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1. GENERAL OVERVIEW, MISSION STATEMENTS, ACADEMIC ORGANIZATION, AND QUALITY OBJECTIVES

1.1 GENERAL OVERVIEW

1.1.1 Background and history

In 1884, Los Angeles was a rapidly growing city with a population of approximately 11,000. New business enterprises were being established and community leaders looked forward to expansion and growth. Woodbury was established to service this growing business population.

Woodbury University is unique among private institutions with regard to its diversity. *U.S. News and World Reports* ranked it the fifth most diverse Masters II institution in the Western Region. The majority of Woodbury’s students come from families of limited economic means. Woodbury University currently serves nearly 1500 students. Ninety-four percent of students receive financial-aid. The ethnic/racial profile of Woodbury students closely mirrors that of the Los Angeles basin with 43 % White – non-Hispanic, 35 % Hispanic, 11 % Asian Pacific, and 6 % Black. Women make up 56.4 %, and men make up 43.6 % of the undergraduate student population. 50% currently come from low-income families. 70% are the first in their families to go to college. Woodbury has the official designation of a Minority Serving Institution and a Hispanic Serving Institution. *The School of Business, being a part of the whole, reflects the same profile as that described above.*

The University is governed by an autonomous Board of Trustees whose membership is comprised of leaders in several industries, such as investment management, public relations, banking, civic government, automotives, real estate, accounting, entertainment, architecture, fine arts, publishing, and education. The School of Business is further informed and guided by a Board of Advisors, carefully selected from community business leaders, whose role it is to improve overall academic quality and further. The School maintains a high profile and positive image in the community it serves. The Chair of the Board of Advisors also serves as a member of the University Board of Trustees and, as such, is the official link between the University Board of Trustees and the School of Business’s Board of Advisors and the School of Business Dean.

The University’s ambition is to provide intellectual and human capital to the region’s sectors of business, to offer opportunities to those who have much to contribute but who have been traditionally marginalized, to provide students a world-class education, and to sustain a socially responsible community that examines and tries to preserve the important ecologies of our region’s nature, society, and culture.

1.1.2 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.

1.1.3 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. The School of Business currently holds candidacy status with The Association to Advance Collegiate Schools of Business, (AACSB) and is working toward full AACSB accreditation. The School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP), and currently holds candidacy status with The Association to Advance Collegiate Schools of Business, (AACSB), working toward full AACSB accreditation, planned by 2011-12.

1.1.4 Academic Program Growth

Woodbury Business College (as it was initially named) was founded in 1884 by educator and entrepreneur F.C. Woodbury in response to the needs of the city’s growing business community. That historic link between Woodbury and the world of business has been maintained throughout the years.

In 1931, the division of professional arts was established to focus on those fields of design that are closely allied to business. Woodbury then became a college of business administration and design. In 1969, Woodbury introduced a graduate program leading to the Master of Business Administration (MBA). In 1974, Woodbury College became Woodbury University. In 1982, Computer Information Systems was added as a major, followed in 1984 by Architecture. In 1987, the Weekend College program for working adults was established with the aid of grants from The Fletcher Jones Foundation and The William Randolph Hearst Foundation. In 1994 the University formally organized its undergraduate and graduate programs into three schools: the School of Architecture and Design, the School of Arts and Sciences, and the School of Business and Management.

That year three majors in Arts and Sciences came into being: Psychology, Politics & History and Liberal Arts & Business. Additional undergraduate degree programs have been added in the areas of Marketing, Animation Arts, e-commerce, Communication, and Organizational Leadership.

Today, Woodbury is a specialized, nonprofit, coeducational and nonsectarian university. As we celebrate our 120th and 121st years, Woodbury University looks to the past for stability and guidance and welcomes the excitement and challenges of the future.

1.2 MISSION STATEMENTS

1.2.1 The University Mission Statement

Woodbury University is committed to providing the highest level of professional and Liberal arts education. The integrated nature of our educational environment cultivates successful students with a strong and enduring sense of personal and social responsibility. We prepare innovative learners who are adept at communicating and willing to cross the boundaries of knowledge in a rapidly changing and complex world.

1.2.2 The School of Business School Mission Statement

Woodbury University’s School of Business cultivates the distinctive talents of each student to prepare future leaders of business who communicate effectively, act ethically, and think globally.

Each Program/Major within the School of Business has its own mission statement, as listed below:
The accounting major prepares students for career paths in professional or managerial accounting positions. The education of an academically prepared accountant includes the study of business strategy, ethics, cultural diversity, history, global issues, and development of written and oral communication skills.

The mission of the Department of Business & Management is to be recognized as a premier student-centered business management program. We want every business student to be a life-long learner who is ethical, entrepreneurial, computer fluent and an effective communicator. In addition, they should be able to function collaboratively and comfortably in an environment characterized by diversity, uncertainty, and rapid technological change.

The mission of the Department of Marketing is to provide the highest level of marketing education that rests on a strong liberal arts foundation. The interdisciplinary nature of our majors cultivates successful students who have a strong and enduring sense of personal and social responsibility. We prepare students to be competent communicators who understand the complexities of our global and technological environment.

The Woodbury University Master of Business Administration degree is designed to prepare professionals for advanced leadership roles in domestic and international enterprise. Our mission is to be recognized as a premier, student-centered MBA program. We want every MBA graduate to be a change agent, who is ethical, entrepreneurial, an effective communicator, and who is able to formulate socially responsible strategies. In addition, they should be able to function collaboratively and comfortably in an environment characterized by diversity, uncertainty, and rapid technological change.

The mission of the Organizational Leadership Program is to inspire students to develop the intellectual habits necessary to be involved, effective, and responsible citizens and to advance their understanding of themselves and the world in which they live.

1.3 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 different 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.

1.3.1 University Officers

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<tr>
<td>Kenneth R. Nielsen, Ed. D.</td>
<td>President</td>
</tr>
<tr>
<td>David M. Rosen, Ph.D.</td>
<td>Senior Executive Vice President, Chief Academic Officer</td>
</tr>
<tr>
<td>Steve Dyer</td>
<td>Vice President, Information Technology &amp; Planning</td>
</tr>
<tr>
<td>Ken Jones</td>
<td>Vice President, Finance &amp; Administration</td>
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<tr>
<td>Richard Nordin</td>
<td>Vice President, University Advancement</td>
</tr>
<tr>
<td>Don St. Clair</td>
<td>Vice President, Enrollment Management &amp; University Marketing</td>
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<tr>
<td>Seta Javor</td>
<td>Executive Assistant to the President, Secretary to the Board of Trustees</td>
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<td>Office of Academic Affairs:</td>
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<tr>
<td>David M. Rosen, Ph.D.</td>
<td>Vice President, Academic Affairs, Dean of Faculty ext. 135</td>
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<tr>
<td>Karen Minnicks</td>
<td>Executive Assistant to the Vice President, Academic Affairs x116</td>
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<tr>
<td>Phyllis Cremer, Ed.D.</td>
<td>Associate Vice President, Student Development ext. 114</td>
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<td><strong>School of Business:</strong></td>
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<tr>
<td>Andre van Niekerk, Ph.D.</td>
<td>Dean, School of Business &amp; Management ext. 284</td>
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<tr>
<td>Satinder Dhiman, Ed.D.</td>
<td>Associate Dean, School of Business ext. 138</td>
</tr>
<tr>
<td>Karen Kaigler-Walker, Ph.D.</td>
<td>Assistant Dean, Chair, Marketing ext. 131</td>
</tr>
<tr>
<td>Robert L. Bjorklund, Ph.D.</td>
<td>Chair, Management ext. 262</td>
</tr>
<tr>
<td>John Karayan, Ph.D.</td>
<td>Chair, Accounting and IT ext. 133</td>
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<td><strong>OASIS:</strong></td>
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<tr>
<td>Paul Decker</td>
<td>Executive Director, Institute for Excellence in Teaching &amp; Learning ext. 267</td>
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<tr>
<td>Ruth Luna</td>
<td>Senior Director, Academic Advising Non-Traditional ext. 263</td>
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<td>Renato Aranda</td>
<td>Assistant Supervisor, Physical Plant</td>
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<td>Aida Artenian</td>
<td>Administrative Systems Manager</td>
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<tr>
<td>Janice Blair</td>
<td>Associate Director, Student Life</td>
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<td>Associate Director, Student Life</td>
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<tr>
<td>Tamara Blok</td>
<td>Assistant Registrar</td>
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<td>Assistant Director, Student Life</td>
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<td>Nedra Peterson</td>
<td>Director, Library Services</td>
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<td>Claudia Campos</td>
<td>Director, Alumni Relations</td>
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<tr>
<td>Gregory Dotson</td>
<td>Accountant</td>
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<tr>
<td>Anne Ehrlich, Ed.D.</td>
<td>Director, Student Life</td>
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<tr>
<td>Zelda Gilbert, Ph.D.</td>
<td>Project Coordinator, Title V Co-op Grant</td>
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<tr>
<td>Helen Hung</td>
<td>Central Service Coordinator</td>
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<tr>
<td>Aida Artenian</td>
<td>Information Technology Director</td>
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<tr>
<td>Oscar Jones</td>
<td>Assistant Director, Financial Aid</td>
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<td>Technical Administrator, Library Services</td>
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<td>Articulation Officer</td>
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<tr>
<td>Ruth Lorenzana</td>
<td>Associate Director, Admissions</td>
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<tr>
<td>Rachelle H. Prince</td>
<td>Director, Human Resources and Affirmative Action Officer</td>
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<tr>
<td>Teresa Somerville</td>
<td>Campus Nurse</td>
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<td>Jerry Tracy</td>
<td>Director, Physical Plant</td>
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<tr>
<td>Celeastia Williams</td>
<td>Director, Enrollment Services</td>
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<tr>
<td>Matthew Stanley</td>
<td>Network Manager</td>
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*Note: For a complete list of the academic faculty or staff see the WU website under “Contact Us”.*

**Disclaimer Statement**

Woodbury University’s School of Business 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.
1.4 WOODBURY UNIVERSITY QUALITY OBJECTIVES

As presented in our mission statement, “Woodbury University is committed to providing the highest level of professional education in its undergraduate and graduate programs.” This commitment is materialized in the provision of faculty with the appropriate combination of theoretical and real-life experience. The various program modules that are offered in the Business Programs enable students to attend classes in those settings that are most convenient to their career and private life scheduling. Woodbury University is aware of the importance of adequate balance in students’ lives, and facilitates this optimally.

The Mission states further, “We prepare innovative learners who are adept at communicating and willing to cross the boundaries of knowledge in a rapidly changing and complex world.” Through a well-considered curriculum for all our programs we ensure that sufficient attention is given to these issues. Communication skills are developed through a series of incorporated presentations in various courses, innovative learning is emphasized through specific courses, but also through the entire structure of courses and approaches of faculty members, and crossing the boundaries of knowledge is encouraged through the various in-course dialogues that alert students on the importance of remaining alert in every field that captures their interest.

1.4.1 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 matters 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.
2. THE SCHOOL OF BUSINESS LEADERSHIP, QUALITY STANDARDS, PROGRAMS AND DEPARTMENTS

2.1 LEADERSHIP AND STRUCTURE AT THE SCHOOL OF BUSINESS

The School of Business is under the leadership of the Senior Vice President/Chief Academic Officer. The Dean of the School of Business reports directly to the Senior Vice President. The business faculty is comprised of eight full-time and over fifty part-time faculties, who primarily are practitioners in their respective fields. All full-time faculty hold terminal degree including Ph.D., DBA, Ed.D., and J.D. Several of the adjunct faculty members also hold terminal degrees as well as bring a wealth of practical experience from the real world.

Full-time faculty members are classified as Assistant Professor, Associate Professor, and Full Professor. In serving students and striving to fill a role in the economic history of Southern California, Woodbury’s faculty has been called upon to be innovative, dedicated, and socially responsible. Because the faculty of the School of Business historically has been comprised practicing professionals as well as teaching scholars, they have brought to the University an informed awareness of the forces that continually alter the conditions of work, the practice of professions, and cultural, scientific, social, and economic realities.

The School of Business is organized into five Departments, each led by a Chair. Each Chair reports directly to the Dean of the School of Business. The Undergraduate program of the School of Business offers the Bachelor of Science degree in five majors: Accounting, Business and Management (with six possible areas of concentration – e-Commerce, entrepreneurship, finance, human resource development, international business, and management) Fashion Marketing, Information Technology, and Marketing. In an effort to maximize resources and capitalize on our strengths, the undergraduate majors are being re-organized into 4 majors: Accounting, Fashion Marketing, Management, and Marketing. The new curricula will be implemented in fall 2009.

The Graduate program is represented by the Master of Business Administration (MBA) degree and is designed to prepare individuals for leadership roles in domestic and international enterprise.

The current organizational structure of the School of Business is as follows:
2.2 QUALITY STANDARDS AT THE SCHOOL OF BUSINESS

Woodbury University’s School of Business reflects Woodbury University’s IDEALS as follows:

- Integrity and Ethical Behavior
- Diversity
- Empowering students to determine and manage their own destinies
- Academic Rigor
- Liberal Arts-based, professional education that effectively prepares students for careers
- Student focus in all aspects of its operations

The School views its graduates as citizens of a global community where every cultural, scientific, social, and economic reality will require a world-wide perspective, understanding, and approach. In this context, the University has come together to endorse a series of principles that must be infused into Woodbury’s academic programs and must be supported by the University’s operations. These principles, therefore, form a foundational infrastructure upon which the School of Business depends to successfully execute and sustain its quality initiatives. These principles are:

1. Academic Quality
2. The Integrated Student
3. Innovation and Creativity
4. Communication
5. Social Responsibility
6. Transdisciplinary

The School is located in a new Business Building that houses administrators and faculty and provides state-of-the-art classrooms and meeting rooms for students and faculty, as well as a 250 seat auditorium that is shared with the University community. Features of the building include: wireless capability in all classrooms and throughout new building, state-of-the-art capabilities in two “smart classrooms,” and world-wide video-conferencing capabilities.

2.2.1 School of Business Responsibilities and Goals

Woodbury University’s School of Business is committed to achieve the highest possible level of teaching excellence from its faculty. The School is aware of the important connection between faculty performance in and outside the classroom, and student’s satisfaction, which is expressed in their retention as well as their perceived preparation for a rewarding professional, societal, and personal life. The School of Business strongly adheres to these values in its hiring, retention, and promotion procedures for faculty.
All faculty members at Woodbury University’s School of Business adhere to the following set of responsibilities and goals:

1. **Student Retention**
   - The School of Business faculty members play a significant role in student retention through the provision of:
     - Quality instruction, which entails decent preparation, optimal participation, and a positive challenge to the students as well as the faculty member.
     - Student advisement, whether in official advisory position, or through in-class mentorship and subsequent reference of students to the appropriate individuals or departments.

2. **Scholarship**
   - The School of Business faculty members ensure their scholarship through regular contributions of and participation in knowledge projects pertaining to their area of specialty.

3. **Continuous Improvement**
   - In order to improve theirselves and the institution, the School of Business faculty members ensure continuous upgrading of knowledge and skills in their area of expertise.

4. **Expertise**
   - In order to enhance experiential learning for the self, and up-to-date knowledge sharing in class, the School of Business faculty members strive to remain as fully involved as possible in actual projects pertaining to their field of expertise, in order to enhance experiential learning for the self, and up-to-date knowledge sharing in class.

5. **Alignment with Mission**
   - The School of Business faculty members ensure that the contents of their classes represent sufficient alignment with the School’s mission. The faculty obtains training in this project through annual faculty meetings, as well as participation in workshops from the University’s Institute of Excellence in teaching and Learning.

6. **Student Performance Feedback**
   - The School of Business faculty members ensure successful student performance through close interaction with advisors and chairs. Students with concerning performance are referred to academic advisors through the Early Alert program.

7. **Collaboration and Participation**
   - The School of Business faculty members engage in collaboration and participation through annual faculty meetings that are geared toward sharing of best practices.
2.3 SCHOOL OF BUSINESS PROGRAMS

2.3.1 Program Formats

The School of Business recognizes diverse needs and time constraints on the part of its students and, therefore, offers its programs in three formats:

- Undergraduate Day Program – allows students to complete their degree requirements by attending morning and afternoon classes, Monday through Friday. Courses also are offered in the late afternoon and evening Monday through Thursday.
- Weekend College Program – allows working adult students to enroll in a self-contained bachelor's degree program with courses taught exclusively on seven alternating weekends.
- The Intensive Program – allows the student to enroll in courses taught in 7-week intensive sessions. Each class meets one evening each week, Monday through Thursday. This intensive format is geared more toward working adults, uses active learning methodologies, and follows a team approach to learning.

The MBA classes meet for 2 seven-week evening and weekend sessions per semester

The traditional day-evening format offers 45 in-class contact hours of instruction. The 7-week programs require 28 in-class contact hours plus an additional 7 – 8 hours of significant individual student involvement in the learning process beyond the regular homework required for each course.

The School of Business strives to maintain a consistent high level of quality across the three delivery formats and modes through faculty development workshops and information sessions.

2.3.1.1 Student Attendance Policy for 7-week Courses

Please be reminded that students are not to miss 7-week classes unless they have a documented emergency and can provide you with proof of the emergency. This is a university policy, and we must adhere to it. Students have a tendency to become lax in this regard, putting a hardship on their professors to extend excused absences for various personal reasons and, on occasions, no real reason at all.

Sometimes students feel that they should be given leeway in the attendance policy because they claim that students in other 7-week courses are allowed to miss class. This, however, should not be the basis for letting a student out of class. In such circumstances, please ask the students to which classes they are referencing. Often, this puts an end to the conversation. However, if they reference a class, bring it to the attention of the Program Chair, the Assistant Dean, the Associate Dean, or the Dean. The situation will be handled by the Dean's office, and it should not influence your decision regarding absences.

Students who miss a 7-week class should be asked to withdraw from the course without an emergency excuse. If they refuse or argue, please refer them to the Dean’s Office. You will be supported in your stance, and the administrator in charge will insist that the student withdraw. While this might seem harsh, it is aimed toward the students’ own learning advantage. If we move forward together on this and enforce the rule our students will learn in short order not to push the envelope.

2.3.2 Synergistic Collaboration

The School of Business is one of four academic divisions of Woodbury University. The other three schools are: the newly formed school Media, Culture and Design, the School of Architec-
ture, and the Institute of Transdisciplinary Studies. The School of Business works synergistically with other units in the University to prepare students in their pursuit of academic excellence.

The School of Business works closely with the Writing Center on Writing in Disciplines (WID) program to ensure adequate writing skills of our graduates. The School of Business is in the process of identifying 2-3 courses to be designated as WID courses in which learning outcomes in this area will be assessed. Business faculty members serve on various University Committees, including the Faculty Senate, Curriculum Committee, Educational Planning Committee, and WASC re-accreditation committees along with other departments to garner a unified vision for the institution as a whole. The Library and its personnel support business students in research projects and involve business faculty in planning for business collection, selecting and updating electronic databases, and ensuring steady availability of business scholarly journals. The campus learning center, called OASIS, provides students help with tutoring and other academic needs.

2.3.3 School of Business Academic Programs in More Detail

2.3.3.1 Undergraduate Programs

The undergraduate business programs of the School of Business are intended to provide the knowledge and professional skills necessary for graduates to compete in a dynamic, global business environment characterized by rapid technological and social change.

A core of professional courses that provide a solid grounding in business and management fundamentals is designed to enable students to acquire the expertise necessary to get started in rewarding careers as business professionals. At the same time, a challenging liberal arts education provides undergraduates the opportunity to widen their intellectual horizons, enhance their curiosity and develop critical thinking skills vital to lifelong learning.

All business programs are intended to develop the skills and values needed to compete successfully in global and domestic markets, including interpersonal and entrepreneurial skills, the ability to think critically and to write and speak clearly, computer literacy, the capacity to identify and solve problems, an awareness about the global market in which business operates, an understanding of how to make business decisions and the principles of ethics and standards of professional conduct.

The undergraduate program of the School of Business currently offers the Bachelor of Science degree in five majors: Accounting; Business & Management (with six possible areas of concentration - e-Commerce, entrepreneurship, finance, human resources development, international business, and management); Fashion Marketing; Information Technology; and Marketing.

The Bachelor of Science in Business and Management degree will be re-designed into **wBBA** (Bachelor of Business Administration) degree where a core set of courses (Core Curriculum) is embedded in Business Administration, with four majors: in Accounting, Fashion Marketing, Management, and Marketing respectively. The **w** designation is a “brand positioning” statement to indicate that students will have the ability to “customize” their degree, within certain parameters, to emphasize areas of interest beyond the core curriculum and beyond the major electives.

Woodbury provides convenient class schedules for traditional-age students and for working adult students. Classes are small, with instruction from a combination of full-time faculty and experienced business professionals who teach on an adjunct basis.

There are three different formats in which the undergraduate curricula are delivered: Day Program, Weekend College, and the Intensive Degree Program.

**BBA—Learning Goals/Outcomes**
1. Graduates will manifest professional entry-level communication skills.
2. Graduates will incorporate ethical perspective in their professional decision making.
3. Global awareness will be evidenced in our graduates’ professional decision making.
4. Graduates will understand the importance of developing good leadership skills and practice basic leadership skills.

In addition to these general outcomes, each department evaluates, revises, and sets discipline-specific learning outcomes for the business core courses and major-specific courses provided by that discipline. These Departments are Accounting, Business & Management, Marketing, and the MBA Program. Marketing provides two separate majors: Marketing and Fashion Marketing.

2.3.3.2 Graduate Programs

2.3.3.2.1 Master of Business Administration

The Woodbury University Master of Business Administration degree is designed to prepare individuals for leadership roles in domestic and international enterprise. It welcomes those having a non-business undergraduate background as well as those possessing an undergraduate business degree.

Students proactively engage in the learning process and share education, work and life experiences in the classroom. In the intensive format, by taking two courses each week in seven-week modules, the MBA degree may be earned in 48 weeks exclusive of preparatory courses. The program admits students every seven weeks.

The Woodbury University’s Master of Business Administration degree is designed to prepare future leaders of organizations who communicate effectively, act ethically, and think globally in a strategic manner.

MBA Program: Key Learning Goals

1. Ability to demonstrate leadership competencies
2. Ability to communicate effectively
3. Ability to act in an ethical manner
4. Ability to act effectively in a global business environment
5. Ability to integrate strategies within overall organizational context
6. Domain-specific Knowledge and Skills

2.3.3.2.2 Master of Organizational Leadership

Woodbury University’s Master of Arts in Organizational Leadership is a recognized graduate degree for those interested in advanced administrative positions in the public or private sectors. The degree focuses on an understanding of human behavior both in general and within organizations, principles of effective leadership, organizational structure and communication, ethical behavior and decision-making principles, communication processes, and principles of effective management.

The MOL is taught in a cohort format consisting of 10 courses (30 units.) The courses are delivered in a specific order, which allows for completion of the program in one year by attending one night a week in mostly five-week sessions. There are no pre-requisite courses to enter the program. Qualified applicants will need a Bachelor’s Degree, with a GPA of at least 3.0, in any discipline from a regionally accredited college or university. In lieu of the 3.0 GPA, an equivalent score on the Academic Profile Exam would be accepted.
Currently, we have sought exclusion of our Organizational Leadership programs (MOL and BOL) from our professional accrediting bodies.

2.4 DEPARTMENTS IN THE SCHOOL OF BUSINESS

The School of Business is organized into five Departments, each led by a Chair. Each Chair reports directly to the Dean of the School of Business. The Undergraduate program of the School of Business offers the Bachelor of Science degree in five majors: Accounting, Management (with six possible areas of concentration – e-Commerce, entrepreneurship, finance, human resource development, international business, and management) Fashion Marketing, Information Technology, and Marketing.

2.4.1 Accounting

There are two concentrations within the accounting major. One is more traditional focusing upper division content toward financial reporting, the other focusing content toward computer information systems. Business core and general education requirements are the same for both concentrations. Both concentrations require two years of financial reporting courses, an upper division cost/management accounting course, and a tax course. The computer concentration requires five additional computer information systems courses and four fewer accounting courses than does the financial reporting concentration. The choice of concentration does not have to be made until the junior year.

2.4.2 Management

Woodbury University offers a major in Business & Management leading to the Bachelor of Science degree. This major provides a foundational core of business education. Depending on career objectives or present employment, and student interest and demand, a student who decides to pursue a Business & Management major selects one of six areas of concentration: e-Commerce, entrepreneurship, finance, human resource development, international business or management. Each area of concentration has particular course requirements which must be met to earn a degree.

2.4.3 Fashion Marketing

Woodbury University offers a Fashion Marketing program that provides students with a thorough understanding of the conditions, techniques and requirements of marketing and promoting fashion. Professionals in the field teach fundamentals of fashion merchandising, promotion and trend analysis. Advanced courses feature theories of marketing, consumer behavior and international business. Drawing upon case study analysis, students learn to apply fashion marketing principles to solve problems and develop plans of action. Graduates of this program are well-prepared professionals who are qualified for management positions in a variety of fashion career areas including fashion buying, store management, advertising, styling for the media, promotion, public relations and special events.

2.4.4 CIS / Information Technology

Woodbury University’s four-year, career-oriented academic program for prospective information technology professionals is currently being phased out. The program included hardware and software basics, a thorough grounding in systems analysis and development, and courses in the management of IT, accounting, management, and strategic planning. Woodbury’s IT major included a wide spectrum within the Computer Information Systems or Information Systems major. The program’s integration with the distinguished programs of the Woodbury University School of Business ensures that its graduates will remain in demand by businesses and other organizations throughout their careers.
2.4.5 Marketing

Marketing embraces all activities required to direct the flow of products, services, and commercially-related ideas from producers to consumers. Taking a global perspective, professional marketing faculty combine theory and practice with real-world experience to give students the background they need to compete in an ever-changing marketing environment. The program is under-girded by core courses in marketing management, consumer behavior and marketing research. Depending on interest, students round out their degree by choosing courses in advertising/promotion, retail management, direct marketing, sales management, product development and distribution, and strategic marketing.

2.4.6 Organizational Leadership

Woodbury University is helping adult learners from across Southern California make a difference in their professional and personal lives with bachelors and master’s degrees in organizational leadership. The degree programs focus on the development of people and the conceptual skills essential to success at all levels of management, whether it is in the public or private sector.
3. FACULTY DEFINITIONS, HIRING, RETENTION, RANKING, AND PERFORMANCE REQUIREMENTS

3.1 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, and the Senior Vice President of Academic Affairs.

3.1.1 Full Time Faculty

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.

3.1.2 Visiting Faculty

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.

3.1.3 Interim Faculty

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.

3.1.4 Participating Adjuncts

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.

3.1.5 Adjunct Faculty

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 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.

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

a. They are selected through a search committee that includes all chairs of the departments in the dean applicant's school.
b. They are given rank of Full professor. 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 contract as dean.

3.2 HIRING NEW FACULTY MEMBERS

3.2.1 Responsibility and Focus of Search Committees

Woodbury University’s School of Business requires that search committees be formed for the hiring of all regular full-time faculty. Each committee should include those faculty best equipped to evaluate candidates for a particular position. The committee has the sole authority to derive a short list of applicants and to recommend the finalist for the position to the Dean of the school. In the case of an unresolved dispute within the committee, the Dean will meet with the committee and hear both cases. The committee may also choose to forward to the Dean two suitable candidates. The Dean will then decide on a single recommendation to forward to the Faculty Personnel Committee.

Throughout the entire hiring process, special attention is devoted to a proper fit between candidates’ qualifications, the mission of the School of Business, and the mission of the University, as well as to specific needs of the School’s curriculum.

Being a part of a widely diverse environment, and aware of the increased need for diversity in operations, the recruitment process at the School of Business strongly adheres to policies of Equity and Diversity.

3.2.2 Full-time faculty Search Policy

Actions on full-time one-year and three-year appointments will be initiated by the School of Business, in close collaboration with the Executive Vice President / Chief Academic Officer. 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).

The School shall use search committees to evaluate candidates for full-time positions. Search committees shall be established by department heads for faculty appointments and by the dean for department chair appointments. Search committees for a dean 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 a dean with faculty rank must include qualifying for faculty rank according to the conditions below. Chairs of search committees will be determined within the committee.

Executive Vice President/Chief Academic Officer 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 com-
pleted recommendation to the President for final approval.

3.2.3 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.

3.2.4 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 or assistant professor, 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.

3.2.5 Preparing to Search

The following process will be executed when the need for a new faculty member has been established:

1. Program Chair forwards request to search to Dean.
2. Dean recommends search to EVP/CAO.
3. Sr. VPAA recommends search to President.
4. President makes final decision approving or denying search request.
5. President’s decision communicated to
   • EVP/CAO Dean
   • Program Chair
   • Dean of Faculty/Chair of Faculty Personnel Committee
   • Human Resources
6. EVP/CAO confirms budget for search.
3.2.6 Generating the Advertisement

In order to ensure a well-considered and responsible application process, the following steps are taken in preparation of the application advertisement:

1. Program Chair writes an advertisement in consultation with area faculty and Dean. The advertisement goes forward with a signed Employment Requisition Form generated by the Program Chair. The form is available from FIR or in the Policies and Procedures Manual.
2. Dean recommends the advertisement to EVP/CAO and communicates with the Dean of Faculty.
3. EVP/CAO approves the advertisement.
4. FIR receives signed Employment Requisition Form.
5. Program Chair, in consultation with Dean, forms search committee. (See "Search Committee Membership").
6. FIR generates a copy of the advertisement.
7. HR sends the advertisement for final approval to Program Chair, Dean, EVP/CAO Approval given, or the advertisement returned to HR for revision.
8. The advertisement is posted for the position.

The advertisement should request materials from applicants based on generally accepted practice (cover letter, curriculum vitae, contact information for 3 references) as well as individual program needs.

Additional requirements might include: letters of reference (as opposed to simple contact information); unofficial transcripts (official transcripts must be supplied upon hiring); one page statement of teaching philosophy; statement of research interests; any published or unpublished research (including a research paper based on the candidate’s dissertation); teaching evaluations;

3.2.7 Screening and Interviews

The process of screening and interviewing candidates is conducted as follows:

1. Applications are collected by the Human Resource Department, who processes acknowledgements and keeps a list of all applicants.
2. Applications are given to the Search Committee Chair.
3. The Search Committee screens applications. (See "Guidelines and legal considerations for Screening of applicants"). Telephone interviews may be used to narrow the pool to a short list of finalists. Short list is sent to HR.
4. HR notifies candidates who did not make the short list. For finalists, HR requests Unofficial transcripts at this time, unless they were required as part of the initial application.
5. Search committee invites finalists to campus and advises them of the public presentation required with appropriate notice to the campus community.
6. Final candidates interview with various stakeholders and give public presentation.

3.2.8 The Hire

Once an agreement has been reached on the proper applicant for the position, the following steps are taken:

1. Search committee makes written recommendation for hire, based on criteria for the position, including a recommendation for rank placement, with supporting documentation.
2. “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.” (Faculty Handbook, Section C, V. D)
3. Search Committee chair submits recommendations(s) to the dean for approval.
4. If the Search Committee submits more than one name, the Dean will decide among them.
5. Dean forwards the recommendation and credentials of the selected finalist to the Faculty
Personnel Committee.
6 Personnel Committee assigns rank and forwards the entire packet to the EVP/CAO.
7 EVP/CAO recommends the hire to the President.
8 President communicates final decision to EVP/CAO.
9 EVP/CAO informs Search Committee Chair, Dean, Dean of the Faculty, Personnel Commit-
tee and forwards appropriate materials to HR.
10 Search Committee Chair contacts successful applicant for verbal agreement; advised Appli-
cant to send official transcripts to EVP/CAO.
11 HR prepares and sends contract after official transcripts have been received.
12 Signed contract put in personnel file.
13 Copies of the signed contract sent to
   • Dean
   • Program Chair
   • Dean of Faculty/Chair of Faculty Personnel Committee
14 Search Committee Chair sends letters to unsuccessful finalists.

For more details on the hiring process we refer to the general Woodbury University Handbook.

3.3 RETENTION AND PROMOTION

3.3.1 Personnel Committee Review of Full-time Faculty

Woodbury University's Faculty Personnel Committee shall review and evaluate the performance
and qualifications of all persons under consideration for full-time faculty appointment and reapp-
pointment and report its recommendations to the President.

3.3.2 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
do not preclude the hiring or retention of specialists or persons of outstanding backgrounds.

3.3.3 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 pre-
pared and published by the President of the University. Such policy shall be compatible with the
principles set forth herein.

3.3.4 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 Appoint-
ment shall contain all the terms of employment set forth, either explicitly or, where appro-
priate, by reference to this statement of personnel policy, or to other University docu-
ments 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.

3.3.5 Stipulations on Outside Activities

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. Faculty are required to declare outside activities during their annual update.

3.3.6 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
4. Professional and Scholarly Activities
5. Competence in a field of knowledge or professional practice and its importance to teaching
6. Achievements in demonstrating intellectual or creative ability and its importance to teaching
7. Conscientious performance of University duties as outlined in Conditions of Appointment

3.3.7 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 contract 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 Executive Vice President/Chief Academic Officer 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 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.
   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 Executive Vice President/Chief Academic Officer 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.

3.3.8 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

3.3.9 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.

3.3.10 Conditions of Appointment for Faculty with Administrative Responsibilities

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: 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.

### 3.3.11 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, 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:

**Final Approval Subject to approval by President**

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.

### 3.3.12 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 to 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 Com-
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.

3.3.13 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 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.

3.3.14 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 to incites others to prevent anyone from performing his or her duties or from carrying on his or her lawful business with the University.

3.3.15 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 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 Executive Vice President/Chief Academic Officer, 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 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.
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.

### 3.4 FACULTY RANKING

#### 3.4.1 Minimum Faculty Rank Requirements

The minimum requirements for each faculty rank are as follows.

1. Education
   - **Lecturer:** Masters’ degree from an accredited institution.
   - **Senior Lecturer:** Masters’ degree from an accredited institution.
   - **Assistant Professor:** A terminal degree from an accredited institution.
   - **Associate Professor:** A terminal degree from an accredited institution.
   - **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
   - **Lecturer:** No teaching experience is required.
   - **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.
   - **Assistant Professor:** No teaching experience is required.
   - **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.
   - **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.

4. Full Time and Adjunct Faculty Ranks

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.
3.4.2 Rank Review

4 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.

5 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.

6 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. 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.
   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.
   g. Signature Checklist For Application for Promotion.

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.

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.

3.4.3 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 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:

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

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

3 The Assistant Professor shows potential toward fulfilling the ideals of the teaching scholar.
4 The Associate Professor demonstrates significant progress toward achieving the ideals of the teaching scholar.

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

3.4 FACULTY PERFORMANCE REQUIREMENTS

3.4.1 Teaching Requirements

3.4.1.1 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.

3.4.1.2 Professional activities

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

3.4.2 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

3.4.3 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 breadth 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.

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.

See under "Ongoing Standards for Faculty Members" (3.4.5) for more specifics.

3.4.4 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.

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
3.4.5 Ongoing Standards for Faculty Members

a. Expected Performance in Teaching
Woodbury University’s School of Business requires from its faculty members a positively challenging approach in their courses, based on high interaction and a multiplicity of learning exchange modes. Focusing on an increasingly integrating business environment, the School encourages flexibility, continuous improvement and a dynamic blend of learning points that will prepare students for current as well as future developments.

b. Expected Performance in Field of Study
Woodbury University’s School of Business expects proven engagement of its faculty in their field of study. This engagement can be demonstrated in a variety of ways, consisting of practical and theoretical components. Exposure to and involvement in the area of study and lecturing are highly encouraged. In addition, faculty are expected to contribute regularly to the knowledge data within their field. Each faculty member is expected to author at least one refereed journal article in the last three years, and fulfill an additional scholarly requirement. This requirement could be:

1. A second journal article in the last four years, including discipline-based articles, articles in practitioner journals, and articles on teaching innovation and cases published in refereed journals, OR
2. One significant published, peer reviewed scholarly activity (typically a scholarly book or monograph) in the last five years, OR
3. Received a significant external grant in the last five years (the grant should be subject to a review process and external to Woodbury University), OR
4. Served as journal editor or had significant editorial responsibility for at least a two-year period in the last five years, OR
5. Two other scholarly activities in the last three years including such activities as refereed paper presentations at international, national, or regional meetings and/or documented instances of empirical program assessment resulting in recommendations for curricula development in the past three years, OR
6. Three other scholarly activities in the last three years including such activities as:
   - Book chapters
   - Non-refereed journal articles
   - Book reviews
   - Study guides
   - Professional/technical reports
   - Presentations at practitioner seminars/conventions
   - Woodbury grants for faculty research purposes
   - Supervision of research by undergraduate or graduate students or fellows unrelated to teaching responsibilities
   - Sponsored research reports on practice issues
   - New course creation
   - Case authorship – not published in journal
   - Documented practice software
   - Editorial responsibilities not meeting criteria #4
   - Other significant research project

c. Expected Performance in Contributions to the University and Community
Woodbury University’s School of Business expects its faculty to always perform as role models and mentors to their students. The School of Business expects its faculty to serve as worthy ambassadors for the institution at official and unofficial opportunities, and keep the name of the institution high. Regular participation in University committees, especially those correlated to the School of Business and its student population, are also expected.

3.5 OTHER FACULTY-RELATED POLICIES

3.5.1 Student Evaluation of Teaching
Faculty should encourage their students to evaluate their teaching in multiple ways. The official student evaluation is executed online, and although students are alerted on this process through the Office of Academic Affairs, faculty should provide reminders and encouragement toward this process. In addition, faculty is also encouraged to administer their own mid-semester course evaluations to receive constructive feedback from students regarding residual workshops and future executions of the course.

3.5.2 Scheduling
The official student evaluations are scheduled near the end of each course session. For day school and weekend students, this is near the end of the semester. For graduate and undergraduate students participating in the evening courses, this is near the end of each seven-week module.

3.5.3 Processing
Course evaluations are administered through the Office of Academic Affairs and forwarded to the respective department chair as well as the faculty member involved.


Additional information on Faculty responsibilities and duties can be found in Chapter 9.
4. FACULTY SUPPORT

4.1 ORIENTATION

In order to assist new faculty in their orientation, the School of Business has developed the following sequence of activities:

- Action 1: A Campus Orientation Tour, executed by the Department Chair or a designated representative
- Action 2: Presentation of the School of Business Handbook, with invitation to direct questions to Chair or program administrator
- Action 3: Introduction to the Institute for Excellence in Teaching and Learning (IETL) for continued guidance and updates.
- Action 4: Participation in semi-annual School of Business faculty workshops
- Action 5: Participation in annual University faculty workshop

4.1.1 Quick Checklist of Where To Go For What

Absences of Instructors and Substitutions
- Faculty Center, OASIS

Audio-Visual
- Library, ext. 205

Duplicating/Copying/Photocopies
- Central Services, Faculty Center, Miller Building, OASIS

Coordination of MBA Classes
- School of Business, ext. 138

Agenda Items, Faculty Association
- President, Faculty Assoc. ext. 172

Donations, Gifts & Fund-raising
- Office of Advancement, ext. 228

Grievances
- President, Faculty Assoc. ext. 172

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

Guest Speakers
- Department Chair, OASIS

The Wire (Student Newsletter)
- Office of Student Affairs, ext. 254

Identification Card
- Library, ext. 200

Independent Study
- Department Chair

International Student Problems
- Student Development & Academic Success (SDAC)

Lost and Found
- SDAC

Keys
- SDAC

Maintenance Requests
- Maintenance Office

Office Assignments for Faculty
- SDAC

Parking Passes
- Business Office

Paychecks
- Business Office

Classroom Assignments
- SDAC

Supplies and Requisitions
- Adm. Assistant, School of Business

Syllabi
- Department Chair, School of Business

Teaching Schedules, Changes
- Department Chair, School of Business

Textbooks
- Department Chair, Bookstore

Health Services
- Campus Nurse

Research
- Library

Meals on Campus
- New Woody's Cafe

For Students:

Absences
- Office of Academic Affairs, OASIS

Personal Counseling
- SDAC

Discipline
- SDAC

Housing
- SDAC

Activities
- SDAC

Tutoring
- OASIS
4.1.2 Information Resources

Information Resources comprises IT Facilities (IQ Web), Campus Computer Network, Data Administration, On-Campus Photocopy Services, and Telephone Services.

4.1.3 Pay Checks

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.

Paychecks are available at the Business office and are available for pickup on the 1st and 16th of the month.

4.2 RESEARCH AND GRANT OPTIONS

Resources also are available for supporting faculty research activities. Such resources are awarded by the Dean in consultation with the respective faculty chairs and administrators. They are also available through development awards made by the Faculty Associations, small grants offered by the Office of Academic Affairs, and sabbaticals supported by the Office of the President. In addition, faculty are offered in-house support and enrichment through workshops and faculty learning community experiences that center on the improvement of teaching effectiveness. The Dean, chairs/program directors, and director of the IETL are also available to help faculty improve their teaching effectiveness.

4.3 SCHOOL OF BUSINESS SERVICES

The School of Business seriously engages in leveraging the faculty resource through effective assignment of work, setting performance goals, and providing support that cultivates achievement.

- Through its Department Chairs, the School of Business administers the courses offered in the various programs, in conjunction with the program administrator and under ultimate supervision of the Department of Academic Affairs.
- The Department Chairs are also responsible for course assignment. Faculty is assigned courses within their area of specialty. Incidentally, when the need arises, the Chair may approach a faculty member for guiding one or more students in a directed study.
- The School of Business ensures that there is proper representation of Business School faculty in the various University bodies.
- The School of Business ensures that faculty receives proper encouragement through sponsoring or co-sponsoring of the required submissions and participations in activities (conferences, seminars, and workshops) geared toward continuous academic and professional development.

4.4 ACADEMIC COMPUTING

4.4.1 Faculty Assistance

The Computer Lab is the department to contact if a faculty member runs into a problem with equipment installed in the classrooms.
4.4.2 General Computer Policy

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.

4.4.3 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:

Respect for the privileges provided by the First Amendment and by academic freedom. Understand that these rights do not extend to messages or images that would be considered:
1. Obscene or patently offensive
2. Libelous
3. Threats of violence or incitement to lawless action
4. Demeaning or harassing to individuals or groups
5. Disruptive to the academic environment

4.4.4 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.

4.5 PHOTO COPY SERVICES AND OFFICE SUPPLIES

Each faculty member is given an access code for the various copiers that are on campus. Prior to copying, they enter their code, which allows our IT Department to keep track of the usage, which is charged to the individual departments. There are copying machines installed for faculty in the School of Business, Cabrini Hall, Miller Hall, the Library, and OASIS. Faculty should only use their copy code to make copies for course facilitation purposes. Students will need to obtain a card to make copies on campus.

Office supplies are purchased from a consolidated budget for the School of Business and are distributed as necessary. Office space is provided for full-time faculty as well as participating adjuncts. “Hot desks” are available for adjunct faculty.

4.6 OASIS

OASIS is an office at Woodbury dedicated to providing an integrated and proactive set of services to the Woodbury community. OASIS offers a wide variety of services to students, including Advising and Mentoring, Instructional Services, and Computer Support. The center also offers faculty services, including Advising and Educational Technology.

4.6.1 Faculty Advising

The OASIS Academic Advising Program is committed to supporting faculty and working collaboratively to assist with their academic advising needs and concerns. OASIS places high priority on student advising and considers it an essential part of teaching. It has also been shown to be a “cornerstone” of student retention and is one of the most critical of all services offered to students” (Habley, 1981).

4.7 LIBRARY

The library is the source to contact for the use of audiovisual equipment in class. While the classrooms in the School of Business are all furnished with overhead projectors and screens, the library can provide laptops as well as video recording cameras and other audiovisual equipment.
on request. Requests need to be made by faculty members in a timely manner, preferably 48 hours or more in advance.

Reservation Guidelines:

- Submit request by faxing the audio-visual request form (available at: http://web3.woodbury.edu/library/av/avform.pdf) to Arturo Medina at 818.767.4534. You may also send it through campus mail.
- Please submit request no later than two days before the class or event. Last minute requests will be filled based on availability of equipment. If the equipment is not available, you will be notified.
- Your equipment will be delivered to the classroom by the requested time and picked up by library staff at the end of the class. Please do not remove the equipment from the classroom unless it is arranged with the library beforehand.
- Student requests must be signed off by instructor, professor or staff member sponsoring event.
- If you are having problems with any of the equipment, contact Howard at extension 205. If he is unavailable, contact the circulation desk at extension 200 and somebody will be able to help you.

Regular Library Opening Hours
- Monday - Thursday: 8:00 AM - 7:00 PM
- Friday: 8:00 AM - 6:00 PM
- Saturday and Sunday: 10:00 AM - 6:00 PM

The Library observes shorter working hours in the summer.

4.8 MAIL SERVICES

The Mail Room is located in North Hall and provides services for internal communication on the Burbank Campus, as well as cross campus mail, and forwarding of mail to the U.S. Postal Service for external delivery.

Mail is received by the university and sorted and distributed by Central Services. Mail for full-time faculty and participating adjuncts is placed in their offices. Adjunct mailboxes are located in the faculty office suite. For mail that will not fit in the adjunct faculty mailboxes is kept in a secure area and the faculty member is notified. Faculty who take a leave need to notify their Department Chair and make the appropriate arrangements for their mail. Questions regarding mail can be directed to the School of Business programs manager or administrative assistant.

4.9 BOOKSTORE

The Campus Store is owned and operated by Follett Higher Education Group. The store, which is located on the lower level of South Hall, offers competitive prices on books, supplies, art supplies, and other materials needed for classes. They also carry a selection of Woodbury University imprinted general merchandise.

Regular bookstore hours are:
- Monday - Thursday: 9:30 a.m. – 6:30 p.m.
- Fridays: 10 a.m. - 4 p.m.

Extended Hours:
- Monday - Thursday: 9 a.m. to 7 p.m. The first two weeks of instruction for regular semester programs
- The first week of instruction for the 5-week and 7-week programs
Saturday: 10 a.m. - 2 p.m. The weekend before the first day of instruction and the first and last two weekends of the semester.

Store hours are subject to change. Special hours will be posted at various locations on campus. To check hours, please call the Bookstore or the University switchboard.

Faculty is expected to provide the bookstore with their textbook orders well in advance to the start of their classes.

**4.10 COMPUTER LABS**

There are a number of different computer labs on campus available for student and faculty use. Business Faculty will most likely utilize the lab services in Miller Hall, located in M202, M204, & M206. Lab technicians are available to provide faculty with guidance in establishing an account.

**4.10.1 Equipment / Lab Reservations**

1. Only Woodbury University Faculty or Staff may reserve equipment or a lab.
2. Faculty or Staff needing to reserve equipment or a lab must do so one week in advance. Please give more notice whenever possible.
3. Room reservations are handled through the Academic Support Services Dept. at ext. 117

Opening hours Miller Lab:
Monday - Thursday 8:00am – 8:00pm
Friday - Sunday 10:00am – 6:00pm

**4.11 SECURITY AND EMERGENCY SERVICES**

**4.11.1 Security**

Woodbury University is committed to providing a safe environment for its community members. Private security officers monitor the campus 24 hours a day, seven days a week. They provide traffic assistance to visitors as well as providing general security and safety to members of the Woodbury University community.

The Security Officer at the main entrance to campus may be reached by using a campus phone at extension 208. If the Security Officer does not answer, you may leave a message or page an officer by using a campus phone and dialing 412 or an off-campus phone by dialing 818-629-0446.

The Security Officers are on campus to protect people and property and to provide assistance whenever necessary. Campus Security Officers work closely with the Burbank Police Department and the Los Angeles Police Department (Foothills Division). Campus Security Officers do not carry firearms and have no authority to make arrests.

**4.11.2 Safety Measures for Campus**

All members of the campus community play an important role in helping to make the campus safe and secure for everyone. By taking reasonable precautions, faculty and students can make themselves less likely to be victimized by crime. Some of these include:

- Locking your car and not leaving valuables where they are visible.
- Not walking alone after dark. Arranging to have friends walk with you. If no one is available, call or page the security officer and ask for an escort.
• Reporting to a campus security officer or Student Affairs if you see anything or anyone suspi-
cious at once.

4.11.2 Emergency Services

4.11.2.1 Emergency Response Plan

The Woodbury University Emergency Response Plan has been developed for use in any major
emergency situation affecting a broad area of the University. General objectives in any major
emergency include:

• Ensure the safety and well being of students, staff, faculty, and visitors.
• Protect University property, reputation, and other assets.
• Minimize disruption of teaching, research, and key administrative programs.

The University President or his designee will designate an emergency and call for the implement-
tion of the Emergency Response Plan. Specific response activity will be coordinated by the
Emergency Operations Group, which is headed by an Emergency Coordinator (the Vice Presi-
dent for Business Affairs or his designee) and represents a number of key administrative and ser-
dvice departments.

4.11.2.2 Scope

This plan applies to any emergency situation that is significantly larger than a small-scale inci-
dent, requiring coordinated action among multiple groups. This includes not only large regional
events such as earthquakes, but any major on-campus incident or incidents in other regions that
indirectly affect University people and programs.

4.11.2.3 Emergency Operations Group

Response is coordinated by the Emergency Operations Group, a senior management team that
convenes in the Emergency Operations Center (EOC). The Emergency Operations Group coor-
dinates University-wide emergency services, deploying response teams across the campus, and
prioritizing operations to ensure that the University’s most urgent needs are met. The Emergency
Operations Group also provides information, assessments, and recommendations to the Presi-
dent. Core members of the Emergency Operations Group include:

• Vice President for Business Affairs (Emergency Coordinator)
• Chief Student Affairs Officer
• Chief Academic Officer
• Vice President for Marketing and Enrollment Management
• Vice President for Information Technology and Planning
• Director of Physical Plant
• Executive Director of Human Resources

For more information on Woodbury’s Emergency Response Plan, visit
http://www.woodbury.edu/woodbury2.aspx?pgID=1691

4.12 PARKING

Faculty is required to obtain an updated parking pass, each year in fall at the Human Resources
Office in Miller Hall. It is important to have the faculty-parking permit attached in a clearly visible
place in your car, as parking on campus without a permit may lead to receiving a ticket.
4.13 DINING

New Woody's Café is the University's main dining area and is located in the upper portion of Cabrini Hall near the central quad in the middle of campus. This attractive facility offers a variety of meals throughout the day. Boasting a selection of hot entrees, vegetarian meals, a full salad bar, and variety of drinks and snacks, New Woody's Café is the place to relax between classes. The staff of New Woody's Café prepares and serves a variety of options for three meal times on weekdays, and provides brunch and dinner service on weekends.
5. FACULTY BENEFITS

5.1 BENEFITS AND LEAVES OF ABSENCE

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

5.1.1 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.

5.1.2 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 Executive Vice President/Chief Academic Officer. 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.

1 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.

2 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.
5.1.3 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 Executive Vice President/Chief Academic Officer a written recommendation from the department chair or dean in support or nonsupport 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 Executive Vice President/Chief Academic Officer and the faculty member requesting the leave.

Executive Vice President/Chief Academic Officer 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. Executive Vice President/Chief Academic Officer will submit the proposal for final approval to the President as part of the budget planning for the following academic year.

5.2 TUITION REMISSION:

1. Full-Time Employees:

   Policy:

   To encourage full-time employees to continue their personal and/or professional development, the University offers full-time employees the opportunity to enroll in undergraduate classes not to exceed ten units per term or graduate classes not to exceed six units per term at no cost to the employee for tuition and general fees as follows:

   a. Eligibility for employees whose employment commenced November 1, 2005 and thereafter begins the first semester following one year of employment in a benefits eligible status.
   b. There is room in the class for the employee after tuition-paying students are enrolled.
   c. The class is taken during other than the employee’s regularly scheduled working hours.
   d. Tuition remission is not available for independent study.
e. The employee continues full-time employment for the duration of the term in which the class(es) is(are) taken. In the event employment is discontinued during the term, tuition and fees charges will be prorated accordingly.

f. One class may be elected each term for AUDIT instead of taking it for credit. Regular attendance is expected.

g. All the usual academic policies apply to employees on tuition remission.

h. All applicable course fees are the responsibility of the employee and are not covered under this policy.

Procedures:

a. Admission shall be through regular University procedures.

b. The Director of Human Resources will authorize tuition and fees remission (noting exclusion of fees directly related to the course).

2. Full-Time Employee's Spouse and Child(ren):

Policy:

The University offers all full-time employees the benefit of allowing their legal spouse and/or child(ren) the opportunity to enroll in a full course load not to exceed 18 units per term on a tuition remission basis for the spouse and/or children as follows:

a. Eligibility for a spouse and/or child(ren) of employees begins the first semester following 90 days of employment in a benefits eligible status.

b. There is room in the class for the spouse and/or child(ren) after tuition paying students are enrolled.

c. Courses are classroom delivered. Tuition remission is not available for independent study.

d. All the usual academic policies apply to students on tuition remission.

e. The employee continues full-time employment for the duration of the term in which the class(es) is(are) taken. In the event employment is discontinued during the term, tuition and fees charges for the spouse and/or child(ren) shall be prorated accordingly.

f. The child(ren) is (are) dependent(s) as determined by the tax return of the year previous to enrollment and support of that child(ren) is the basic responsibility of the employee.

g. A full-time employee’s spouse and/or child(ren) shall be responsible for all University and course fees.

Tuition remission shall be available on the following basis:

a. 33.3% during the employee’s first year of continuous, full-time University employment.

b. 66.6% during the employee’s second year of continuous, full-time University employment.
3. Part-Time Faculty Members:

Policy:

As recognition of service by part-time faculty members and to encourage continued formal study, the University offers them the opportunity to enroll in one class per term, regardless of the number of units, at no cost for tuition, provided:

a. The class is taken during any term a part-time faculty member teaches at Woodbury after having taught for two consecutive terms preceding enrollment in the class.

b. The course is classroom delivered. Tuition remission is not available for independent study.

c. There is room in the class for the part-time faculty member after tuition-paying students are enrolled.

d. The class in which the part-time faculty member enrolls will be other than his/her own and will in no way conflict with the class he/she is teaching.

e. All academic standards are met for a class in which the part-time faculty member enrolls for credit.

f. Part-time faculty who do not wish to enroll in a class for credit may audit the class, in which case they will be expected to comply with all audit procedures.

Part-time faculty receiving tuition remission will pay only the fees attached to courses for which they enroll such as computer fees, lab fees, studio fees, etc.

Procedure:

a. Admission shall be through regular University procedures.

b. The Director of Human Resources will authorize tuition remission.

4. Part-Time Administrative and Classified Employees:

Policy:

As recognition of service by part-time administrative and classified staff (excluding temporary and student employees and consultants) and to encourage continued formal study, the University offers them the opportunity to enroll in one class per term, regardless of the number of units, at no cost for tuition, provided:
a. Eligibility for new part-time administrative and classified employees whose employment commenced November 1, 2005 and thereafter begins the first semester following one year of employment at the University.

b. The course is classroom delivered. Tuition remission is not available for independent study.

c. There is room in the class for the part-time employee after tuition-paying students are enrolled.

c. The class is taken during other than the part-time employee’s regularly scheduled working hours.

d. The employee continues part-time employment for the duration of the term in which the class is taken. In the event employment is discontinued during the term, tuition charges shall be prorated accordingly.

e. All the usual academic policies apply to staff on tuition remission.

   Part-time employees receiving tuition remission will pay only the fees attached to courses for which they enroll, such as computer fees, lab fees, studio fees, etc.

Procedure:

   a. Admission shall be through regular University procedures.

   b. The Director of Human Resources will authorize tuition remission.
6. FACULTY COMMITTEES AND MEETINGS

6.1 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.

6.2 FACULTY ATTENDANCE 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.

6.3 COMMITTEES

6.3.1 University Wide Committees

University-wide there are three types of committees in which faculty is involved:

1 The Faculty Association Committees,
2 University Committees, and
3 Presidential Advisory Committees.

All committee members are elected on an annual basis.
For the year 2008-2009, the following committees are performing with the following faculty-officers:

### Faculty Association Committees

<table>
<thead>
<tr>
<th>Senate (elected)</th>
<th>Personnel Committee (elected)</th>
<th>Curriculum Committee (appointed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob Bjorklund (Business)</td>
<td>Raida Gatten (library)</td>
<td>Barbara Bowley (MCD media/culture, t1y2)</td>
</tr>
<tr>
<td>Angela Diamos (MCD)</td>
<td>John Karayan (business)</td>
<td>Gerry Smulevich (Arch, t1y2)</td>
</tr>
<tr>
<td>Catherine Herbst (Arch)</td>
<td>Behnoush McKay (design)</td>
<td>Satinder Dhiman (Business, t1y2)</td>
</tr>
<tr>
<td>Vic Liptak, president</td>
<td>Phil Pack (natural sciences and math)</td>
<td>E.B. Gendel (ITS, t1y2)</td>
</tr>
<tr>
<td>Dori Littell-Herrick (at-large)</td>
<td>Elisabeth Sandberg (social sciences/humanities)</td>
<td>Sue Vessella (MCD design, t2y1), chair</td>
</tr>
<tr>
<td>Rich Matzen (ITS)</td>
<td>Paulette Singley (architecture)</td>
<td>Diane Zwemer (Library, t1y1)</td>
</tr>
<tr>
<td>Nedra Peterson (Library, VP)</td>
<td>Joye Swan (at-large)</td>
<td>Tamara Blok, ex officio</td>
</tr>
<tr>
<td>Marty Tippens (at-large)</td>
<td>Vic Liptak, ex officio, convener</td>
<td>Paul Decker, ex officio</td>
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<tr>
<td>Keith Walsh (at-large), Secretary</td>
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### Educational Planning Committee (appointed)

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<thead>
<tr>
<th>Faculty Development Committee (appointed)</th>
<th>Academic Appeals Committee (appointed)</th>
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<tbody>
<tr>
<td>Ashley Burrowes (Business)</td>
<td>Cleo Williams, ex officio, convener</td>
</tr>
<tr>
<td>Nageswar Rao Chekuri (ITS)</td>
<td>Stan Bertheaud</td>
</tr>
<tr>
<td>Penny Collins (MCD), co-chair</td>
<td>Christine Carmichael</td>
</tr>
<tr>
<td>Yael Hellman (Business/OL)</td>
<td>Aristi Contos</td>
</tr>
<tr>
<td>Vic Liptak, ex officio</td>
<td>Ric Heitzman</td>
</tr>
<tr>
<td>Will McConnell (ITS), co-chair</td>
<td>Leo O’Hara</td>
</tr>
<tr>
<td>Nedra Peterson (Library)</td>
<td>Andy McCutcheon</td>
</tr>
<tr>
<td>Randy Stauffer (MCD/Arch)</td>
<td>Eric Olsen</td>
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<tr>
<td>Tamara Blok, ex officio</td>
<td>Nick Roberts</td>
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<tr>
<td>(Jose Parral, liaison to San Diego)</td>
<td>Cate Roman</td>
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<td></td>
<td>Alexandra Saba</td>
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### University Committees

<table>
<thead>
<tr>
<th>Institutional Review Board</th>
<th>Student Success Task Force (an accreditation committee)</th>
<th>Workload and Compensation Task Force (ad hoc)</th>
<th>Educational Effectiveness Review (an accreditation committee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raida Gatten</td>
<td>Phyllis Cremer, convener</td>
<td>David Rosen, convener</td>
<td>Doug Cremer, co-convener</td>
</tr>
<tr>
<td>Zelda Gilbert</td>
<td>Rao Chekuri</td>
<td>Bob Bjorklund</td>
<td>Paul Decker, co-convener</td>
</tr>
<tr>
<td>Karen Kaigler-Walker</td>
<td>Doug Cremer</td>
<td>Penny Collins</td>
<td>Eddie Cliff</td>
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<tr>
<td>Rich Matzen</td>
<td>Satinder Dhiman</td>
<td>Vic Liptak</td>
<td>Norman Millar</td>
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<tr>
<td>Eric Olsen</td>
<td>Vic Liptak</td>
<td>Jay Nickels</td>
<td>John Karayan</td>
</tr>
<tr>
<td>Phyllis Cremer, ex officio</td>
<td>Rich Matzen</td>
<td>Nedra Peterson</td>
<td>Dori Littell-Herrick</td>
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<tr>
<td>one member not affiliated</td>
<td>Will McConnell</td>
<td>Marty Tippens</td>
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<tr>
<td>with WU and not a relative</td>
<td>Behnoush McKay</td>
<td></td>
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<tr>
<td>of WU employee</td>
<td>Chanzo Nettles</td>
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<td>Phil Pack</td>
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<td>Paulette Singley</td>
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<td>Randy Stauffer</td>
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<td>Diane Zwemer</td>
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<td>(Janice Blair, Paul Decker, Anne Ehrlich, Liana Jandaryan, Rebecca Devereaux)</td>
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Woodbury University School of Business Faculty Handbook 6-2
Presidental Advisory Committees

<table>
<thead>
<tr>
<th>Task Force for a Sustainable Campus</th>
<th>Web Marketing Committee (Senate-proposed membership)</th>
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</thead>
<tbody>
<tr>
<td>E.B. Gendel, chair</td>
<td>Don St. Clair, chair</td>
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<tr>
<td>Tahmoures Afshar</td>
<td>Ric Heitzman</td>
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<td>Vic Liptak</td>
<td>Ingalill Wahlroos-Ritter</td>
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<td>Will McConnell</td>
<td>Mine Üçok Hughes</td>
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<td>Phil Pack</td>
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<td>Cate Roman</td>
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<td>Carolee Toon</td>
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<td>(Jerry Tracy, Brandi Cameron, Connor Nelson, students)</td>
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<tr>
<th>Technology Steering Committee (Senate-proposed membership)</th>
<th>Space Planning Committee (Senate-proposed membership)</th>
<th>Budget Advisory Committee</th>
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</thead>
<tbody>
<tr>
<td>Steve Dyer, chair</td>
<td>Phyllis Cremer, chair</td>
<td>Ashley Burrowes</td>
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<tr>
<td>John Karayan</td>
<td>E.B. Gendel</td>
<td>Doug Cremer, chair</td>
</tr>
<tr>
<td>Anna Leiker</td>
<td>Norman Millar</td>
<td>Eddie Clift</td>
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<tr>
<td>Dori Littell-Herrick</td>
<td>Nedra Peterson</td>
<td>Norman Millar</td>
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<tr>
<td>Marty Tippens</td>
<td>Randy Stauffer</td>
<td>Nedra Peterson</td>
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<tr>
<td>Eric Olsen</td>
<td>Louise Coffey-Webb</td>
<td>Vic Liptak, ex officio</td>
</tr>
<tr>
<td>Cameron Crockett</td>
<td>Vic Liptak, ex officio</td>
<td>(Yvonne Correa, Nathan Garrett, Rachelle Prince, Jerry Tracy, Cleo Williams, Ken Jones, David Rosen)</td>
</tr>
</tbody>
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6.3.2 School of Business Committees

The school of business employs several Standing Committees as well, such as:
1. Graduate Admissions/PC Review Committee
2. Special committees such as ACBSP Reaffirmation committee, and
3. Assessment Committee.

These committees are formed as Task Forces and run for the duration of the project.

School of Business Committees

<table>
<thead>
<tr>
<th>Graduate Admissions/PC Review Committee*</th>
<th>ACBSP Reaffirmation Committee*</th>
<th>Assessment Committee*</th>
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<tbody>
<tr>
<td>Satinder Dhiman, Ed.D.</td>
<td>Satinder Dhiman, Ed.D.</td>
<td>John Karayan, Ph.D. -chair,</td>
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<tr>
<td>Robert Bjorklund, Ph.D.</td>
<td>Robert Bjorklund, Ph.D.</td>
<td>Robert Bjorklund, Ph.D.</td>
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<td>John Karayan, Ph.D.</td>
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<td>Satinder Dhiman, Ed.D.</td>
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<td>Tahmoures Afshar, Ph.D.</td>
<td>Karen Kaigler-Walker, Ph.D.</td>
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<td>Lori McCall</td>
<td>Joan Marques, Ed.D.</td>
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<td>Tamara Blok</td>
<td>Nathan Garrett</td>
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<tr>
<td>Frank Frias</td>
<td>Lori McCall</td>
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</tbody>
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* The Dean of the School of Business, Dr. Andre van Niekerk, is ex-officio on all of these committees as the ultimate decision authority.
7. INSTITUTES AND CENTERS OF THE SCHOOL OF BUSINESS

7.1 COLLEGIATE ENTREPRENEURS’ ORGANIZATION (CEO)

Woodbury University’s School of Business is a proud member of the CEO organization. The Collegiate Entrepreneurs’ Organization™ is the premier global entrepreneurship network, which will serve 30,000 students, through 400 chapters and affiliated student organizations at colleges and universities.

7.1.1 Mission

The mission of CEO is to inform, support and inspire college students to be entrepreneurial and seek opportunity through enterprise creation.

7.1.2 Benefits

Some benefits of being a member of CEO are:

- Global access to a network of fellow collegiate entrepreneurs
- Continuous updates through an organizational electronic and print newsletter
- Discounted registration fees to the Annual CEO™ Conference
- Access to website chat rooms featuring renowned entrepreneurs
- Access to world class Internet information
- Communication on entrepreneurial topics using website message boards
- Invitation to compete in student entrepreneur competitions
- Chapter development support
- Leadership training
- Discounts on products and services

7.1.3 Supervision

The current president of the organization on campus is Eridani Quiroz. The advisor is Mr. Bud Walker, Director, Entrepreneurship Initiatives for the School of Business. He can be reached at extension 194.

7.2 THE MBA ASSOCIATION (MBAA)

The MBA Association (MBAA) is committed to increasing the return on students’ investment in education. Guided by eight MBA students, MBAA provides activities, opportunities, and other services designed to benefit all MBA students. Acting as an advocate for students in the MBA program,

7.2.1 Focus

MBAA is focused on:

- Professional Development
  MBAA strives to assist MBA students with the opportunity for professional development and to promote the ideals of lifelong learning and leadership.
- Academic Quality
  MBAA represents MBA students before the University administration in matters concerning quality of education and qualification of instructors.
- Social Interaction
  MBAA provides a social environment where MBA students can plan events and activities for themselves as well as for the benefit of the University in general.
7.2.2 Advisors

The MBAA advisors are:
- Dr. Satinder Dhiman, Assistant Dean at the School of Business and Chair of the MBA Program. He can be reached at ext. 138.
- Mr. Frank Frias – Director of MBA Recruitment. He can be reached at ext. 224.

7.3 THE SOCIETY OF ACCOUNTING AND BUSINESS (WUSAB)

7.3.1 Focus

This organization enables Accounting and Business students to build lasting relationships and to have a better understanding of job opportunities in their field.

7.3.2 Supervision

The current president of this organization is Becky Arredondo.
The advisors of the program are Dr. John Karayan, to be reached at ext. 169, and Dr. Ashley Burrows, to be reached at ext. 179.

7.4 BUSINESS AND PROFESSIONAL WOMEN OF WOODBURY

7.4.1 Focus

To achieve equity for all women in the workplace through advocacy, education, and information. To empower women. to build upon and develop members into successful women. To explore, build and maintain relationships with each other as well as networking with corporate professionals. To increase personal development.

7.4.2 Supervision

President: Becky Arredondo
E-mail: ArredondoB@sbcglobal.net
Phone: (818) 288-5709

Advisor: Alexandra Saba
E-mail: sabanetwk@aol.com

7.5 HONOR SOCIETIES

7.5.1 Delta Mu Delta (DMD)

Delta Mu Delta (ΔΜΔ) is an international honor society that recognizes academic excellence in baccalaureate or master's degree business administration programs at ACBSP-accredited schools.

Mission
Delta Mu Delta is a business honor society that recognizes and encourages academic excellence of students at qualifying colleges and universities to create a DMD community that fosters the well-being of its individual members and the business community through life-time membership.
Purpose
The purpose of the Delta Mu Delta honor society is to promote higher education in business administration by recognizing and rewarding scholastic accomplishment.

Delta Mu Delta membership is awarded to the top 20% of our Business School graduates in the Bachelor and MBA programs. Since 2000, Woodbury’s School of Business runs the Chapter “Theta Omega” of this honor society. The current faculty advisor is Dr. John Karayan, ext 169.

7.5.2 Alpha Sigma Lambda (ASL)

Alpha Sigma Lambda is the premier national honor society for nontraditional undergraduate adult students. ASL aims to recognize the special achievements of adults who accomplish academic excellence while facing competing interests of home and work.

Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career. By so doing, this Society encourages many students to continue toward and to earn associate and baccalaureate degrees. Through leadership born of effort, both scholastically and fraternally, Alpha Sigma Lambda inspires its candidates to give of their strengths to their fellow students and communities through their academic achievements. The ASL coordinator is Ms. Ruth Luna, ext. 263

7.5 ANNUAL EVENTS

There are various annual events scheduled to ensure professional networking for the students of the School of Business.

The Annual Etiquette Dinner

This event is held every year in spring during senior week, and is open to all business students. The purpose of this event is to familiarize students with some important business etiquettes and to encourage business networking. The event is organized by Dr. Saba (sabanetwk@aol.com) in collaboration with Careers and Alumni Services.

The Annual Recruiting Event

This event takes place in October. It is a Job Fair, open for undergraduate and graduate students of the School of Business. Potential employees visit our premises to recruit students for internships, part-time and full-time employment. Contact person for more information: Heather Fishman, Corporate Relations Internship Specialist, ext. 210

The Annual Accounting Luncheon

This event is scheduled for spring. It is open to a special selection of promising accounting students, to be selected by the Chair of the Accounting Department. During this event, the students meet with a selected team of accountants, with whom they can dialogue about real life accounting issues, future directions, and career options. This networking event is planned in collaboration with Career and Alumni Services. Contact persons: Heather Fishman, Corporate Relations Internship Specialist, ext. 210, and Liana Gindaryan, Director, Career Development, ext. 236.
8. RESPONSIBILITIES OF ACADEMIC ADMINISTRATORS

8.1 ASSOCIATE DEAN

**OVERALL RESPONSIBILITIES:**

The Associate Dean is charged with developing and maintaining high quality standards in the performance of graduate students and faculty in the School of Business, developing and implementing procedures and activities to foster a high retention rate among students and performing ongoing evaluation of programs and faculty and making appropriate planning recommendations to the Dean.

**DUTIES:**

1. Recruiting and hiring full-time and adjunct faculty, making recommendations concerning personnel actions, including reappointment, promotion, termination, sabbatical and other leaves.

2. Supervising, evaluating, and supporting the graduate programs in a manner that promotes excellence in instruction, service, and scholarship/research at Woodbury University. This includes promoting and helping coordinate appropriate professional development for faculty and staff.

3. Enhancing and increasing the visibility of the graduate programs within the professional community.

4. Carrying a half-time teaching load, which may be adjusted if it is deemed by the Dean, School of Business to be in the best interests of the University.

5. Providing leadership in the development of productive relationships with personnel at other colleges and universities, relevant professional organizations and business leaders associated with companies and organizations related to the programs under your directorship.

6. Assisting the Admission and other offices of the University in the recruitment of students, as appropriate.

7. Monitoring the budget for programs under your directorship.

8. Scheduling classes and other duties connected with the smooth operation of the programs.

9. Keeping current in your discipline and in appropriate practice and pedagogy in order to best perform your duties;

10. Developing, leading, and encouraging philanthropic outreach and public service efforts.

11. Developing, leading, supporting, and encouraging advancement efforts for the graduate programs in business including grant writing and fundraising.
12. Assuring that graduate students in business have excellent advising and mentoring by monitoring the academic advisement for students majoring in your department as well as providing academic advisement yourself.

13. Advising and providing the Dean, School of Business, recommendations on University policies and procedures, especially in the academic area.

### 8.2 ASSISTANT DEAN

**OVERALL RESPONSIBILITIES:**

The Assistant Dean serves as the Accreditation Officer for AACSB under the direction and collaboration with the Dean and includes serving on committees relating to ACBSP re-accreditation, class scheduling, curriculum development, and regularly updating the Dean on all matters appertaining to the overall duties.

**DUTIES:**

*Primary...*

1. Responsible for completion of the AACSB Accreditation Plan.

2. Implementation of the Accreditation Plan, from acceptance by AACSB, through Self-Study semester/year.

3. Develop/write all documents required to prepare for the Self-Study semester.

4. Write the Self-Study document.

5. Coordinate a record-keeping system with the Programs Manager & Office Coordinator to capture all AACSB data and processes.

6. Collaborate with chairs and faculty to deliver the items needed for completion of the AACSB accreditation journey.

7. Maintain minutes of all AACSB related meetings.

8. Assure the AACSB plan coordinates with regional accreditation efforts and other accreditation and campus efforts as necessary—MAP, Program Review, and Educational Effectiveness Review.

9. Shepherd all items requiring internal approval related to accreditation.

*Secondary...*

1. Coordinate faculty meetings in the absence of the Dean and co-chair with the Associate Dean.

2. Responsible for maintaining Faculty Meeting minutes.

3. Represent the Dean on committees as assigned.

4. Represent the Dean to internal and external groups as agreed upon and as required by the Dean.
8.3 DEPARTMENT CHAIRS

OVERALL RESPONSIBILITIES:

Program chairs are responsible for quality of their programs, curricula, students, and faculty wherein they serve the best interests of students, faculty, and the university as a whole and provide an essential link between the administration and program members, representing the administration to program members while they articulate department needs to the administration. They also represent both the program and the university to external groups; e.g., the alumni, advisory boards and professional accrediting agencies. Chairs assess program quality in all its dimensions and identify areas of needed change.

DUTIES:

Curriculum and Program Development and Implementation...

1. Scheduling classes, monitoring library acquisitions, initiating curricular review and program development, and managing the program assessment program.
2. Collection, interpretation, and presentation to the program data relevant to discussions about curriculum and program effectiveness.
3. Preparation of appropriate accreditation and program reviews.
4. Setting standards for the quality instruction.
5. Finding internal and external resources to support the program, its faculty and students.
6. Monitoring outreach and service programs to ensure they promote the goals of the program.

Faculty Matters...

1. Recruiting and selecting of new faculty.
2. Assigning and assessing teaching loads and committee work
4. Informing faculty members of program, school, and institutional plans, activities, and expectations.
5. Establishing and maintaining morale within the program.

Student Matters...

1. Recruiting and retaining students.
2. Making appropriate exceptions to program policy for students.
3. Monitoring the activities of student groups.
4. Serving as a student advisor and counselor and helping assure the quality of advising for all the program’s students.
5. Collecting aggregate data regarding student progress and success.

Communication with External Publics...

1. Communicates the program to administration, alumni, advisory boards, accrediting agencies, area businesses, and granting agencies.
2. Maintaining and promoting the image and reputation of the program’s programs, students, and faculty.

Financial and Facilities Management...

1. Preparing and administering program budgets.
2. Setting priorities for program’s expenditures, considering the long-term as well as
annual goals.
3. Educating program members about the finances of the program.
4. Managing the program’s physical facilities, including the assignment of space, the maintenance of program equipment, the monitoring of security, safety, and maintenance.
9. FACULTY RESPONSIBILITIES AND DUTIES

9.1 CONDITIONS OF APPOINTMENT

Definition of Teaching Year

Full-time and participating adjunct faculty are 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.

9.2 ADDITIONAL SCHOOL OF BUSINESS POLICIES

9.2.1 Classroom Autonomy

Entails statements about the instructors’ authority in the classroom, classroom visits by others, use of devices and other.

9.2.2 Course Syllabi

The most preferred method of providing business students with their course syllabi is by posting them in advance on IQ Web, the Internet software system used by Woodbury University to provide students, faculty, administrators and other members with "anytime, anywhere" access to information services.

The purpose of posting syllabi online in advance is to enable students to finish and submit their first-class assignments in a timely manner, and to purchase the course textbooks in advance as well.

At the first meeting of each course, instructors are requested to ensure that students have been able to obtain a copy of the course outline, and review with them the course requirements, evaluation criteria, text(s), supplemental reading, and weekly assignments.

The proficiencies expected in each course should be 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 each instructor’s syllabi should be filed with the program administrator.

9.2.3 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 bookstore.
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.

9.2.4 Class Meetings

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.

9.2.5 Curriculum

Entails statements about curriculum responsibility and the fact that the curriculum carries out the mission of the School.

Entails directions toward suggesting modifications to the curriculum.

9.2.6 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.

9.2.6.1 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.

9.2.6.2 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.

9.2.7 Course Evaluations

Toward the end of each course, the instructor will receive notification of the online instructor evaluation option for students. Although students are also informed about this possibility, the instructor is requested to remind students in class about it.

9.2.8 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.

9.2.8.1 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.

9.2.8.2 Intensive Program Attendance Policy

Intensive Program students are expected to attend every Intensive Program class meeting. Because of the accelerated pace of Intensive Program 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 their 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:
Seven-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 their advisor or the adult program advisor. A drop fee will also be assessed.

9.2.9 Attendance Recording

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.

9.2.10 Grade Sheet Roster Reports

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.

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

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

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.
9.2.11 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.

9.2.11.1 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.
9.2.11.2 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.

9.3 STUDENTS IN EMOTIONAL DISTRESS

9.3.1 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 the 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.

• 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.

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.

9.4 OFFICE HOURS

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.

9.5 TEACHING LOAD

The normal teaching load for full-time faculty shall be 12 units of lecture, or the equivalent, per week. 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.

9.6 ACADEMIC INTEGRITY

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.
6. Fabrication: No student shall create data or references for any assignment.
7. Falsehood: No student shall provide false information for the purpose of altering the score on an assignment or course requirement.

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.
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. The Associate Dean of Academic Affairs shall notify the campus investigator who will investigate the matter.

9.6.1 Guidelines For Dealing With Student Cheating

9.6.1.1 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.

9.6.1.2 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);

9.6.2 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 Academic Affairs.
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 reheat the student's case. The decision of the Appeals Board replaces that of the Academic Honesty Board that originally heard the case.
9.7 ACADEMIC AND PROFESSIONAL QUALIFICATION

WUSB promotes scholarship among faculty in order to establish life long learning. Expectations and qualification requirements are included in Chapter 2, Section 2D.

9.8 FACULTY DEVELOPMENT AND RENEWAL

1. New Faculty Orientation
   New faculty members are acquainted with processes, policies, procedures, strategic departments and other crucial information by the Chair of their department, with support of the Program Administrator.

2. Reassignments for teaching, advising, and workload.
   Faculty members are reassigned for courses in succeeding semesters by their Department Chair. Reassigned time is based on the need for courses, as well as evaluations of the respective faculty member’s performance in past courses.

3. Faculty Development
   The purpose of faculty development is to ensure excellence in University standards, to adhere to accreditation requirements, and to provide faculty members with opportunities for personal and professional growth. Faculty development is achieved in the following ways:
   - Through the Institute for Excellence in Teaching and Learning, which regularly organizes workshops for faculty from various disciplines in order to elevate their scholarship in teaching, and preparing teaching portfolios.
   - Through faculty members’ participation in annual faculty meetings that are geared toward mutual learning through sharing of best practices.
   - Through encouragement from the School of Business’ administrators to faculty members to regularly engage in furthering and updating their expertise through continuous research and writing.
   - Through faculty members’ attendance of semester departmental faculty meetings.

4. Faculty Development Support Processes
   Faculty development is supported through the various committees in which faculty members can participate; through case-based approvals of faculty participation in conferences and major-based publications; and through the faculty development awards (see Appendix IV).

5. WUSB Support for Development and Renewal
   WUSB reviews faculty requests for support in scholarly developmental projects on a case-by-case basis. The faculty member should contact his or her Department Chair for an initial discussion and eligibility verification. The Department Chair will subsequently communicate with the Dean about the faculty member’s request and the School’s ability to grant this request. Additional Faculty procedures are laid out in Chapter 3.

6. Professional Activities
   WUSB encourages faculty toward developing and continuing close relationships with business, government, and community organizations. The School understands that community involvement as well as scholarly performance of its faculty are an important part of the mission implementation.
APPENDIX I: ELABORATION ON POLICIES REGARDING ACADEMIC AND PROFESSIONAL QUALIFICATION

This appendix provides more info on how to interpret or implement the Academic and Professional Qualification policy

What is considered of high esteem, equal of higher than a refereed journal article:

- Discipline-based scholarly books
- Books aimed at improving business practice
- Textbooks

- Although valued, not be considered as equivalent to a refereed journal article:
  - Papers in proceedings
  - Presentation at an academic, trade or professional conference or seminar
  - Widely available working papers
  - Editing a book of readings
  - Book reviews in journals
  - Development of publicly available databases to assist others’ research
  - Development of publicly available professional software
  - Study guides for textbooks
  - Serving as an editor, editorial board member, or reviewer
  - Serving as manuscript reviewer for a major publisher
  - News media articles that relate to business development, commerce or related issues
  - Consulting at a level at which the faculty member is recognized as a leader in his/her field and for which written documentation or other evidence of contributing to the field and/or our classes was produced
  - Organizing, chairing, or serving as a discussant at a conference
  - Development of new instructional technology
  - New curricula or course development
  - Development of new teaching methods
  - Development of new technology for instruction
  - Creation of executive or professional education courses
APPENDIX II: STANDARD WOODBURY UNIVERSITY HR POLICIES

NON DISCRIMINATION AND SEXUAL HARRASSMENT

a. Nondiscrimination 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.

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.

b. Sexual Harassment Policy
Woodbury University is strongly committed to providing an educational and employment environment that is free from discrimination, harassment, and exploitation. In addition to abiding by University policies and federal and state laws, each of us has a responsibility to foster a community in which people are safe, are able to pursue their responsibilities free of inappropriate interpersonal behavior, and are able to perform to the best of their abilities.

Woodbury University will not tolerate sexual misconduct under any circumstances. Any Woodbury University student, faculty member or staff member (this includes University vendors and its employees) who is responsible for sexual misconduct will be subject to University judicial procedures, which, depending on the nature of the offense, may result in suspension, expulsion, or termination of employment. Those responsible for sexual misconduct may additionally be subject to legal prosecution.

Sexual misconduct is any nonconsensual sexual contact or exploitation. Nonconsensual sexual contact is sexual contact accomplished by force, threat of force, coercion, intimidation, or incapacitation by drugs or alcohol. Sexual contact is any contact with another person’s breast, buttocks, groin or genitals, touching another person with any of these body parts, or making another person touch you or themselves with or any of these body parts.

Consent requires a mutually understandable verbal or nonverbal agreement to engage in or continue to engage in sexual interaction.

• A current or previous friendship, dating or marital relationship is not sufficient to constitute consent.
• Consent cannot be obtained from a person who is unconscious.
• Consent cannot be obtained from a person who is incapacitated by any intoxicating or anesthetic substance such as alcohol or drugs.
• Consent can be withdrawn. Thus, even if a person agreed to sexual interaction, that person has the right to change her or his mind, irrespective of how much sexual contact may have already taken place.
• Sexual contact in which consent was not obtained or was obtained under coercive conditions is considered sexual misconduct.
Incapacitation means being in a state where a person lacks the ability to fully comprehend what is occurring at a given time.

Sexual Exploitation occurs when a person takes non-consensual or abusive sexual advantage of another, and the behavior does not otherwise constitute another form of sexual misconduct. Examples of sexual exploitation include, but are not limited to, prostituting another student, exceeding the boundaries of consent (i.e., allowing others to surreptitiously observe you engaging in consensual sex), engaging in peeping-tommy, non-consensual photo-taking, video or audio taping of sexual or other private activity, or engaging in sexual activity with another person while knowingly infected with HIV or another STD and without informing the other person of such infection.

(See for further information on this topic, the Woodbury University Website, under “Sexual Assault Awareness & Procedures”)

a. Substance Abuse Policy
b. Immigration Reform and Control Act
c. Faculty Appointment
d. See point 2 B above under title, “Hiring New Faculty Members.”
e. Promotions
f. See point 3 above under title, “Retention and Promotion.”
g. Faculty Evaluation
   See point 3 above under title, “Retention and Promotion,” under subsection “Teaching Requirements.
h. 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 Executive Vice President/Chief Academic Officer 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.
3. The Executive Vice President/Chief Academic Officer will review the proposed agreement terms with the Director of Human Resources or her/his designee for benefit and program review.
4. The Executive Vice President/Chief Academic Officer will approve, not approve, or suggest a modification to the recommendation, and present the recommendation to the President for approval.
5. The Executive 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.

GRIEVANCE AND MEDIATION

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.

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.
APPENDIX III: STUDENT ASSISTANTS

“Work Study” students they are hired by the Programs Manager. They are paid by monies awarded them from the federal government as part of their loan. They are put on payroll through the university and are paid on the 1st and 16th of the month.
APPENDIX IV: FACULTY PUBLICATION AWARDS

Woodbury University has established a Faculty Development Committee, which coordinates annual Professional Development Awards.

1. GOALS:

The professional development program is intended to support the following:

a. Scholarly activities leading to publication or presentation
b. Creative endeavors and presentation or publication of works of art or design.
c. Professional activities leading to enhanced performance in the classroom
d. Educational activities leading to enhanced performance in the classroom

2. AWARDS:

a. Faculty Development Awards support reimbursable expenses, other than the applicant’s time/labor, associated with individual or group projects and activities.
b. Awards will be made once for each fiscal year, which runs from July 1 to June 30.
c. Receipts for expenses supported by awards must be submitted by June 30 for the year covered by the award.
d. The Committee reserves the right to make one or more awards up to the maximum funding available. The Committee may also decline to make awards, in which case the Committee will recommend an appropriate faculty development activity on which to spend the designated funds.
e. Awards will not exceed $5,000 per applicant.
f. The Committee may grant all or part of a funding request.

3. ELIGIBILITY:

The following are eligible for Professional Development Awards:

a. All members of Woodbury University Faculty Association are eligible for Professional Development Awards.
b. Faculty are eligible to apply for funding three years after the date they submitted a previous successful application.
c. Faculty who have not completed the follow-up activity (see below) for previous awards will not be eligible until the outstanding follow-up activity is complete.

4. SELECTION CRITERIA:

a. Value to the Applicant: In making Faculty Development Awards, the Committee may consider the extent to which the proposed activities might benefit the faculty member in terms of teaching effectiveness, professional achievement or contributions to the University and/or community.

5. APPLICATION PROCEDURE:

a. Applications should be addressed to the Faculty Development Committee, c/o Kris Christ at the Faculty Center.
b. Applications should be submitted in triplicate and blind, with a separate cover sheet indicating the applicant’s name.
c. If the project involves human participants, please include a copy of the application sent to the University’s Institutional Review Board (IRB). IRB forms and investigator’s manual are available at www.woodbury.edu/faculty. IRB approval is required for funding.
d. Applications should include the following as a minimum. The Committee will not approve incomplete applications. Supporting information may be included at the applicant’s discretion:
   i. Description of the proposed activity, including supporting documentation such as brochures, catalogues, or conference materials to give the committee information about the structure of the development opportunity.
   ii. Explanation in language intelligible to the lay person how the applicant’s proposed activity meets one or more of the goals listed in (1) above.
   iii. A description of the specific beneficiaries of the applicant’s professional development opportunity, i.e., students, colleagues, staff, alumni, university community, professional organizations, Burbank community, etc., including a description of which constituency will benefit, how will each benefit, and what are the intended outcomes.
   iv. Description of how the candidate will specifically benefit from the development opportunity, personally or professionally, and the intended outcomes.
   v. Complete, itemized budget showing the amount requested, what it will be spent on, and an explanation of the expenditures.
   vi. A commitment to present the results of the proposed activity at the Faculty Development Colloquium, or at another equivalent university-wide event.
   vii. Time schedule for completion of the proposed activity.

e. The Committee will review the applications. The Committee will forward the proposal(s) selected for funding to the President of the Faculty Association for funding.

6. SCHEDULE:

   a. For each academic year, applications are solicited around the beginning of the year, with submission guidelines and schedules.
   b. The Committee announces the awards on a predetermined date each year.

7. FOLLOW-UP ACTIVITY:

   a. Applicants who receive awards are responsible for the completion of their proposed activities whether they were fully or partially funded by the Committee.
   b. Applicants who receive awards must present the results of the proposed activity at the Faculty Development Colloquium.
      i. Applicants should prepare a 15-minute presentation for the colloquium.
      ii. A 2-3 page PDF file, including images and/or text, is due at a pre-set date, for posting on the University’s website.
   c. Each time this work is published or presented, applicants must acknowledge in writing that funds were provided by Woodbury University’s Professional Development Awards.

Additional School of Business Faculty Support:
Faculty members are encouraged to discuss their plans on participating in a conference or having their paper accepted for journal publication with the Dean of the School of Business. If approval is granted, the faculty member will get reimbursed for his or her scholarly endeavors.
APPENDIX V: CHALLENGING WUSB POLICY

Faculty appeals 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.