, the University must provide the respondent with a copy of the draft investigation report along with access to any evidence collected. The respondent has up to 30 days to make any comments on the report. The complainant may (it is not required) be provided with a draft copy of the investigation and be allowed up to 30 days to comment on the report after the VPAA reviews the draft document.

The final investigation report to the VPAA and the Sponsor must be in writing and include:

- A description of the allegations of research misconduct
- Describe and document the sponsor including any grant numbers, grant applications, contracts, and publications limiting the sponsor
- Describe the specific allegations of research misconduct for consideration in the investigation
- Include the University's policies and procedures under which the investigation was conducted
- Identify and summarize any research records and evidence reviewed, and identify any evidence taken that was not reviewed

For each separate allegation of research misconduct identified during the investigation, provide a finding as to whether research misconduct did or did not occur. If research misconduct is found:

- Identify if the research misconduct was falsification, fabrication or plagiarism and if it was intentional, knowingly or in reckless disregard
- Summarize the facts and analysis that were utilized to arrive at the decision and consider any explanation provided by the respondent
- Identify the sponsor of the research
- Identify if any publications need corrected or retracted
- Identify the person(s) responsible for the research misconduct
- List any current or known applications or proposals for support that the respondent(s) has pending with sponsors
- Include and consider any comments made by the respondent or complainant on the draft investigation report

Research Misconduct Actions

The University will comply with all sponsor guidelines to carry out any administrative actions that are imposed by the VPAA as a result of a final finding of research misconduct.

If a respondent is found to have committed research misconduct, the administrative actions taken may include, but are not limited to:

- Limitations on further research activities
- Removal from service on advisory committees, peer review committees, or as a consultant
- Imposition of supervision on the respondent by the University
- Submission of a correction of published articles by the respondent
- Submission of a retraction of published articles by the respondent
- Modification of terms of an award, such as imposing special conditions, or withdrawing approval of the PI or other key personnel
- Suspension or termination of an award
- Recovery of funds
- Resolution to suspend awards
- Written reprimand
- Loss of employment

Records Retention

Walsh University will retain and secure all research records and all other evidence for a period of seven years after complete and final disposition of allegation.

4.10 SEARCH PROCEDURES FOR NEW FACULTY

When a new or replacement faculty position is being considered at the school level, the Dean will need to have a discussion with the VPAA. A faculty vacancy will be reviewed by the VPAA for potential new position or replacement. Once the VPAA and the Dean agree that the new or replacement position is strategically sound, the Dean will complete the proper paperwork for requesting the position. The paperwork includes the request form and the job description for advertising and is submitted to the VPAA. Once a faculty position has been requested and approved through the process established by Human Resources, a search committee will be established at the school level by the appropriate Dean. The search committee will consist of the dean, program director (PD) or division chair (who serves as chair of the search committee), program or division members (usually faculty), and at least one faculty member from one of the other three schools. HR will post the position in the appropriate venues, and candidates will apply through the Walsh web portal. Prior to meeting with the search committee, the chair of that committee must attend a hiring “frame-up” session with HR. These are typically held right after new hire orientations every other Monday. Once this is complete, the review committee may begin the process of vetting candidates.

Members of the search committee will then review all candidates who apply, discuss their qualifications and cultural and mission fit for Walsh University and then select up to four

finalists. These finalists will be interviewed individually by the committee members via remote technologies. Following the virtual reviews, the committee will either select finalists or start the search again if no candidate is suitable. If 2-3 finalists are selected, they will be interviewed via hybrid technologies by the VPAA prior moving forward, and salary will be discussed to ensure realistic expectations prior to a campus visit. Whomever, if any, of the candidates are approved to move forward by the VPAA, the President's mission questions will be forwarded, and campus visits can be set up if needed to allow for all in-person interviews, HR being first, followed by the VPAA and the President, a teaching demonstration and further vetting. Once a candidate has been agreed upon by all, the VPAA would assign rank, track and start date, and HR will discuss final salary with the CFO and the VPAA and any unusual rank considerations with the President. Once approved, HR will make a verbal offer to the candidate. If accepted, the HR will inform the VPAA. HR will initiate an email to the candidate and once the candidate responds, the background check is started. Once the background clears, the VPAA will create an employment agreement (EA) in concert with HR. The EA will be mailed to the candidate, who will "wet" sign two copies and mail them back or drop them off in person. Once the EA is received, the President will sign both copies; one goes to the VPAA office, and the other to payroll. Benefits and other topics are discussed with HR in the process, and a copy of the signed EA can be requested at any time.

4.11 TERMINAL DEGREE LIST

Art Education and Art History: Ph.D., Ed.D.
Biology, Botany, and Zoology: Ph.D.
Business and Accounting: Ph.D., D.BA, E.D.M., J.D, M.Tax
Chemistry and Biochemistry: Ph.D.
Communication and Journalism: Ph.D.
Computer Science: Ph.D.
Counseling and Human Development: Ph.D.
Education: Ph.D., Ed.D.
English, ESL, and Composition: Ph.D., Ed.D., D.A.
Foreign Language: Ph.D.
History, American Studies, Area Studies: Ph.D.
Mathematics and Mathematics Education: Ph.D., Ed.D.
Museum Studies: M.A.
Music and Music Education: DMA, Ph.D., Ed.D.
Nursing: Ph.D., Ed.D., DNP
Occupational Therapy: MOT, OTD
Philosophy: Ph.D.
Physical Therapy: Ph.D., DPT or any academic doctorate
Physics, Astronomy, and Astrophysics: Ph.D.
Political Science and Government: Ph.D.
Psychology: Ph.D., Psy.D.

Sociology: Ph.D.

Studio Art and Performing Art: MFA

Theater History and Production: Ph.D. or Ed.D.

Theater (Performance): MFA

Theology and Pastoral Ministry: Ph.D., STD, Th.D., D.Min., S.S.D. D.D.

4.12 TRAVEL AND CONFERENCES – RULES REGARDING REIMBURSEMENTS

These guidelines apply to faculty as they plan attending conferences for development or scholarship presentations. Issues regarding remuneration are discussed in this handbook under Faculty Development Fund. When traveling to conferences or other universities/organizations for Walsh University work, it is expected that faculty will typically travel by car or airline. The expectation is to be mindful of budget and minimize travel costs. Flying coach (versus first class) is expected for air travel.

The use of a privately-owned automobile or van for university business will be reimbursed at the current IRS rate for per-mile reimbursement. An individual who uses a privately-owned vehicle on University business must meet liability insurance requirements of the motor vehicle financial responsibility laws of the state of Ohio.

If it is necessary for the traveler to rent a car from a car rental agency, the University's blanket auto insurance policy automatically covers these rentals provided that the University is identified as the lessee, and the faculty member is on the list of approved drivers covered under University insurance.

Transportation costs, such as parking fees, tolls, taxi, and airport limousine fares, are reimbursable on an actual cost basis. Original receipts must be obtained and submitted for transportation expenses.

Meals

-Federal per diem rates can be accessed on the internet IRS publication on Per Diem/M & IE (meals and incidental expenses) rates:

<https://www.gsa.gov/travel/plan-book/per-diem-rates/mie-breakdown>.

Meal per diem reimbursements are pro-rated for less than a full day on travel status as follows:

Breakfast—15% daily rate (must be on travel status from seven a.m. through at least nine a.m.)

Lunch—25% daily rate (must be on travel status from noon through at least two p.m.)

Dinner—60% daily rate (must be on travel status from five p.m. through at least seven p.m.)

No reimbursement will be made for a meal provided at a conference as part of the registration. According to IRS regulations, the meal allowances above include incidental expenses for laundry, cleaning, and fees and tips for services. Per Diem meal reimbursement rates are not

intended to cover the cost of alcoholic beverages. According to IRS regulations, business travel completed without an overnight stay is not eligible for per diem meal reimbursement.

Lodging

When in-state travel on official business requires overnight lodging more than fifty miles away from the traveler's home or headquarters, reimbursement will be made for the actual and reasonable cost, plus taxes per night. When in Ohio, the traveler should ask about availability of a state tax exemption due to the University's tax-exempt status. Claims for reimbursement must be supported by original hotel receipts. A credit card charge slip is not acceptable documentation for reimbursement. No reimbursement will be made for overnight lodging closer than fifty miles from the traveler's home or headquarters except in unusual circumstances described in an explanation accompanying the request for reimbursement.

When out-of-state travel requires overnight lodging, reimbursement will be made for the actual and reasonable cost, plus taxes. Claims for reimbursement must be supported by original hotel receipts. A credit card charge slip is not acceptable documentation for reimbursement.

Conference and Registration Fees

Expenses directly included with a conference or special meeting, such as registration fees and banquets, are reimbursable, without regard to standard limitations, providing they are reasonable and supported by original receipts.

SECTION 5: POLICIES RELATING TO FULL-TIME FACULTY

5.1 GENERAL RESPONSIBILITIES OF THE FACULTY

As members of the Walsh Community (CAV Nation), faculty members have a responsibility to be professionals in all aspects of their work. As professionals, faculty members report directly to appropriate Division Chairs, Program Directors or Deans relative to real-time workload and other responsibilities. Deans report to the Vice President for Academic Affairs (VPAA), who has responsibility for all areas of academics. The VPAA will work diligently to help create a collaborative and intellectually vibrant environment to foster academic excellence, intellectual curiosity and professional growth with faculty.

Faculty duties include:

- Contribute actively to help Walsh University establish and maintain academic excellence by using modern and effective teaching methods in classes, laboratories and clinical settings.
- Assume primary responsibility for the construction and revision of the curriculum, to outline courses of study and to establish standards for determining the proficiency of the students in Walsh University courses.

- Through Faculty Senate meetings and committees, help determine policies and standards relating to admissions, graduation requirements, degree programs and other academic matters.
- Contribute to the Walsh University campus culture by serving the common good through the use of individual and collective talent and to advance the reputation of Walsh University locally, regionally, nationally and internationally.
- Perform career track appropriate scholarship, do robust program assessment annually, complete service activities according to faculty handbook standards and do everything reasonably possible to help retain students and provide them with an excellent Walsh experience.

5.2 PROFESSIONAL DUTIES OF FACULTY

Faculty responsibilities include four fundamental categories: teaching (including program assessment), scholarship, service and mission alignment. However, faculty are also expected to help create a vibrant campus community by attending various events on campus as time allows. This may include sporting events, honors presentations, invited speakers, the Presidential Thought Leadership Series, the Mass of the Holy Spirit, ACES and many others throughout the year. Attending Matriculation in August and Commencement in May is mandatory as these are flagship events for the university, and faculty attendance (in regalia) makes these events more special for our students and their families. The VPAA must be notified if a conflict arises for these mandatory events.

Teaching

Teaching includes, but is not limited to, classroom and lab instruction, course preparation and revision, new course development, program assessment, student advising and mentoring when possible. Grading and returning student academic work promptly to facilitate learning is also critical. Staying current with best practices in teaching and learning tactics, leveraging technology to improve learning and other parameters are vital to a teaching professional. Learning may be facilitated in face-to-face, synchronous online (hybrid) and/or asynchronous online platforms.

Effective learning facilitated through high-quality instruction, regardless of platform, is the most important professional responsibility of faculty. High-quality instruction requires faculty to be experts with content and to make the learning environment student-centric, responsive, focused on learning outcomes, fair but challenging and a great experience. Faculty serving as mentors to students during research, advising, on projects, in advanced labs, during honors projects, during clinical training and others is also central to the academic culture of Walsh University.

University learning must be challenging enough to induce critical thinking, yet structured and supportive enough to be sure students are not withdrawing or failing because faculty are not performing at a high level. In fact, faculty should be doing everything possible to be sure that courses are delivered at best-practice level. As professionals, we know that despite our best

efforts and intentions, some students will not be successful, but they should be the exception, not the norm.

Faculty also serve as the main custodians of the curriculum overall. Faculty are responsible for reviewing and evaluating all academic programs within their disciplines. In the spirit of continuous improvement, Walsh University faculty regularly review and revise degree programs, the majors and minors within those programs, certificates and the University's general education program. Faculty participate in collecting and reviewing artifacts in support of annual program assessment, preparing program review reports (analytics) according to the review schedule created by the Office of Institutional Effectiveness and Assessment which is also required to collect data regarding accreditation standards.

Faculty are mindful of catalog descriptions in outlining syllabi and teaching classes. At the beginning of each term, faculty will provide a written syllabus, using the Walsh University syllabus template, detailing course objectives, requirements and expectations including policies on attendance, class participation and grading. In addition, faculty teaching online and face-to-face graduate courses will post all course materials and make the course "live" on the Learning Management System (ECN) including the syllabus, **no later than the Friday prior to the start of the course**. It is recommended (so students can get access and prepare early) to make all other courses live on Friday as well, but they must be live by Monday of week 1 of classes. Faculty members also cooperate in teaching students how to be better writers by requiring that all written work by students be of university caliber as expressed in the course rubric.

Faculty proctor examinations vigilantly, guard against plagiarism in term papers, reports, and quizzes, and promptly return student work with appropriate feedback to encourage student development. Plagiarism and other forms of cheating or dishonesty may result in failing a test or assignment, failing the course, or suspension. For more information, see the Academic Integrity Policy described in the handbook.

Walsh University also subscribes to the Quality Matters (QM) approach to creating consistent, branded and best practice level experiences for all students, especially those who are hybrid and/or asynchronous online. Faculty who teach online in any format are expected to obtain QM training. The Walsh University instructional designers (IDs) are a great resource for course development at QM level and to gain access to QM training.

Scholarship

SCHOLARSHIP AT WALSH UNIVERSITY: BOYER'S FOUR CATEGORIES OF SCHOLARSHIP

Type	Purpose	Example Measures of Performance
Discovery	Build new knowledge through traditional research.	<ul style="list-style-type: none"> Publishing in peer-reviewed forums Producing and/or performing creative work within established field Creating infrastructure for future studies
Integration	Interpret the use of knowledge across disciplines.	<ul style="list-style-type: none"> Preparing a comprehensive literature review Writing a textbook for use in multiple disciplines Collaborating with colleagues to design and deliver a core course
Application	Aid society and professions in addressing problems.	<ul style="list-style-type: none"> Serving industry, government or the nonprofit sector as an external consultant Assuming leadership roles in professional organizations Advising student leaders, thereby fostering their professional growth
Teaching	Study teaching models and practices to achieve optimal learning.	<ul style="list-style-type: none"> Advancing learning theory through classroom research Developing and testing instructional materials Mentoring upper-level students in undergraduate research Designing and implementing a program-level assessment system

Scholarship consists of rigorous activities that systematically advance teaching, research, and professional practice through published original work (articles, books, chapters, etc.), presentations of research work to peers at professional conferences and other venues, and/or production of works of art, music or theater that are performed in public and/or published. Scholarship should be significant to the profession and appropriate to the University position held. It should be original, peer-reviewed through various methods, able to be replicated or elaborated, and published, presented, or otherwise documented. Walsh University recognizes four categories of scholarship, referring to the Boyer Model of Scholarship, as defined by the Carnegie Foundation for the Advancement of Teaching. These categories include: the scholarship of discovery, the scholarship of teaching and learning, the scholarship of integration, and the scholarship of application and practice. Scholarship expectations for faculty vary by career track as outlined below. Details regarding faculty scholarship expectations are described in this handbook.

Program Assessment and Program Review

All faculty are expected to contribute to robust program review and assessment according to the instructions provided by the Associate Vice President of Institutional Effectiveness and Assessment on the assessment cycle published by that office.

Service

Service is an essential part of the mission of Walsh University, and faculty members are expected to participate in service. Service activities provide a recognizable benefit, through volunteerism, on campus, in the community or with professional organizations. Service activities must never include remuneration. Service may be done on campus in divisions, in schools, with governance, with events, with committee work and other such activities.

Mission Alignment

Walsh is committed to helping graduates find their life's purpose and embrace service as a life-choice grounded in the teachings of Jesus Christ. Consequently, faculty, like all Walsh University employees, are expected to be respectful of the Walsh University mission which is grounded in the Catholic faith tradition. Minimally, faculty members, in actions and words, are expected to align with (not contradict) the Catholic principles stated in our mission and our Statement of Faith and Understanding. Faculty members do not have to be practicing Catholics, but all faculty members are expected to demonstrate civility, kindness, respectfulness, appropriateness and servant leadership to model the mission. During teaching in any given discipline, when ideas that are contradictory to the Catholic faith tradition are discussed, the Catholic perspective must be overtly presented accurately to students for consideration.

5.3 THE PURPOSE OF GRADUATE PROGRAMS IN THE UNIVERSITY

The Catholic mission and the Brothers' charism call the faculty, curriculum, students, and research of the University to respond to the mission of service to those in need. The University respects the integrity of each discipline and calls each program to create a community of scholars, learners, and practitioners who can use their skills to improve the community and the common good. The Brothers' charism of education calls both faculty and students in graduate programs to a level of independence and initiative befitting the professional teacher, scholar, and practitioner. This combined challenge of excellence and service should infuse faculty, staff, and student alike.

Although graduate programs share in the foundations of the University's mission, charism, and curriculum beliefs, they also bring the student and faculty into a task whose goals differ from those of an undergraduate program. Graduate curricula have single-minded focus: in-depth study of a field with the goal of leading students to independence in both acquiring and promulgating knowledge and engaging in practice.

Specialization, depth of knowledge, and independent application are the markers of graduate learning. A paramount goal of graduate programs is to empower students to become productive members of a profession or field of study able to further the achievements of producing knowledge and improving practice.

Graduate teaching differs from undergraduate teaching because of the necessary added depth in subject matter and the specific skills that graduate students must master. Graduate teaching

must empower students to discover, apply, and generate knowledge and to demonstrate informed practice.

In graduate programs, teachers and students are engaged members of a scholarly community that informs independent practice and generates new knowledge for others. Such active participation constitutes graduate-level scholarship.

Students in graduate programs complete their program as junior peers to their professors. Students continue in their careers as informed and informing practitioners. Whether they enter a career, practice, or become educators, they are able to carry on a program of professional growth with their newfound peers.

Professional and support staff share in the foundational beliefs of the graduate community, as well as the mission and charism of the Brothers, through their service to the programs, faculty, and students. As integral members of our community, they minister to the common good with their talents and gifts so that all are accepted as created in God's image. Their dedication and support are vital to fostering our ministry to students and to the graduates' success.

The graduate programs' vision is to seek to distinguish themselves in dedication to their students, the quality of the program, creative teaching, and scholarship that serves the community and the common good.

In addition to the foundational beliefs and aims of the University, the graduate programs focus on specialized knowledge, evidenced-based practice, independent learning, compassionate service, and engaged scholarship as values fundamental to Walsh University.

5.4 FACULTY AND SCHOLARSHIP IN GRADUATE PROGRAMS

Scholarship in a Catholic university directs the university outward to deal with the world at large and uses its resources to better the lot of humanity. The Catholic university directs its scholarship to the betterment and engagement of all communities of interest, regardless of academic discipline. Graduate programs call upon both students and faculty members to engage in deep study of their field, which guides students to independence in acquiring and promulgating knowledge and engaging in practice.

Rationale for Scholarship in Graduate Programs

The following are important reasons for Walsh University faculty in graduate programs to engage in rigorous scholarship appropriate to the faculty career path:

Community of Scholars

- Individually and collectively, the graduate programs function as a community of scholars, learners, and practitioners who use their skills to improve both community and the common good.

- Faculty in graduate programs function as independent faculty scholars seeking new knowledge or the application of knowledge that results in original contributions to a discipline/profession.

Purpose of Faculty in Graduate Programs

- Faculty in graduate programs represent members of a field of study or profession who are empowered to use best practices in generating new knowledge, or charting improved applications of knowledge, in an environment that recognizes foundational beliefs about reality, the person, society, and culture.

Continuous Advances in Knowledge and Practice

- Walsh University must ensure that faculty members have the ability to provide teaching and learning experiences that reflect contemporary knowledge and practice.
- Because knowledge and technology change rapidly, faculty must keep up with new information and evaluate its impact on contemporary application. Faculty members accomplish this through a process of critical inquiry, including:
 - Analyzing and applying research findings to practice and education
 - Evaluation the efficacy and effectiveness of both new and established practice and technologies
 - Participating in planning, conducting and disseminating basic or applied research

Faculty Serve as Role Models

- Essential components of the faculty role include modeling lifelong learning and striving to advance the discipline/profession. Faculty members have responsibility for their students' intellectual growth in analytical and critical thinking skills and for delineating the best application of knowledge or best practice.
- Through scholarship, faculty demonstrate the link between theory and application. Students learn the value of scholarship from observing the various ways faculty carry out a scholarly plan.

Providing Evidence for the Efficacy of Practice

- In all disciplines, evidence for the efficacy of practice must continue to grow. As members of the academy, faculty members provide leadership in the discipline/profession in developing the knowledge that informs both applied knowledge and education.
- Without ongoing scholarship, practice patterns and educational standards risk becoming stagnant and incapable of reflecting contemporary knowledge.

Qualifications for Faculty in Graduate Programs

Decisions about appointment, tenure, and promotion involve many criteria, including the applicant's scholarship record. Walsh University expects faculty members teaching in graduate programs to have an approved scholarship plan for appointment and a record of scholarly accomplishments for success in the tenure and promotion process.

Such faculty members contribute to the stability and ongoing viability of their educational programs.

Walsh University recognizes that the choice to offer graduate educational programs includes the obligation of scholarship among its faculty because of:

- The demands of contemporary practice
- The need for quality outcomes assessment
- The complex nature of professional practice
- The constant proliferation of knowledge

Based on this rationale, Walsh University expects faculty members in graduate programs to develop a scholarly plan and a record of accomplishments consistent with both the University's guidelines and, if applicable, those of specialized program accrediting agencies. The following outlines the fundamental and required attributes of the scholarly product:

- Significant to the discipline/profession
- Creative
- Peer-reviewed through various methods
- Capable of being replicated or elaborated
- Published, presented, or documented

In summary, each faculty member must establish credentials as a scholar. Every faculty member must demonstrate the capacity to engage in one or more types of scholarly activity and must present the results of those activities to colleagues.

The Meaning of Scholarship for Graduate Education at Walsh University

The University embraces Boyer's paradigm of four categories of scholarship in its consideration of scholarship for promotion and tenure. Refer to *Scholarship at Walsh University: Boyer's Four Categories of Scholarship* (see Section 5.2 - Professional Duties of Faculty) for examples of each type of scholarship.

Development of a Scholarship Plan

A scholarship plan outlines long-term goals for building lines of inquiry that will result in original contributions to a discipline/profession. It should include specific objectives that identify specific types of scholarship, scholarly activities, and anticipated accomplishments with a timeline. The plan may also identify relevant mentorship and collaboration with colleagues. The scholarly plan may change as faculty members' teaching, practice, or research interests evolve, but should also show some consistency over time to allow for professional development and growth in the chosen area of inquiry. To meet the goals of scholarship, faculty members will prepare scholarly agendas that they will review and revise annually.

Three factors help define a specific faculty member's individual scholarly plan and annual agenda.

- The first factor to be considered is the institutional context. The context and mission of Walsh University controls the resources available to support any specific scholarly plan.
- The second factor is a faculty member's responsibilities and commitments. Specific roles assigned to faculty members may influence the depth and breadth of the scholarly plan and agenda. Program directors, faculty members responsible for professional experience placements, faculty on a tenure line (or the equivalent), and faculty with professional appointments may approach scholarship with different goals to reflect their faculty commitments, their professional or teaching responsibilities, and their areas of expertise.
- The third factor in consideration is the stage of development of the faculty member as a scholar. Faculty new to the responsibility of scholarship may have less well-developed plans and may initially pursue more limited forms of scholarship than senior scholars. Faculty new to the academy also may need to seek assistance from mentors, within or external to the program or institution, in their development as scholars. Plans of more experienced scholars may reflect changes consistent with their ongoing professional development and should evidence continued productivity through their scholarly agendas.

5.5 FACULTY TEACHING LOAD

The usual teaching load for full-time faculty at Walsh University is 24 semester hours per academic year. Most faculty fulfill the 24-semester hour teaching load during the fall and spring terms (Fall 1&2, Spring 1&2), but some may extend this into the Summer 1 term in a given academic year. Any adjustment to the 24-semester hour teaching load for a given faculty member by means of a course reduction or some other arrangement, must be discussed with division chairs or programs directors and recommended by the school dean and approved by the VPAA.

5.6 GUIDELINES FOR FACULTY OVERLOADS

The offering and assignment of overtime (overload) and part-time (adjunct) employment is a significant managerial activity based upon clear communications and consent among the persons who accept the assignment, who offer the assignment, and who prepare the employment agreements (EAs). These guidelines describe management processes and ranges of authority when offering and assigning part-time (adjunct) or overtime (overload) employment.

Principles

- Excellent management requires that proper managerial deliberation and consent among faculty members, directors, chairs, deans, and the Vice President for Academic Affairs take place before the preparation and distribution of overload EAs.
- Overload EA request forms are prepared and sent to the Office of Academic Affairs in a timely manner

- Only division chairs, program directors or deans make offers and assignments of part-time and overtime employment based on the approval process outlined below

For Adjunct Faculty

- Division chairs and program directors may offer and assign one or two courses per semester. Assignment of a third course to an adjunct faculty member requires dean recommendation and VPAA approval

For Full-time Faculty

- Division chairs or program directors may offer and assign one 3-credit overload course (or its equivalent) per full-time or half-time faculty member in fall or spring
- Two overloads per fall or spring requires recommendation of the dean and approval of the Vice President for Academic Affairs.
- Three overloads require the approval of the Vice President for Academic Affairs and is usually not approved.
- Any faculty member with approved “release” time must have VPAA approval to teach any overload. Such situations are usually not approved as the release time will be revoked to fill a teaching need.

For Program Directors, Division Chairs and Deans

Program directors, division chairs and deans require the approval of the Vice President for Academic Affairs for any overload teaching assignment.

For Summer Assignments

Except for programs that run year-round, summer assignments are currently not included in these guidelines and are offered and assigned at the discretion of the division chairs, deans, and the Vice President for Academic Affairs, as appropriate.

For Independent Studies (courses by arrangement, cba)

Independent studies are not included in these guidelines and are offered through the independent study application and review process. CBAs must be recommended by deans and approved by the VPAA.

For Faculty on Sabbatical

Faculty on sabbatical are not eligible for any teaching assignments.

Release Time for Faculty

All faculty release time from teaching is determined by strategic analysis of workloads in each division or program. Faculty may be assigned release time due to extra strategic work being done during an academic term(s). Any release time must be recommended by the school dean and approved by the VPAA. When a faculty member has been approved for release time, overload teaching is not permitted without VPAA approval and is normally discouraged.

5.7 COURSE EVALUATIONS

Faculty members are required to provide all students in their classes the opportunity to complete Evaluate (formerly known as the IDEA Student Ratings System) course evaluations at the conclusion of each academic term (Fall 1 & 2, Spring 1 & 2 and Summer 1 & 2). The purpose of course evaluation at Walsh University is twofold: to provide constructive feedback aimed at improving instruction and to provide data for the faculty evaluation process for tenure or promotion or both. Student evaluation of instruction is a mandatory component of all faculty annual performance reviews and portfolios when submitted. For adjunct faculty, course evaluations aid division chairs and school deans in their decisions about the renewal of part-time contracts. Walsh University conducts student evaluations of instruction using the mobile-ready version of Evaluate by Anthology. The process of course evaluation is coordinated through the Office of Institutional Effectiveness & Assessment. At the end of each term, faculty will schedule time for the completion of the course evaluations in all courses regardless of course platform.

The student survey link is <https://walsh.campuslabs.com/courseeval/>. Students will need to log into the survey system with their Walsh ID and password. Students will also receive the survey link in automatically generated messages from the **Evaluate** system during the respective course evaluation periods. Faculty can access their course evaluation reports after grades are submitted.

5.8 FACULTY ABSENCES

Faculty are expected to conduct all classes assigned to them each term at the time and day of the week on the published schedule. Foreseen absences, such as attendance at meetings or conferences of professional organizations or field trips with students, as well as absences due to illness or other reasons, must be reported to the Office of Academic Affairs executive administrative assistant, and to the faculty member's division chair through notification to the division administrative assistant. When possible, faculty should place foreseen absences in their class syllabi and should clarify for students the impact of unforeseen absences on course requirements. Repeated class cancellations, faculty absences or faculty tardiness is unacceptable and will be addressed by division chairs, programs directors or deans. Faculty may "flip" temporarily hybrid or online format for a course, with VPAA approval, to help mitigate absences. Faculty who are unable to report to work or complete work functions remotely for three or more consecutive days or unable to report to work intermittently on a consistent basis should discuss their situation with Human Resources. See "Leaves" section of the Employee Handbook.

5.9 GRADING

Walsh University adopted the following system of letter grades for undergraduate and graduate programs, effective Fall 1990 and modified in Spring 2010:

Grade	Designation	Quality Points Per Credit
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A	Superior	4.0
A-	Excellent	3.7
B+	Very good	3.3
B	Good	3.0
B-	Above average	2.7
C+	Average	2.3
C	Average	2.0
C-	Below average	1.7
D+	Poor	1.3
D	Very poor	1.0
D-	Extremely poor	0.7
F	Failure	0.0
S	Satisfactory	**
U	Unsatisfactory	**
W	Withdrew officially	**
AU	Audit	**
I	Incomplete	#
IP	In progress	
NA	Never attended; no official withdrawal; (granted during midterm only)	
NG	No grade reported	

**Not computed

Computed after completion of course requirements

2.0 is the lowest acceptable grade point average at Walsh University for undergraduate students.

3.0 is the lowest acceptable grade point average at Walsh University for graduate students.

The graduate and undergraduate catalogs outline the grading system at Walsh University. The grade of W is given when a student officially withdraws from a course, or when a student is withdrawn by a faculty member in accordance with the University's administrative withdrawal policy. No student may withdraw from a course during the last two weeks of classes. Student withdrawals require approval of the teaching faculty member or division chair and the Registrar through the appropriate add/drop process.

Faculty may exercise an administrative withdrawal according to the policy stated in this handbook. The professor must have a syllabus that states this policy and must accrue and document evidence (attendance records) of the student's non-attendance. The faculty member acting upon this option must notify the student in writing, complete the appropriate administrative withdrawal form (including student's ID number, the course registration number [CRN], and the signature of the division chair or program director) and submit the form to the Registrar for final processing.

A course change from credit to audit status may be granted with the approval of the teaching faculty member and the Registrar. The course will be recorded as "audit" only if the student

attends classes regularly. The deadline to register for an audit status aligns with the last day to add a course (refer to the University's academic calendar.)

An (I), Incomplete Grade, is temporary. The grade of "I" may be provided when a student has not fulfilled all course requirements because of conditions beyond the student's control. No "I" grade is authorized without the approval of the teaching faculty member. Teaching faculty who choose to give an "I" are required to submit an official form through Walsh E-Forms for an incomplete at the end of the semester. This form includes justification for providing an incomplete grade plus the requirements and deadline, not to exceed 90 days for completing the course. The student's failure to complete course requirements by the pre-determined deadline will result in a grade of "F" for the incomplete course. Teaching faculty members who choose to give an incomplete (I) can submit a Request for Incomplete form through Walsh E-forms and must submit an Application for Grade Change form through Walsh E-Forms when the student fulfills the remaining course requirements within 100 days.

An (NA) grade, Never Attended, indicates that the student was registered for the course, never attended, and did not officially withdraw. NA is granted during midterm time only and will trigger automatic outreach from the University's Care Team. Students who meet the requirements for an administrative withdrawal from the course should be notified and withdrawn by the faculty prior to the last day to drop with a grade of "W".

An (NG) grade, No Grade Reported, is assigned by the Registrar's office when a faculty member fails to submit a grade for a student and the faculty member cannot be located. The grade does not calculate into the GPA and can only be changed by the faculty member submitting a grade.

When a final grade has been reported to the Registrar, it can be changed only because of a clerical error such as a miscalculation of the grade or erroneous initial grade entry and must be authorized by the division chair/program director, school dean, and associate vice president for academic administration

Final examinations (of various sorts) are given in all courses during the last week of each eight-week term or 16-week semester. Any planned variation of this policy must have the approval of the Dean. For final exams and ordinary classes, teaching faculty should not impinge on other classes or allow students to do so.

Course grades are available to undergraduate students in the form of mid-term and final grades. The mid-term grades are submitted by faculty at the midpoint of each eight-week term and used primarily for academic and athletic advising and are not placed on the student's official academic transcript. Graduate students do not receive mid-term grades. Faculty must submit all grades by the deadline shown in the University's academic calendar. When notified by electronic mail, students may view their course grades online in the Walsh University Cavalier Center.

The Cavalier Center is the official site where faculty submit all course grades accessible for student viewing and retrieval.

The faculty instructor has jurisdiction in determining grades; however, the student has the right to appeal a grade or academic decision that he or she believes to be in error or unfair. The formal appeal process is a very serious matter and should not be entered into lightly by a student, or lightly dismissed by an instructor. The appeal process involves the following steps, but may be resolved at any level described:

Procedure:

The student must first attempt to resolve the grading issue or academic decision directly with the assigned course instructor.

Should a student be unable to resolve the grading issue or academic decision directly with the instructor, an Academic Appeal Request must be submitted no later than two calendar weeks after the release of final grades or the academic decision. Requests submitted after this deadline will not be reviewed. Students must include the rationale behind the grade or academic decision appeal.

The request must be submitted with all supporting documentation to the appropriate division chair or program director.

The division chair or program director will review the appeal. If a grade or academic decision change is appropriate and necessary, the outcome will be communicated to the student. After the division chair or program director reviews the request, the school dean is responsible for verifying the appropriateness of the decision. If the student chooses to appeal to the division chair or program director's decision, he/she may appeal to the School Dean no later than two weeks following the decision or the division chair or program director. The student will be informed of the decision made at every level as soon as it is reasonable.

The decision of the School Dean, in consultation with the VPAA, is considered final. The Office of the Registrar is responsible for processing grade changes and academic decision updates that result from an approved Academic Appeal Request.

5.10 LIBRARY

Information about services and resources provided to faculty by the library can be found through the following link: <https://libguides.walsh.edu/home>

5.11 OFFICE HOURS

Faculty must make themselves available to students for advising and academic assistance. Full-time faculty are expected to be formally available for office hours for at least four hours per week and part-time teaching faculty, at least two hours per week. During the fall and spring 8-week terms, faculty post their office hours on their office doors and list them on their syllabi. Although it is preferable to offer office hours physically in one's office, it is also necessary to make virtual office hours available on Zoom or Microsoft Teams as some students may be remote, even out of state and can't come to campus. Faculty teaching in summer sessions follow the same procedures. If faculty are not teaching in the summer, they must be available

by email and cell phone (mostly for text messages) so that administrative leadership can reach out as needed to assist students with registration and advising and during recruitment events and/or other division/program-related duties. This is especially true during breaks when student enrollment is critical for retention and completion.

5.12 STUDENT ABSENCES

Students are expected to attend all classes, face-to face or hybrid. Faculty members establish their own policy concerning attendance and include it in their syllabi at the beginning of each term. Students are expected to read and be familiar with course syllabi.

Administrative withdrawal

Timely class attendance and participation correlate with academic success and relationship building. To support these goals, Walsh University has adopted the following attendance/participation policy for in person, online, and hybrid courses.

After one written warning to the student, and with appropriate notice of such practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance and/or non-participation in at least 20% of the cumulative course hours/assessments, including missed hours/assessments due to unexcused tardiness. Excused absences from class include university approved activities with written approval from coaches, faculty, or other university leaders. Instructors have discretion related to other excused absences as well as required documentation for these absences. Make sure to communicate with your instructors regarding missed classes and required documentation.

The following is a breakdown of 20% of nonattendance/nonparticipation:

Seven-week course: Four cumulative unexcused hours and/or 20% of assessment points up to two weeks prior to the end of the semester.

Eight-week course: Six cumulative unexcused hours and/or 20% of assessment points up to two weeks prior to the end of the semester.

Sixteen-week course: Nine cumulative unexcused absences and/or 20% of assessment points up to two weeks prior to the end of the semester.

Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Associate Vice President of Academic Administration. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal). A policy for medical leave is contained in the Student Handbook for students unable to complete academic or social responsibilities due to personal/emotional difficulties.

5.13 STUDENT ADVISING

During their first full year at Walsh University, undergraduate students will be assigned to professional advisors. Considerable research indicates that professional advisors during this first year and a little into the second year provide better year-round student engagement and contribute to increased retention. Full-time faculty are connected to students in year one but

do not need to do formal advising. Students are transitioned to full-time faculty during advising in their first term as second-year students. Faculty assist their advisees to plan their course of studies and fulfill core and major requirements after full transition has occurred. Students are always welcome to meet and check in with faculty advisors at any time.

Faculty are expected to devote special attention to students on academic probation and assist all to prepare for graduation, graduate or professional schools, internships and employment in general.

5.14 SYLLABI

During the first week of each semester, faculty members are responsible for providing students in their classes with a copy of current course syllabi by posting syllabi on ECN (Electronic Course Network, formerly Sakai) or by distributing printed copies in class.

When preparing their syllabi, faculty are expected to use the most current version of the Walsh Syllabus Template, which can be downloaded from the [Teaching & Learning Resources – MyWalsh Portal](#). There are two versions of the syllabus template: one for on-campus courses and one for online or hybrid courses. Versions of the syllabus template are customizable, meet accessibility and Quality Matters (QM) standards, and both include links to important university policies.

Faculty are required to update the editable sections of the syllabus template to include their Walsh University e-mail address, office hours, course description and objectives (as published in the Walsh catalog), required assignments and materials, grading criteria and grading scale, course policies, and the course organization.

In any given 8-week term, faculty are required to submit an electronic copy of their syllabi to department chair or dean to be reviewed and uploaded to the syllabus repository created by the Office of Institutional Effectiveness & Assessment so that the syllabus is visible prior to the start of the 8-week term.

In syllabi planning for classes over ninety minutes, a break of five minutes for each hour of class time is appropriate, but classes should not otherwise be abbreviated. Faculty are encouraged to use the instructional time calculator and the course workload estimator at the [Teaching & Learning Resources – MyWalsh Portal](#) to calculate student engagement hours in different course formats. Any changes to the length of a course require approval by the Vice President for Academic Affairs. As part of the annual faculty appraisal process, and the portfolio evaluation process for recommendations regarding tenure and promotion, division chairs' evaluations should address the quality of a faculty member's syllabi.

5.15 BOOK SELECTION AND PURCHASE

The policies that apply to book selection and purchase are outlined on the Walsh University bookstore website at: <https://walsh.bncollege.com/>

In this digital world, faculty are encouraged to seek out e-book options when possible.

5.16 FACULTY GRIEVANCE PROCEDURES

This grievance procedure is a process by which faculty members who allege errors, inequities, or prejudices in official actions of the University regarding their performance evaluations, tenure status, academic promotions, and/or sabbaticals may have those concerns reviewed. All other claims of wrongful treatment or actions are submitted to the University Grievance Board. These procedures are intended to facilitate the resolution of grievances, within established channels and in the simplest, most direct manner.

A faculty member claiming a grievance ("the claimant") may seek resolution of his or her grievance as follows:

- Within thirty days of learning of the alleged offense, the claimant will submit the grievance, in writing, to the division chair, who will respond in writing within ten working days.
- If the claimant is not satisfied with the division chair's response, the claimant may appeal, in writing, to the academic dean. The appeal must be submitted within five working days of the claimant's receipt of the division chair's response, and the academic dean will respond in writing within ten working days. If the claimant is not satisfied with the academic dean's response, the claimant may appeal, in writing, to the Vice President for Academic Affairs. The appeal must be submitted within five working days of the claimant's receipt of the academic dean's response, and the Vice President for Academic Affairs will respond in writing within ten working days.
- At any stage in the process, the recommendation can refer the claimant to the next step. If all the preceding steps have been taken, and the claimant still alleges a grievance, the claimant may seek a faculty grievance committee be convened to hear the grievance. The claimant's written request will be delivered to the President of the University within ten working days of the claimant's receipt of the response of Vice President for Academic Affairs. The President will then convene a faculty grievance committee within ten working days of receipt of the claimant's written request.
- The Faculty Grievance Committee will consist of three tenured faculty members. The claimant will nominate one member of the committee; the President of the University will nominate one member; the two members so nominated and appointed will select the third member of the committee. The President approves the committee assignment once all nominations are complete.
- The claimant will choose to present his or her case or select a non-legal person to represent him/her before the committee; neither the claimant nor his or her representative will have a vote on the committee. The President can appoint a person to represent the administration and such representative will have no vote on the committee.
- The committee will receive and consider all evidence submitted at the committee hearing. The committee will report its findings and recommendations, in writing, to the President within fifteen working days of the conclusion of the hearing. A copy of the

committee's findings and recommendations will be provided to the claimant simultaneously.

- After receipt of the committee's report, the President may meet with the committee concerning its findings and recommendations, if desired.
- The President's decision will be rendered within fifteen working days of receipt of the committee's report or meeting with the committee, whichever is later. If the President does not accept the committee's recommendations, the President will offer a written explanation of the decision to the claimant.
- The decision of the University President, communicated to the faculty member, is final.

5.17 E-LEARNING POLICIES AND INFORMATION

Faculty Training for Use of Instructional Technology

- A. Instructors must complete all Learning Management System (LMS) training classes before utilizing the LMS in their course(s).
- B. Prior to teaching an online course, instructors must complete all current LMS training classes and the required course delivery training, which includes the expectations and best practices of teaching online at Walsh University.
- C. Prior to developing an online course, instructors must complete the LMS training classes and the required course development training, which outline the Quality Matters standards as well as expectations and best practices of teaching online at Walsh University.

Publishing Distance Education Courses

Instructors must publish their course(s) in the Learning Management System (LMS) by their assigned open date.

- A. Instructors teaching a distance education Undergraduate course must have their course(s) published on or before Monday, the start of the term by 8:00 AM.
- B. Instructors teaching a distance education Graduate course must have their course(s) published on or before Friday, the start of the term by 5:00 PM.
- C. Instructors teaching a Degree Completion course must have their course(s) published on or before Friday, the start of the term by 5:00 PM.

Requirements for an Online or Hybrid Course Offering

The development of any type of distance education course must meet Walsh University's required standards as set by the E-Learning Department and must pass the quality assurance process.

The U.S. Department of Education requires that all distance education courses for which students receive Title IV funds (federal financial aid) must meet a strict set of standards, including meeting the standard for regular and substantive interaction (RSI). In addition, the Higher Learning Commission (HLC), through which Walsh is accredited, requires that an

additional set of standards are met that include nine hallmarks of quality for distance education.

Due to the rigorous set of standards for accredited online courses, all faculty, staff, and instructors at Walsh who teach an online course must use an X (a single-version primary design) course developed and approved through the E-Learning department. Once approved, changing the modality of a course from F2F to any type of online, remote hybrid, or blended hybrid course requires a minimum advanced notice of two semesters before the course, if offered for the E-Learning department to design the course alongside a subject-matter expert. Instructors are not permitted to determine or declare the modality of a distance education course without the approval of the E-Learning Department and respective Dean. Any e-learning course –online asynchronous, online synchronous, remote hybrid, or blended hybrid–must be developed in collaboration with the E-Learning Department and cannot be independently developed and taught by individual faculty or instructors. This also applies to courses developed independently by any programs.

Instruction of Distance Education Courses

Definition: An “X course”, or also known as a “master course shell” is a single-version course shell that has been carefully and purposely designed by a subject matter expert alongside an instructional designer for quality assurance. X courses serve as a foundational template or blueprint for a specific course, containing essential components such as learning objectives, course content, assessments, grading rubrics, and overall instructional design that are intricately aligned with each other. X courses are typically updated or redesigned every three years.

Use of the X Course

Instructors are required to facilitate all distance education course offerings using the most current X course, or master shell. The X course will be imported into all live (individual) section(s) prior to the start of the forthcoming session.

In order to ensure consistent and high-quality instruction in accordance with the university's standards and objectives, major changes to the course content are prohibited. Instructors are required to teach the core content provided in the X course, ensuring that the designated learning objectives, key concepts, and assessments are covered comprehensively.

Instructors may supplement the core content with additional resources, including readings, multimedia materials, and case studies, provided that these resources are aligned with the learning objectives. Instructors must ensure that supplemental course materials and instructional methods are accessible and inclusive to all students, including those with diverse learning needs. Any necessary accommodations should be provided in compliance with the university's accessibility policies. Minor changes such as those regarding course personalization, outlined below, are expected of the instructor.

Altering or Personalizing the X Course

Required Personalization of the X Course

Instructors are expected to customize and personalize the live offering by:

1. Communicating their contact information on the “Overview” page of ECN and in the approved university syllabus template;
2. Editing any additional indicated areas of the university-approved syllabus template;
3. Uploading an instructor image to the “Overview” page in ECN;
4. Including a personalized welcome message for the students on the “Overview” page in ECN;
5. Responding to all student questions or inquiries within 48 hours;
6. Setting due dates for all assignments and assessments before the course is published;
7. Utilizing the Messages tool within ECN to communicate with individual students;
8. Engaging in course-wide communication through the Announcements tool at least once per week;
9. Posting a welcome announcement during the first week of class (it is recommended that the announcement is available to students when the course is published);

Unpermitted Alterations to the X Course

The following components of the X course cannot be altered or redesigned:

- Program Objectives
- Course Objectives
- Lesson Objectives
- Grading Scale
- Pre-Completed parts of the university-approved syllabus template
 - Course Description
 - Pre-requisites
 - University Policies, etc.

Permitted Alterations to the X Course

Any alterations that instructors make to the content in the X course must follow accessibility guidelines. Instructors are permitted to make the following alterations to the X course:

- Formative assessments or learning activities
 - Can be altered so long as the changes strictly align to the same objectives covered by the original. This ensures that the activities align to the assessment it is preparing them for.
 - Adding additional formative assessments or learning activities is encouraged with the understanding that they are purposeful and aligned to the same objectives as the others in the lesson.
- Materials
 - While the original materials prepare students for the assessments, it is encouraged to add additional learning materials (i.e. articles, videos, podcasts,

etc.) that spark interest, provide students with alternative perspectives, or further prepare them for assessment. The removal of materials is permitted if added materials cover the aligned objectives.

- Minor Revisions
 - Minor revisions to assignments or assessments, such as wording, explanation, adding detail, slightly changing requirements or format, or altering the submission type can all be done so long as the changes do not affect the aligned objectives.

The table below outlines the policy for altering content in X courses.

Required Alterations	Unpermitted Alterations	Permitted Alterations
<ul style="list-style-type: none"> • Contact Information • Welcome Message • Weekly Announcements • Pre-set due dates • Responding to student messages within 48 hours. 	<ul style="list-style-type: none"> • Program Objectives • Course Objectives • Lesson Objectives • Grading Scale • Pre-completed parts of the university-approved syllabus template 	<ul style="list-style-type: none"> • Formative Assessments or Learning Activities • Supplemental Learning Material • Minor Revisions <p>*All changes must strictly align to the same objectives aligned to the original.</p>

Community of Learners

All distance education courses, per federal regulations, must foster a highly communicative and interactive course environment. Walsh University strives to promote a community of learners in each distance education course. Consistent interaction between content and students, instructor and students, and students to students facilitates a sense of belonging and collaboration for a modality that can seem isolating as a learner. The U.S. Department of Education requires that all distance education courses must support “regular and substantive interaction” (RSI) among instructor(s) and students(s) to qualify as an accredited distance education course. The following outlines what is expected of instructors to ensure that interactions in distance education courses are both “regular” and “substantive”

Required “Regular” Interaction:

- Interactions between students and instructor(s) are scheduled, consistent, and predictable.
- Communication between students and instructor(s) is consistent and interactions are instructor-initiated.
- Communication between students and instructor(s) is prompt and proactive.

Required “Substantive” Interaction:

- Actively facilitating and participating in group discussions regarding the content
- Providing specific and consistent feedback on student assignments and assessments

- Adding supplemental resources, information, or current events that relate to the content to extend learning.
- Monitoring the academic engagement and success of students through the learning management system
- Responding to student inquiries and student success data in order to modify curriculum pacing

The following does not constitute “substantive” interaction:

- Auto-generated feedback on objective assessments
- Any communication that is not content-specific
- Participation in adaptive learning technologies
- Asynchronous video lectures

All regular and substantive interactions must be evident within the learning management system. Emails or communications outside of the LMS do not contribute to federal requirements of RSI.

5.18 INSTRUCTIONAL MODALITIES

Walsh University offers a variety of instructional formats including face-to-face, online, and hybrid. This policy outlines the characteristics of each coded modality to communicate clear expectations to faculty and students.

This policy does not address temporary changes to the instructional format, such as class cancellations or absences that require shifting a course online for a limited time period. The modalities outlined below refer to the planned format for course delivery over the full term.

F2F Education

Face-to-Face courses (coded “F2F”) can meet on-campus or at remote physical sites. All (100%) of the contact hours for the course are conducted in-person on campus or at an off-campus location in a synchronous format. Some F2F courses may require students to take proctored exams or assessments that may be in addition to contact hours. F2F courses may also deliver some learning content, materials, or activities through the online learning management system, but should not replace regular contact hours.

Online Education

Online Education courses use one or more types of technology to deliver instruction to students who are physically separated from the instructor for all designated contact hours. Walsh University offers three types of online education: online asynchronous, online synchronous, and online blended. All online courses are designed specifically so that an instructor can conduct a credit-bearing course while physically separated from students.

Online Education courses, specifically, have defined parameters and guardrails according to its modality; however, online courses are delivered with the same rigor, content, and objectives as F2F courses.

Online Asynchronous

Online Asynchronous courses (coded “OA”) do not meet in-person at a physical location. All (100%) of the contact hours for the course are conducted online asynchronously. Online asynchronous courses do not conduct any sessions that require students to participate at a specific date and time; rather, students can complete the learning and assignments on their own time while meeting previously determined due dates. All due dates for the course should be set prior to the start of the term for planning purposes, but the instructor reserves the right to make slight alterations as needed. If any synchronous activity is requested and required for a grade, an alternative asynchronous activity must be made available to students. Instructor-initiated communication, instruction, announcements, or feedback between instructors and students should be present inside the online learning management system or an integrated third-party software.

For institutions who receive Federal Student Assistance programs (financial aid), the U.S. Department of Education requires that all online courses must support “regular and substantive interaction” between students and instructor(s).

Online Synchronous

Online Synchronous courses (coded “OS”) conduct the course entirely remotely but synchronously. This means instructors will conduct classes using web-conferencing technology on the same days and at the same time as class would typically meet face-to-face. The online learning management system is utilized for the submission of assignments, assessments, or other activities, but the direct instruction and all contact hours are conducted synchronously through web-conferencing technology.

Online Blended

Online Blended courses (coded “OB”) conduct the course entirely remotely but split the modality between Online Asynchronous and Online Synchronous. Online Blended courses conduct between 40%-60% of the instruction online asynchronously and between 40%-60% of the instruction online synchronously.

Hybrid

Hybrid courses conduct the course using both an asynchronous format and a synchronous in-person. No matter the amount of time spent in-person or asynchronously online, if any portion (.01%-99.9%) of the direct instruction is conducted in-person, the course is considered hybrid.

The standard number of contact hours for a 16-week course is 150 minutes per week. The standard number of contact hours for an 8-week course is 300 minutes per week.

This policy does not address temporary changes to the instructional format, such as class cancellations or absences that require shifting a course online for a limited period. The modalities outlined below refer to the planned format for course delivery over the full term.

Walsh University offers three types of hybrid modalities, each determined by the amount of time conducted online:

Campus Hybrid

Campus Hybrid (coded “CH”) is a hybrid course where more than 60% of the instruction is delivered F2F.

Remote Hybrid

Remote Hybrid (coded “RH”) is a hybrid course where more than 60% of the instruction is delivered online asynchronously.

Blended Hybrid

Blended Hybrid (coded “BH”) is a hybrid course where 40%-60% of instruction is either delivered online asynchronously or delivered F2F.

Hybrid Sub-Modalities	Example
Campus-Hybrid	A 3 contact hour/3 credit hour Campus-Hybrid course might expect students to attend a F2F lecture twice per week from 9:40-11:30 (200 minutes total) and to be supplemented by 100 minutes of asynchronous content. This is more than 60% F2F delivery.
Remote-Hybrid	A 3 contact hour/3 credit hour Remote-Hybrid course might expect students attend a 45 minute lecture twice per week (90 minutes total) to be supplemented by 210 minutes of asynchronous content. This is more than 60% online asynchronous delivery.
Blended-Hybrid	A 3 contact hour/3 credit hour Blended-Hybrid course might expect students to attend one class meeting Thursday evening from 6:00-8:30pm (150 minutes total) to be supplemented by 150 minutes of online asynchronous content. This is 50% F2F and 50% online asynchronous delivery.

SECTION 6. FACULTY CAREER TRACKS, TENURE, PERFORMANCE REVIEWS, RANK, ETC.

6.1 ANNUAL FACULTY PERFORMANCE REVIEWS

All faculty with full-time employment agreements must complete and submit an annual faculty performance review by May 31 of a given academic year. Typically, in years 1, 3 and 6 the annual review will be a full portfolio involving the RTP committee. In years 2, 4 and 5, the submission will be the normal annual performance review documents and not a full portfolio. In academic years in which full-time ranked faculty are required to complete a faculty portfolio, the portfolio is the annual faculty appraisal for that year. Faculty with advanced standing may deviate from this schedule according to the terms set forth by the VPAA upon hiring.

In exceptional circumstances, after consultation with the dean/chair/director, and notification to the faculty member involved, a division chair or program director can initiate appraisal of faculty in advance of the timeline below. Any deviations from the normal review process must be approved by the VPAA.

The fundamental purposes for meaningful faculty appraisal at Walsh University are:

- To recognize and reward excellent performance in the areas of teaching, scholarship, service and mission alignment.
- To identify where performance in teaching, scholarship, service and mission alignment needs improvement to provide guidance to help faculty members meet standards of excellence
- To assist faculty, through the support of appropriate human and material resources, to embrace continuous improvement in teaching, scholarship, service and mission alignment.

The purposes cited above define the scope of the annual Walsh University faculty performance review. It should address four areas of activity: teaching, scholarship, service and mission alignment. The faculty appraisal process should relate clearly and specifically to procedures and programs designed to motivate faculty, to reward faculty for exceptional performance, and to continuously improve teaching, scholarship, service and mission alignment.

Each academic year, for faculty **not involved** in the portfolio requirement, the annual faculty performance review process proceeds in two stages described below:

Stage One

No later than the beginning of Fall 2 in a given academic year, the Office of Academic Affairs will distribute to faculty the annual faculty performance review form as a Microsoft Word document. Faculty are expected to complete the form and submit it to their division chairs, program directors or Deans by May 31.

The individually prepared annual faculty performance review documents should include the following:

Teaching:

Highlight key activities in teaching. Include factual data like how many classes were taught, enrollment per class, grade distributions per class, new tactics you experimented with and results, how many students you advised and pedagogical challenges you faced and what you did to overcome them. Do an analysis of your IDEA student feedback data. Be sure to include your analysis of student comments. It is a good idea to make tables to present data. Syllabi for your courses (with the proper template and stated learning objectives) should be on file (electronically) in your division or school. If you requested a peer review of your teaching in a class, please include the results. Every year, the office of Institutional Effectiveness and Assessment publishes the programs that will complete annual assessment and those doing full

assessments. Faculty in these programs are expected to engage assessment activities professionally and in a timely and thorough manner according to guidelines provided.

Scholarship:

An updated three-year scholarship plan must be included with the faculty annual performance review. This would include an update on articles published, papers presented, articles/papers written but not yet published (progress reports), IRB approved research completed but not yet published, progress made in courses of study (Ph.D. or master's degree programs), active participation or presentation in national, state, or local scholarly meetings of academic disciplines and proposals prepared for external funding (grants) and any new collaborations developed with other universities, companies or organizations. It is very important to provide updates and expected completion times for projects already started. See scholarship requirements in this handbook for all faculty tracks at Walsh University.

Service:

Modeling service is core to the mission of Walsh University. As faculty, we are helping our students learn to be leaders in service to others. Modeling such activities is the best way to demonstrate to our students that we live that aspect of our mission every month. Service activities must not involve remuneration. There is no formal minimum number of service activities required, but a monthly contribution ongoing is typically reasonable. Some service work may be more extensive than others. Your division chair, program director or dean should be consulted if you are not sure of what you need to be doing. Service is categorized as within division, within the Walsh community, in the extended community or with professional organizations or others. Include in your annual reports where the service was done, for what reason and the length of time serving. Collect evidence of service for your portfolios.

Mission Alignment

Walsh University is a Catholic institution of higher education. As such, all employees, including faculty, are expected to respect the Catholic Faith and make every effort to help the university fulfill its mission to help create the next generation of smart, ethical, moral and competent people to serve humanity and the common good through both specialized training and education and solid human formation through the Catholic Intellectual Tradition alive through our faculty, staff and coaches.

Stage Two

After the individual annual faculty performance review is submitted to the faculty member's dean directly (if no director/chair) or to a chair/director and then dean, the supervisor(s) will review the submitted report and prepare an independent assessment with any recommendations for improvement if needed. The faculty member then reviews this assessment and discusses its contents with their dean/chair/director, making any appropriate changes agreed upon by both parties. Once the faculty member and dean/chair/director have agreed on the final content of the report, they both sign the document, and it is forwarded to

the VPAA by July 1 as an **MS Word document** so the VPAA can add comments or recommendations. The VPAA reviews the finalized and signed report. The VPAA can endorse the submitted report, re-open negotiations on specific points, or prepare an independent assessment. A final review signed by the VPAA is returned to the faculty member and the dean to become part of the faculty member's personnel record.

Additionally, faculty whose base or supplemental contracts include administrative responsibilities will undergo annual performance appraisals of those duties by their immediate supervisors in accordance with protocols described in the Employee Handbook. The combined reports provide primary data to be reviewed when decisions about awards, rewards, recognition and/or discipline are made. All administrative reviews must be submitted to the VPAA for review as they are completed bi-annually.

6.2 SCHOLARSHIP REQUIREMENTS FOR FACULTY

1. All faculty members at Walsh University, except those on the non-tenure 30-hour load teaching track, are expected to create a 3-year scholarship plan to be submitted annually with either performance reviews or portfolios with progress reports and updates. Obviously, the plan would include timelines for expected artifacts, progress on existing projects and plans for publications/presentations and grant submissions.
2. **Professional faculty** who are on the non-tenure professional track, typically have earned master's degrees in their field of expertise and their education may or may not have involved a thesis with academic scholarship. Professional faculty are typically specialized in an applied field and often work as professionals in the corporate or non-profit world prior to joining Walsh University. Consequently, the scholarship requirement for professional faculty is different than that expected of a classically trained doctoral scholar. Professional faculty are required to stay current in their field through professional development (seminars, courses, certifications, etc..) which often involves CEU accumulation or earning other credentials from their professional organizations annually or otherwise. Professional faculty are expected to write articles for their trade journals and/or professional magazines. If their professional organizations hold regional, state or national meetings, professional faculty should make every effort to present scholarly projects at these meetings that might advance the field of interest. Over the time frame from year 1 to year 6 when professional faculty could be considered for Professional Assistant and/or Associate Professor rank, the professional faculty member must show evidence of consistent engagement in professional development and output of professional work/articles in trade magazines, journals, and/or meetings and/or conventions. Acceptable progress would be proper professional development activity every year, one presentation every 2 years and one published article (trade journals or magazines) every 3 years as a minimum.
3. **Clinical faculty** are also non-tenure track and may have earned a master's degree or a clinical doctorate in their field (MOT, OTD, DPT, MSN, DNP, etc.). Often, the accrediting

bodies for clinical programs indicate the need for scholarly output commensurate with graduate programs in the clinical area of interest. Clinical faculty are required to meet such standards (if they are available) and to engage in professional development, scholarly contributions to clinical journals which often have an applied focus, and to present at clinical professional meetings. Program Directors and Deans must provide guidance on the acceptability of scholarly work for rank advancement. Clinical faculty should show engagement in scholarly work commensurate with earned graduate degrees and training. Seeking grants to support scholarly activity is expected and encouraged. Acceptable progress would be multiple professional development activities every year, one presentation every 2 years and one published article every 3 years as a minimum in clinical publications (applied or scholarly).

4. **Non-tenure track, non-professional and non-clinical teaching faculty** (typically doctoral trained) who agree to teach a 30-credit hour annual teaching load are not expected to do scholarship, but instead focus entirely on teaching excellence and professional development activities. This must be first discussed with Chairs and/or Directors and then brought to Deans if approved. The VPAA in consultation with the Dean and the President would allow or dis-allow such a request if a Dean brings it forward. Such requests, if approved, would go into effect the next academic year.
5. **Tenure-Track Assistant Professors** are classical scholars with doctoral degrees. Faculty in this category, unless with advanced standing, are typically on a six-year path to be considered for Associate Professor and Tenure. Portfolios in the first year are evaluated by Chairs, Deans, Program Directors, and the VPAA. The Walsh University Retention, Tenure, and Promotion Committee will evaluate completed portfolios in years 3 and 6 to make recommendations to the VPAA regarding promotion and tenure. Faculty in the tenure track must create a 3-year scholarship plan in year one, generate progress on this plan and modify it as needed to be productive. The scholarship plan will include progress reports as a part of all annual performance reviews and portfolios. During the six-year process, these faculty scholars are expected to produce original scholarship as peer-reviewed publications, book chapters, books, conference presentations and/or other activities at the regional and national levels, with an eye toward the international level. Publications should be in reputable academic journals*. Being able to include students as co-authors in such work is considered both desirable and preferred when possible.

From year one to year six post-appointment, a productive faculty member as stated in submitted scholarship plans, will generate a minimum of two original peer-reviewed articles published in reputable journals or one book or book chapters with other smaller works (conference posters, conference presentations, etc.) as well. The frequency, quality and diversity of published work should be discussed with division chairs, program directors and deans to ensure faculty meet standards for promotion.

***Note:** a reputable journal is one that is recognized by that professional area as having sound standards for publishing (i.e. does not just publish everything submitted) and is peer-reviewed and has a stated Editorial Board of reputable experts.

Scholarship for tenure-track faculty varies from discipline to discipline, but normally includes publishing peer-reviewed journal articles in reputable scholarly journals, presenting scholarship at conferences (as poster sessions, concurrent sessions or as a plenary speaker, etc.), writing book chapters in your area of expertise, writing a book in your area of expertise, submitting grant applications and/or generating new inventions or intellectual property for market. All of these activities can be done as an individual, a team or in collaborations with individuals or teams outside the university.

The question is how much scholarship and what kind should be required? Walsh University is not an R1 institution, so our primary focus is not scholarship per se. However, we are not strictly speaking just a teaching institution either. We are a combination of a teaching and scholarship university. Consequently, zero scholarly output by faculty is not acceptable and publishing an article a month is not realistic either. It is our job as professionals to create scholarship plans that make sense and are stretch goals so we can generate scholarly output to raise our profile and contribute to original knowledge while involving our students and maintaining excellence in teaching. The following outlines expectations for scholarship at Walsh University for tenure-track faculty:

During the typical 6-year process to be considered for Associate Professor and Tenure, the following is expected:

First, all faculty must create and execute a viable scholarship plan that is realistic and appropriate for your discipline. The scholarship plan document should include scholarship in progress and expected timeline for completion, new scholarship projects planned or underway and benchmarks for progress and expected timelines for completion. Completion means to submit for publication or presentation. Here are some possible permutations: For peer-reviewed publications, the minimum expectation for tenure track is two peer-reviewed publications in reputable journals by year six. It is likely that one could also do a set of smaller presentations (segments of the published works) prior to final publications. This may or may not occur. It is also possible that a faculty member may publish a book (literature or a textbook) and not any peer-reviewed articles. This is a risky path as publishing a book is lower probability and banking on such as your only scholarship is likely not wise. Submitting book chapters as evidence of progress is helpful but won't substitute for publication. Publishing chapters in a compendium or multi-author book is also acceptable along with one peer-reviewed publication for example. **There are many other variations.** Consequently, here is what needs to happen:

In the 2024-25 academic year, by the end of Fall 2, all faculty who are tenured or tenure track, will write a clear scholarship plan and submit it to their division chair/program director if you have one, or dean if you don't. Deans in all schools will also review the plans. Once approved by Deans, this first wave of plans will go to the VPAA for review as well. Once reviewed by the

VPAA and approved (if edits are needed they will be discussed with Deans), faculty will then begin executing the plans in spring 2025.

For 2024-25, progress on plans will be further evaluated in the May 2025 annual review or portfolio. Feedback from those evaluations will be critical for progress and should be taken very seriously. The scholarship plan progress report will be thorough and detailed. In addition, the scholarship plans will be revised, if needed, and resubmitted no later than the end of August 2025. The plans will continue to be implemented and progress tracked. The scholarship plan progress will be reviewed again in January 2026 to ensure faculty are making progress and to review and understand potential resources needed by faculty to be successful. Faculty showing no progress or very little progress on scholarship will have a conversation with their deans to determine next steps. The goal with scholarship is not to hope for minimum compliance but to encourage robust work and find ways to support creativity, innovation and progress. If it is possible to involve students in your professional scholarly work, that would be excellent. But, regardless, the goal is productive output. In addition to doing scholarly work, faculty are expected to look for grant opportunities to support their scholarly work and to reach out to create internal and external collaborations to help launch and strengthen projects. Collectively, we will work out the support structures needed as we progress.

Because every discipline is somewhat different, supervisor review of proposed scholarship plans is important to set the bar for performance properly. Faculty are content experts but rank promotion is a university process based on judgement of standards in a complex matrix of discipline variance. Consequently, the Scholarship Equivalency Document is a good reference to gain insight into scholarship options. We are currently not using the point system verbatim, but it can serve as a reference for setting expectations. It is critical that faculty carefully plan work load with chairs and program directors to ensure time for scholarly work.

6.3 THE RANK OF FULL PROFESSOR

Faculty members with the rank of Associate Professor and an academic terminal degree may apply for the rank of Full Professor after a minimum of six years post-tenure as an Associate Professor (minimum 12 years of full-time employment at Walsh University). Advancement to the rank of Full Professor is a significant achievement in a faculty member's life. The rank of Full Professor indicates that a faculty member, after typically more than a decade of dedicated work and substantial contribution to academia, has proven him/herself as a scholar, master teacher and leader both at Walsh University and at least regionally or perhaps nationally. A faculty member must demonstrate a consistent and substantial record of original peer-reviewed publication in reputable peer-reviewed sources for advancement to the rank of Full Professor. Significant original scholarly achievement is the main criterion for the rank of Full Professor, such that publications must include peer-reviewed articles, book chapters, books or presentations with some at the national or international level. This may also include delivering plenary sessions at national and/or international conferences in addition to peer-reviewed publications. Earning this rank will be challenging and is necessarily so. The academic

reputation of any university, to a large measure, is directly related to the scholarly output of the faculty. Walsh University desires to be counted among the best scholarly universities within the small/medium sized liberal arts schools in the United States. Such a reputation will only happen if Walsh University faculty are publishing in reputable journals, publishing books or book chapters, presenting at major national and/or international conferences and acquiring grants to support such efforts. The university will also, through strategic use of the 8-week schedule, course releases, education, financial support when possible and grant acquisition and implementation support help faculty acquire the time and financial resources to do high-level scholarly work.

Although faculty are responsible for their own time management and making every effort to support their scholarly work with grant funding, the university must also be willing to work creatively to help support scholarly excellence with training through the Center for Academic and Professional Enrichment (CAPE), negotiated time support with Division Chairs, Directors or Deans and helping establish strategic relationships regionally and nationally in tandem with faculty efforts to do so. All faculty who have earned Associate Professor rank, including those who also earn the rank of Full Professor, will participate in post-Associate Professor review (with or without tenure) to keep momentum on excellence and consistency. It is not mandatory for a faculty member to apply for Full Professor, and many faculty have very productive careers as Associate Professors.

Requirements for Promotion to the Rank of Full Professor

Associate professors (tenured or not) must submit a 3-year scholarship plan with annual review. The scholarship plan is critical to create the path to consideration for full-professor and to be in alignment with post-associate professor/tenure review requirement. It is not required that faculty apply for full-professor rank. There are many faculty who work their entire career as very productive associate professors. However, if full professor is a goal, then it is important to know what the requirements are.

1. Faculty member must have the rank of associate professor and have demonstrated consistent output of scholarly artifacts in the form of original peer-reviewed journal articles (in reputable journals) or book chapters or books, either alone or in collaboration with others (internally or externally) since promotion to associate professor. These artifacts must be included in annual performance reviews submitted to supervisors. In addition, such evidence would need to be submitted to RTP when applying for full-professor rank.
2. Faculty member must have demonstrated consistent excellence in teaching, service and mission alignment since being hired as faculty at Walsh University. The evidence would be documented in the faculty member's portfolio submissions since being hired and would include analytics on student feedback year-over-year, self-assessment based on benchmarks set forth in this faculty handbook for faculty expectations and faculty member response to evaluation data submitted by supervisors and RTP committee members.

3. Portfolio review is required by two different external experts in the applicant's discipline/field of study, one chosen by the faculty member and the other chosen by the Dean of the School. These reviewers, both with the academic rank of Full Professor, will serve as external subject matter experts to provide feedback and analysis of the submitted portfolio in addition to the usual RTP committee process. Results from these external experts will be submitted to the faculty member involved, RTP committee members and all pertinent supervisors. If the recommendations of RTP advance to the VPAA, the original data from the external reviewers will also be submitted.
4. After the RTP Committee forwards a recommendation to the VPAA, the VPAA will do an independent analysis of the portfolio information and then will either reject the application or make a recommendation to the President for promotion. The President of Walsh University has the final decision regarding promotion to the rank of Full Professor. The VPAA will meet with the faculty member involved to either congratulate the faculty member or to discuss rationale for rejection of the portfolio if that is the outcome prior to submission to the President.

Scholarship Requirements for Promotion to the Rank of Full Professor

1. The specific artifacts will vary somewhat depending on the academic discipline involved. For example, the form of scholarly output by a faculty member who is an Associate Professor of Music or Art will be very different from an Associate Professor of Chemistry. See the Scholarship Equivalency Document as a reference ([Scholarship Equivalency Document](#)).
2. The core requirement is, however, original peer-reviewed scholarly output. For most disciplines, this will be in some combination of the following at the national or international level :
 - published articles in reputable academic peer-reviewed journals
 - book chapter(s) in a reputable peer-reviewed book
 - authoring and publishing a complete book in one's area of expertise
 - peer-reviewed regional, national and/or international conference presentations
 - doing a plenary presentation at a major national meeting of peer scholars

Local or state-level work, while important in general, may not be considered strong enough by itself for full professor-level work unless there is some specialization or over-riding reason why it should. Such a case can be made with the Dean and considered for approval by the VPAA. Serving as an invited speaker at other universities in front of peer experts, at national or international conventions of peer experts and/or serving on panels of experts in the faculty member's area of expertise, also count as scholarship, but not as a substitution for publications indicated above. Faculty at this level are certainly encouraged to find collaborators at other institutions who might help launch such efforts.

3. For faculty members in the Visual and Performing Arts (VPA), scholarship may take the form of creative work produced and performed for peer-review or critique. In some cases, such

work may be published in a journal, but generally, VPA creative work is performed or showcased. For full professor-level work, such performance or showcasing must be at a national or international level.

4. Serving as a peer reviewer for high-impact journals or the publishing of a book will also be considered scholarly work but must be combined with original scholarly work as well. Such review work does not substitute for published scholarly output, but rather provides a broader impact for faculty as academic professionals and more visibility for the university as a reputable contributor to academia.
5. Writing and submitting grants, like serving as a peer reviewer, is also counted as scholarly endeavor, but again, requires original scholarship in addition. Grant submissions do not substitute for published scholarly output, but rather provide a broader impact for faculty as academic professionals and more visibility for the university as a reputable contributor to academia. Grants obtained have greater impact than just grants submitted.
6. All scholarly work must be articulated annually, both conceptually and with progress reports and/or artifacts when complete, in faculty scholarship plans to show progress year-over-year. Such documentation will be submitted in both RTP portfolios and annual faculty performance reviews, which are also submitted with all portfolios.
7. Since it is possible for clinical and professional faculty with terminal degrees to advance to the rank of clinical or professional full professor, scholarship requirements are adjusted accordingly. Published original peer-reviewed articles (1-2 post-associate professor) are also required but would fit the academic clinical or professional journals involved. For example, the American Journal of Nursing as opposed to American Nurse (more of a trade journal) or the Journal of Accounting Research versus a non-scholarly magazine like Accounting Today.

Lastly, the university will make every effort to provide resources to the Faculty Development Fund to help support travel and conference fees for faculty presenting scholarly work and doing professional development. However, such funds are budget dependent and may not always be available. Faculty should make every effort to secure grant or project funding to help support travel and professional development when possible. It is understood that not all grants support travel or presentation costs.

Example of acceptable scholarship activity, during the six years post tenure, for a tenured associate professor seeking promotion to full professor. This is only one of many examples that could be generated.

Faculty member will have a reduced teaching load for some years, advising load of 10-20 students, a robust scholarship plan being executed, one committee leadership role every three years

- At least two original peer-reviewed articles published in reputable academic journals or one article and one book chapter or one book published, and;

- Annual conference posters, conference presentations or published articles in lower-level academic journals or professional magazines
- Two grant applications submitted
- At least one external collaboration well-developed and productive
- Serving as a peer reviewer for at least one reputable academic journal

The division chair, program director and/or dean must be consulted to verify the quality of work and progress annually. This work is in addition to all work done to earn tenure and associate professor. **This is an example, not a checklist for all.**

Because every discipline is somewhat different, supervisor review of proposed scholarship plans is important to set the bar for performance properly. Faculty are content experts, but rank promotion is a university process based on judgement of standards in a complex matrix of discipline variance. Consequently, the Scholarship Equivalency Document is a good reference to gain insight into scholarship options. We are currently not using the point system verbatim, but it can serve as a reference for setting expectations. Faculty should discuss scholarship plans with colleagues, supervisors, deans and the VPAA whenever needed.

6.4 SUPPORT FOR FACULTY SCHOLARSHIP AT WALSH UNIVERSITY

Faculty at Walsh University must be excellent classroom and/or online instructors. The student learning experience is paramount to good retention and an excellent graduation rate. In addition, faculty are expected to engage in service, advise typically less than 30 students, advise student clubs, serve as honors thesis mentors, attend campus activities, engage in governance activities, serve on task forces as they are needed and a myriad of other time-consuming activities that are student focused. In addition, unlike larger research universities, faculty at Walsh University have higher teaching loads (24 credit hours per year) and are expected to engage the campus community significantly. In addition, faculty are also expected to engage in scholarship commensurate with their academic training (career track). Publishing in reputable peer-reviewed journals, writing books or book chapters, doing conference presentations, posters, student research and finding/writing/submitting grants and other scholarly activities requires concentrated time, effort, and energy. Walsh University is setting the bar high for faculty scholarship, but in doing so, it is critical to also help make sure faculty have time for scholarship, support training in grant writing, reflection, and analysis. Here are the core support mechanisms in place to help faculty ramp up and sustain scholarly work:

1. **Education through CAPE.** All faculty will have access to sessions sponsored by CAPE to help learn about grant opportunities, grant support and the ongoing process of becoming known in the granting world. These sessions will always be recorded for 24/7 availability to review. In addition, sessions will also be available regarding best practices in scholarship planning and execution in the small university setting. Here are links to current resources:

<https://portal.walsh.edu/resources/grants-sponsored-research/>

<https://portal.walsh.edu/resources/institutional-research/teaching-learning-resources/>

2. **Faculty Development Fund (FDF).** When available, the FDF provides some support for conference registration and travel for faculty presenting scholarly work, especially at the national level. The FDF may or may not be available in a given academic year depending on the university budget needs, but when available, faculty are welcome to submit requests to support scholarly work.
3. **Release time.** School deans are authorized to negotiate course release time within schools to help faculty with well-planned scholarly activities to be given additional free time for such work. The faculty member will need to report progress and show artifacts as a result of being given release time. This is not automatic and depends on the school's needs for teaching load management. The VPAA must approve all recommended release time.
4. **Strategic schedule adjustment.** With our current 8-week structure, division chairs and program directors with dean approval can adjust the teaching schedule of a given faculty member to create open time for scholarly pursuits. This must be negotiated based on solid scholarship plan and the needs of the division, program or school. The VPAA can be involved, as needed.
5. **Collaborations with other universities or partners.** Walsh faculty members are encouraged to build relationships with faculty at other universities or collaborators in other organizations to become part of a larger project which may provide funding, structure and support in other ways. Such collaborations can really help launch difficult scholarly projects and catalyze momentum for Walsh faculty members. The deans and VPAA will be actively seeking such partners as well and can often help faculty by doing introductions and establishing a path forward.
6. **Working collaboratively cross-enterprise.** Walsh faculty are encouraged to reach out to on-campus colleagues cross-enterprise to see if projects can be launched together. This is certainly a best in practice for scholarship and will help inter-disciplinarity improve. Faculty can often share workload, resources and talent in creative and innovative ways.

6.5 PROMOTION AND TENURE PROCESS

When a full-time faculty member (tenure or non-tenure track) is appointed, rank and career track are established with the VPAA. All faculty, part-time or full-time but not adjunct, will complete a first-year portfolio primarily to assess teaching ability and fundamental fit for the Walsh culture. This will be followed by annual faculty performance evaluations in years 2, 4 and 5 along with 3rd and 6th year portfolios. Faculty are responsible for compiling data and writing the annual performance reviews and portfolios, which are then submitted directly to either a program director, division chair or dean if directors or chairs are not involved. Program directors and chairs will then forward the appraisals or portfolios to deans. Deans will do their analysis and once signed off, will submit documents back to faculty involved for signature. Once the faculty member signs the review or portfolio, it goes back to the Dean. The final signed submission is sent to the VPAA for final analysis. If the documents are portfolios involving promotion or tenure consideration, they will go to RTP, and then they will then be forwarded (if approved by RTP) to the VPAA and then, if approved, to the President who can either approve

or deny promotions or tenure applications. The Board of Directors has the decision authority for any tenure action forwarded by the President. The Board of Directors would normally consider Presidential recommendations at the Annual Meeting of the Board in May each year.

Tenure at Walsh University

When a faculty member is awarded tenure at Walsh University, it means that the faculty member has, over time (typically 5-7 years) met or exceeded the standards for teaching, scholarship, service and mission alignment as described in this Faculty Handbook. The faculty member must be endorsed by their Division Chair/Program Director, Dean, the Retention, Tenure and Promotion Committee, the Vice President for Academic Affairs and the President of the university before being recommended to the Board of Directors for consideration to award tenure. The university awards tenure because the faculty member is considered a long-term asset to the university's intellectual vibrancy and campus culture and has demonstrated the ability to provide excellent learning experiences to students. A tenured faculty member will be a leader on campus, a role model for other faculty and an ongoing contributor to the strength of the university internally and externally. Tenure does not guarantee permanent employment but provides additional stability for faculty members relative to academic freedom in scholarship and teaching. However, because Walsh University is a faithfully Catholic institution, faculty cannot be hostile to the Catholic Magisterium or behave in a professional manner contradictory to the mission of the university (see the Walsh University Employee Handbook and the Code of Ethical Conduct). To be clear this kind of regard can apply to any faculty member who shows consistent excellence and engagement, however, tenured faculty are held to a higher standard as scholars and leaders.

Responsibilities of Tenured Faculty at Walsh University

When a faculty member is awarded tenure at Walsh University, it means that the faculty member has the responsibility, as a leader, to be productive and engaged. Tenured faculty, like all members of the campus, must abide by the Walsh University Employee Handbook, the Code of Ethical Conduct and the Faculty Handbook. Specifically, tenured faculty must continue to produce scholarship commensurate with their faculty career track, seek and acquire grants as often as is reasonably possible and build relationships with colleagues (academic, business or government) outside of Walsh University. Additionally, tenured faculty are expected to continue as excellent instructors, mentors and colleagues, focused on student success and advancing the university with their talent and work ethic. Earning tenure is both an honor and a responsibility. Tenured faculty, as campus thought leaders and scholars, are expected to work collaboratively and productively with administrative leadership to advance the common good on campus. This means engaging in challenging discussions, advocating for and helping advance productive change, communicating factual information and data to faculty colleagues to help keep everyone informed and engaged, while modeling civility and productive discourse. These are truths for all faculty, but especially for tenured faculty members.

Earning Tenure at Walsh University

The process for applying for tenure at Walsh University involves annual faculty performance review evaluations in accordance with the policies and processes set forth by the Retention, Tenure and Promotion (RTP) Committee as approved by Faculty Senate, the Vice President for Academic Affairs and the President of the University. This includes various portfolios, receiving and acting on feedback and ultimately meeting or exceeding standards to be considered for tenure. If a faculty member is recommended to the President for tenure by the VPAA, and the President recommends the faculty member to the Board of Directors and they approve, then the faculty member will start the post-associate professor/tenure review process during the following academic year.

Revoking Tenure and Loss of Employment

Tenure was originally created to help protect academic freedom at universities, especially in faculty scholarly pursuits and in the expression of dissenting views. A tenured faculty member does not have an absolute guarantee of permanent employment. Tenured faculty can be terminated from employment in a variety of situations, such as:

1. The academic program in which the faculty member teaches is discontinued for any reason (usually loss of market demand or lack of viable enrollment). In such a case, the tenured faculty member may be extended and then released from the university (or reassigned depending on knowledge/skills and available university need) at the end of the next academic year following the year in which the program was stopped, if the faculty member is in good standing and the university has the resources to support the employee.
2. A serious breach of the Walsh University Employee Handbook applicable policies and procedures and/or the Code of Ethical Conduct which might include things like creating a hostile work environment, unethical behavior, alcohol or drug abuse, social media activity that brings discredit or embarrassment to the University or is hostile to another person, shows violence against another employee or a student, verbal abuse or bullying of colleagues or students and/or other egregious and unacceptable actions can result in immediate termination of employment for all employees, including tenured faculty.
3. Consistent poor performance as a professional in teaching, scholarship, service and/or mission alignment with no change in performance despite feedback from peers and/or supervisors would be grounds for loss of employment. This would be reflected in poor annual reviews, lack of scholarly output, consistently poor student evaluations and/or serious lack of engagement with campus culture as some examples. The faculty member will know in advance, that if performance does not improve by defined benchmarks, then their employment could terminate.
4. Institutional financial exigency which would, in essence, be a serious financial crisis in which employees would need to be terminated as a consequence of the institution's need to survive. In this case, all employees on campus are subject to termination of employment as needed to ensure the survival of the institution, including tenured faculty.

6.6 RETENTION, TENURE AND PROMOTION COMMITTEE

The Retention, Tenure and Promotion (RTP) Committee at Walsh University is composed of eight tenured faculty and two clinical faculty. The co-chairs of RTP (one faculty member who is predominately teaching in undergraduate programs and one in graduate programs) are always tenured faculty members. This group has enormous responsibility to uphold professional standards so that faculty members going through the RTP process receive accurate formative and summative feedback to increase the odds of their success. Earning tenure should not be easy or just a matter of checking boxes. RTP members must judge submitted work, evaluations and other data to ensure that faculty members meet or exceed expectations in teaching, scholarship, service and mission alignment for tenure and promotions. Timely submission of portfolios to RTP by faculty is a professional responsibility, and RTP is obligated to complete their analyses quickly and efficiently based on their pre-established timelines. Faculty members must take feedback from RTP, program coordinators, division chairs, deans and the VPAA seriously during the RTP process. This feedback is meant to ensure that a faculty member knows where he/she stands relative to standards and performance expectations so that he/she can adjust as needed to be successful. If a faculty member is struggling in the RTP process, he/she is expected to have conversations with his/her supervisor. Proactive management of issues is always a better path.

Process for Faculty Annual Performance Reviews and Portfolios (applies 2024-25 & forward)

- **First year portfolio** – new faculty compile and submit a first-year portfolio with contents described earlier in this handbook. The first-year portfolio will include Fall 1 and Fall 2 IDEA data from courses taught, classroom observation data from a supervisor, short narratives as instructed and an updated CV with a first scholarship plan draft. When completed and signed off by supervisors and the faculty member, the portfolio is submitted to RTP committee to be placed on the RTP SharePoint site for VPAA review. If any issues arise, the VPAA will reach out to the faculty member to discuss the issues, so the faculty member has a chance to address the concerns. Deans will be notified to help as needed. After any issues (if they exist) are resolved, the completed First-Year portfolios are due to Deans in February of the first year employed.
- **Second year** – Due in May of year 2, faculty compile, sign and submit to division chairs or program directors an annual performance evaluation. This includes all pertinent evaluative data, an updated CV and a scholarship plan update and progress report.
- **Third year** – Due in spring of year 3, faculty compile and submit a complete 3rd year portfolio. This is the pre-associate professor portfolio (pre-tenure for tenure track faculty) and is also a critical pivot point for career track decisions. This full portfolio includes all pertinent evaluative data, an updated CV, a scholarship plan update and progress report.
- **Fourth and fifth years** – Due in May of years 4 and 5, faculty compile, sign and submit an annual performance review. This includes all pertinent evaluative data, an updated CV and a scholarship plan update and progress report.

- **Sixth year** – Due in November of year 6, faculty compile and submit a complete 6th year portfolio. This is the associate professor portfolio (and tenure for tenure track faculty). This full portfolio includes all pertinent evaluative data, an updated CV, a scholarship plan update and progress report.

The timeline for annual RTP activity is listed below. This timeline may vary slightly year-to-year, but any changes will be made public before September 15th of that academic year by RTP leadership.

6.7 FACULTY PORTFOLIO

A faculty portfolio is a set of digital documents describing the cumulative work of the faculty member. This portfolio will continue to build over the faculty member's career. A portfolio is developed from a variety of sources, each of which documents the faculty member's effectiveness in teaching, scholarship, program assessment, service and mission alignment. The portfolio consists of no more than two volumes. The contents of Volume I, described below, comprise the most significant documents verifying a faculty member's performance in teaching, scholarship, program assessment, service and mission alignment. Volume II is an appendix containing additional supporting items or evidence of work completed. Faculty members should be selective in deciding which material to include in Volume II. It should not be treated as a catchall of every artifact that might have related, even tangentially, to the faculty member's accomplishments in teaching, scholarship, and service; rather, it should highlight the best of what the faculty member has done. Faculty portfolios of more than two volumes will be returned for revision. Division Chairs, Program Directors and/or Deans will help faculty navigate the portfolio process.

Portfolio Contents

Normally, faculty members will prepare a portfolio in the first, third, and sixth years of their full-time employment at Walsh University. Faculty members hired with, or later granted, one or more years of advanced standing towards tenure or promotion or both will follow a timeline agreed upon between themselves and the VPAA. Applying for the rank of Professor will also require a full portfolio.

Volume 1: Four Chapters

Chapter One

- Sixth-year summative evaluation from Faculty Retention, Tenure and Promotion Committee
- Sixth-year summative evaluation from dean/chair/director
- Faculty member's sixth-year summative self-evaluation. The summative self-evaluation should address in detail how the faculty member's philosophy and practice in the areas of teaching, scholarship, program assessment and service align with the mission of the University.
- Current curriculum vitae (CV)

- Sixth-year formative teaching evaluation to include:
 - Report of chair’s classroom visit
 - Results of “Student Evaluation of Instructor” questionnaire
 - IDEA evaluations (current semester) with analysis and commentary
- Fully updated scholarship plan with results from the last six years and proposed activity going forward
- Fifth-year dean/chair/director performance review commentary
- Fifth-year faculty annual performance review report

- Fourth-year dean/chair/director performance review
- Fourth-year faculty annual performance review report

- Pre-tenure (associate professor)/third-year VPAA review
- Pre-tenure/third-year summative evaluation from Faculty Retention, Tenure and Promotion Committee
- Pre-tenure/third-year summative evaluation from division chair or program director
- Pre-tenure/third-year summative self-evaluation. The summative self-evaluation should address in detail how the faculty member’s philosophy and practice in teaching, scholarship, program assessment and service align with the mission of the University.
- Current curriculum vitae (CV)
- Pre-tenure/third-year formative teaching evaluation to include:
 - Report of chair’s classroom visit
 - Results of “Student Evaluation of Instructor” questionnaire
 - IDEA evaluations (current semester) with analysis and commentary
- Copy of the scholarship plan submitted in year three
- Second-year dean/chair/director annual appraisal
- Second-year faculty annual performance review report
- First-year Vice President for Academic Affairs review
- First-year review by dean/chair/director
- First-year summative evaluation from dean/chair/director
- First-year summative self-evaluation. The summative self-evaluation should address in detail how the faculty member’s philosophy and practice in the areas of teaching, scholarship, program assessment and service align with the mission of the University.
- Current curriculum vitae (CV)
- First -year formative teaching evaluation to include:
 - Report of chair’s classroom visit
 - Results of “Student Evaluation of Instructor” questionnaire
 - IDEA evaluations (current semester) including analysis and commentary
 - First year scholarship plan

Chapter Two – Teaching and Program Assessment Narrative

Chapter Three – Scholarship Narrative and Scholarship Plan

Chapter Four – Service Narrative

Volume 2: Supplemental and Supporting Documents

Portfolio documents must have proper signatures, all pertinent information and be available as PDF documents.

6.8 POST-ASSOCIATE PROFESSOR/TENURE REVIEW

Unless hired otherwise, most faculty will follow a 5-7 year process to be considered for advancement to Associate Professor (with or without tenure). With continuous improvement as an operational theme, Walsh University faculty are expected to be self-critical professionals. This section will describe the philosophical considerations for post-Associate Professor/Tenure review and the practical aspects. Normally, Associate Professor rank and/or tenure are awarded at the Board of Directors' Annual Meeting in May of a given academic year if the President forwards any recommendations.

Statement of Philosophy

Earning Associate Professor rank (with or without tenure) is a significant professional achievement for faculty at Walsh University. For most, this is the result of at least six years of consistent high performance in teaching, scholarship, and service with demonstrable mission alignment. All faculty, but especially Associate Professors, are viewed as important assets for Walsh University and represent the future, if not current, academic leaders on campus. In addition, when tenure-track faculty are also awarded tenure by the Board of Directors, it means that the current tenured faculty, RTP, the VPAA, and the President were convinced by the evidence presented in the RTP process that the faculty member is not only a strong student educator but has also demonstrated robust classical scholarly achievement critical to the academic reputation of the university. Robust post-tenure/associate professor evaluative reviews are essential to the ongoing professional development of our faculty and the health of the university. Associate Professors, tenured or not, and Full-Professors are expected to be our most productive and active professionals in the faculty ranks. These individuals have proven themselves over time as scholars and also should be teaching at best-in-practice level. These individuals shall be intimately engaged on campus as thought leaders and influencers.

Expectations for Post-Associate Professor/Tenure Review

1. Once advanced to Associate Professor, with or without tenure, faculty members will prepare and submit an updated three-year scholarship plan to his/her supervisor by the Wednesday of the first week of classes of Fall 1. The scholarship plan provides a clear path forward for faculty planning, grant acquisition efforts and divisional/school time and resource management. The scholarship plan must be approved by a direct supervisor and the school Dean. Deans will summarize and present scholarship plans to the VPAA during Fall 1. The structure of these scholarship plans and the ongoing work with them will also be available as training through CAPE.

2. Faculty will do an informal check point on scholarship progress with their supervisors/Deans no later than January 15th every year to determine if there are unforeseen obstacles that need to be managed to help faculty increase the opportunities for success. This checkpoint would not require a formal report, but the review in May of each year, during the faculty annual self-report process would require evidence of progress (progress report, draft manuscripts, draft chapters, final artifacts, etc.).
3. Once advanced to Associate Professor, with or without tenure, the faculty member will continue to provide an annual report of student feedback analytics. Faculty at this rank level must continue to perform teaching with excellence and effectiveness. Supervisors, Deans and other ranked faculty peers would be involved in classroom visits and mentoring, as needed, to create a vibrant and robust culture of intellectual activity in classes and labs. Reports from these visits would be primarily formative, unless there are issues that need to be addressed, then the supervisor/dean may include specific required tactical adjustments as part of annual goal setting for the faculty member.
4. Associate Professor and Professor-ranked faculty, to an even greater degree than early-career faculty, are expected to help create collaborative and professional relationships with colleagues at other colleges and universities, especially for scholarly work, but also to help diversify the intellectual experience of our campus life. Building a network of potential invited faculty experts, research/grant collaborators and simply engaged colleagues will help Walsh University advance its intellectual reputation and help faculty build longer-term collaborations for teaching, scholarship and enrichment of our campus intellectual life.
5. It is desired that Associate Professor and Professor-ranked faculty would provide significant involvement in leadership roles on campus to help serve the common good. Leading in shared governance, leading or serving on critical task force reviews, leading in Faculty Senate or any number of other groups are just a few examples. In addition, ranked faculty work collaboratively with administrative leadership cross-enterprise to help Walsh consider parameters in challenging decision-making. Leveraging the collective intellectual capabilities of our campus is powerful and desired. University administrative leadership values insightful faculty input, and especially encourages ranked faculty engagement to help address complex problems affecting our faith-based campus community.
6. Failure to satisfy the post-Associate Professor (with or without tenure) review process is a breach of academic duty and can be grounds for revoking tenure status. Faculty supervisors will review annual performance documents and determine if a faculty member is meeting or exceeding expectations or not. If not, a performance improvement plan (PIP) will be implemented and resultant adjustments in performance will be expected. Failure to respond to the specifics in a PIP will result in further disciplinary actions including consideration for revocation of tenure status.

Notes:

Having fully engaged, intellectually curious and student-centric faculty at Walsh University is mission critical. Our faculty contribute specialized knowledge to our campus intellectual power, connect us to other universities through key relationships, help secure grants to support strategic research agendas and serve as mentors, trusted confidants and role models for personal and professional development of our students as they become prepared for their life's purpose.

Unfortunately, there is a very real public perception that private universities, like Walsh University, are not worth the financial investment. Polls done by Gallop, Pew Research, McKinsey, Hanover and others clearly show that many parents no longer view more expensive private universities in a positive light. One way to combat this public misperception is to have a campus life that is vibrant, formative, highly engaging and well worth the investment. Having a fully engaged faculty at all levels ensures that students receive the quality instruction they deserve and that vital contributions toward the university's reputation continue. Walsh University sees great value in having faculty with long careers at the university, contributing substantially to the reputation and quality of campus life and intellectual richness. This handbook is simply putting systems in place to set clear expectations for our faculty, provide proper support mechanisms to encourage success and reward ongoing excellence in meaningful ways while ensuring accountability and alignment with professional standards.

6.9 PROGRAM REVIEW

Academic units are required to engage in annual program reviews, as outlined in Walsh's Program Review Policy. Every five years, academic undergraduate and graduate programs will need to complete a comprehensive program review. Program reviews are a collaborative effort between the program and its division or school. The review process is guided by the Office of Institutional Effectiveness and Assessment.

Program review is an evidence-based, improvement-oriented effort. The overriding purpose of program review is to identify strengths and opportunities of academic programs and identify the degree to which the institution is using its resources effectively and efficiently to ensure the highest level of academic quality consistent with Walsh University's mission and in alignment with institutional accreditation requirements.

Annual reviews give programs the opportunity to reflect on institutional priorities. The annual program review process also allows programs to align the existing assessment process with the university's strategic planning and budgeting processes. During the fall semester, all academic programs currently not undergoing a comprehensive review will receive a response form for the annual program review along with access to program data such as enrollment, retention, and completion reports. Program directors or chairs will be asked to submit the completed response form by the end of January.

The comprehensive program reports combine the results of the annual reports with additional questions designed to promote deeper reflection about the program's effectiveness. This multi-year report allows units to engage in a deeper self-study, to identify important issues and challenges, to get support and suggestions on how to meet those challenges, and to communicate priorities to the academic leadership. Comprehensive program reviews will be conducted on a rotating basis. Each year, several programs will be identified to be reviewed during the following academic year. During the fall semester, the programs that had been identified will receive a data sheet along with a response form from the Office of Institutional Effectiveness & Assessment. Program directors or chairs will be asked to submit the completed response form by the end of January.

The Program Review Committee provides formative feedback for the annual program reviews and summative feedback for comprehensive reviews. The committee will make recommendations for actions to the program and to the Office of Academic Affairs for resource allocation in alignment with the strategic plan.

6.10 FACULTY SCHOLAR PROGRAM

The Faculty Scholar Program gives members of the University faculty the opportunity to complete research within their fields of expertise specifically for the purpose of generating scholarship. One of the core values of Walsh University is excellence in the teaching/learning process. This program affirms administrative recognition of the compatibility of teaching and scholarly research and our commitment to retaining and rewarding active scholars on our campus. The availability of the faculty scholar program is budget dependent because release time is involved. The VPAA will inform the faculty by July 15 if the program is available in any given academic year.

Description

The Faculty Scholar Program allows a faculty member to be released from one course during any academic term (8-week term) to pursue a research project intended for publication. Faculty scholars must apply to be considered and must have Dean approval to move forward for submission. The faculty scholar program will remain on pause through academic year 2024-25 and will be considered for reactivation in 2025-26 by the VPAA and the President.

Conditions

A faculty scholar must be a full-time member of the faculty.

A faculty scholar must remain in residence at the University during either of the two regular terms of the academic year. There is no residency requirement during the summer session. The stipend is intended to support faculty during eight consecutive weeks of research and writing.

Being a faculty scholar does not constitute a break in full-time employment at the University and will be considered part of the service requirement for tenure, promotion, or sabbaticals. Faculty scholars will make a formal presentation of their research to the campus community in the term following that in which the release time is awarded.

Faculty scholars must acknowledge Walsh University in published materials resulting from research activities supported through release time. Faculty are eligible for the faculty scholar program once every three years.

Research Projects

Projects must be intended to result in original scholarly publication and to promote the applicant's professional development. Projects already in progress and projects of longer duration than a single academic term qualify to be considered. Projects initiated by invitation will be given priority in the selection process. Faculty scholars whose research projects entail professional travel must, in addition, submit a faculty development fund application following faculty development guidelines, prior to travel.

Application Procedures

The application process for the Faculty Scholar Program will be reformulated in spring 2025 in consideration of the possibility of relaunching the program in 2025-26.

The committee selecting faculty scholars will consist of the Vice President for Academic Affairs (serving as Chair), one Dean, one Division Chair, the FDF Facilitator and two faculty selected by the Faculty Senate Chair. An application must include the following:

- A current curriculum vitae.
- A letter of application that states the term for which the candidate is applying to the program and the course for which the applicant seeks release time, if applicable.
- A project summary, including a description of the project's significance to the field, not to exceed three pages.
- Any other relevant documentation such as a letter of invitation or a letter of support from dean/chair/director, etc.
- A scholarly agenda and timeline.

Two copies of the application must be submitted to the Office of Academic Affairs on or before the appropriate application deadline.

The Faculty Scholar Selection Committee will review applications and notify applicants by mail. The committee's decision will be final. The committee is not required to select a faculty scholar during any particular term.

At the conclusion of the term in which a faculty member has received a faculty scholar award, the faculty member will submit a report to the VPAA on the results of the project. The report should document the work completed.

6.11 MENTORING OF NEW FACULTY

When faculty are hired full-time into the Walsh University community, our goal is to provide opportunities for growth, development and success. The Center for Academic and Professional Enrichment (CAPE), a faculty-driven resource providing training, learning and development

opportunities in addition to the Faculty Development Committee of the Faculty Senate are formal groups dedicated to faculty advancement and support. In addition, the Retention, Tenure and Promotion Committee leadership group will offer orientations sessions to help navigate first-year portfolios and faculty transition in general. Details about these opportunities will be emailed to you upon hire.

6.12 FACULTY AWARDS (currently on pause/no monetary available at this time)

- Outstanding Faculty Scholar Award
- Outstanding Faculty Teaching Award
- Outstanding Faculty Service Award

Eligibility (must meet all):

- Candidate must be full-time faculty
- Candidate must be in good standing (not on a PIP* or being disciplined otherwise) for the award area
- Faculty must not have won the award in the previous two years.

*Note: a PIP is a Performance Improvement Plan

Nomination procedure:

- Self- or peer nomination letter recognizing efforts in the award area
- One additional support letter (indicating the award area) from another Walsh University Faculty member (to second the nomination) signed and placed in sealed envelope with signature
- Nominator (peer or self) must submit the nomination letter and letter of support to the **Faculty Affairs Committee Chair**
- Deadline: September 30th annually

Criteria for Selection

- Once the nomination is received by Faculty Affairs Committee Chairperson, an email acknowledgement will be sent to the candidate for the award they were nominated for indicating specific items needed for submission. The email will state that the candidate must accept or decline the nomination by a stated deadline OR it can include a 'Request a Read Receipt' to ensure the recipient received the email acknowledgement.
- The candidate must accept the nomination by providing the following documents/information to the Faculty Affairs Committee Chairperson so that the award selection process may proceed:
 - CV with up to the last three years of recent works.
 - Documents for support in areas of teaching or other service areas not on CV or from the past three years' IDEA forms, peer evaluation for teaching, and service or teaching items.

- Name of his or her chair or supervisor (accepting nomination or self-nomination indicates permission for the Faculty Affairs Committee Chair to inquire as to benchmark status in the award area).
- The nominated faculty member must submit all documents in a sealed packet and send via interoffice mail to the Faculty Affairs Committee Chairperson to be considered for the next step in selection criteria. The annual deadline is October 30th.
- The Faculty Affairs Committee Chairperson will then email the chair/supervisor to inquire about benchmark status in the area of nomination.
- The Award Selection Committee will consist of the committee chairs of instruction and Academic Policy (IAP), Graduate Council, Faculty Senate, and Faculty Affairs who will meet preliminarily to review and evaluate the candidates.
- These four independent reviewers will assess the candidates using the Faculty Award Evaluation Categories for each award area.
- Recipients of the faculty awards will be announced at the last Faculty Senate meeting of the fall semester to ensure record keeping.
- Winners will be acknowledged publicly at a campus event or through a campus-wide announcement.

Faculty Award Evaluation Categories

The following categories can be used as guidelines to determine exemplary performance. There is no expectation that all categories must be fulfilled.

Teaching:

- Teaching recognition nomination
- Teaching award recipient
- Development of new course(s)
- Development of or modification to a program
- Significant work on accreditation preparation/submission
- Directing independent studies or projects (research, honors, etc.)
- Experimenting with new tactics in teaching and learning consistent with best practices
- Significant involvement in student mentoring and advising
- Significant work in program review (data collection, writing, revisions, etc.)
- Excellent student reviews through IDEA documents
- Other

Scholarship:

- Publication in a national, peer-reviewed journal, book chapter, or book; any order of authorship
- Newsletter contribution
- Invited articles or presentation(s) (non-peer-reviewed)

- Desk reference entry
- Included student(s) as co-authors on a publication.
- Publication is understood as "published," not "in press" or "accepted."
- An oral or poster presentation at a national or international refereed conference
- An oral or poster presentation
- Included student(s) as co-author for an oral or poster presentation
- Keynote speaker at a conference
- Edit a professional journal or book
- Significant website development or peer-reviewed monograph
- Publication of a government report. Publication is understood as "published," not "in press" or "accepted"
- Grant submitted/awarded

Service:

- Service on one or more University committee(s) or task force(s)
- Service to division, department, program or school
- Service to a professional association(s)
- Participating in organizing or running meetings, workshops, seminars, lectures or non-credit courses
- Consulting assignments of a professional nature that benefit the university
- Service as a referee for a professional or scholarly publication or granting agency or professional conference
- Service to the community
- Extraordinary student advising/mentorship in addition to formal advising
- Leadership with student groups (club faculty advisor, faculty lead on special trips like honors, etc.) and others.

6.13 SABBATICAL POLICY AND GUIDELINES

Following the approved process for applying for a sabbatical and upon recommendation of the Vice President for Academic Affairs (VPAA) and with the approval of the President, the university may grant a sabbatical leave for a faculty member who is eligible.

Rationale

In a continuing effort to strengthen and build upon the institution's academic foundations and achieved standards of excellence, Walsh University supports its faculty members' efforts toward personal and professional development. Sabbaticals are an important component of faculty growth and institutional excellence. Sabbaticals are expected to enhance teaching effectiveness, enrich scholarly endeavors, and/or develop and improve academic programs. Sabbaticals provide faculty opportunities for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, artistic creation, and travel, among other activities enhancing personal and professional development.

Eligibility

Full-time tenured, non-tenured and clinical/professional members of the faculty who have served for at least eight consecutive years are eligible to apply for sabbatical leave.

The VPAA may recommend to the President up to four sabbaticals per year. Full-year sabbaticals are compensated at two-thirds pay, and half-year sabbaticals are compensated at full pay. Ordinarily no more than one faculty member of a discipline shall be on sabbatical leave during any one term. Priority shall be based on rank, length of full-time service, the quality of the proposed project and the manifest importance of the proposed plan to Walsh University (institutionally and at the school level) and to the faculty applicant. A faculty member is only eligible for a sabbatical award once in any 8-year period.

Procedure

By November 1 of a given academic contract year, a faculty member shall submit an application for sabbatical leave to the Faculty Affairs Committee and the Vice President for Academic Affairs (VPAA). The Faculty Affairs Committee will evaluate the applications according to the criteria cited in the preceding paragraph and will make recommendations to the Vice President for Academic Affairs by January 15 of the same academic year.

The Vice President for Academic Affairs will, in turn, make recommendations to the President, who will make the decision. The decision of the President regarding the application(s) will be communicated in writing to the faculty member(s) no later than 15 working days after the winter Board of Directors meeting (normally, February).

Sabbatical applications shall include a detailed proposal describing the intended project and how that project will benefit both the faculty member and Walsh University. Such proposals may include scholarly projects leading to publication or conference papers, further study, work on advanced degrees, research with or without a grant from a foundation, creation of new courses, exploration of new teaching methodologies, and other work that will lead to professional development and will be of benefit to the University. Faculty whose sabbatical projects entail professional travel, may, in addition, submit a faculty development application per faculty development fund guidelines prior to travel to determine eligibility for some travel support if available.

Conditions

- The recipient of a sabbatical may accept remuneration from sources outside the University.
- The recipient shall reimburse the University for salary and fringes during the sabbatical leave if he/she does not retain employment for 24 consecutive months following the return from the sabbatical leave. A legal document will be signed related to this condition.
- A period of sabbatical leave shall not be considered as part of the consecutive employment towards subsequent sabbatical leave eligibility. A year of sabbatical leave

shall be counted as a year of service to the University for purposes of promotion and towards retirement.

- Faculty may apply for sabbatical leave during the eighth year of consecutive service for sabbatical the following year or half-year.
- The 24 consecutive months owed to Walsh University after sabbatical leave shall be counted in the total time for eligibility for the next sabbatical. In other words, no sooner than 8 years after a return from sabbatical leave.
- Salary and fringe shall be calculated at current rates for the faculty member on sabbatical leave.
- During the academic year in which the sabbatical occurs, the recipient will not serve on any standing or ad hoc committees of the University. Terms of service on committees to which a faculty member has been elected, however, will not be shortened by a sabbatical. Sabbatical recipients will resume their terms of service during the next academic year.
- Sabbatical leave may be granted for one semester at full pay or a full academic year at two-thirds of a year's salary and fringe.
- During sabbatical leave, the faculty member is not eligible to teach as an adjunct at Walsh University or anywhere else. The focus of the paid sabbatical leave is to complete the approved project.
- Within 90 days of their return, the faculty members will submit to the Vice President for Academic Affairs a written report of their activity during the sabbatical leave. In addition, the faculty member will be required to present the results of the leave as a seminar to the Walsh community under the auspices of CAPE.
- Following a decision to deny a request for a sabbatical leave, the President will provide the faculty member with a rationale for the decision either verbally or in writing.

Guidelines for Sabbatical Proposals

The Faculty Affairs Committee strives to give due consideration to all eligible faculty members for this opportunity. To this end, the Faculty Affairs Committee has prepared this section to highlight the recommended components of a sabbatical proposal. It is the duty of the committee to be fair and objective evaluating and ranking the proposals. By offering full transparency regarding what the committee's expectations are, the committee hopes to make the application process as clear and straightforward as possible.

Applicants should be aware that sabbaticals are awarded on a competitive basis and that the committee has an evaluative and advisory function only, not approval authority. Applicants are encouraged to keep in mind the following general guidelines when preparing the proposal:

- The applicant should demonstrate planning and preparation to reach his or her research goals, both in previous research and in the present project.
- The proposal is clearly written and geared toward a general audience of non-specialists (an interdisciplinary academic panel of peers makes up the committee).

- The applicant addresses all of the elements of the application. (The committee recognizes that project descriptions will vary according to the author's discipline or professional background).

Section 1: Application Materials

The sabbatical request should include the following items:

- The Sabbatical Leave Application (cover sheet)
- Letter of support from the division chair, supervisor and/or dean
- The proposal with the following sections:

Section 2: Goals and Objectives

The purpose is to present the overall idea and desirable outcomes. Please describe the nature and significance of the project, including a clear, concise statement of the objectives. Applicants should:

- Explain specific objectives and desirable outcomes of the proposed project.
- Explain the significance of the project to the applicant's field, personal academic development, and the contribution to future programs within the department and University.

Section 3: Benefit

- Describe the applicant's professional development and how the project will benefit others (e.g. students, campus community, and academic programs) with respect to the University mission.
- Describe the project's impact on the University as an institution, and how the activity will advance one or more components of the University mission.

Section 4: Evidence of Preparation and Project Scope

In this section, applicant should demonstrate the preparation that has gone into the development of the research project:

- Demonstrate professional qualifications to do the project.
- Present evidence of prior scholarly productivity experience, or expertise to date in the area of proposed research.
- If the research project proposed is a continuation of previous research activities, document how this research represents a new or distinct phase of study.
- If the research project proposed is a departure from previous research activities, explain why circumstances have changed, and how these changes will be approached based on previous research work. The committee may use previous sabbatical reports to provide additional context to the proposal. The intent of the committee is to compare the scope of the project to the previous scholarly output as a way to decide the significance of the project as proposed.

- If the applicant needs approval from the Walsh University Institutional Review Board in order to conduct the work, please be aware of the conditions of the IRB process. The timing of the IRB process means that the approval cannot be granted a year before the sabbatical begins; however, as part of the sabbatical application process the applicant should demonstrate awareness of the requirements by beginning the process.

Section 5: Project Goals and Planned Outcomes

The applicant should describe how the plan specifically will be done, how it will be accomplished, and the resources/tools/materials needed to do the work. This section may include information oriented towards experts in the field. However, the applicant should communicate clearly the purpose of the project to be understood by non-specialists.

Applicants might use the following questions as guidelines:

- Explain how the proposal will be accomplished.
- Describe specific activities that will be engaged to meet the desired outcomes.
- Include an appropriate method of evaluation if applicable.
- Identify the expected products of the sabbatical: peer-reviewed publication, exhibit, concert or recital; revised course syllabi, updated course/expanded course offerings; new teaching methodologies, technologies or programs; research of teaching/learning effectiveness in the applicant's area of instruction; research proposal; grant proposal; pilot study; photographs; software; CD/DVD/video/digital platforms; transcript; published article/book; annotated bibliography of professional readings; survey results; etc.
- Plans for disseminating outcomes to the academic, professional, or lay communities, as appropriate to the discipline in question.

Section 6: Timeline

The applicant should give an overview of the project curation in the context of the field studied.

Applicants might use the following topics and questions as guidelines:

- Is the application for a one-year or one-semester sabbatical?
- In what way does this project require a time commitment beyond that involved in the normal activities encompassed in teaching, research, scholarship, and service?
- Describe to those unfamiliar with the work how long certain activities are anticipated to take.
- How does the project plan fit into the available time?
- Indicate clearly what portions of the proposed timeline, if any, have already been carried out, and what will be done specifically during the sabbatical period.
- Use a table or timeline representation depending on what best fits the project.

Section 7: Arrangements with other institutions

If the project depends on the assistance of collaborators, is occurring at another institution, or involves the use of facilities at another location, including archives, labs, special collections, study abroad centers, laboratories, field sites or other off-campus locations and institutions, please append invitations, letters granting access, space, or support from the relevant authorities. Please include the following information if possible:

- Letters or documents should be on institutional letterhead; if not, they should come from a verifiable professional email address.
- Letters or documents should align with the applicant's expectations that have been detailed in the project plan and demonstrate a broad understanding of what the project entails.

Section 8: Supporting Documents

- Include a current Curriculum Vitae which focuses on scholarly or creative activities, and professional experiences, especially those relevant to the proposed work.
- Include past sabbatical reports filed by the applicant.
- Include other supporting documents: internal letters, external letters, etc.

Section 9: Ramification for Failure to Complete the Approved Project

- If a faculty member fails to complete the sabbatical project, the Vice President for Academic Affairs will meet with the faculty member to discuss the situation.
- Depending on the reasons involved, the Vice President for Academic Affairs may consult with the Faculty Affairs Committee to determine a course of action. Legal counsel will be engaged if needed.
- Minimally, the faculty member would be given time to wrap up while back to full employment, maximally the faculty member would have to repay the sabbatical investment to the university and potentially face other legal actions.

SECTION 7: RELEVANT LINKS

Faculty and Staff Directory

<https://www.walsh.edu/directory/index.html>

Academic Services

<https://www.walsh.edu/academic-services.html>

Academics MyWalsh Portal

<https://portal.walsh.edu/academics/>

Advisory Boards

<http://catalog.walsh.edu/undergraduate/advisory-boards/>

Athletic Events

<https://www.athletics.walsh.edu>

Board of Directors

<http://catalog.walsh.edu/undergraduate/board-directors/>

Campus Police

<https://www.walsh.edu/campus-police.html>

CAPE MyWalsh Page

<https://portal.walsh.edu/resources/institutional-research/teaching-learning-resources/>

CARE Team Link

<https://portal.walsh.edu/faculty-home/care-team/>

Chapel

<https://www.walsh.edu/our-lady-of-perpetual-help-chapel>

Cultural Events

<https://www.walsh.edu/events>

Emergency and Weather-Related Closings

<https://www.walsh.edu/emergency-closing-information.html>

Emergency Calls 911

<https://www.walsh.edu/emergency-closing-information.html>

Employee Handbook, Code of Ethical Conduct, IT Info for New Employees

<https://www.walsh.edu/employee-handbooks.html>

Faculty/Staff MyWalsh Portal Page

<https://portal.walsh.edu/faculty-home/>

Fitness/Wellness Center

https://walsh.prestosports.com/Fitness_Center

Food Service

<https://walsh.sodexomyway.com/>

Grants and Sponsored Research Page

<https://portal.walsh.edu/resources/grants-sponsored-research/>

Health Center

<https://www.walsh.edu/health-services.html>

HLC Accreditation Committee MyWalsh Page

<https://portal.walsh.edu/resources/institutional-research/hlc-accreditation-committee/>

Information Systems/Computing Services

<https://www.walsh.edu/information-technology.html>

Institutional Review Board (IRB)

<https://www.walsh.edu/irb.html>

Scholarship Equivalency Document

<https://portal.walsh.edu/resources/institutional-research/teaching-learning-resources/>

Special Events Rental

<https://www.walsh.edu/special-event-facilities.html>

Student Handbook

<https://www.walsh.edu/student-conduct.html>

University Excused Absences for Students

<https://www.walsh.edu/student-conduct.html>

Walsh University Alumni Board

<https://www.walsh.edu/alum/board.html>

Women's Committee

<https://www.walsh.edu/womens-committee.html>