WOODBURY UNIVERSITY

FACULTY HANDBOOK
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Mission Statement
Woodbury University is committed to providing the highest level of professional education in its undergraduate and graduate programs. Our goal is to prepare graduates who are articulate, ethical and innovative life-long learners.

Accreditation
Woodbury University is accredited by the Senior Commission of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Alameda, CA, 94501, 510.748.9001, and is approved by the Postsecondary Commission, California Department of Education. WASC granted Woodbury its original regional accreditation in 1961. In 1991, the Interior Design program (now named Interior Architecture) was accredited by the Foundation for Interior Design Education Research. In 1994, the Architecture program was accredited by the National Architectural Accrediting Board. In 1998 Woodbury received accreditation by the Association of Collegiate Business Programs.

Location
Woodbury University is located at 7500 Glenoaks Boulevard, Burbank, California, adjacent to the City of Los Angeles, about an 18-minute drive from downtown Los Angeles. The 22-acre campus is at the foot of the Verdugo Hills, just east of the Burbank Airport, with easy access from the Golden State Freeway (I-5), at the Buena Vista and Hollywood Way, exits. The University also maintains a satellite campus in San Diego at, 1060 – 8th Avenue. Additional off-campus sites are located in Pasadena, Hollywood, and Santa Clarita, California.

Veteran’s Administration
Woodbury University degree programs are approved for Veterans Administration educational funding benefits under title Number 38 of the U.S. Code. Veterans and dependents are required to comply with Veterans Administration regulations under sections 21.4135, 21.4235 and 21.4277 in regard to required class attendance and acceptable academic progress.

Disclaimer Statement
Woodbury University reserves the right to modify location and policy, and adjust requirements and standards as described in this publication, at any time and without prior written notice.
SECTION A – GENERAL INFORMATION

University Officers

Kenneth R. Nielsen, Ed. D.
President

David M. Rosen, Ph.D.
Senior Vice President, Academic Affairs

Steve Dyer
Chief Information Officer

Ken Jones
Vice President, Finance & Administration

Richard Nordin
Vice President, University Advancement

Don St. Clair
Vice President, Enrollment Management & University Marketing

Seta Javor
Executive Assistant to the President,
Secretary to the Board of Trustees

Wayne L. Miller, Ph.D.
President Emeritus
Academic Departments

Office of Academic Affairs:

David M. Rosen, Ph.D., Vice President, Academic Affairs, Dean of Faculty ext. 135
Phyllis Cremer, Ed.D., Assistant Vice President for Academic Support ext. 114

School of Architecture and Design:

Burbank Campus:

Dori Littell-Herrick, Chair, Animation ext. 149
Penny Collins, Chair, Fashion Design ext. 132
Norman Millar, Chair, Architecture ext. 130
Jay Nickels, Assistant Director, Architecture ext. 190
Randall Stauffer, Chair, Interior Architecture/Environmental Graphics ext. 144
Sue Vessella, Chair, Graphic Design/Environmental Graphics ext. 136

San Diego Campus:

Catherine Herbst, Associate Director, San Diego Campus ext. 73 12

School of Arts and Sciences:

Edward Clift, Ph.D., Chair, Communications ext. 197
Douglas Cremer, Ph.D., Chair, Politics & History ext. 146
N. Rao Chekuri, Ph.D., Chair, Physical & Natural Sciences ext. 140
D. Joye Swan, Ph.D., Chair Psychology and Social Sciences ext. 151
Rich Matzen Ph.D., Director, Writing Center ext. 128
Yael Hellman, Ed.D., Chair, Organizational Leadership ext. 145

School of Business and Management:

Andre van Niekerk, Ph.D., Dean, School of Business & Management ext. 284
Satinder Dhiman, Ed.D. Associate Dean, School of Business ext. 138
Jon Myers, Chair, Accounting ext. 133
Robert Schultz, Ph.D., Chair, Information Technology ext. 297
Karen Kaigler-Walker, Ph.D., Chair, Marketing/Fashion Marketing ext. 131
Robert L. Bjorklund, Ph.D., Chair, Undergraduate Management ext. 262

OASIS:

Paul Decker, Executive Director, Excellence in Teaching & Learning ext. 267
Ruth Luna, Director, Academic Advising ext. 263

Note: For a complete list of the academic faculty see the 2005-2007 University catalog, pages 179-197.
SECTION A – GENERAL INFORMATION

Administrative Departments

Renato Aranda
Assistant Supervisor, Physical Plant

Aida Artenian
Administrative Systems Manager

Janice Blair
Associate Director, Student Life

Ilene Blaisch, LCSW
Director, Counseling Center

Alex Bleza
Associate Director, Student Life

Tamara Blok
Assistant Registrar

Ryan Burtanog
Assistant Director, Student Life

Barbara Bowley
Director, Library Services

Barbara Caganich
Director of Development

Claudia Campos
Director, Alumni Relations

Mauro Diaz
Director, Admissions

Gregory Dotson
Accountant

Anne Ehrlich
Director, Student Life

Zelda Gilbert, Ph.D.
Project Coordinator, Title V Co-op Grant

Patti Hess
Assistant Director, Human Resources

Helen Hung
Central Service Coordinator

Bernie Johnson
CIS Computer Supervisor, Lab

Oscar Jones
Assistant Director, Financial Aid

Howard Kovensky
Technical Administrator, Library Services

Jan Leath
Articulation Officer

Ruth Lorenzana
Associate Director, Admissions

Joan Marquez,
Academic Advisor

Julie Oinonen
Director, Academic Advising

Monica Pecot
Director, Career Services

Rachelle H. Prince
Director, Human Resources and
Affirmative Action Officer

Teresa Somerville
Campus Nurse

Jerry Tracy
Director, Physical Plant

Michael York
Controller

Celeastia Williams
Director, Enrollment Services

Joseph Windolph
Network Manager
Quick Checklist of ‘Where To Go For What’

Absences of Instructors and Substitutions.................................Faculty Center, Oasis

Audio-Visual............................................................................Library, ext. 205
Duplicating/Copying.................................................................Central Services, Faculty Center, Oasis

Coordination of MBA Classes.....................................................Oasis, ext. 232

Agenda Items, Faculty Association............................................President, Faculty Association ext. 144

Donations, Gifts & Fund-raising...............................................Office of Advancement, ext. 215

Grievances.............................................................................President, Faculty Association, ext. 144

Grade Changes and Corrections...............................................Office of Registrar, ext. 270

Guest Speakers.......................................................................Department Chair, Oasis

Hotline (Student Newsletter).....................................................Office of Student Affairs, ext. 254

Identification Card .................................................................Library, ext. 200

Independent Study.................................................................Department Chair

International Student Problems...............................................International Student Services, ext. 250 or ext. 252

Lost and Found.......................................................................Office of Student Affairs

Keys .......................................................................................Office of Business Affairs

Maintenance Requests.............................................................Maintenance Office

Office Assignments for Faculty................................................Office of Academic Affairs

Parking Passes........................................................................Business Office

Paychecks...............................................................................Business Office

Photocopies............................................................................Faculty Center, Oasis, Library,
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Syllabi............................................................................. Department Chair, Oasis
Teaching Schedules, Changes........................................ Department Chair,
                                                      Office of Academic Affairs
Textbooks........................................................................ Department Chair, Bookstore
Health Services.............................................................. Campus Nurse
Research.......................................................................... Library
Meals on Campus........................................................... New Woody’s Cafe

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Absences................................................................. Faculty Center, Office of
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Personal Counseling.................................................... Office of Student Affairs
Discipline................................................................. Office of Student Affairs
Housing................................................................. Office of Student Affairs
Activities............................................................... Office of Student Affairs
Tutoring................................................................. Oasis
Health Services......................................................... Campus Nurse
Campus Map

Woodbury’s Main Campus

1. Guard House/Information
2. Hensel Hall
3. Miller Hall
4. Cabrini Meeting Room
5. The New Woody’s
6. Cabrini Hall
7. School of Business
8. University Bookstore
9. South Hall
10. ASG House/Pool
11. Design Center
12. North Hall
13. North Campus Complex Faculty Offices
14. North Campus Complex
15. Kirby Hall
16. North Campus Restrooms
17. Sports Courts
18. Maintenance
19. Faculty Center
20. OASIS
21. Wilshire Hall
22. Alumni Quad
23. L.A. Times Library
24. Architecture Complex
* Future Buildings

Parking
P1 West Lot
P2 East Lot
P3 North Lot
**Academic Organization**

The president is the Chief Executive Officer of the University, with general responsibility for the University and its progress. The Vice President, Academic Affairs and Dean of the Faculty is the Chief Academic Officer, to whom is delegated the responsibilities for academic programs and faculty development. Deans of the three schools and Department Chairs are named by the Vice President, Academic Affairs with the approval of the President. They are responsible to the Vice President, Academic Affairs and Dean of the Faculty. If an instructor has a question or problem that needs attention, he or she should first contact the appropriate Dean or Department Chair.

**Academic Freedom, Professional Ethics And Standards**

In conformity with practices in higher education throughout the United States, the Woodbury University faculty members have the right to express their understanding of the facts relating to the subject matter in a manner which the instructor deems educationally effective and professionally appropriate. Instructors are encouraged to keep abreast of developments in the field and to share this knowledge and understanding with their students.

It is expected that controversial matter will be treated with fairness and good taste. The instructors should bear in mind that theirs may be the only viewpoint on a particular subject to which the students are exposed, and they should avoid bias, aiming at presentations which are factually sound and subject to documentation.

Faculty have the opportunity to offer students a model of clear thinking and fair evaluation, and should bear in mind the responsibilities placed upon them by the fact that their approach may become the student’s approach to value judgments. In demeanor and appearance, it is hoped that the Woodbury University faculty will recognize that they are setting a standard for professionals in the field.

**Non-Discrimination Policy**

Woodbury University admits students of any race, color, gender, nationality, religion, age and sexual orientation, as well as those with handicapping conditions, and within, reasonable accommodation, makes available to them all rights, privileges, programs and activities provided by the University. The University does not discriminate in the administration of its educational policies, admission policies or scholarship and loan programs.

Note: The University catalog is the official document for academic policies and procedures. This section contains items of special interest or need by the faculty. We enclose them here for your easy reference and convenience.

(See next page for more)
Non-Discrimination Policy (continued)

Woodbury University agrees, and obligates vendors and/or contractors, not to discriminate against any employee or applicant for employment because of the gender, sexual orientation, age or physical handicap, and that all contracts and subcontracts awarded by the University shall contain a like nondiscrimination clause.
Computer Policy

Scope:
This policy is applicable to all members of the University community, whether on the University campus or elsewhere, and refers to all computer information resources whether shared, stand alone, portable or networked. The University views the use of University computers, networks, and Internet access as a privilege, not a right, and seeks to protect legitimate computer users by imposing sanctions on those who abuse the privilege.

Academic Freedom
The Woodbury University community honors and respects the academic freedom of its members and strives to permit maximum freedom of computer use consistent with current University policy and state and federal laws. Within that guideline, the University expects responsible and ethical behavior when using computers and computer technology. This behavior includes the following:

Expectations

Respect the differing standards of others: If you are dealing with messages or images that you feel might be offensive to others, try to do so privately.

Respect the privacy of others: Do not seek information on, obtain copies of, or modify files, tapes or passwords belonging to others.

Respect the legal protection provided by copyright and licensing of programs, data, and other sources of information: Do not distribute or make copies of text or software without the permission of the copyright holder. Do not place illegally-obtained software on computers or networks.

Respect yourself: As a user, you are responsible for any use or misuse of any log-in by yourself or others using your computer or your account. Therefore, it is advisable that you take all reasonable precautions to ensure that unauthorized use of your account is prevented. Never leave your terminal or personal computer unattended once you have logged onto your account. Never share your password and change it frequently.
Respect the integrity of the network: Do not use any programs, transactions, data or processes that infiltrate a system or damage or alter the software of data components of a system. Do not alter any system or network software. Do not attempt to crash systems or networks. Do not introduce viruses into systems. Do not install or modify any on-campus University hardware without explicit authorization from the appropriate service provider. Do delete old electronic mail promptly. Do remove unused files.

Respect the intended usage of systems for electronic information exchange, including the World Wide Web and electronic mail: Do not send forged electronic mail, do not use the campus network for electronic chain letters, do not use University computing and network resources to promote commercial or profit-making activities or unsanctioned, non-university activities.

Respect the specific rules regulating computer use, which may be posted in Individual departments: These rules exist to allow as much computer time for as many people as possible.

Respect your own privacy: Remember that your e-mail and files stored on the University system and University computers are not private. Deleting a file from a particular computer will not necessarily delete it from the system. The University will not engage in monitoring of e-mail or computer files except for cause. If a need for such monitoring arises in an individual case, the recommendation to monitor electronic activity will come from a committee comprised of a representative from MIS, the individual’s supervisor, and either the Dean of Students or the Human Resources Officer, as appropriate. That recommendation must also be approved by the University president before it can be implemented. The least intrusive method will be used, and information retrieved in this manner will be limited to those who need to know.

Respect the Internet Service Provider who gives you off-campus access to the Internet: Follow the guidelines of that provider concerning computer use of their bandwidth.

Respect your data: Backup frequently

Violation of this policy will generally be referred to the regular student disciplinary Process or to the appropriate department head for action.
Course Syllabi

At the first meeting of each course, instructors are requested to provide each student with a copy of the course outline in which are listed the course requirements, evaluation criteria, text(s), supplemental reading, and weekly assignments.

The proficiencies expected in each course are described in the syllabus, and it is the responsibility of the instructor to evaluate the student's level of performance. The student may expect to know the criteria upon which the grade is awarded and to have the privilege of examining his paper/project after the instructor has commented on his work. All instructors should retain class and grade information until the end of the twelfth week of the following semester. In so far as possible, the class should follow the syllabus so that students may utilize their study time efficiently and work from an overall view of the scope of the course. Faculty members are asked to review their syllabi with the Department Chair or appropriate Dean. A copy of your syllabi should be filed in the Faculty Center.

Course Textbooks

Textbooks are adopted upon the recommendation of the instructor together with the Chair or Dean. The beginning of the academic year is the time when most changes in textbooks are made. Departments should make their selections in the spring so that books may be available for the Fall Semester.

Textbooks used by instructors are owned by the instructor teaching the course. Our bookstore will assist you in securing desk copies of books needed for your courses. If you need a book and the bookstore has it in stock, the following procedure should be followed:

1. Faculty member purchases the book;
2. Faculty member or the faculty secretary sends in the desk copy request form, available in the book store.
3. When the desk copy comes in from the publisher, the faculty member returns the desk copy or the unmarked, purchased copy to the bookstore. The bookstore will reimburse the faculty members in full.

Requisitions for textbooks and materials for each semester are due at the bookstore eight weeks prior to the beginning of the semester. Department Chair and Dean authorization is required for all requisitions.

Note: See next page for an example of the requisition form.
Absences and Substitutes
It is important that each instructor be present and ready to start class at the appointed time and that the class be held throughout the designated period. If a faculty member must miss a class or arrive late, he or she should notify the faculty secretaries and the appropriate Chair as early as possible so that suitable arrangements for class coverage can be made.

If a substitute is employed in the instructor’s absence, the individual selected must be approved by the Dean or Chair and notice must be given so that payroll records can be adjusted. Normally, a part-time instructor’s salary will be adjusted for absences beyond one class meeting. (Approved 2/27/86)

Student Course Evaluations
Towards the end of the course, each instructor will receive a large envelope in his or her mailbox, relating to student course evaluations. Included in this envelope will be forms for the students to use to evaluate the course, instructions for the student monitor and several #2 pencils.

The instructor should designate a student to administer the evaluation process. This student will distribute and collect the forms, place them back in the large envelope, and turn them in to the Office of Academic Affairs, the Faculty Center, or the Center for Lifelong Learning. The faculty member should not be involved in this process. The envelope contains a memo to the designated monitor so that he/she will be able to direct this process and answer any questions students may have.

These evaluations are required for each course and should be administered as close to the end of the course as possible, during a regular class period before the final examination week. In order to avoid even the appearance of intimidation, we ask that faculty member leave the classroom while the students fill out the forms. It takes about 15 minutes for the students to complete the exercise.

The summary of the evaluations for a course, including reproduction of all written comments is sent to the instructor involved, by the end of the tenth week of the following semester. Copies of this summary are also sent to the appropriate Dean, Department Chair and the Vice President, Academic Affairs.
**Attendance Record Form**

Faculty receives a Class Roster from the Office of the Registrar during the weeks one and ten, or prior to weekend #2 and #6, for Evening and Weekend Programs.

The two-part form provides a bracketed space by each student’s name for recording the appropriate grade. A message at the end of the roster reviews the University’s policy on grades.

Students who were enrolled, but who officially withdrew from a class appear on the Grade Sheet Roster as a withdrawal (W).

Administrative Withdrawals (WW) and Audits (AU) will also be noted.

The federal government and other agencies that supply funds for student financial aid insist on complete attendance rosters in all classes. Failure to maintain and collect this information can impact Woodbury’s ability to provide financial aid.

Please take roll and keep your rosters accurate and up-to-date.

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**Grade Sheet Roster Reports**

1. Faculty members record the grades on the Grade Reporting Roster, sign, date, and forward it to the Registrar. By policy, all grades are due in the Office of the Registrar within two days following the final examination. The actual due date for each semester is announced on the weekly class roster, on week #1, week #10 and week #12 (weekend #1 for the Weekend College Program).

Faculty members will retain the second copy of the Grade Sheet roster for their files. The professional responsibility of the faculty includes submitting grades on or before the announced due date. The grades must be in the Office of the Registrar (not in the mail) by the deadline.

Students who appear on the Grade Reporting Roster but who failed to attend or terminate attendance will be issued an “F” grade by the faculty instructor. A “W” or “I” grade is inappropriate in this circumstance.

2. Incomplete grades can only be accepted when a faculty-approved student petition accompanies the Grade Roster Sheet.

3. The Registrar mails student grade reports within one week following the date that instructor grades are due in the Office of the Registrar.
Grading Guidelines

Woodbury primarily uses a letter grade evaluation reporting system, based on a 4.0 quality point formula. Earned grades and quality points are awarded according to the schedule as shown in the 2005-07 University catalog, page 36:

“A” = Clearly stands out as excellent performance, has unusually sharp insight into material and initiates thoughtful questions, sees many sides of an issue, articulates well, and writes logically and clearly, integrates ideas previously learned from this and other disciplines and anticipates the next steps in progression of ideas. Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.

“B” = Grasps subject matter at a level considered to be good to very good, is an active listener and participant in class discussion, speaks and writes well, accomplishes more than the minimum requirements, and produces work in and out of class that is of high quality. Example: “B” work indicates a high quality of performance and is given in recognition for solid work; a “B” should be considered a high grade.

“C” = Demonstrates a satisfactory comprehension of the subject matter, accomplishes only the minimum requirements, displays little initiative, communicates orally and in writing at an acceptable level for a college student, and has a generally acceptable understanding of all basic concepts. Example: “C” work represents average work for the students in a program or class. A student receiving a “C” has met the requirements and deadlines of the course. The “C” student must be a student whose work the University would be willing to exhibit.

“D” = Quality and quantity of work in and out of class is below average, unsatisfactory and barely acceptable. Example: “D” work is passing by a slim margin.

“F” = Quality and quantity of work in and out of class is unacceptable. Example: “F” work does not qualify the student to progress to a more advanced level of work.

Note: Good grades are usually correlated with regular attendance and with assignments of all types completed and on time. Poor grades are often correlated with frequent absences and incomplete and/or missing assignments. Plus or minus grades indicate that a student is at a high or low end of the assigned grade.

Examinations and Evaluation

The final grades for courses should be based on a minimum of three significant evaluations. Most courses will have mid-semester and final examinations as part of this evaluation. In studio and laboratory courses, evaluation is often carried out in the form of projects, special critiques and other approved methods. The final examination schedule is shown in the University Academic and Administrative Calendar. The specific final examination schedule is published by the Academic Affairs Office near the beginning of each semester.

Make-up Examinations

There is no requirement that make-up examinations be given to a student who has missed an examination, although illness, death in the family, and military duty are usually accepted as valid excuses for allowing the student to make up work he or she has missed. However, the privilege of making up an examination is extended at the discretion of the instructor, and no fee is charged or may be accepted for the privilege.
Final Examinations

Final examination schedules are issued by the Office of Academic Affairs, and changes in the date of a final examination are to be avoided. Such changes cause confusion and misunderstanding and are likely to deprive the student of a balanced schedule of final examinations. The instructor has a right to expect the student to be present at the appointed time, and the students have a corresponding right to expect the examination to be given as officially announced.

Final examinations may be cumulative, cover the content of the entire course, they may cover the work of only the last half of the course, or they may be of a special nature, at the option of the instructor. The nature of the final must be specified in the syllabus.

Policy Statement On Final Grades

Grades submitted to the Registrar’s Office by the instructor for a course are considered to be the final and official institutional grades. By policy, a grade is based on the instructor’s evaluation of course work completed, including quality of learning, as of the ending date of the course. Normally, the ending date is the day of the final examination at the end of the academic semester. Final course grades may not be changed as a result of students submitting additional work, repeating examinations, or taking an additional examination after the conclusion of the course. For further details, see pages 37 of the 2005-07 University catalog.

Policy On Adjustment Of Final Grade Through Re-Evaluation

Although grades submitted to the Registrar are considered final and official, further evaluation by the instructor of record may reveal an error in the original grade due to a computation or clerical mistake. For details of policy, see page 37 of the 2005-07 University catalog.

Instructors: Students may ask you to re-evaluate after the close of the semester grades have been made official. Please remember that grades can only be changed for errors or computations.

See exam schedules for Fall 2006 and Spring 2007 on next page.
Exam Schedules

The Exam Schedules for Fall and Spring go here in your catalog.
**Academic Honesty**

A. The reputation of the University and the value of its degrees rest upon the integrity of its members. All students are responsible for understanding and abiding by the Policy on Academic Honesty. The following are examples of violations of academic honesty:

1. Original work: Tests, oral and written assignments, design projects and computer programs that are not the work of the student presenting the material for course credit.

2. Plagiarism: Students must identify sources when they quote directly, paraphrase (restate in their own words), and summarize (condense) materials produced by others. Woodbury University emphasizes the MLA and APA methods of documentation.

3. Unauthorized collaboration: Deliberately supplying material to another student for the purposes of plagiarism (to take and present as one’s own ideas, writings, or words, of another) is prohibited.

4. Cheating: No student shall use, or make an effort to use, any unauthorized aid in any testing situation, or any assignment.

5. Alteration: No student shall change the content of a test or other assignments for the purpose of obtaining a higher score. Fabrication: No student shall create data or references for any assignment. Falsehood: No student shall provide false information for the purpose of altering the score on an assignment or course requirement.

B. Each faculty member is responsible for maintaining a learning environment that is supportive of academic honesty.

1. If a faculty member has reason to suspect academic dishonesty in or out of class, the faculty member may require additional and/or revised work, which is unquestionably the work of the student.

2. A faculty member who has proof or a strong suspicion that academic honesty has been violated shall report the incident to the Associate Dean of Academic Affairs.

3. The Associate Dean of Academic Affairs shall notify the campus investigator who will investigate the matter.
Guidelines For Dealing With Student Cheating

Basic Conditions:
1. The University must create an environment conducive to integrity.
2. All students have a right to conditions which make cheating difficult, if not impossible.
3. Faculty courage is a factor in stopping cheating.
4. The administration will support faculty in decisions regarding cheating.

Strategy:
1. Clear communication with students before an exam that:
   a. It is your responsibility, as a faculty member, to ensure that cheating does not take place. It is their responsibility, as students, to avoid bringing any suspicion whatsoever upon themselves;
   b. All communication between students places honesty in question and, therefore, is not permitted, (including speaking, gesturing, looking, borrowing a tissue, etc.) Any communication will place suspicion on themselves;
   c. If a student must leave his or her desk to approach the instructor (which should be rare) only one student may approach the instructor at a time and he or she must stand to the side of the instructor so as not to obstruct the view.
   d. No student may leave the room unless it is an emergency, in which case the instructor collects the test and then decides whether or not the student should continue the test.
   e. Any student who communicates in any way will have his or her paper removed by the instructor (quietly and without discussion); the test will be computed as a failure.

Note: Students should be given ample warning on the above points and the faculty must be ready to carry out action as needed.

2. Instructor should:
   a. Prior to the test, preferably in the previous class session, make very clear the nature of the test, types of questions, nature of the preparation required, and length of time allowed for the test so that there will be no surprises as to the nature of the test. (Does not apply to pop quizzes);
   b. Be present and attentive to the students during the entire test period. (This is not the time to catch up on reading and paper correcting);
**Procedures for Investigating Reports of Academic Dishonesty**

**A. Structure of the Academic Honesty Board**

1. A campus investigator, who is a neutral party with the skills and resources to discover original source materials. The ideal candidate is a member of the library faculty.
2. A member of the faculty
3. A member of the student body.
4. A member of the staff.

**B. Complaint Process**

1. A complainant can be any member of the University community or the community at large.
2. The complainant’s identity is not kept confidential. The student has a right to know who brought the complaint.
3. The complainant must have documentation of a violation(s) of academic honesty.
4. The complaint is submitted to the Associate Dean of Academic Affairs.
5. The Associate Dean forwards the complaint to the campus investigator.
6. The campus investigator reviews the complaint and seeks additional information, if needed, to determine if the student has violated the academic honesty policy. If, yes, the campus investigator determines if the violation was (a) intentional, or (b) unintentional.

**C. Process for unintentional violations of the Academic Honesty Policy**

1. The campus investigator submits his or her report to the Associate Dean of Academic Affairs.
2. The Associate Dean opens a disciplinary file on the student.
3. The Associate Dean determines the appropriate academic remedy for the violation. The purpose of an academic remedy is to help the student to reflect on and learn from his or her behavior. (Subsequent violations of the Academic Honesty Policy are treated as intentional acts.)
4. The academic remedies include:
   a. A discussion with the student about academic honesty and his or her specific violation.
   b. Assigning a research paper or personal essay on academic honesty, ethics or a related topic.
   c. Require the student to write a personal code of conduct.
   d. Attend a workshop on academic honesty or take/repeat CO 105, Information Literacy. An “Incomplete” is given for the course in which the violation of academic honesty occurred. The student is required to earn a “B” or higher in the original course AND a “B” or higher in CO 105. If a “B” or higher is not earned in either course, the “Incomplete” is changed to an “F”.

**D. Process for intentional violations of the Academic Honesty Policy**

1. The campus investigator submits his or her report to the Associate Dean of
2. The Associate Dean opens a disciplinary file on the student and convenes the Academic Honesty Board.

3. The Campus Investigator presents his or her report to the Academic Honesty Board.

4. The Academic Honesty Board questions any witnesses.

5. The Academic Honesty Board determines if a violation has occurred or not.

6. If the violation has occurred, the Board determines the sanction for the student. A letter describing the sanction(s) is sent to the student and a copy is placed in his or her disciplinary file with the Office of Academic Affairs and the Office of Student Affairs.

7. Sanctions include:
   a. A written reprimand or censure specifying the section(s) of the academic honesty policy that was/were violated. The student is also informed that continued or additional violations of the Academic Honesty Policy will result in more severe disciplinary actions.
   b. Restitution for damage or misappropriation of University property or the property of others. The student is also informed that continued or further violations of the Academic Honesty Policy will result in more severe action(s).
   c. Suspension or termination of student status for a specified term(s). Reinstatement occurs when the student has complied with any conditions or sanctions that have been imposed. The student is also informed that continued or further violations of the Academic Honesty Policy will result in more severe disciplinary action(s).
   d. Dismissal or termination of student status for an indefinite period of time. Re-admission is possible, but only under exceptional circumstances and must be approved by the Associate Dean of Academic Affairs. The student is also informed that further or additional violations of the Academic Honesty Policy will result in more severe action(s).
   e. Revocation of an award(s) is possible if the student received the award(s) based on behavior(s) that violated the Academic Honesty Policy.
   f. Revocation of a degree(s) and/or award(s) can occur if the student received the degree(s) based on behavior(s) that violated the Academic Honesty Policy. The revocation letter must specify whether or not the student can re-enroll to earn the degree. The University attorney must be consulted to determine if the Academic Honesty Board followed due process.

8. Additional actions that can be taken by the Board include:
   a. Administrative holds may be placed on the student’s registrations, transcript, diploma, and/or graduation, pending the outcome of a case that is before the Academic Honesty Board or until sanctions have been satisfied.
   b. A notation may be added to the transcript for a student who has been suspended dismissed, or had a degree(s) revoked. If a student is permitted to re-enroll at the University, then the notation is removed from the transcript.
E. Process for appealing the decision(s) of the Academic Honesty Board

1. Within three business days of the hearing, the student must submit a letter of appeal to the Vice President for Academic Affairs. The letter must state the grounds for the appeal.

2. Grounds for appeal are:
   a. A violation of due process.
   b. The sanction(s) do (does) not relate to the violation.
   c. New evidence has been discovered.

3. If the Vice President for Academic Affairs determines that there is/are grounds for an appeal, then he or she convenes an Appeals Board to rehear the student’s case. The decision of the Appeals Board replaces that of the Academic Honesty Board that originally heard the case.
Faculty Policies on Class Attendance And Withdrawal From Classes For Regular Daytime Classes

Class Attendance Policy

Regular and prompt attendance at all University classes is required. The instructor is not obligated to assign extra work or to prepare additional examinations for classes missed. It is understood that when 15% of the class time has been missed, the absence rate is excessive. Each instructor will announce his/her attendance policy in the course syllabus. (Approved 3-19-87)

Withdrawal And Attendance For Weekend Programs

Withdrawal from Courses and Attendance Policy for Weekend College

- The University regulations governing withdrawal from courses apply equally to Weekend College students with appropriate adjustments for the calendar.

- Withdrawal Period: Students may withdraw from a course or courses through the fifth instructional weekend of the semester.

- Withdrawal through the fifth instructional weekend requires the student to submit an official withdrawal form to the Registrar’s Office.

- Telephone Withdrawal: A student may telephone a withdrawal request (on or prior to the fifth weekend of the semester) to the Registrar’s Office, but it will be honored only upon receipt of a written communication that bears a postmark of the date of the telephone request.

- Students who are absent from more than one weekend of classes may be requested to withdraw or receive a grade of “F”.

- Students who fail to attend the equivalent of two weekend sessions must withdraw or receive a grade of “F”.

There is no policy authorizing excused absences in the Weekend College. Registered students who are absent from the first weekend classes of the semester are expected to withdraw from the course(s) not attended and will be assessed 10% of the tuition, plus fees. Policy does not permit students to join a class after the first weekend session.
**AACEL Attendance Policy**

AACEL students are expected to attend every AACEL class meeting. Because of the accelerated pace of AACEL courses, absence from a single class meeting causes students to miss a substantial portion of class content and participation. Students are expected to be present for the entire class period each meeting. Students who wish to make a schedule change must first contact the AACEL advisor.

It is the responsibility of the student to withdraw from any class they choose not to complete. Students are not automatically withdrawn for non-attendance and are responsible for initiating the withdrawal process. The following tuition refund schedule will be followed:

**Five-and eight-week classes which must meet once per week:**

- Complete drop prior to first class meeting, 100% refund, no grade
- Withdraw prior to 2nd class meeting, 30% refund, "W" grade
- Withdraw prior to 3rd class meeting, no refund "w" grade
- No withdrawals will be processed after week #3

Students who find it necessary to withdraw from courses may begin the withdrawal process by calling the AACEL advisor. A drop fee will also be assessed.

**Program Change Period – Undergraduate Program and Weekend College**

Program changes (course adds and/or drops) are accepted at the Registrar’s Office beginning with the Monday following the beginning of the late registration period of each fifteen-week semester. Weekend College course program changes must be approved and processed through the Registrar’s Office during the first weekend session of each semester.

**Re-Enrollment for the Purpose of Improving a Grade**

A student may repeat a course for the purpose of improving a grade. The course must be repeated in its entirety. No additional credit is allowed for repeating a course in which the initial grade was “passing.” Both the original grade and the grade earned in the repeated course will permanently appear on the student’s transcript record. The grade for the repeated course is the final earned grade for the course. The original course grade and quality points no longer apply toward cumulative totals.

**Withdrawal from Courses**

For complete details see the 2005-2007 University Catalog, page 32.
Administrative Withdrawal

The University reserves the right to suspend or withdraw a student from courses and/or the University when disciplinary action is justified due to:

- Unacceptable behavior
- Financial circumstances
- Failure to meet course prerequisite(s)
- Non-attendance in all courses

When such an action is taken by the University, the student is notified of the action in writing. When a student is withdrawn administratively from the University and all courses for unacceptable behavior, financial circumstances or non-attendance, no tuition and fees are credited or refunded.

Administrative Drop for Failure to have Prerequisite Course(s)

Faculty reserves the right to request the Registrar to administratively drop students from a course when the necessary prerequisite course(s) have not been completed. See the 2005-07 University Catalog, page 33

Administrative Drop Policy

The registrar may recommend that a student be administratively withdrawn from current semester courses when all instructors verify that the student has failed to attend all class sessions through the third week of the semester. See the 2005-07 University Catalog, page 33.
Students in Emotional Distress:

**Faculty Early Alert Guidelines for Recognition and Response**

The guidelines below provide basic assistance in recognizing and addressing emotionally or psychologically distressed students, both via the Early Alert form and in situations where a more immediate response may be necessary. For easy identification, signs and symptoms have been categorized as Level 1, 2 or 3 depending on urgency and severity. Students may inadvertently or intentionally disclose their distress to you as faculty members and your intervention may not only be invaluable, but could potentially save a student’s life. Depending on your level of comfort in dealing with students with emotional distress, please use these guidelines for engaging the student directly when feasible, using the Early Alert form and knowing when to alert additional resources both on and off campus.

**Level 1 Concerns** - May not require urgent or immediate response; signs include emerging pattern of:

- Grade problems or decline in academic performance.
- Excessive absences, especially if student has had a history of consistent attendance.
- Repeated requests for special consideration (e.g., talking about problems, deadline extension, etc.).
- Unusual or markedly changed patterns of interaction (e.g., totally avoiding participation, becoming excessively anxious when called upon, dominating discussions, etc.).
- Depressed or lethargic mood.
- Being excessively active or talkative (very rapid speech).
- Swollen, red eyes.
- Marked change in personal dress and hygiene.
- Perspiring (when the room is not hot).
- Falling asleep in class.

**What to do/Who to Contact for Level 1 Concerns**

- Submit Early Alert Form to Emmanuel Lopez, Office of Academic Advising by phone (ext. 129 on campus or (818) 252-1129), or send to his box in OASIS. Please use discretion about privacy issues (e.g. sealing envelopes marked confidential).
- Speak directly with student (see tips at end of this document). For additional advice on how to approach student, please contact Ilene Blaisch, campus Counseling Center, ext. 237 or (818) 252-5237 (during business hours, you may ask campus operator to page, if urgent).
- Be aware of procedure to refer student to Phyllis Cremer for possible academic accommodations due to mental or physical disability.

**Level 2 Concerns** - Requires immediate attention; even if you speak with the student directly, also report to Office of Student Affairs. DO NOT RELY ON VOICEMAIL; BE SURE TO REACH A LIVE PERSON!

- Student makes reference to significant depression which include suicidal thoughts, observed directly or in written work.
- Reference to self-harming behaviors, such as cutting or anorexia.
- New or regularly occurring behavior which interferes with the management of your class (e.g. student exhibiting emotional distress in class such as crying).
- Perceived alcohol or drug abuse.
- Unusual or exaggerated emotional response for a given situation.
What to do/Who to Contact for Level 2 Concerns

If feasible, personally engage the student.

With regard to a suicidal statement made to you:

Engage the student. Take them seriously. Speak privately. Listen and establish empathy. Assure them that you care and want to help. Inquire about the distinction between the student’s thoughts/feelings and intent to act on them. Ask if they have ever attempted before and if they have a thought out plan or not. Report to: Office of Student Affairs at ext 254 or (818) 252-5254, Heemanshu Bhagat, VP, or Anne Ehrlich, Director of Student Life

With regard to suicidal comment made in written work – call Student Affairs

Level 3 Concerns – Although rarely seen in the classroom, Level 3 behaviors indicate extreme emotional distress and require immediate intervention. Signs/symptoms include:

- Highly disruptive behavior (hostile, aggressive, violent, etc.)
- Inability to communicate clearly (garbled, slurred speech, disjointed thoughts)
- Loss of contact with reality (seeing/hearing things which aren’t there, beliefs of actions greatly at odds with reality or probability)
- Expressing overtly suicidal thoughts with intent to act on them. Note: A person may have suicidal feelings with clarity that they have no intent to act upon them
- Expressing feelings/intent about harming someone else

What to Do/Who to Contact for Level 3 Concerns:

Stay calm. Make sure someone stays with the student while calls are made for help. CALL:

- 9-1-1
- Campus Security – ext. 208 or 414, Cell (818) 355-8026, ext. 415 Cell (818) 355-8023
- Office of Student Affairs at ext 254 or (818) 252-5254, Heemanshu Bhagat, VP, or Anne Ehrlich, Director of Student Life

Suggestions for Talking with a Student

- Speak privately. Convey your interest and concern regarding the problem/behavior you’ve observed.
- Listen sensitively. Don’t jump to conclusions or offer quick solutions; rather repeat back the gist of what the person is saying to you in order to clarify that you understand correctly.
- Discuss options for “problem solving” instead of feeling responsible to “solve the problem.”
- Respect the student. Avoid judging, evaluating, or criticizing. Respect the student’s value system, even if you don’t agree with it. Realize the student may or may not feel comfortable opening up.
- Know your personal limits and how to make a referral. If the student seems receptive, suggest that counseling could be helpful and inform them of the free, confidential resource on campus. Offer help in making an introduction or appointment. It can be reassuring to students to hear that you respect their willingness to talk with you and you support them in getting the assistance they need. A student may not be immediately open or ready for a referral, such as to professional counseling, but may feel comfortable talking to you (again, feel welcome to consult the Counseling Center for advice in helping the student). Also, please note that the Counseling Center is closed for the months of June and July – contact Student Affairs for resource information.

Revised April 2006: I.Blaisch
Independent Studies

A student who has a particular interest relevant to his major study may wish to undertake an in-depth guided exploration of the subject for credit under the supervision of an instructor with expertise in the field. The student requesting such a study for credit must obtain an Independent Study Contract form from the Registrar's Office, as well as approval from a faculty member willing to sponsor the study. The Department Chair or Dean will make the final decision regarding the appropriate faculty member to direct the study and the appropriateness of the study and will provide final approval for the study by signature on the contract. Final authorization to register is provided by the Registrar.

A student engaging in independent study must register during the regular registration period, and the instructor will receive a permanent roll sheet for each student doing independent study. Grades are filed in the same fashion as with other courses.
Second supplemental page of Independent Studies
This is for the third page of the supplement on Independent Studies
This is the fourth page of supplemental material on Independent Studies
This is for the last page of supplemental information on Independent Studies.
SECTION C

PERSONNEL POLICY
Section C – Personnel Policy

Introduction

The faculty of Woodbury University have on the one hand the rights and privileges which inhere in their profession and have on the other the obligation to exercise their best judgment in enforcing professional standards, in determining their collective and individual responsibilities and duties in accordance with the mission and goals of the college or university with which they are affiliated, and in observing, and in securing from their colleagues observance of the principles embodied in their code of ethics.

I. Categories of Appointment

A. Faculty Defined:

The faculty of Woodbury University consists of all members of the full-time faculty (those who hold both full-time faculty appointments and faculty rank), the adjunct faculty, the Deans of the Schools under certain conditions (see section I.A.6 and V.B below), and the Senior Vice President of Academic Affairs.

1. The full-time faculty are professional educators whose appointment at Woodbury is their principal employment and whose professional commitment includes responsibilities for the quality of the educational programs and for university service related to, and in support of, the instructional programs, as well as for classroom instruction. For full-time faculty, outside activity that contributes to professional maintenance or advancement and community advancement is generally acceptable, but employment by other educational institutions or other institutions that results in reduced performance at Woodbury will be precluded. Full-time faculty are usually appointed for duty in established departments or schools of instruction. Most full-time faculty are regular faculty who are appointed to renewable terms and are eligible for rank advancement.

2. Visiting faculty are full-time faculty, as defined above and with the same responsibilities and privileges, but appointed for a limited term of years not to exceed three years and are not eligible for rank advancement. If visiting faculty are subsequently appointed to a regular faculty position, their time as visiting faculty is counted towards service as regular full-time faculty.

3. Interim Faculty are full-time faculty, as defined above and with the same responsibilities and privileges, but are emergency appointments to fill a sudden vacancy in a faculty position. They are appointed only until the position is successfully filled through a regular search process and are not eligible for rank advancement. If they are appointed to a regular faculty position, their time as interim faculty is counted towards service as regular full-time faculty.

4. Participating adjunct members of the faculty are educators who contribute beyond their teaching. They have a formal relationship with the institution that may include taking part in helping to shape and to monitor the effectiveness and delivery of the curriculum, participation in governance, and in advising students. Participating adjunct faculty are usually appointed for duties in established departments or schools of instruction.

5. Adjunct members of the faculty are educators who carry less than a full-time member of the faculty’s full load for two semesters of any year. They do not receive salary during any term in which they do not teach, but they do participate
Section C – Personnel Policy

in sick leave on a pro rata basis. Adjunct members of faculty teaching more than a half time load are required to sign a waiver acknowledging the excess load (further research needs to be done on the legal ramifications of the waiver, accreditation implications and faculty review of adjunct who teach a full load. If valid we will need to determine how this is administered.)

6. Deans, though teaching is not their primary responsibility, can hold faculty rank if the following conditions are met:

   a. They were selected through a search committee that includes all chairs of the departments in the dean applicant’s school.
   b. They have been given rank of Full professor based on their application. Rank is recommended by the search committee and the personnel committee.
   c. They participate in the faculty salary structure.
   d. Their contract renewal conforms to the structure as regular full-time faculty.
   e. Deans holding faculty rank have full retreat rights into a faculty position upon the conclusion of their tenure as dean.
Faculty Rank and Rank Advancement

Full-time faculty at Woodbury University may hold the rank of:

- Lecturer
- Senior Lecturer
- Assistant Professor
- Associate Professor
- Full Professor

Adjunct faculty hold the rank of Lecturer or Senior Lecturer.

1. The Faculty Personnel Committee, the Faculty Senate, and the Faculty Association regularly review the criteria for each rank. See Section VI for current rank criteria.

2. Newly appointed full-time faculty (regular, visiting and interim) have their credentials evaluated by the Faculty Personnel Committee who decide rank and level within rank.

3. Full-time faculty rank advancement: Current faculty who wish to apply for promotion shall submit an application to the Dean of Faculty at the beginning of the Spring Semester (see contract renewal and rank promotion submittal schedule at the end of this section). The Dean of Faculty will notify the chairs of the applicant’s department, the Dean of the applicant’s school and the Senior Vice President of Academic Affairs upon receipt. The application shall include:

   a. A copy of the latest criteria for the rank for which the faculty member is applying.
   b. An updated copy of the candidate’s curriculum vitae and a detailed summative statement from the faculty member, linked to evidence provided in the application, showing how she or he meets each of the qualifications for that rank. The summative statement should also include an indication of the applicant’s future directions in teaching and professional development.
   c. Substantial evidence to validate the claims to teaching effectiveness, university service and professional development in the applicant’s statement. (See section VI.C for complete description of requirements for rank advancement)
   d. Other materials as requested by the Faculty Personnel Committee and approved by the Faculty Association.
   e. Any other materials the applicant feels will be informative to the Personnel Committee.
   f. Peer Review Requirements (See Section VII)
   g. Signature Checklist For Application for Promotion (See form in Section VII)

The Faculty Personnel Committee evaluates the materials and sends their recommendations to the Senior Vice President of Academic Affairs for review who then forwards the recommendations to the President for approval. A letter is then sent to the applicant stating the results of the promotion process. All recommendations are sent on to the applicant with the decision letter.

   a. Newly appointed adjunct faculty have their credentials evaluated by the appointing department chair who decides rank and level within rank. Adjunct faculty at the rank of lecturer who seek advancement to the rank of senior lecturer should apply directly to the appointing department chair for consideration. An application should include an updated copy of the candidate’s curriculum vitae, a detailed summative statement from the
faculty member, linked to evidence provided in the application, showing
how she or he meets the qualifications for senior lecturer, and at least three
letters of recommendation from university faculty familiar with the
applicants work.
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C. Full time faculty contracts and contract renewals: Newly hired full-time faculty, whether regular, visiting or interim, shall normally be appointed for an initial one-year term, renewable twice for a total of three one-year terms. Faculty continuing beyond their initial three one-year appointments shall normally be appointed to renewable three-year terms, with exceptions for some full professors (see below). In exceptional cases initial appointments may be for a period longer than one year, subject to approval by the Faculty Personnel Committee. All full-time faculty shall be expected to hold at least a Master’s degree or a terminal degree appropriate for the field in which they will be teaching. A few exceptions to the degree requirement may be made to obtain the expertise of some specialists or persons with outstanding backgrounds (see section V.D for conditions on hiring faculty without terminal degree requirements). The types of appointments, that may be granted, are as follows.

1. One-year appointments: These appointments will usually be granted to persons for their initial periods of service with the University, whatever their qualifications. One-year appointments may be renewable for no more than five times for regular faculty appointments, two times for visiting faculty appointments, and not at all for interim appointments.

2. Three-year appointments: These appointments will usually be granted to those who have satisfactorily served in three one-year appointments as judged by annual reviews of the personnel committee. Visiting professor contracts may be counted as part of the three (3) one-year contract appointments if the faculty have been reviewed by the personnel committee annually during their tenure as visiting faculty.

3. Five-year appointments: These appointments will usually be made for full professors whose continued work in teaching, professional development, service, and additional factors represent excellence.

4. Contract renewal: Newly appointed and continuing regular or visiting faculty who wish to apply for contract renewal shall submit an application to the Dean of Faculty. The Dean of Faculty will notify the Deans of the appropriate schools and the Senior Vice President of Academic Affairs upon receipt of all applicants. Current faculty applying for renewal of a one-year or their first three-year contract shall submit their package to the Dean of the Faculty at the beginning of the Spring semester. Current Faculty applying for continuing three-year contracts or five-year contracts shall submit their package to the Dean of the Faculty by October 1. The contract renewal package will include

a. A cover letter requesting contract renewal and specifying the type of contract for which the applicant is eligible to apply.
b. An updated copy of the candidate’s curriculum vitae
c. A reflective formative self-evaluation comprised of three sections outlined in the Promotion Policy: Teaching Requirements, University Service Requirements, and Professional and Scholarly Requirements. The self-evaluation must cover accomplishments and achievements in these areas as well as areas for further development and growth. Part of the purpose of the self-evaluation is to ensure that candidates who will become eligible for promotion are making progress toward it; therefore, candidates should refer to the Promotion Policy for explanation of these categories. The narrative for each section must not exceed 500 words.
d. A Performance Review from the appropriate department chair and a letter of recommendation from the appropriate Dean. If the applicant is a chair, the Dean of the school will select another chair to write a recommendation letter in addition.
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to the Dean’s letter. If the applicant is a librarian they will receive a performance review from the director of the Library and a faculty member from their subject specialty. The Director of the Library will receive a performance review from the VPAA. This document includes a statement as to the recommendation of that chair and dean.

A detailed description of the Performance Review and the process involved may be found in section IV.C.1.

e Course evaluations for all courses prior to the contract renewal request. Copies of course evaluations are held in the office of Academic Affairs.

f Whatever other materials the applicant feels will be informative to the Personnel Committee.

The Faculty Personnel Committee evaluates the materials and sends their recommendations to the Senior Vice President of Academic Affairs for review who then forwards the recommendations to the President for approval. A letter is then sent to the applicant stating the results of the promotion process. All recommendations are sent on to the applicant with the decision letter.

D. Contract Renewal Package Submittal Schedule

a 1-year renewal packages – First day of Spring semester
b First 3-year renewal packages First day of Spring semester
c Continuing 3-year renewal packages October 1 of academic calendar
d 5-year contract renewal packages October 1 of academic calendar
II. Conditions of Appointment

A. Definition of Teaching Year

Full-time and participating adjunct faculty as appointed by the teaching year. The teaching year, to which basic salaries apply, shall be two semesters teaching full time. The start of the teaching year will be one week before classes start ending the days grades are due in the spring semester. Adjunct faculty are appointed by the semester or term, beginning with the first day of class and ending on the day grades are due.

B. Faculty Pay Periods

Salaries for full-time and participating adjunct faculty shall be paid in twenty-four (24) semi-monthly installments. Salaries for adjunct faculty are paid every two weeks during the term in which they are teaching. All payments are made beginning with the first full pay-period after the start of classes and contingent upon receipt of all substantiating employment documents have been received (see paragraph F below.)

C. Teaching Load

The normal teaching load for full-time faculty shall be 12 contact hours units of lecture, or the equivalent, per week. For the purposes of equivalency, 1 unit of studio/lab equals 1.5 units of lecture, assuming that all studio/lab courses are 2 academic hours per academic unit. Faculty may average the load between fall semester and spring semester to meet their teaching obligations. Summer term may be used to satisfy the teaching load requirements with permission from department chair. Participating adjunct and adjunct teaching loads shall not exceed 12 units (or equivalent) in a semester and 21 units (or equivalent) in an academic year, excluding summer term employment. (Note: this again gets dangerously close to full time status, especially if an adjunct teaches 24 units or equivalent over an entire calendar year, and full-time faculty have the discretion of applying summer units to their teaching load requirements.)

D. Office Hour Availability Requirements

1. All full-time and participating adjunct faculty members shall post and keep one office hour for every 4 units of course time per week during which they will be available for consultation with students.
2. Though not required part-time adjunct faculty members may keep office hours on a similar basis proportionate to their teaching loads. Adjunct faculty must be available to students for course questions via email or phone.
3. Advising faculty members shall post and keep additional office hours during advising and registration necessary to accommodate student advising load.
4. Faculty with administrative responsibilities shall post and keep an additional one hour to accommodate student administrative needs.
5. Posted hours shall reasonably reflect the hours most convenient for the students.

E. Committee and Meeting Requirements

1. Full-time faculty will be expected to serve on at least one standing faculty or administrative committee.
2. Adjunct faculty may be requested from time to time to serve on a committee
when their experience and expertise may be of special benefit to the committee or to the University. Expectation of adjunct faculty to serve on University and administrative committees is dependent on availability of adjunct faculty’s schedule and will include administrative compensation for the additional service. Committee conveners will administer compensation based on adjunct salary hourly rate. Faculty may volunteer themselves for election or appointment to any of the standing committees of the Faculty Association or for service on ad hoc committees.

3. Participating adjunct faculty member’s university and committee responsibilities will be stipulated in their letter of appointment.

4. All full-time and participating adjunct faculty are expected to attend departmental, school and University faculty meetings. Adjunct faculty are welcome at all such meetings as well.

F. Official Transcript and Employment Documentation Requirement

Initial and continued employment is contingent upon substantiating official transcripts, satisfactory references, required documentation (W-2 and I-9), and employment history, and no one will be continued who has been, or is, disqualified by any educational institution for cause. The Faculty Personnel Committee should immediately consider all cases involving the above questions or matters of non-accredited degrees. The above statement concerning accredited degrees does not preclude the hiring or retention of specialists or persons of outstanding backgrounds.

G. Faculty Serving in Administrative Capacity Equivalency and Compensation

If a member of the full-time faculty shall also serve in an administrative capacity, adjustments in his or her compensation and teaching load shall be worked out in accordance with a policy prepared and published by the President of the University. Such policy shall be compatible with the principles set forth herein.

H. Letters of Appointment

1. Letters of Appointment for full-time faculty shall be prepared in two copies, one of which should be retained by the faculty members and the other returned to the President of the University with an endorsement showing whether or not a faculty member accepts its terms. Upon receipt, the President will sign the letter of appointment and have a copy placed in the faculty member’s file in the Office of Academic Affairs. A Letter of Appointment shall contain all the terms of employment set forth, either explicitly or, where appropriate, by reference to this statement of personnel policy, or to other University documents available to the faculty.

2. Letters of appointment for adjunct faculty are sent to the faculty before the start of each term. The Letter of Appointment shall contain all the terms of employment set forth, either explicitly or, where appropriate, by reference to this statement of personnel policy, or to other University documents available to the faculty. Appointment of adjunct faculty is subject to enrollment.

I. Stipulations on Outside Activities

For full-time faculty, outside activity that contributes to professional maintenance or advancement and community advancement is generally acceptable, but
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employment by other educational institutions or other institutions that results in reduced performance at Woodbury will be precluded. Faculty are required to declare outside activities during their annual update as stipulated in section IV.C.2

J. Faculty Seniority

Faculty seniority is determined by the following criteria

a Rank
b Years in rank at Woodbury
c Years in rank
d Years at Woodbury

If there is a tie based on rank, then the next criterion would be years at Woodbury and so forth down the list. Seniority is used to determine allocation of office space and other similar issues where objectivity is better than subjectivity, as the latter may lead to decrease in morale.

III. Conditions of Appointment for Faculty with Administrative Responsibilities (TBD – 3/2006)
**IV. Faculty Evaluation**

**A. Woodbury University’s Understanding of Faculty Evaluation**

The University seeks to provide and maintain an environment conducive to professional and personal development for faculty as well as for students. This environment is the major responsibility of the University community whose members encourage in each other toward excellence and individuality in teaching performance, professional growth, and service to the University. We have a right, therefore, to expect from each other competence, scholarship, and service. An evaluation that is formalized as a serious commitment to the University is a way of institutionalizing and protecting this right. Evaluation is not a matter of sanction but rather an invitation to further development.

**B. Evaluation as a Shared Responsibility**

The University recognizes the unavoidable sensitivity in any system of accountability. But the University also accepts the need to formalize some kind of assessment of performance and scholarship that documents the information needed in decision-making for retention of the faculty and for continued professional development. Not to maintain a systematic method of collecting personnel data is irresponsible and increases the possibility of arbitrary decisions.

The University is aware of the difficulties inherent in assessing performance in the professions of teaching and scholarship. It is, therefore, appropriate that the assessment of performance be based on the most complete body of information obtainable.

Assessment of faculty is not only within the domain of administrative decision-makers, but also is the responsibility of everyone in the University --self, students, colleagues, and administrators. (A system of student evaluation of faculty is already in place.)

**C. The Responsibility of the Faculty Member in Evaluation**

The evaluation of professional performance must allow for the individuality of the person being assessed. For this reason, the primary responsibility for assembling and presenting data about performance and professional development rests with the individual faculty member. In addition to assessment of faculty for contract renewal and rank advancement the means of transmitting this information is the annual update, a document of self-evaluation and personal planning. This annual report on professional accomplishment includes:

1. **Performance Review**

   In the Fall Semester of the last year of a three- or-five year contract, or in the Spring Semester of a one-year contract, full-time faculty are required to have a Performance Review with the department chair, or in the case of department chairs a Performance Review by their respective deans. In addition, faculty may request a review at any time (not to exceed one per year). The review must be parallel to all of the criteria for rank promotion. The reviewer is responsible for writing the performance review, which must be signed by both parties. The faculty member under review has the right to append a statement. A copy of the final review document is to be submitted to the Office of Academic Affairs for placement in the permanent file.
2. Annual Update
Each year, on or before the beginning of the Spring Semester, each full-time faculty member must submit to their department chair or dean in the case of department chairs an Annual Update for the prior calendar year (January through December). This update consists of a listing of all activities delineated as rank criteria in the Faculty Handbook. This should include teaching, professional development, and community service. The person in receipt of the annual update will distribute copies to the Dean of the appropriate school and the Office of Academic Affairs.
V. Policies for Appointments, Reappointments, Promotions, Assignments, Terminations and Dismissals for Cause

A. Personnel Committee Review of Full-time Faculty
The Faculty Personnel Committee shall review and evaluate the performance and qualifications of all persons under consideration for full-time faculty appointment and reappointment and report its recommendations to the President.

B. Full-time faculty Search Policy
Actions on full-time one-year and three-year appointments will be initiated by the appropriate department, school, or the Senior Vice President of Academic Affairs. Positions will be advertised regionally or nationally, as determined by the Senior Vice President of Academic Affairs, the appropriate dean and departmental faculty. Advertisements will clearly indicate the responsibilities of the position, the minimum credentials for holding the position and the nature of Woodbury University’s contract system (i.e., non-tenure granting).

Schools shall use search committees to evaluate candidates for full-time positions. Search committees shall be established by department heads for faculty appointments and by deans for department chair appointments. Search committees for deans that will have faculty status will be established by the Senior Vice President of Academic Affairs and will include the department chairs of the school. Criteria for deans with faculty rank must include qualifying for faculty rank according to the conditions below. Chairs of search committees will be determined within the committee.

The Senior Vice President of Academic Affairs will carry the committee’s recommendation to the Faculty Personnel Committee, which then evaluates the candidate for placement at rank and level. The Senior Vice President of Academic Affairs forwards the completed recommendation to the President for final approval.

C. Personnel Committee’s review of Full-time Faculty Search Committee decisions
In considering the nomination of a person to be appointed for the first time, the Faculty Personnel Committee shall determine that the search committees have reasonably observed the principles of non-discrimination, that all conditions for faculty appointment have been met, and will establish the rank and years of service of the candidate to be appointed. Search committees should maintain in their records names of all persons who were nominated or who applied for a vacancy, and such records should show for each unsuccessful candidate a brief statement of the reason or reasons why he or she was not selected.

D. Faculty Educational Degree Requirements
Applicants for full-time appointments must have a doctoral degree or an appropriate terminal degree at the time of hire. Candidates in process of completing the required doctoral or terminal degree may be conditionally hired and placed at the rank of lecturer, pending timely completion of degree requirements. In a field in which there may be no standard terminal
degree recognized, deans or chairs of the related department may submit appropriate
documentation to the Faculty Personnel Committee that:

1. demonstrates the absence of a professional standard for terminal degree at
   comparable institutions, and;

2. the candidate for appointment shows a substantial body of work that includes all of
   the following:
   a. demonstrates the application of professional or theoretical knowledge in that
discipline
   b. demonstrates substantial contribution to a body of knowledge in that discipline
   c. has been peer-reviewed by regionally or nationally recognized organizations

Upon employment, the University, in conjunction with the applicable search and
personnel committees, either agrees that the faculty member has the appropriate
degree to qualify for future rank advancement, or the University must stipulate in
writing what additional degree is required for future rank advancement. If the
University fails to send such a letter, it is assumed that the candidate's degree is the
appropriate terminal degree.

E. Criteria for Evaluating Faculty for reappointment
In evaluating an individual for reappointment, the Faculty Personnel Committee shall
carefully weigh his or her performance against the following criteria:

Teaching and Advising
1. Excellence in teaching, evaluating and counseling students
2. Objective studies or comparisons such as student ratings and other quantitative
criteria as may be desired.
3. Conscientious observance of the standards of professional ethics
Professional and Scholarly Activities
4. Competence in a field of knowledge or professional practice and its importance to
teaching
5. Achievements in demonstrating intellectual or creative ability and its importance to
teaching
University Service
6. Conscientious performance of University duties as outlined in Conditions of
Appointment

F. Deadlines for notification of non renewal of appointment
The Faculty Personnel Committee shall conduct its reviews and evaluations of individuals
under consideration for reappointment in sufficient time that the committee may give the
President notice of the committee's action at least one month prior to the deadline for
notification of those who will not be re-appointed.

Full-time faculty shall normally receive notification in writing of the terms and conditions of
renewed appointments no later than the eighth week of the term for those on special
appointments and no later than the first day of the third month prior to the expiration of
their appointments for all others. In addition, full-time faculty on three-year appointments
shall normally receive notice in writing of adjustments in their salaries and benefits, if any,
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no later than the first day of the third month prior to August 15, which is the beginning of the academic year. Cost-of-living adjustments to the Faculty Salary Schedule will normally be made in January of each academic year. A copy of the current salary schedule is attached at the end of this document.

Those who will not be re-appointed should receive notification of that fact in writing no later than the dates specified in the following schedule:

1. For those on special appointments, before the eighth week of the term for which their appointments are effective;
2. For those on annual appointments who are in the first year of such appointments, at least three months in advance of the expiration of their appointments;
3. For those on annual appointments who have served longer than one year, at least six months in advance of the expiration of their appointments.

G. Faculty appeal of personnel decisions

The Faculty Personnel Appeals Committee may review actions regarding rank promotion, contract renewal, and sabbatical leave when requested to do so by an applicant for any of those three decisions.

1. While this committee has access to all of the information provided to the Faculty Personnel Committee, it is not the purpose of this committee to merely repeat the process undertaken by the Personnel Committee and arrive at its own conclusion.
2. This committee will hear a representative of the Faculty Personnel Committee (selected by the Faculty Personnel Committee) and the appellant (and their chosen representative from the Woodbury community, if they so desire).
3 Appeals procedural timeline
   a. The appellant makes a written request for an appeal to the Appeals Committee within 10 business days from the date of written notification.
   b. Within 5 business days from receipt of the appellant's request, the Appeals Committee informs the appellant of a hearing date to be scheduled within 10 business days.
   c. The Appeals Committee will determine the length and number of meetings necessary to hear the case. There will be a written recommendation issued to the President of the University and to the appellant by the Appeals Committee within 10 business days of the initial hearing.

H. Termination of Faculty

1. Non-renewal of contract according to the policies and standards set forth above.
2. Termination without prejudice: The University may also not renew a faculty member’s contract without prejudice to their reputations because of decisions to curtail or abandon a program or programs because of financial exigency provided that:
   a. The Faculty Association and its appropriate committee or committees have
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been consulted with due process about the questions of educational policy involved in the curtailment or abandonment of a program or programs or;

b. The Board of Trustees shall formally declare that a bona fide condition of financial exigency exists and shall present evidence of such financial exigency to the Executive Committee of the Faculty Association.

Before terminating an appointment for such reasons, the University shall make every effort to place any affected faculty member in other areas in which they can offer evidence of professional preparation.

If in the extraordinary event that an appointment is terminated for such reasons before the end of a contract period, the University shall not fill the concerned faculty member’s place within a period of two years unless the released faculty member has first been offered the position and has had a reasonable time to accept or reject the offer.

I. Dismissal of Faculty prior to expiration of appointment

The University may dismiss a faculty member for cause before the expiration of his or her appointment only on the following grounds:

1. Incompetence;
2. Neglect of duty or other good cause;
3. Personal conduct that indicates an unfitness for association with students or for the instruction of students: or
4. Flagrant or repeated conduct contrary to University regulations or conduct which is intended to prevent or which directly incites others to prevent anyone from performing his or her duties or from carrying on his or her lawful business with the University.

J. Procedure for dismissal of faculty prior to expiration of appointment

The following procedure shall be followed in any action to dismiss a faculty member for cause before the expiration of his or her appointment.

1. The President of the University shall give written notice of the proposed action and the reasons therefore to the faculty member concerned, either in person or by registered mail to his or her last known address. At the same time, the faculty member shall be given information in writing about any regulations that he or she is charged with violating and informed of his/her right to appeal to the Termination for Cause Committee, an ad hoc committee of the Faculty Association.

2. If the faculty member desires a hearing by Termination for Cause Committee, he or she shall submit a written request for a hearing to the Dean of the Faculty and to the President of the University within fourteen days of notification of the action.

3. The faculty member shall designate one member of the Termination for Cause Committee while the Executive Committee of the Faculty Senate shall designate the other two members, all of whom are faculty at Woodbury University. These members shall meet promptly to elect a chair and to set a time and place for the
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hearing. The time of the hearing shall not be less than fourteen days from the date of written request of the faculty member

4. No hearing shall be held unless the faculty member concerned files a request for a hearing and presents his or her answer to the University’s charges within the specified time.

5. If requested as described above, the hearing shall be held at the specified time and place and conducted, subject to the following procedures:

a. The faculty member concerned shall have the right to be present at all times when evidence is being presented or oral argument is being made, and he or she shall have the right to confront any and all witnesses against him.

b. The faculty member concerned may be assisted and represented by counsel of his or her choice. The University may be represented by the Senior Vice President of Academic Affairs, or the chairman/dean of the division/school affected, and/or by counsel who shall also have the right to be present whenever evidence is being presented or oral argument being made.

c. The hearing need not be conducted according to technical rules of evidence. Any pertinent oral or documentary evidence may be received but the committee shall, as a matter of policy, provide for the exclusion of irrelevant and unduly repetitious evidence. The faculty member concerned and the University may submit oral or documentary evidence, rebuttal evidence, and oral and written argument on the evidence and on the merits of the case; both sides may inspect documentary evidence offered by the other; and both sides may conduct such cross-examination of witnesses as may be required to obtain a full disclosure of the facts.

d. The hearing committee shall use its good offices to assist any interested party to obtain the testimony of witnesses capable of giving pertinent evidence or documents relevant to the matter. Particularly in cases where neglect of duty has been charged, the committee shall hear testimony from faculty membership in the same field of scholarship and teaching, either at Woodbury University or at other institutions.

e. A full stenographic or electronic recording of the hearing shall be maintained and made available only to the parties directly concerned.

f. There shall be no disclosure by the hearing committee or by any of its members of the evidence received during the hearing nor of the deliberations of the committee, except as follows:

i. At the conclusion of the hearing, as promptly as is consistent with proper deliberation, the committee shall formulate its findings based upon substantial evidence and its recommendations.

ii. The committee shall file with the President of the University a written statement of its findings and recommendations, including stenographic or electronic records.

iii. The committee shall deliver to the faculty member concerned a
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written statement of its findings and recommendations.

g. Thereafter, the President of the University shall review the committee's findings and recommendations and, in light thereof, shall make final disposition of the case.

6. Whenever dismissal actions are in process, the faculty member concerned may be suspended from the performance of his or her University duties pending the hearing if immediate harm to him or herself or to others is threatened by the continued performance of those duties. Such suspension shall be without loss of salary.

7. Whenever, for reasons of vacation or unforeseen complications, variations in these procedures become necessary, such variations shall be adopted only after mutual agreement of all parties concerned and shall be in writing.
VI Faculty Rank

A. Minimum Faculty Rank Requirements

The minimum requirements for each faculty rank are as follows.

1. Education
   a. Lecturer: Masters' degree from an accredited institution.
   b. Senior Lecturer: Masters' degree from an accredited institution.
   c. Assistant Professor: A terminal degree from an accredited institution.
   d. Associate Professor: A terminal degree from an accredited institution.
   e. Full Professor: A terminal degree from an accredited institution.

   An equivalent of accomplishment, as defined in item V-C of the Faculty Personnel Policy, may substitute for any degree listed above.

2. Teaching Experience
   a. Lecturer: No teaching experience is required.
   b. Senior lecturer: A minimum of six years successful part-time teaching is required. A minimum of three of these years must be with a Masters’ degree.
   c. Assistant Professor: No teaching experience is required.
   d. Associate Professor: A minimum of six years successful full-time teaching is required. A minimum of three of these years must be with a terminal degree.
   e. Full Professor: A minimum of eleven years successful full-time teaching is required. A minimum of three of these years must be with a terminal degree.

3 Teaching Equivalency

   For those who have not been on full-time contracts, part-time teaching experience may be counted according to the equivalents given below. A maximum of one calendar year of teaching experience will be credited for each calendar year taught.

   6 semester courses = one year teaching experience
   9 quarter courses = one year teaching experience (1.5 quarter units = 1 semester unit)
   3 semester-unit studio course = one 3-unit semester course
   6 semester-unit studio course = two 3-unit semester courses

   For those who have related business or professional experience, three years of relevant experience may, upon recommendation of the search committee and at the discretion of the Faculty Personnel Committee, be credited for one year of teaching experience, to a maximum of three years of teaching-experience equivalent.

B. Rank as determined by ideals of a teaching scholar

   Further distinction among ranks is made by evaluating the candidate's potential or progress toward achieving or fulfilling the ideals of a teaching scholar. Teaching scholars should be recognized scholars in their fields, should serve as role models for junior
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faculty, and should fulfill the requirements of all three categories listed below (C through E) to this level of achievement. The distinction among ranks is as follows:

3. The Lecturer shows potential toward achieving the ideals of the teaching scholar.

4. The Senior Lecturer demonstrates accomplishment in achieving many of the ideals of the teaching scholar.

5. The Assistant Professor shows potential toward fulfilling the ideals of the teaching scholar.

6. The Associate Professor demonstrates significant progress toward achieving the ideals of the teaching scholar.

7. The Full Professor demonstrates the highest level of fulfillment of the University’s ideals of the teaching scholar.

C. Teaching Requirements
Teaching Evaluation: The teaching scholar demonstrates the highest level of teaching skills. Documentation in support of the applicant’s teaching skills must include the following:

1. Student evaluations from all classes taught since the applicant’s last promotion

2. Additional documentation may include reviews, recommendations from colleagues, outcome evaluations, independent assessment of student work, or other similar items.

3. Academic commitment: The teaching scholar demonstrates a commitment to the academic process at the university. Documentation in support of the applicant’s academic commitment should include descriptions of instructional activities that are beyond those generally required and have occurred since the applicant’s last promotion. Such activities may include:
   a. Development of new courses or curricula
   b. Development of new methods of teaching
   c. Development of a series of field trips
   d. Development of instructional materials above those generally required
   e. Development of other significant pedagogical activities

4. Teaching Development: A demonstration of enhanced performance in the classroom. Documentation in support of the applicant’s enhanced performance may include descriptions of how the activities listed below have improved the classroom experience or improved the applicant’s skills as a teaching scholar. Only those activities having occurred since the applicant’s last promotion are considered.

Note the distinction between this category and category E, Professional and Scholarly Requirements. Category E focuses on professional and scholarly activities the applicant has completed, whereas this category is for describing how those activities have enhanced the classroom experience.

Professional activities
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a. Educational activities, including organized self-study, independent research, or attendance at conferences or workshops

b. Scholarly activities, including those leading to publication or presentation

c. Creative endeavors, including presentation or publication of works of art or design

D. University Service Requirements

The teaching scholar shows consistent leadership in areas central to the mission and functioning of the university and commitment to higher education as a profession. Documentation in support of these activities may include the following:

1. Serious involvement in Faculty Association and university committees "Serious" involvement implies participation beyond minimum Faculty Association requirements. This could include additional committee assignments beyond the minimum required, chairing committees, or serving as an officer or senator of the Faculty Association.

2. Representing the faculty on university committees

3. Advising a student organization or active participation in other student activities (not just attendance at these activities)

4. Active participation in Woodbury faculty development activities, University initiatives, or community functions (not just attendance at these functions)

5. Participation in community, civic, service, or charitable organizations

E. Professional and Scholarly Requirements

The teaching scholar demonstrates professional growth. These are activities that go beyond those related to the classroom or to teaching skills. Instead, they demonstrate that the applicant is actively working to contribute to his profession and to establish a "presence" in his or her field.

Listed below are three areas of activities that contribute to professional growth and accomplishment. Although fulfilling all three, or even two categories is not required, it is expected that the teaching scholar demonstrate a breath and depth of activity, showing serious accomplishment and committed involvement. In some cases, a specific activity or accomplishment may have the attributes of more than one category.

To demonstrate that the professional development is an ongoing pursuit, only activities that have occurred or have been completed since the applicant’s last promotion may be included.

1. Serious involvement in professional and/or educational associations
   This could include serving as an officer in a professional or educational organization, an editor for the organization’s journal, or participating in the organization of a conference. "Serious" implies that you are committed to these services by active and extended participation.

2. Scholarly activities leading to publication or presentation
   This category includes publication of books, articles in journals, and presentations in professional, educational, or public settings that present research or other scholarly activities.
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3. Creative endeavors and presentation or publication of works of art or design
   This category includes activities that lead to the production and presentation of works of art (including film and design) and performances (performing arts). Documentation should include representative samples and professional recognition of the work.
VII. Promotion Peer Review Requirements

To assure that candidates for promotion in rank present the best possible case to the Personnel Committee, formative reviews (discussions that provide constructive feedback) will be conducted so that candidates can improve their applications and be alerted to any shortfalls prior to submitting their promotion materials. Therefore, applicants for promotion must complete the following:

1. Solicit the advice of at least two members of the faculty of the rank they are seeking, preferably faculty within their own department or school with experience on the Personnel Committee. The candidate must present these faculty members with his or her promotion portfolio and give them sufficient time to review the materials and discuss them with the candidate. The candidate must then obtain the signatures of both these faculty members on the form below. The signatures are acknowledgments, not endorsements.

2. Notify their department chair and dean (or dean only in the case of a department chair) of her or his decision to seek promotion. The candidate must then obtain the signatures of the dean and chair on the form below. The signatures are acknowledgments, not endorsements.

3. Secure at least two letters of recommendation from Woodbury faculty and at least one letter from non-Woodbury faculty acquainted with their educational or professional work. Ideally, these faculty should be of the rank that the candidate is pursuing. The letters of recommendation should directly address criteria outlined in the Promotion Policy. Additional letters from administrators and/or professionals knowledgeable of the candidate’s work may also be included. Letters of recommendation may be solicited from one’s department chair and/or dean, but failure to seek such a letter will not be prejudicial to the candidate’s application.

4. See next page for copy of Promotion Peer Review signature sheet
Signature Checklist for application for promotion

Formative review by faculty: We the undersigned have reviewed the candidate’s promotion materials and met with her/him to discuss these materials.

1) ___________________________________________ 
   Faculty Signature       Date
   ____________________________
   Printed Name

2) ___________________________________________ 
   Faculty Signature       Date
   ____________________________
   Printed Name

Notification of chair and dean: We the undersigned have been notified of the candidate’s intention to apply for promotion this academic year.

1) ___________________________________________ 
   Chair’s Signature       Date
   ____________________________
   Printed Name

2) ___________________________________________ 
   Dean’s Signature       Date
   ____________________________
   Printed Name

Names of references, Woodbury faculty

1) ___________________________________________ 

2) ___________________________________________ 

Name of reference, non-Woodbury faculty

1) ___________________________________________ 
   Name ________ Institution
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VIII. Benefits and Leaves of Absence

A. Reference Statement to University Policy and Procedures:
Woodbury University faculty have the same benefits as all other employees of
the institution. These are described in detail in the University Policy and

B. Adjunct Sick Leave:
Adjunct faculty shall accrue sick leave on a proportionate basis, (one class per
term per course). A substantiating physician's statement is required in case of
illness or disability of more than one week.

C. Sabbatical Leaves:
Sabbatical leaves for full-time faculty may be provided for purposes that serve
the interests both of the faculty and the University; namely for the professional
growth and intellectual enrichment of the faculty and for the improvement of
courses and programs of study of the University.

1. The number of sabbatical leaves each year will be governed by
   the availability of funds.

2. Appointments of sabbatical replacements will not be made for
   persons who are on leave for one term, except as the needs of
   the University require.

3. A full-time faculty member will be eligible to apply for a
   sabbatical leave after six years of full-time service. Time to be
   counted for eligibility will begin on the first day of the academic
   year in which a faculty member has been appointed. Time spent
   in leaves of absence without pay will not count toward eligibility
   for sabbatical leave.

4. Each eligible candidate must submit a request for sabbatical
   leave to the Dean of Faculty no later than the first day of
   September of the year prior to the academic year in which his or
   her leave will occur. The Dean of Faculty will forward copies of
   the request to the appropriate Dean of the school and the
   Senior Vice President of Academic Affairs. Requests must
   include a detailed statement of the purpose of the leave, a plan
   for study or professional activities during the leave, and an
   estimate of what will be achieved.

   The Faculty Personnel Committee evaluates the materials and sends their
   recommendations to the Senior Vice President of Academic Affairs for
   review who then forwards the recommendations to the President for
   approval. A letter is then sent to the applicant stating the results of the. All
   recommendations are sent on to the applicant with the decision letter by
   November 1.
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5. Sabbatical leaves may be granted for one semester with full pay or two semesters with one-half pay, or a sabbatical may consist of a one-year half-time appointment with full pay.

6. Since sabbatical leave is granted for the benefit of the University as well as for the benefit of the individual, the recipient of a sabbatical leave shall obligate him- or herself to return to the University for a period of at least one full academic year after the leave and to submit a written report to the President summarizing activities and achievements while on leave.

D. Leave of Absence:

A full-time faculty member may apply for a leave of absence without pay. A leave without pay may be granted for up to one year and should be requested by the first day of December, whenever possible, prior to the academic year in which the leave is desired. Such a leave will be granted only under the following conditions:

1. The purpose of the leave will benefit the University as well as the faculty member, or is for exceptional personal needs.

2. The responsibilities of the faculty member can be covered in a manner acceptable to both the academic program and the University.

3. The faculty member at his or her own expense may continue payment for some fringe benefits as allowed by the benefit program.

It is the responsibility of the faculty member to:

a. Document to the University the value of the proposed leave.

b. Discuss with the department chair or dean the feasibility of adequate coverage of his/her responsibilities.

c. File with the Senior Vice President of Academic Affairs a written recommendation from the department chair or dean in support or non-support of the leave.

The condition of the leave and the future relationship of the faculty member to the University shall be set down in writing and signed by the Senior Vice President of Academic Affairs and the faculty member requesting the leave.

The Senior Vice President of Academic Affairs shall discuss the proposed leave with the faculty member and the appropriate department chair or dean, add his/her written recommendation to the file, make the final decision and inform the Faculty Personnel Committee of that decision. The Senior Vice President of Academic Affairs will submit the proposal for final approval to the President as part of the budget planning for the following academic year.
E. **Faculty Attendance to at Professional Meetings and Activities**

The University through its departmental budgets shall endeavor to provide assistance for full-time faculty to attend appropriate professional meetings and other activities where the desirability of attendance has been determined by the relevant department chair and dean to be in the interests of the University and where the member's absence will not be a serious detriment to the educational process.

For those wishing only to attend such meetings, the University may pay one-half the transportation costs by the most economical feasible means and one-half the per diem cost for two days attendance at the meeting. For those who are participants in or contributors to sessions of a professional meeting, the University may pay the full transportation costs by the most economical feasible means and full per diem for two days, depending upon funding limits established in departmental budgets. The amount of any assistance received from other sources may be deducted from the amount that would otherwise be advanced by the University.
IX. Retirement Policy

There is no designated age at which retirement becomes mandatory. However, appointments made after a faculty member has reached his/her sixty-fifth birthday shall not extend beyond the end of the academic year in which he or she shall attain the age of seventy. Thereafter, appointments will be renewed for one year at a time only and are subject to the recommendations of the chairman of the department or dean of the school, the Faculty Personnel Committee and the approval of the President of the University.

Phased Retirement

Phased retirement is not an employee entitlement; it is voluntary for both the University and the employee, and all the terms or arrangements (including expectations for teaching, advisement, and other normal faculty duties) will be mutually agreed upon and documented. Phased retirement may be available to faculty members who are at least 59 years of age and have been employed at the university full-time for at least ten years. All other employment contracts with the university are void at the time one initiates a phased retirement contract, and participants retire at the end of the agreed upon period.

Phased retirement allows for no more than half of a full-time load for the normal contractual year for a period of one to five years, with the amount of load and length of service to be negotiated as part of the contract. Participants may not increase their teaching load after the initial agreement is made. Persons in phased retirement receive full-time benefits (to the extent permissible by law, regulations of the benefit carrier, and the Internal Revenue Code) and a salary proportionate to their full-time salary and the percent of service load negotiated. Salary increases for which the individual would have qualified as a full-time faculty member will be provided at the proportional rate in effect at the time such increase would ordinarily be granted. During the period of phased retirement the faculty member retains all rights, privileges and responsibilities of a full-time faculty member, except that eligibility for sabbaticals and paid leaves (other than sick leave and vacation, if applicable) is relinquished.

Exceptions and Disclaimers

The University retains the right to allow exceptions to the Phased Retirement program. The program may be reviewed, modified or terminated at any time without affecting already existing arrangements. Participation in the Phased Retirement plan does not confer any additional employment rights upon the participant.

Procedure

1. An individual desiring to initiate phased retirement will submit a written request through her or his Dean or unit head to the Vice President of Academic Affairs no later than October 1 of the intended final full-time contract year.

2. The Dean or unit head will consult with the department head and others as appropriate to evaluate the request in terms of planning, personnel needs, support requirements, and other pertinent factors.
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3. The Vice President of Academic Affairs will review the proposed agreement terms with the Director of Human Resources or her/his designee for benefit and program review.

4. The Vice President of Academic Affairs will approve, not approve, or suggest a modification to the recommendation, and present the recommendation to the President for approval.

5. The Vice President will report the President’s decision to the Dean or unit head, the Director of Human Resources, and to the person submitting the request.

6. All terms and conditions will be stipulated in writing and signed by the applicant and the President. As with all contracted positions, continued satisfactory performance is expected.
Section C – Personnel Policy

X. Grievance Procedure

A. Grievances of the faculty are the responsibility of the Faculty Personnel Appeals Committee, the Termination for Cause Committee, and the Executive Committee of the Faculty Association. Those grievances pertaining to denial of promotion, non-reappointment, termination or dismissal for cause, are outlined above. All other grievances such as those having to do with salaries, assignments of teaching duties, assignment of space and other facilities, and propriety of conduct shall be covered by the procedures that follow.

B. If any faculty member feels that he/she has cause for grievance in any matter other than denial of promotion, non-reappointment or dismissal, he/she may petition the Executive Committee for redress.

C. The petition shall set forth in detail the nature of the grievance and shall state against whom the grievance is directed. It shall contain factual data, which the petitioner deems pertinent to his/her case, and shall indicate whether the petitioner will rest his case on the data submitted or wishes a hearing before the committee.

D. If the petitioner indicates that he/she will rest the case on the data submitted with the petition, the committee may, after weighing the evidence.

1. Determine that no justifiable case exists for a grievance and so inform the petitioner;

2. Seek to bring about a settlement of the issue, which will be satisfactory to both parties;

3. Determine that a settlement within the scope of its authority and responsibility is not possible or appropriate and report its findings and recommendations to the President of the University through the appropriate administrator and to the petitioner.

E. If the petitioner requests a hearing the procedures set forth above shall be followed.

F. The final decision in grievance matters rests with the President of the University and the Board of Trustees. The final decision will be in writing and will be directed to the Executive Committee and to the parties involved in the grievance.

G. All hearings and/or interviews pertaining to the grievance shall be private unless requested in writing by all parties to the complaint that they be held in public and that such request is unanimously approved by the committee.

H. Any person accused of unethical conduct shall be given the opportunity to answer all accusations. The person charged shall have the right to confront witnesses, to present evidence in his/her own behalf, and to be represented by advisors of his/her own choice.

I. When the above procedures are deemed by the Executive Committee to be inappropriate to a given complaint, the committee may modify the procedures provided the modifications are mutually agreeable to the parties to the complaint.
SECTION D
ACADEMIC ADVISING
DEVELOPMENTAL ADVISING AT WOODBURY UNIVERSITY

Woodbury prides itself on being a University which places a premium on its ability to provide our students with personal attention. One reason why students elect to matriculate at Woodbury is because they want the one-on-one contact. As members of the faculty, we have the opportunity to interact extensively with our students in the classroom. Our roles as advisors give us another valuable way to help our students grow.

WHY OUR ROLES AS ADVISORS ARE IMPORTANT

Faculty at Woodbury University wear a number of different hats. The advising hat is a particularly important one. Many students look to their advisors as their primary advocate. They may depend on you for both academic and non-academic support. Therefore, it is essential that, as advisors, we be well-acquainted with our students and knowledgeable of Woodbury's policies.

Studies have shown that the leading cause of student attrition is "inadequate academic advising" (What Works in Student Retention, Cowart, p. 23, 1987). Additionally, the same survey determined that the number one factor contributing to retention is a caring attitude by the faculty and staff. Clearly, these two conclusions demonstrate that we must pay particular attention to the content and the delivery of our academic advising.

What lies at the heart of advising is the relationship we establish with each advisee. As with any relationship, open, honest and frequent communication is crucial. It is important that we talk to our advisees and explain to them how we view their and our roles in this on-going process. They should understand that we expect them to be as prepared as possible for their advising meetings. However, if we do not relate this to our advisees, many students may expect us to spoon-feed them classes and even career paths. One of the goals of developmental advising is to empower students to learn how to make sound choices in educational and other endeavors.

Advising benefits all students. Sometimes we forget and think that only the students who are having difficulties are the ones whom we have to advise. In reality, our better students are often the ones who will benefit most from the conversations we have with them. Moreover, everyone responds positively to attention and encouragement.

It is not the intention of this handbook to tell you how to do your advising. Each of us has our own style of advising and, more generally, interacting with students. This is a good thing. The purpose of this section is to provide you with some useful perspectives from which to look at what you do and to furnish you with information which should aid you in the developmental advising process.
WHY DEVELOPMENTAL ADVISING?

Developmental advising is a more holistic approach to advising. Our responsibilities as advisors are not limited to just helping our students choose their courses. Young men and women grow in many ways during college and we have a unique opportunity to help nurture that growth and personal development. Woodbury University supports the idea of developmental advising because we believe it is reflective of our institutional mission.

Much of what students learn in college happens outside of the classroom. Our students will confront many and varied tasks during their time as students. Generally speaking, we want to help them to:

- Develop autonomy by confronting and resolving issues.
- Establish identity as they bolster self-esteem and define goals.
- Try and enjoy extra-curricular interests.
- Build competence in their professional areas and, more generally, in their intellectual skills.

Adapted from V. Gordon Developmental Advising; 1988.

Some of us may feel uncomfortable handling the first two of these expectations. However, we are not asking you to assume a role with which you are not comfortable. Yet, when you do meet with one of your advisees, a simple "how is it going?" can really go a long way. Often times, if we give students a chance, they will let us know of the existence of problems which may be bothering them in school or in their personal lives, problems that can easily have a negative effect on their performance in the classroom.

Open-ended questions are useful tools for an advisor. It is important to give our students a chance to respond with more than just a "yes" or "no". There is a large difference between the questions, "What are you enjoying at Woodbury?" and "Are you enjoying Woodbury?" A student can quickly dispatch with the latter question without telling you anything. The former necessitates some reflection.

Thus, in the interest of your students, we are asking you to function as a trouble-shooter. But, please, do not feel that it is your responsibility to deal with any issue for which you do not feel prepared. You will have done an excellent job and service to your advisee and to Woodbury if you refer your student to the appropriate person on campus. Woodbury offers, free to all students, the services of the following professionals:

- Counselor/Psychotherapist: Ilene Blaisch
- Nurse: Theresa Somerville
- International Student Services: Ryan Burtanong
- Housing and Student Activities: Monica Pecot
- Career Services: Work Study Coordinator
Presently, Dr. Gregory Cason does work full time at Woodbury. At the beginning of each school year, his schedule will be distributed and updated as needed. If you have a question regarding any of the above services, and you do not know who to contact, please call the Office of Student Affairs (ext. 254) and they will help you.

Please Note:
We are presently in the process of updating our Academic Advising procedures information. Once it is completed you will receive a small, punching packet which you can then insert in this section of your binder to add to what has already been given.
SECTION E

MISCELLANEOUS FORMS
Instructor Absence Form

This form must be completed and presented to the chair of your department whenever you must be absent. If you are recommending a substitute instructor, the name, address and telephone number of said instructor must be submitted to your chair for approval. If the recommended substitute instructor is new to Woodbury University, the bottom Section of this form must also be completed and submitted to your department chair for review and approval, prior to hiring. Under no circumstances is anyone not properly approved and processed by the chair and/or dean of your department allowed to assume the duties of instructor for Woodbury University.

This form is available through the Administrative Assistants in either the Faculty Center or OASIS.

The Instructor Absence Form goes here.
**Early Alert Form**

This form is to be used if you have a student with any problem or behavior which might jeopardize their successful progress in studies at Woodbury University.

Some examples might be:

- Excessive absence
- The student seems habitually inattentive or even withdrawn.
- The student’s behavior is such that it disrupts classroom activity, fellow students, and normal efforts at establishing order are not effective.

The purpose of this ‘early warning’ is so that by counseling, we might help the student to establish some more effective techniques for dealing with his difficulties.

Obtain these forms from the Administrative Assistants in either the Faculty Center or in OASIS.

The Early Alert Form goes here.
SECTION E – MISCELLANEOUS FORMS

**Miscellaneous Cash Expense Reimbursement Form**

Before making any purchases or incurring any expenses, be sure, in advance, that you have a clear understanding with your chair about which are acceptable, reimbursable purchases.

Once you have incurred any of these expenses, obtain the following form from one of the Administrative Assistants in the Faculty Center, or in OASIS. Complete it and submit it to either an Administrative Assistant or to your chair for processing.

It will then be submitted to either the Business Office or the Business Affairs Office for final processing and reimbursement.

The Cash Expenses Reimbursement Form goes here.
**Audio-Visual Equipment Request Form**

All request for audio-visual equipment other than that with which your classroom is already equipped, must be submitted to Arturo Medina in the library. Allow at least two days notice prior to the even for processing and the necessary arrangements for transporting the equipment.

If you also need a podium and/or microphone, contact Jerry Tracy, the Plant Superintendent, or his Assistant, Rizen Eclarin, at extensions #173 and #171 respectively. Once again, allow at least two days advance notice.

You may obtain this form from the Administrative Assistants in the Faculty Center or those in OASIS.

The Audio-Visual Equipment Request Form goes here.
Master Calendar / Facility Request

This form has multi-purpose uses. It is used for major events on campus such as large group activities. It is also used for requests for the one-time use of a classroom or rooms. Allow up to two weeks for large events and at least a week for the use of individual classrooms.

In the latter case, due to our limited classroom space, we cannot guarantee space, but will do what we can to assist you. It is important to ask early so that other arrangements can still be made in the event that we are unable to provide for your needs.

These forms are available in the Faculty Center and OASIS.

This is where the Master Calendar / Facility Request form goes.
Duplication Request Form

If you have any large copy projects that cannot be readily handled by the Administrative Assistants, you can request that the work be done by Central Services. This form is self-explanatory and can be obtained from the Administrative Assistants in the Faculty Center or from OASIS.

The duplication request form goes here.