

FACULTY HANDBOOK

AUGUST 2024

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CHAPTER 1 – UNIVERSITY GOVERNANCE

1.1 History

Begun by Methodists in 1859 as an institution pioneering in coeducation, the Valparaiso Male and Female College was forced by the effects of the Civil War and a changing educational philosophy to close its doors in 1871. It was revived in 1873 by an enterprising educator, Henry Baker Brown, as the Northern Indiana Normal School. He renamed it Valparaiso College in 1900. He acquired the Northern Indiana Law School (founded in 1879) in 1905. The school was rechartered in 1906 as Valparaiso University. During the next 20 years, this proprietary institution won national recognition as a vital, low-cost, no-frills school of higher learning that served thousands of students who otherwise might not have been able to afford a good education. Many alumni from this period achieved distinction in their fields as governors, educators, legislators, scientists, artists, business leaders, and other professionals.

After World War I, the University declined and declared bankruptcy. In 1925, The Lutheran University Association purchased it, beginning the modern phase of its history. The Association, an Indiana corporation composed of men and women originally affiliated with The Lutheran Church–Missouri Synod, but now also including many members of the Evangelical Lutheran Church in America, is an independent organization actively promoting Christian higher education.

During the decade after World War II, Valparaiso University participated fully in the tremendous expansion of American higher education, quintupling its enrollment. Engineering, which had been taught at the University since 1873, became a College in 1949. When the engineering student body subsequently built its own building, it not only created the lore of which legends are made but also symbolized the idealism and dedication invested by the whole community in building a distinctive university. During the 1960s, the University established a Graduate division (1963), Colleges of Business Administration (1964) and Nursing (1968) and Christ College, the Honors College (1967).

The expansion required building a new campus. During the 1940s the University acquired properties east of its original campus, building the Chapel at its center. Since 1949, 57 new buildings have been constructed. In 1984, the original campus became the site of the new School of Law building. It stands next to Heritage Hall, the sole signifier of the University's founding era and listed on the National Register of Historic Sites.

During this expansion, the University found support among its constituencies, including a relatively young body of alumni, not only to build the new campus, but also to begin growing an endowment which today approaches \$130,000,000 and to maintain faculty salaries at competitive levels. This triple task continues. More importantly, the University achieves academic excellence and honors its religious heritage. Pursuing both goals with equal vigor, it has won recognition as a distinctive and respected leader in higher education, clearly ranked among the finer institutions of higher learning in the nation.

1.2 Mission, Vision, and Core Values

Valparaiso University, a community of learning dedicated to excellence and grounded in the Lutheran tradition of scholarship, freedom, and faith, prepares students to lead and serve in both church and society.

1.2.1 Vision Statement

Valparaiso University will be renowned worldwide for preparing women and men who are highly sought for their knowledge, character, integrity, and wisdom.

1.2.2 Area Vision Statements

Academic Excellence

Valparaiso University will provide an intellectually rigorous, innovative education that is grounded in the arts and sciences and that integrates liberal education and professional studies.

Lutheran Leadership

Valparaiso University will be a distinguished Lutheran community of learning constituted by people of many and various beliefs and backgrounds in dialogue with one another in common pursuit of truth.

Student Experience

Valparaiso University will be a vibrant community that integrates learning experiences both inside and outside of the classroom, so its students build enduring friendships and capacities for lifelong learning, leadership, and service.

Diversity and Inclusion

Valparaiso University will be a diverse community, which includes and purposefully supports diversity in all aspects of university life and beyond.

Internationalization

Valparaiso University will be acclaimed for the vitality of its international programs, which empower both U.S. and international students to lead and thrive in a global community.

Faculty/Staff

Valparaiso University will create a collegial environment that fosters the personal and professional development of its faculty and staff, supporting creativity, innovation, research, and scholarship.

Regional Engagement

Valparaiso University will seize and create opportunities for service and leadership, engaging the regional community in activities and initiatives that enrich its social and cultural environment and that reflect the University's crucial role in economic development.

Economic Vitality

Valparaiso University will have a successful business model that consistently generates sufficient annual revenue to support a dynamic learning and social environment and provides opportunities for strategic investment and innovation in those programs that will have a vital impact on students and society.

Engaged Alumni

Valparaiso University will foster lifelong engagement with its alumni that encourages communication and active involvement in a mutually beneficial and enduring relationship.

1.2.3 Core Values

- a. Academic values
- b. Excellence in teaching
- c. Encouragement of a questioning spirit through freedom of thought and expression
- d. Experiential and integrated teaching and learning
- e. Close relationship among scholarship, research, teaching, and learning
- f. Resourcefulness in seizing new curricular and learning opportunities

1.2.4 Communal Values

- a. Integration of faith and reason
- b. Importance of study within a living/learning community
- c. Concurrent cultivation of intellectual, moral, and spiritual virtues

- d. Close interaction among students, faculty, and staff
- e. Education for people at all stages of their lives
- f. Environmental stewardship
- g. Widest possible economic accessibility for students to the University
- h. Collaboration and transparency in University governance

1.3 Lutheran Character

Ever since 1925, Valparaiso University has sought to manifest its Lutheran character.

Although the intellectual traditions of the West pre-date the rise of Christianity, the university as such was a creation of medieval Christianity. For most of its history the Christian faith nourished Western civilization, its great thought and art, its scientific inquiry and research, its courage and hope for a better world – even its controversies with the Church itself!

Since its inception as a reforming movement within the Christian Church, Lutheranism has grappled with issues of broad cultural significance. A major theme of Lutheranism is that the secular realm in its integrity is a realm of authentic and valued life under God. Thus, the first requirement for a Lutheran university is that it be an excellent institution of higher education, functioning according to its inherent nature and purposes that include especially the preservation, enlargement, and communication of learning. A university is a forum for free inquiry, a crossroads where competing opinions and beliefs meet and are tested. A Christian university in a pluralistic world is a place where Christian faith stands on an equal footing with rival and allied points of view in an environment congenial to faith.

The secular critical spirit essential to the modern university is often in fruitful tension with the environment of faith, but the faith is itself both affirming and critical. Furthermore, Christian faith, far from inhibiting freedom of inquiry, stimulates the search into the nature of things. To faith, the world appears as given by God and sustained by Him with purpose, order, and meaning – despite all

appearances. Christian faith inspires a restlessness to know and explore that world, a sense of vocation to render it intelligible and serviceable for people, and a calling to enter into that service of people. This point of view brings with it high standards and a quest for excellence that is deeply rooted in religious response.

Valparaiso University seeks to ensure a significant Lutheran presence and voice among its faculty and students; yet a university by its nature requires a diversity of viewpoints. Cherishing the truth of many perspectives as well as the heritage of Christendom, the University welcomes the company of men and women of all creeds who bring to the community high competence, a strong commitment to humanistic learning, and a willingness to understand and relate to the Christian intellectual and moral tradition even though some might withhold personal religious commitment. What can never be compromised, however, is the dignity of the human person, whether faculty member or student, rooted in the Christian vision of men and women as redeemed children of God.

A Lutheran university is related to the church as well as to society. It seeks to prepare its graduates to make intelligent contributions to church and society and offers direct services to its constituent church bodies as well. The environment of faith does not develop automatically but must be sustained by the free proclamation of the Gospel and administration of the sacraments, by the imaginative presence of the Church on campus, and by the recruitment of sympathetic university members who wish to contribute to the life of learning and to the life of the church.

By combining a robust secularity, the spirit and methods of the modern university, and the tradition and symbols of the Christian faith, Valparaiso University aims to restore Christian intellectual and moral life to the mainstream of contemporary culture, and thus to make a distinctive contribution to the church and to society.

1.4 Board of Directors

Valparaiso University is owned and operated by The Lutheran University Association, Inc., doing business as Valparaiso University. Membership in the Association consists of those persons who have served or are serving on the Board of Directors of The Lutheran University Association, Inc.

The management of the Association is vested in a Board of 42 directors, including the President of the University, the President of the Valparaiso University Guild, and the President of the Valparaiso University Alumni Association. The Chair of the Board is elected annually. Seventy-five percent of the members of the Board shall be members in good standing of Lutheran congregations.

The President of the University is the head of all the educational departments in the University and is the official medium of communication between the faculty and the Board, and between the students and the Board. All educational requirements and all rules or regulations of the University are subject to the approval of the Board after appropriate consultation with the faculty through the President.

1.5 The Faculty

The Faculty is the principal advisor to the President. Except when meeting in plenary session, or when operating through its Senate, the Faculty delegates advisory and legislative functions not reserved to it in Article II. Section 1 of "An Instrument of Internal Governance of Valparaiso University" to the University Council. It has the authority to rescind or modify all actions of the University Council.

1.6 University Council

All matters of mutual or common concern to the University, except those specifically reserved to the faculty or the Faculty Senate, or the Student Body, are subject to the authority of the President under the jurisdiction of the University Council. All its actions may be rescinded or modified by the Faculty.

CHAPTER 2 – THE ACADEMIC ARTICLES

2.1 Article I – The Executive Administration

2.1.1 The President

The President is elected for an indefinite period by the Board of Directors, after consultation with the faculty. The President is the first officer of the University and is vested with full and final authority over all matters pertaining to its government, except as limited by the Bylaws of The Lutheran University Association, Inc.

Ordinarily, the President is guided in setting policy and making decisions by consultation with the other officers, by the deliberations of the University Council, and by the recommendations of the faculty.

2.1.2 The Principal Administrative Officers

The President appoints the following executive officers for an indefinite period of time: the Provost and Vice President for Academic Affairs, the Vice President for Advancement, and other executive officers of the University in areas such as Student Affairs; Administration and Finance; Admission and Financial Aid; and Marketing. These executive officers serve at the pleasure of the President.

2.1.3 Administrative/Advisory Committees

In addition to the administrative committees listed below, the President from time to time appoints advisory committees on a regular or ad hoc basis to assist in various areas.

2.1.3.1 Animal Care and Use Committee

The President appoints the Animal Care and Use Committee. The ACUC reviews and approves any research or teaching activity that involves the use of live vertebrate animals to ensure such activities

meet federal guidelines for humane treatment. The committee is composed of one to three University scientists, one licensed veterinarian, one member of the community, and one non-scientist faculty member. The committee meets at least every six months to review research and teaching protocols and to inspect research animals housed on campus. The committee also reviews any expressed complaints or concerns over care and use of research animals on campus.

Faculty who wish to use live vertebrate animals in teaching or research are required to submit a protocol approval form to the ACUC. Current forms are available through the Provost's Office.

2.1.3.2 Budget Review Committee

The President appoints the Budget Review Committee (BRC). Membership includes one faculty member from each college or school and the library. Three representatives are elected by the Provost's Council from among its members. The Provost and Vice President for Administration and Finance serve as ex-officio members.

The BRC provides a review of the budget recommendations proposed by the President's Council. The BRC is not itself a budget committee, but a budget review committee. It therefore provides input, from the academic perspective, on recommendations for tuition and fees, salary pools, and allocation of resources to inform the President as the President develops annual budget recommendations for the Board.

2.1.3.3 Campus Planning and Space Committee

Members of the committee are appointed by the President to address immediate needs and questions as well as longer-range planning for the forward movement of the campus master plan, the development

of the campus image, and the best use of campus facilities. The ad hoc committee meets as needed. There is no set time for length of service.

2.1.3.4 Committees with Oversight of Information Technology

Membership of the Public/Corporate Communications Committee includes personnel from Valpo Communications, University Relations, and Information Technology. The chair is selected from Valpo Communications. This committee is a link to the Marketing Council.

The Public/Corporate Communications Committee is charged with advising the Provost regarding the marketing aspects of the University's Web presence and other electronic communication tools; overseeing all parts of the Web presence developed for internal and external audiences, uniformity for effective branding, and content timeliness.

This committee joins the Academic Technology Advisory Group (formerly called TLTR) and the Administrative Computing Team in providing comprehensive advice on information technology matters at Valparaiso University.

The activities of these three committees are coordinated by a Technology Council composed of the chair and one additional member from each of these committees; a student representative from the IT Student Advisory Council; a representative of the Provost's Office; the Chief Information Officer of Information Technology and Executive Director of University Relations.

2.1.3.5 Council of Deans

The Council of Deans consists of the academic deans, the Chief Information Officer of Information Technology, the Vice President for

Student Affairs, and the Dean of the Library, as well as the Provost and the Associate Provost. Advising the Provost, the Council recommends policy in all areas involving academic and student affairs.

2.1.3.6 Honor Council

The Honor Council administers the student-initiated Honor System. The faculty elect twenty-one (21) faculty members to the Honor Council, according to procedures described in the Faculty Senate bylaws.

2.1.3.7 Institutional Review Board

The President appoints the Institutional Review Board. The IRB reviews research proposals involving human subjects and assures that they follow appropriate federal guidelines. The Board consists of at least four (4) faculty members plus an additional member who is not otherwise affiliated with the University.

The four (4) faculty members of the IRB also adjudicate issues involving integrity in faculty research. In adjudicating, the IRB faculty members will invite a fifth faculty member to join the committee ad hoc, preferably from an academic discipline close to the case at hand.

Faculty members engaged in investigation using human subjects are required to consult with the IRB, whose guidelines and policies are available from the Office of the Provost.

2.1.3.8 President's Council

The President's Council is composed of senior level administrators who meet regularly to advise the President on matters about which the President desires counsel. Membership on the President's Council is by invitation of the President. The Council plays no formal role within the internal governance system of Valparaiso University.

2.1.3.9 Strategic Planning Committee

The President appoints the chair and members of the Strategic Planning Committee. Strategic Planning Committee revises Valparaiso University's strategic plan and supervises all aspects of the strategic planning process in every unit of the University.

With the prior approval of the President, the Strategic Planning Committee may do its work by appointing ad hoc committees.

2.1.3.10 Town and Gown Committee

The Town and Gown Committee provides a forum for representatives of the Valparaiso community, the faculty, and the students of Valparaiso University, to discuss matters of mutual interest, share perceptions, correct false information, and advise the Mayor of the City of Valparaiso and the President of Valparaiso University.

Members of the Committee are appointed annually by the Mayor and the President. The Committee includes six (6) community members, six (6) faculty/staff members, and five (5) students. Ex officio members include the Mayor, the President, the Director of University Relations, and the Vice President for Student Affairs.

2.1.3.11 Fringe Benefits Committee

The Fringe Benefits Committee (FBC) serves as an advisory panel to the University's benefits planning group (comprised of the permanent members of FBC and the President's Cabinet) and as a communication channel between the benefits planning group and the member's respective constituencies which collectively make up the employee base. As an advisory-only committee, the FBC shares with the benefits planning group ideas, impressions, concerns, and questions relevant to their constituencies about proposed benefit plan changes. The FBC is

authorized by the President. The President retains the right to modify or restrict the committee's charge, its composition, or to dissolve the committee at any time in his/her sole discretion.

The FBC consists of nine (9) members: (Permanent members) The Associate Vice President for Finance and the Executive Director for Human Resources, who serve as co-chairs; the University Benefits Manager; (3-year appointments) a Dean, selected by the Provost; a Director level staff member, selected by the Vice President for Finance; (2-year appointments) a faculty member, selected by the Faculty Concerns Committee; a faculty member at-large, selected by the Provost in consultation with the Deans; a staff member selected by the Staff Employee Advocacy Council, and; a staff member at large selected by the Vice President for Finance.

The FBC has two regular meetings annually, coordinated with the planning and decision-making schedule of the group health insurance plan or other benefit changes. The two meetings are a launch meeting to review and discuss potential or proposed changes to the group health insurance plan, and a finalization meeting to review and discuss the final proposed changes and required changes to become effective on January 1 of the new plan year. The University Benefits Manager, in coordination with the benefits planning group, is responsible for scheduling these meetings and providing the committee with a meeting agenda and any other relevant materials for discussion. The FBC members are then charged to share any information with their respective constituencies.

2.2 Article II – The Academic Administration

Administrators are reviewed annually by their supervisors. The review process provides for responses by subordinates and peers.

2.2.1 The Provost and Vice President for Academic Affairs

Within the framework of University policies and procedures, the Provost has responsibility, under the President, for the administration, coordination, and development of all the academic activities and functions of the University, the development of the entire University budget, the recruitment and admission of students, Information Technology, Student Affairs, and the University's business affairs.

The Provost and Vice President for Academic Affairs is appointed by the President for an indefinite period of time and serves at the President's pleasure. In making this appointment, the President shall consult with the faculty and may appoint a Search Committee to assist him/her in the process. The Provost may be assisted in administration by an Assistant or Associate Provost who may be called upon to represent the Provost in various capacities.

2.2.2 Deans of Colleges, Schools, and Library

Within the framework of University policies and procedures, a dean has responsibility, under the Provost, for the administration, well-being, and development of the college, school, or library, its faculty, courses of study, and diverse activities.

The dean of a college, school, or library will meet at least once a year with the faculty of each department in the unit. In units not organized by departments, deans will establish a regular meeting time for the entire faculty to assist in the determination of policies.

The dean may be assisted in the duties of office by associate or assistant deans who are appointed by the President, in consultation with the Provost, upon recommendation of the dean and who perform duties delegated to them by the dean.

The President appoints the dean of a college, school, or library normally with the concurrence of a search committee. When such an appointment is to be made, the Provost advises the college of the scope of the search and facilitates the formation of a committee to solicit and review applicants for the position, conduct interviews, and to report to the Provost its evaluations of the finalists. The committee will consist of at least three (3) members from among the professors and associate professors of the unit selected by the faculty of the unit in consultation with the Provost, up to one (1) additional faculty member from a different unit selected by the Provost in consultation with the faculty members on the committee, the Provost or the Provost's representative, and one (1) member from among the students of the college/school selected by the faculty members of the committee. The chair of this committee is elected by the committee members from among its faculty members. The Provost reports the evaluations of the committee to the President, along with a personal recommendation. Upon appointment, a dean serves at the will of the President.

While feedback to the Provost on the performance of a dean is welcome at any time, every four years the Provost will solicit feedback from faculty, colleagues, and students concerning the degree to which the dean has achieved his or her goals as stipulated in his or her annual workplan. This feedback may be used as a supplement to the dean's annual review.

2.2.3 Chairs of Departments or Heads of Divisions

Department chairs or divisional heads are responsible for the management of departmental facilities, for the annual evaluations of their staff, and for recommendations for their salaries, reappointment, working conditions, and work load, including the scheduling of classes determined not by faculty convenience but by consideration of good pedagogy and availability of facilities. With the advice of their faculty, they make recommendations for the reappointment, promotion, and tenure of the faculty, and for budget formation. They direct and coordinate academic advising, co-curricular

activities, course content including syllabi, texts, library resources, and the review and evaluation of courses. They direct, coordinate, and innovate in the definition of major programs and their allied requirements and department or divisional offerings in the area of general education. They maintain liaison with University committees and the administration in order that the goals of the University may be fulfilled. In sum, they are responsible for the administration, well-being, and development of the department or division, its faculty, course of studies, and diverse activities.

The chair or divisional head is appointed by the President, on the recommendation of the Provost, for a stated term of three (3) to five (5) years and may be reappointed indefinitely.

In a regularly scheduled annual plenary meeting of the year in which the incumbent chair's term expires, the dean will conduct a secret advisory ballot on the choice of chair for the next term. All full-time regular faculty shall have the right to vote and the chair of each department shall supply the dean with a list of eligible voters. The dean then recommends a chair to the Provost. The dean is not bound by the vote but may recommend any candidate from within or without the department. Moreover, the dean may recommend the termination of the chair's appointment after formal consultation with the full-time regular faculty of the department.

2.2.4 The University Registrar

The President appoints the University Registrar to assist the Provost in the work of academic administration, especially in the registration of students and the maintenance of their academic records and transcripts. The Registrar has the authority to establish the schedule of instruction and the use of instructional facilities, subject to the approval of the Provost. The Registrar will create the academic calendar, subject to the approval of the University Council.

2.2.5 The Director of the Brauer Museum of Art

The President appoints the Director of the Brauer Museum of Art who has responsibility, under the Provost, for the development and security of the art collection of the University, and for all public exhibitions of artwork at the University.

2.2.6 The Director of International Studies

The Director of International Studies is appointed by the President and is responsible, under the Provost, for the administration of all study-abroad programs of the University (in China, England, France, Germany, Greece, Japan, Mexico, and Namibia), and provides students with information about opportunities to study abroad not sponsored directly by the University. The Director oversees the admission, orientation, and advising of international students, in close cooperation with appropriate University officers.

2.2.7 The General Education Officer

The General Education Officer is appointed by the President, on the recommendation of the Provost, to supervise, review, and make recommendations concerning the general education program of the University.

2.3 Article III – The Faculty

2.3.1 Membership

All members of the teaching and non-teaching staff of the University described below are members of the faculty.

2.3.1.1 The Regular Faculty

2.3.1.1.1 The Teaching Faculty

2.3.1.1.1 Adjunct Faculty

The University employs the adjunct designation for faculty teaching a part-time load. These faculty are paid on a per credit basis and may not teach more than sixteen (16) credits in any two consecutive semesters (excluding summer). They are not eligible for benefits. This position is renewable by semester according to University need and does not lead to tenure. Adjunct faculty may be ranked according to experience and preparation.

2.3.1.1.2 Lecturer and Clinical Faculty

The University appoints lecturers and clinical faculty on a non-tenure-track basis. Such appointments are useful in meeting special needs of a discipline and in providing better service to students. These faculty receive annual appointments for at least a seventy-five percent (75%) workload and are eligible for benefits. Clinical faculty may be ranked according to experience and preparation. Lecturers may or may not possess the customary terminal degree. Unless otherwise specified, for the remainder of this document all Lecturers and Clinical Faculty are considered "full-time."

2.3.1.1.3 Visiting Faculty

Visiting faculty are full-time non-tenure appointments, and never exceed three (3) years. Visiting faculty may be ranked according to experience and preparation.

2.3.1.1.4 Instructor

The requirements for the rank of instructor are the same as those for assistant professor except that the instructor may not yet possess the proper terminal degree or its equivalent.

2.3.1.1.5 Assistant Professor

The assistant professor should ordinarily possess the doctor's degree or its equivalent, or in certain professional fields the appropriate professional degree. The assistant professor should have demonstrated teaching ability, interest in students, interest in collegial and service activities, and sufficient scholarship necessary to assure personal and professional growth.

2.3.1.1.6 Associate Professor

The associate professor should possess the same qualifications for appointment as the assistant professor, should have demonstrated strong teaching ability, a salutary influence on students, significant achievement in scholarship, service to the University community, and good standing among colleagues.

2.3.1.1.7 Professor

The professor is an exemplar among the faculty, having assembled a portfolio of clear accomplishment since the promotion to Associate Professor across all areas of faculty work. A candidate for this rank should demonstrate that she or he a) is an accomplished teacher, having an ongoing commitment to excellence in teaching and student learning; b) is engaged in the

national or international conversation within her/his domain of study, with notable accomplishments and recognition in scholarly, artistic, or other relevant communities; c) has shown sustained growth, maturity, and advancement within his/her profession and, more broadly, within the academy; and d) has a deep commitment to the welfare of the campus community as well as, when appropriate, the local community and/or region.

2.3.1.1.1.8 University Professor

From time to time a member of the faculty may be appointed University Professor. This designation is not a rank but an appointment to teach and write in areas that are not easily determined by conventional departmental boundaries. While such faculty may be affiliated with one or more departments, they report directly to the Provost and may teach in areas determined by the Provost in consultation with relevant deans and faculty.

2.3.1.1.1.9 Proportion of Non-Tenure-Track Faculty

Generally, no more than 35% of the FTE faculty may have adjunct status as reported to Integrated Postsecondary Education Data System (IPEDS) each fall semester. Further, no more than 15% of the student credit hours generated in a given academic year may be attributed to the adjunct, lecturer, and clinical categories of faculty.

2.3.1.1.2 Library Faculty

Faculty status for librarians acknowledges their participation in the processes of teaching and research and makes them full partners in the academic enterprise of the University. Titles vary with position. Academic ranks are defined below. (See Association of College and Research Library statement on Faculty Status of College and University Librarians for additional background information.)

2.3.1.1.2.1 Instructor

The requirements for the rank of instructor are the same as those for assistant professor except that the instructor may not yet possess the proper terminal degree or its equivalent.

2.3.1.1.2.2 Assistant Professor

Library faculty should possess a master's degree from a program accredited by the American Library Association (or an equivalent degree as recognized by the ALA). The assistant professor should demonstrate ability as a librarian, interest in students, interest in collegial and service activities, and sufficient scholarship necessary to assure personal and professional growth.

2.3.1.1.2.3 Associate Professor

The associate professor should possess the same qualifications for appointment as the assistant professor, should have demonstrated strong ability as a librarian, a salutary influence on students, significant achievement in scholarship, service to the University community, and good standing among colleagues.

2.3.1.1.2.4 Professor

The professor should possess the qualifications required for appointment as associate professor, should have maintained excellence as a librarian and exemplary service to the University community, and should have achieved notable scholarly accomplishments and recognition beyond the campus in the scholarly or professional communities.

2.3.1.1.3 Administrators and Staff with Faculty Rank

Administrators and other full-time staff members may be offered an appointment to the teaching faculty. While promotion and tenure should relate primarily to major academic responsibilities, administrators who teach and conduct research are not in principle barred from promotion and tenure. Relevant details for each appointment should be made a part of the letter of appointment at the beginning of an administrator's assignment. In general, administrators seeking promotion and tenure will require more time in rank before being eligible for promotion or tenure evaluation.

2.3.1.1.4 Graduate-Approved Faculty

Before teaching courses in the Graduate School (i.e., graduate-only courses or courses intended primarily for graduate students, not those co-listed as graduate and undergraduate courses populated by a majority of undergraduate students), faculty – whether part time or full time – must be approved by the Associate Provost for Graduate and Online Education. In the case of full-time faculty, the Associate Provost for Graduate and Online Education will approve faculty following their review by the Council of Graduate Program Directors. The Council of Graduate Program Directors will recommend faculty to the Associate Provost for approval based on

their academic credentials, relevant professional experience, and other information pertinent to their appointment (e.g., graduate teaching record, contribution to the Graduate School through service as a Program Director or Graduate EPC Member, etc.). In the case of part-time faculty, the Associate Provost for Graduate and Online Education will consult the Council of Graduate Program Directors whenever feasible, but may make approvals on short notice as needed. Whether full-time or part-time, these faculty are hereafter referred to as graduate-approved faculty.

Approval for full-time faculty is for an initial period of three years and may be renewed for subsequent terms (of up to three years each) by the Associate Provost in consultation with the Council of Graduate Program Directors. Approval may be withdrawn for good cause at any time by the Associate Provost in consultation with the Council of Graduate Program Directors.

2.3.1.2 Other Faculty

2.3.1.2.1 Professor Emeritus

A member of the faculty will be advanced to emeritus status when meeting the following qualifications:

- a. The member must be 60 years of age or older.
- b. The member must enter full retirement.
- c. The member must have performed meritorious service at Valparaiso University for not less than ten (10) years immediately prior to his or her retirement.
- d. A member who meets the preceding qualifications must be recommended for advancement to emeritus status by the dean of the college of which he or she is a member, and approval must be granted by the President and Board of Directors of the University.

2.3.1.2.2 Senior Research Professor

Senior faculty who are active professionally and would benefit from continued association with the University even as they step down from full-time teaching can apply for the position of Senior Research Professor. This designation will be granted by the President on recommendation of the Provost to faculty members who are eligible for retirement benefits, who are no longer on the payroll of the University as full-time employees, and who merit this designation on the basis of scholarly and professional productivity. Senior Research Professors will have three-year renewable terms.

2.3.1.2.3 Faculty Fellows

Faculty Fellows are individuals invited to join the Valparaiso University faculty for a limited period of time (e.g., one semester, one year, two years) in order to participate in academic professional development programs sponsored by the University. While these individuals are on campus, they will join the faculty in teaching, scholarship, and citizenship activities as defined by their program. Appropriate credentialing for Faculty Fellows will be established by the program directors in consultation with, and review by, the appropriate dean and the Provost. Fellows will be considered full-time, benefit eligible faculty during their stay on campus with their appointment letters specifying whether they are on nine-month or twelve-month appointments.

2.3.1.2.4 Associate and Senior Associate

Persons who do not hold regular paid appointments or employment with the University but contribute to its educational mission of teaching/instruction, scholarship, and service in a sustained and ongoing way may be offered Associate or Senior Associate status. These appointments are made for terms up to three years and have no tenure or other faculty rank implications. Details regarding

each appointment, including an understanding of privileges and academic and service responsibilities of the appointee, should be included in any appointment recommendation from a dean or unit head to the Provost. Appointment, re-appointment, and termination of appointment is made at the discretion of the Provost.

2.3.2 Faculty Qualifications

2.3.2.1 General Qualifications

Valparaiso University seeks to attract and retain a distinctive and competent faculty who share the purposes and goals of this church-related institution. While the University gives primary emphasis to effective instruction, it holds that high-quality teaching is inseparable from scholarly and creative effort, and it expects that members of its faculty will ground their teaching in scholarship, research, and creative activity, and will engage in a wide variety of services to the University. Valparaiso University stands in a humanistic tradition that draws its essential strength from the Christian faith. While it neither requires a specific religious subscription of its faculty nor places any sectarian limits on what can be expressed or taught, its integrity requires that faculty respect the Christian faith, support the stated purposes of the University, and consider their work at the University in the light of these purposes.

2.3.2.2 Possession of the Appropriate Terminal Degree

Faculty members may be appointed without having finished the terminal degree, but candidates for tenure shall normally have it. Ordinarily this would be the Ph.D. Rulings on the acceptability of other degrees will be made by the President at the request of the candidate. The appropriate terminal degree for Library faculty is a master's degree in librarianship awarded by a program accredited by the American Library Association.

2.3.2.3 Equal Opportunity Employment

Valparaiso University is an equal opportunity employer. The coordinator of the University's Equal Opportunity Program administers the Affirmative Action Compliance Plan. The University supports the goals and purposes of affirmative action. This means that the University makes no distinction among candidates and employees on the basis of race, color, gender, national origin, age, or handicap. Until it achieves appropriate diversity, the University prefers women and minorities when considering candidates of similar competence. The University may prefer to maintain a proper balance of junior and senior faculty. To maintain its character as a Lutheran University, it prefers faculty members who have a strong appreciation for the church and a church-related university.

2.3.2.4 Essential Faculty Functions

The University articulates these essential functions in the spirit called for by the AAUP to provide a useful framework for professional responsibility and to reduce for all faculty members the prospect of arbitrary charges of neglect of duties or incompetence. It also provides the university with a basis for providing reasonable accommodations for faculty who may be in need of them.

While these essential functions apply to faculty members throughout the University, individual colleges, departments, and programs may articulate additional essential functions owing to the distinctive characteristics of faculty work in those disciplines.

Faculty members must be physically and mentally capable of performing the following essential functions in the execution of the responsibilities of their appointments:

- a. Read complex and specialized materials, including research in their fields and student work in their classes.
- b. Interpret information, form conclusions, and otherwise demonstrate mental agility, such as by evaluating student work or conducting scholarship or creative work in their disciplines.
- c. Provide meaningful, accurate, and punctual feedback to students on their work and performance.
- d. Communicate appropriately, accurately, and effectively with students and peers, including clear and intelligible speaking and writing.
- e. Attend regularly their classes, department meetings and events, and meetings of any committees on which they may serve.
- f. Shoulder their share of the workloads of their departments, including contributions to assessment, program review, curriculum review and revision, student recruitment and retention, academic advising, and peer review.
- g. Fulfill the requirements of our faculty workload model and the performance expectations for faculty members outlined in this Faculty Handbook, which include a combination of teaching, scholarship, professional development, and campus citizenship.

Valparaiso University supports and acknowledges that qualified faculty members with disabilities deserve the same protections and opportunities as qualified faculty who are not disabled. Consistent with the relevant federal and state laws, Valparaiso University's policies prohibit discrimination against qualified faculty with disabilities.

Valparaiso University's Disabilities in the Workplace Policy sets forth the process whereby qualified disabled faculty can seek reasonable accommodation for disabilities. That process can be found at

valpo.edu/general-counsel/files/2015/12/Disability-Policy.pdf or a copy can be obtained at the Human Resource Services office.

2.3.3 Academic Freedom and Responsibility

2.3.3.1 Definition

Valparaiso University is committed to academic freedom, for only with such freedom will the members of the University who teach and learn be able to benefit society by judgments and criticisms which might otherwise be withheld because of fear of offending a dominant social group or a transient social attitude. It is therefore the common good that is served by the free search for truth and its free exposition. Correlative with academic freedom is the responsibility of the teacher and student to be honest in their judgments, independent in their criticisms, and conscious of the seriousness of the teaching and learning process.

2.3.3.2 Academic Freedom and Professional Practice

Academic freedom guarantees members of the faculty the freedom to investigate, teach, and publish in their various areas of competence without fear of retaliation in pursuit of the truth in the realm of ideas. The concept of academic freedom cannot be used to justify improper practice in the administration of courses, in teaching or testing methods, in relationships with students or colleagues, or in relationships to administrative supervisors.

2.3.3.3 Procedures for Hearing Alleged Violations of Academic Freedom and Responsibility

Since the above correlatives of academic freedom and responsibility have been expressed as general principles rather than specific rules, the following procedure establishes due process in interpreting and applying the principles in specific cases.

If any member of the University feels there has been a violation of academic freedom and/or responsibility and has not been able to secure satisfaction by other means, that member may submit a complaint and request for a hearing to the Committee on Academic Freedom and Tenure Hearing. The regulations governing hearings on matters of academic freedom and responsibility shall be the same as those governing hearings on matters of tenure.

2.3.4 Standards for Evaluating Faculty

The University evaluates faculty work using four categories. These categories – teaching, scholarship, professional development, and campus citizenship – are described in the sections below. The University also recognizes that the relative weight and attention that faculty members pay to each of these four categories will vary depending on a faculty member’s rank and will change through various stages of his or her career. It is incumbent on each college, therefore, to articulate the expectations of these stages to guide the fair evaluation of their faculty members in all ranks.

Adjunct faculty are only evaluated on their teaching. Full-time non-tenure track faculty are evaluated on teaching, professional development, and campus citizenship, with the specific weight given to each category determined by the faculty member’s annual work plan. For tenure-track faculty, teaching commands more weight in the lead up to tenure, while scholarship becomes increasingly important as one advances in rank to full professor.

2.3.4.1 Teaching

At Valparaiso University, effective teaching carries the greatest weight in faculty evaluation and other factors cannot compensate for a failure to demonstrate it. Effectiveness includes mastery of the subject matter, the ability to stimulate the intellectual abilities of students, and

the ability to communicate skills, methods, content, and ethics of one's discipline. Faculty should engage in regular reflection on course content, structure, and methods to ensure effective teaching. If such reflection reveals deficiencies in any of these areas, courses should be revised accordingly. Effectiveness also assumes that, when appropriate, faculty members acquaint students with the relations between their disciplines and other intellectual perspectives, including their bearing on the moral, social, and religious dimensions of the issues in question. Effective teaching assumes engagement in stimulating the intellectual development of colleagues through disciplinary and appropriate interdisciplinary work, especially through course development and participation in faculty seminars and colloquia.

For Valparaiso University library faculty, professional academic librarian performance carries the greatest weight in faculty evaluation and other factors cannot compensate for a failure to demonstrate it. Library faculty are responsible for the library collection (in all formats): its access, dissemination, and preservation; and for students' information literacy instruction: teaching them how to access information intelligently, efficiently, and with integrity. Faculty use their knowledge and skills "to perform professional level tasks that contribute to the educational and research mission of the institution." (ACRL Guideline for the Appointment, Promotion and Tenure of Academic Librarians.) Effective faculty advance the library's educational mission and have a positive impact on identified constituencies, the library, the University, the community, or the profession. Effective professional academic librarian performance assumes faculty maintain a high level of professionalism, while continually improving through growth and innovation. Effectiveness includes the use of initiative, critical thinking, intellectual rigor,

creativity, leadership, collaboration, and teamwork in the course of one's work.

2.3.4.2 Scholarship

Valparaiso University favors a broad understanding of scholarship that accounts for the University's three constituencies – the academy, the church, and society – and recognizes that scholarly work may be made public in a variety of forms. All scholarship, however, must deploy disciplined learning, closely informed by thorough research, to edify and serve audiences that extend beyond the boundaries of the immediate University community.

Scholarship can take many forms, including publication of research and pedagogy in print and electronic media, lectures and presentations, submission of competitive grant proposals, artistic performances, and consultancies. Though the departments and colleges judge best what constitutes scholarship, in all instances scholarship will be assessed in terms of both its audience and its quality.

2.3.4.3 Professional Development

Professional development includes all activities, other than scholarship, that involve faculty in the current conversation of their disciplines and professions. Significant and extended service to professional societies, accrediting agencies, and academic associations; appraisals of manuscripts submitted for publication to university presses or scholarly journals; review of grant applications submitted to government agencies or learned and professional societies: all of these activities would count as instances of professional development. Other examples include attending workshops, organizing conferences or conference sessions, and membership on ad hoc professional committees. For tenure-track

faculty, none of these activities, however, compensate for deficiencies in teaching or scholarship which will weigh more heavily than professional development for purposes of faculty advancement.

2.3.4.4 Campus Citizenship

The University also values and expects a collegial relationship among its faculty. This includes civility in discourse and a willingness to “carry one’s share of the load” in teaching, advising, research, committee work, and other forms of University service. The quality of contributions, not merely the numbers of committees and assignments, remains a significant consideration.

The University also values other essential elements of campus citizenship, including contributions to planning and governance, leadership in achieving the goals of the department, college, and University (which include student recruitment and retention), working with students outside the classroom, and extending the resources of the University to the church and the wider community. Activities such as academic advising, mentoring, and supervising student research support effective teaching and are considered necessary dimensions of campus citizenship.

2.3.5 Faculty Evaluation

Whereas the previous section outlined the four main categories of faculty work, the following section identifies clear expectations intended to guide the evaluation of this work and the annual process of performance review. The stated expectations depict a standard annual performance level that all full-time faculty members should be able to maintain year in and year out. Wherever possible, the specific standard for a given expectation should be established by faculty members in a particular college or department in consultation with the appropriate dean. The end of this section also includes procedures for possible cases of unsatisfactory performance.

2.3.5.1 Annual Evaluation Principles

Each faculty member will be evaluated annually for the formative purposes of achieving and maintaining excellence as a member of the faculty, and for the summative purposes of reappointment, promotion, tenure, and salary recommendations.

For full-time faculty, this annual process includes several procedural components with input from multiple individuals in the evaluation of each faculty member. Each full-time faculty member, for example, will conduct a self-evaluation relative to the goals established in the previous year's work plan. Students and (when appropriate) peers will provide additional feedback on teaching. The dean or department chair will then be responsible for interpreting this evidence, sharing the results with the faculty member, and drawing on the results for salary recommendations, tenure and promotion recommendations, non-reappointment decisions, and determinations of unsatisfactory performance (as outlined in [section 2.3.5.7](#)). This information will then shape the work plan for the following year.

Since the outcome of the annual review of each full-time faculty member becomes part of the dean's or chair's annual salary recommendation, each faculty member is to be informed of the relationship between his/her annual salary and performance evaluation.

[Section 2.3.5.4](#) explains the timeline for this process, while [appendix K](#) contains a chart and a list of key procedural items.

The Standards for Evaluating Faculty described in the previous section provide the basic framework of evaluation of all faculty. In applying these standards, the University recognizes that various colleges and

departments have different missions and goals that may call for appropriate adjustment in the goals and objectives of individual faculty members.

Tenure-track faculty who have not yet achieved tenure should remain fully attentive to all categories, while recognizing that teaching is primary, and scholarship is secondary. With tenured and senior faculty, any of the categories described in the Standards for Evaluating Faculty may receive different emphases at particular periods of their career, reflecting changes in either individual, departmental, or college goals. For instance, some faculty members may be striving more intensively to develop new methods of teaching, while other members may be more fully engaged in the pursuit of scholarship or creative work. Such shifts in emphasis, however, should be clearly articulated in the goals of the faculty member's annual work plan and must have the approval of the dean or department chair.

The performance expectations that follow are largely intended for full-time, tenure-track faculty, but should be adapted for use with other full-time appointments. Deans and chairs should therefore clarify the importance of each performance category and the specific measures within them for the annual evaluations of non-tenure-track faculty, including visiting professors, lecturers, and those with other ranks or titles in the professional colleges. Adjunct faculty are only evaluated on their teaching.

2.3.5.2 Performance Expectations for Faculty

Teaching is the primary area of professional activity for faculty members, especially those who have not yet earned tenure. The University expects—and our students deserve—high-quality performance by faculty members in their teaching duties. Faculty

should therefore provide annual evidence, via the Faculty Activities Report (see [section 2.3.5.3.1](#)), of all of the following:

- a. Attention to stated Student Learning Objectives in the department, college, and/or university.
- b. Active attention to teaching quality, including the use of appropriate teaching methods to meet the needs of an increasingly diverse student population.
- c. Affirmation in peer classroom visits, where applicable, of teaching competence and quality in one's discipline.
- d. Affirmation in student course evaluations of sound teaching qualities, including, but not limited to, engagement, fairness, availability, and promptness.

Academic librarianship is the primary area of professional activity for library faculty in considering their professional effectiveness.

Additionally, faculty are evaluated based on their effectiveness within a variety of academic contexts including scholarship, professional development, and campus citizenship. Library faculty should therefore provide annual evidence, via the Faculty Activities Report (see [section 2.3.5.3.1](#)), of all the following:

- a. Advancing the library's educational mission.
- b. Active attention to the stated Student Learning Objectives throughout the university as they are supported by the library's information literacy program, collections, resources, and services.
- c. Positively impacting identified constituencies, the library, the university, the community, and the profession.
- d. Demonstrating initiative, critical thinking, creativity, and intellectual rigor to create opportunities and solve problems.
- e. Demonstrating leadership, collaboration, and teamwork in the course of one's work.
- f. Exhibiting continual improvement through growth and innovation.

Scholarship, including creative work, is second only to teaching in importance and may be as important as teaching for those approaching or at the rank of full professor. Because scholarship generally consists of a series of multi-year projects, faculty should provide evidence of the following:

- a. Annual progress on scholarly or creative work.
- b. Some periodic, unit-defined output (e.g., articles, grants, musical scores).
- c. Active participation in the larger scholarly/creative community through conference and public presentations.

Professional Development is also a vital part of faculty life and work, and it should be evident throughout one's academic career. Faculty should provide annual evidence of professional development from among the following items:

- a. Participation in appropriate professional organizations, both discipline-based and otherwise, and in the broader professional community.
- b. Attendance of workshops or conferences that support the other areas of faculty work, including teaching, scholarship, grants, leadership development, etc.
- c. Periodic service in leadership roles in professional organizations.
- d. Current professional competence or qualification, as may be required in certain accredited or professional programs.

Campus Citizenship signals that faculty work is fixed in a particular place among particular colleagues and students. Faculty performance should thus support this university and its extended community.

Accordingly, faculty should provide annual evidence of the following:

- a. Collaboration and constructive cooperation with faculty and administrative colleagues.
- b. Sharing the workload appropriately in the college/department.

- c. Service on appropriate departmental, college, and/or university committees.
- d. Engagement with students beyond course work, such as academic advising, assisting student organizations.
- e. Advancing the strategic goals and objectives of the department, college, and/or University.
- f. Appropriate participation in key university initiatives, such as the recruitment of new students, enhancing diversity, alumni engagement, community relations.

2.3.5.3 Annual Evaluation Components

2.3.5.3.1 Self Evaluation

An important part of the annual evaluation process consists of a self-evaluation prepared by each full-time faculty member. This document – called the Faculty Activities Report – will be submitted between May 1 and May 30, permitting a conference with the dean or department chair by June 30.

This report shall follow a standard template to be developed by the dean of each college, in consultation with the faculty and reflecting the standards and expectations outlined in [sections 2.3.4](#) and [2.3.5.1](#) of this handbook. Specifically, the report should call for evidence from the then-current academic year of faculty work in the areas of teaching, scholarship, professional development, and campus citizenship as defined by each respective academic unit.

The report template should also include a section in which the faculty member briefly reflects on his/her performance in the previous 12 months, noting strengths and weaknesses and the degree to which the faculty member met his/her corresponding set of stated performance goals.

In addressing teaching, faculty should note activities aimed at sustaining and improving teaching effectiveness. Effort and energy in activities such as course development, course revision, and/or development of new technologies to enhance the learning environment should be noted. A summary of strengths and areas needing improvement should be based on peer and student evaluation of teaching skills. Library faculty should note their effectiveness in the performance of librarianship.

With regard to scholarship, faculty should report current research or creative work in progress and/or completed. Manuscripts submitted or accepted for publication, papers presented at professional meetings, and artistic performances should be highlighted. Faculty are encouraged to note the degree of support received from department, college or University sources that contributed to the completion of their scholarly endeavors.

For professional development, faculty should document their membership and participation in professional associations, conference and workshop attendance, service in reviewing book/article manuscripts and grant applications, and any leadership positions they may hold.

In the area of campus citizenship, faculty should summarize their service to the University and the community, noting activities such as committee memberships and offices held, participation in interdisciplinary and general education programs, advising and recruitment of students, working with students outside the classroom, and advancing the strategic goals and objectives of the department, college, and/or University. This should also include activities demonstrating involvement in community service and

commitment to social responsibility, such as membership in community organizations and volunteer work.

The dean or chair may share a faculty member's self-evaluations with the unit's tenured faculty members for the purpose of review for reappointment and for progress towards tenure and promotion.

2.3.5.3.2 Peer Evaluation of Teaching

Peer classroom visits are intended to affirm teaching competence and quality. They accomplish this by allowing visitors to observe classroom activities and deans/chairs to correlate these observations to information self-reported by the faculty member and provided via student evaluations.

Each college or department will establish a system of classroom visits for each faculty member beginning with the first semester of service. This system should be sensitive to any distinctive teaching environments within the unit and provide each tenured member of the unit the opportunity to conduct at least one visit before each tenure-track faculty member applies for tenure.

In consultation with the faculty member and the dean or chair, at least two tenured faculty members shall visit at least one class each per semester during the faculty member's first three years at the University. For any remaining years prior to the tenure-application year, at least one tenured faculty member shall visit at least one class per semester. The visiting tenured faculty members need not be in the same college/department as the faculty member.

In consultation with the non-tenure-track faculty member and the dean or chair, at least two full-time faculty members will visit at

least one class each per semester during the faculty member's first three years at the University. For the next two years, at least one full-time member shall visit at least one class per semester. The visiting faculty members do not need to be in the same college/department as the faculty member.

In consultation with the adjunct faculty member and the dean or chair, at least two full-time faculty members shall visit at least one class each per semester during the faculty member's first three semesters at the University. For the next two semesters, at least one full-time member shall visit at least once per semester. The visiting faculty members do not need to be in the same college/department as the faculty member.

Each peer visit will result in a written report filed with the dean or chair, as appropriate, and shared with the faculty member. It is expected that the visiting faculty members will converse with the faculty member both before and after the visit so that the report reflects the context of the visit as well as documents observations from the class visit itself. The faculty member should have the opportunity to file a response to the report with the dean or chair if he or she desires.

The dean or chair may share a faculty member's written peer evaluations with the unit's tenured faculty members for the purpose of review for reappointment and progress towards tenure and promotion.

After tenure is obtained, peer visits are not required unless a faculty member receives an Unsatisfactory rating in the area of teaching competence as part of his or her annual review. [Note that this is not the same as an overall designation of Unsatisfactory

Performance, which results from two consecutive annual Unsatisfactory ratings.] In this situation, the college or department will establish a series of classroom visits by other tenured faculty in response to the Unsatisfactory teaching rating. The hope would be that this mild intervention could prevent a second consecutive Unsatisfactory rating and the resulting designation of Unsatisfactory Performance.

The preceding paragraphs establish the minimum number and frequency for peer reviews, but departments and colleges are free, if not encouraged, to develop policies for peer evaluation of tenure-track faculty that go beyond these standards.

2.3.5.3.3 Student Evaluation of Teaching

In 1980, Valparaiso University faculty passed a resolution requiring student evaluations of teaching in all courses. In so doing, the faculty recognized the importance of this form of evaluation, but also noted its limitations. While students are qualified to provide feedback on teaching effectiveness, faculty members are best qualified to evaluate such effectiveness. Moreover, faculty members are better qualified to judge the currency of a given course and the appropriateness of its student learning objectives. Since student evaluations of teaching tend to overemphasize the professor's responsibility for learning, all standard evaluation instruments should include questions that increase the students' awareness of their own responsibility to learn.

Student evaluations of teaching are mandatory in all classes, regardless of a given faculty member's rank, tenure, or load. In order to ensure the accuracy and usefulness of student evaluations of teaching effectiveness, an evaluation instrument should be chosen that is statistically analyzed for validity and reliability. All

departmental or instructional units will use the Student Assessment of Instruction (SAI). In all cases, the anonymity of the students should be preserved as much as possible. Deans, chairs, or their designees shall administer the evaluation process and collect the data from the SAI. Students should be informed that the primary purpose of the evaluation is the improvement of teaching.

The primary purpose of student evaluations of teaching is to improve teaching effectiveness. Faculty members are encouraged to seek additional feedback on specific aspects of their courses at any point during a given semester, using a variety of formal or informal surveys for this purpose.

A secondary purpose of student evaluations of teaching is to offer supplemental information in the annual review process of faculty for tenure, promotion, and salary increases. All chairs and deans will receive training in the best practices for appropriate use and interpretation of evaluation results. In particular, chairs and deans are advised to use only the overall score and the subscale scores of the SAI for evaluation purposes. Student evaluations of teaching should never be used in isolation as a means of recommending tenure, promotion, or salary increases. Given the limited utility of evaluation data, other sources of information for evaluation (peer evaluations, faculty reports, syllabi, and other course resources) should be considered systematically.

Usually, data on student responses shall be available only to the faculty member and to the faculty member's dean and chair. With the faculty member's consent, the student responses can be made available to such departmental colleagues and administrators as each one may choose. The dean or chair shall have primary responsibility for summarizing the data and preparing the

interpretation of the student evaluations. However, with the consent of the faculty member, such responsibility may be delegated to a departmental colleague or committee.

The dean or chair will prepare a summary of data and interpretations for each pre-tenured faculty member every semester for the first three years of service, and the summary of data and interpretations for the spring semesters will summarize the entire academic year and compare it with earlier years. For years 4–6 towards tenure, the dean or chair shall provide an annual summary of data and interpretations at the conclusion of each spring semester, including comparisons to earlier years. Beginning in year seven and every year following tenure, the dean or chair shall include a review of the previous fall and spring student course evaluations in the annual performance evaluation of the faculty member. In all cases, the faculty member and the dean or chair may each append additional comments to the summary and interpretations, particularly to explain unusual circumstances that need to be considered when the information is reviewed. The dean or chair may share a faculty member's student evaluation summaries and interpretations, along with any appended comments, with the unit's tenured faculty members for the purpose of review for reappointment and progress towards tenure and promotion.

At the time of a promotion, tenure, or retention decision, the dean's or chair's summaries and interpretations with appended comments must be submitted for review by the appropriate tenured faculty members. The faculty member has the right to forward the complete student responses (not just the summaries) to the administration and the faculty bodies conducting the review. However, in those instances when the Faculty Grievance

Committee or the Academic Freedom and Tenure Hearing Committee is asked to review a case, the dean may forward the complete student responses to the Committee for its review. The University is expected to maintain original records of student evaluations for at least ten years.

2.3.5.3.4 Performance Evaluation by Dean/Chair

Drawing on the faculty member's self-evaluation, peer evaluations, and student course evaluations, as well as his/her own review of other materials like the faculty member's course syllabi and publications, the dean or chair is responsible for preparing an overall annual performance evaluation of each faculty member. In preparing this review, the dean/chair should be mindful of department, college, and University mission and vision statements (which should be disseminated to the faculty).

This evaluation should also follow a standard outline as established by each college and tied to the standards outlined above in [sections 2.3.4](#) and [2.3.5.2](#). Deans, in consultation with department chairs where applicable, will develop this standardized form for assessing individual performance and circulate it to their faculty.

The dean or chair shall also meet annually with each faculty member to share the results of the overall performance evaluation, relating it clearly to his/her salary recommendation. During this meeting, the dean or chair shall also include a discussion of the faculty member's distinctive talents and how they can best be utilized to advance the strategic goals and objectives of the department, college, and/or University. Together, the dean/chair and the faculty member shall plan further use of these talents and further improvement when the need to do so is perceived. At the conclusion of the meeting, both the dean/chair and the faculty

member shall sign the review, with the faculty member being allowed to add comments.

The Provost's Office will provide additional compensation, training, and support so that chairs and deans can carry out their responsibilities in the administration of the process for annual review of faculty.

2.3.5.4 Evaluation Procedure and Annual Timeline

The following section outlines the step-by-step procedure of the annual evaluation for tenure-track faculty members. Not every step will apply to every faculty member every year, so the relevant faculty group is highlighted on each step. This entire procedure also appears in a summary graphic form in [appendix K](#).

1. Deans or chairs must provide each new faculty member with written evaluation criteria no later than August 25 of the faculty member's first semester on campus. These evaluation criteria should include unit- or discipline-specific standards for the elements of faculty work outlined in [sections 2.3.4](#) and [2.3.5.2](#) of this handbook. These criteria must also distinguish performance expectations for tenure, promotion to associate professor, and eventual promotion to full professor.
2. No later than August 31 of each year, each new faculty member must submit a brief written annual work plan to his/her dean or chair. This work plan must include performance goals for the current academic year and longer-range goals for the next 3-5 years, as well as measurable action steps to achieve these goals. Each continuing faculty member will already have submitted the annual work plan late the previous Spring. (See item 8 below.)
3. Deans and department chairs will review the work plans submitted by their new faculty, add appropriate written comments to

strengthen the plan, and return a signed copy to each new faculty member no later than September 15. The dean/chair should also retain a copy of this document.

4. No later than September 1, the dean or chair shall arrange for peer classroom visits for teaching evaluation of faculty as required by **section 2.3.5.3.2**. This will include:
 - a. at least two peers visiting at least one class each for full-time non-tenure-track and pre-tenured faculty in their first three years of service;
 - b. at least one peer visiting at least one class for full-time non-tenure-track and pre-tenured faculty in their fourth or fifth years of service;
 - c. any peer visits prescribed for tenured faculty as a result of an Unsatisfactory rating in the area of teaching; and
 - d. any peer visits prescribed for tenured faculty as a result of a college or department policy that is in addition to **section 2.3.5.3.2**.

All peer visits for the Fall semester shall be concluded by December 1. The tenured faculty members conducting the visits shall then provide the faculty member under review with copies of their written reports (with a copy also to the dean or chair) no later than December 15.

5. No later than January 15, the dean or chair shall provide a written summary and interpretation of the Fall student course evaluations for each pre-tenured faculty member in his/her first three years of service at the University.
6. No later than January 15, the dean or chair shall arrange for peer classroom visits for teaching evaluation of faculty as required by **section 2.3.5.3.2**. This will include:
 - a. at least two peers visiting at least one class each for full-time non-tenure-track and pre-tenured faculty in their first three years of service;

- b. at least one peer visiting at least one class for full-time non-tenure-track and pre-tenured faculty in their fourth or fifth years of service;
- c. any peer visits prescribed for tenured faculty as a result of an Unsatisfactory rating in the area of teaching; and
- d. any peer visits prescribed for tenured faculty as a result of a college or department policy that is in addition to [section 2.3.5.3.2](#).

All peer visits for the Spring semester shall be concluded by May 1. The tenured faculty members conducting the visits shall then provide the faculty member under review with copies of their written reports (with a copy also to the dean or chair) no later than May 15.

- 7. Between January 15 and April 30, the tenured faculty in each college or department shall complete a third-year review of each pre-tenured faculty member in his/her third year of service towards tenure. (See [section 2.3.5.5](#)) In those rare cases where progress towards tenure is grossly lacking, the college/department should contact the Provost's office about non-reappointment in advance of the May notification deadline.
- 8. Between May 1 and May 30, at the discretion of the dean or chair, each full-time faculty member must submit a Faculty Activities Report (see [section 2.3.5.3.1](#)). At this time, each full-time faculty member must also submit a brief written annual work plan to his/her dean or chair. This work plan must include performance goals for the next academic year and longer-range goals for the next 3-5 years, as well as measurable action steps to achieve these goals.
- 9. Between May 15 and June 30, the dean or chair shall organize a review by the tenured faculty of each pre-tenured faculty member, focusing on work during the academic year just completed. The dean or chair shall then write a performance evaluation and a) meet

with the faculty member to share the review, b) explain the link between the review and that year's salary recommendation, and c) provide preliminary feedback on the faculty member's proposed work plan for the next academic year. The dean/chair and faculty member shall both sign the review document.

For faculty members who have earned tenure or been approved for it, the dean/chair shall prepare a similar performance evaluation, focusing on work during the academic year just completed. This evaluation must also include a review of the faculty member's student course evaluations from the two previous semesters. The dean/chair must also a) meet with each faculty member to share the evaluation, b) explain the link between the review and that year's salary recommendation, and c) provide preliminary feedback on the faculty member's proposed work plan for the next academic year. The dean/chair and faculty member shall both sign the review document.

10. Between May 15 and June 30, the dean/chair shall prepare and provide the following:
 - a. written summaries and interpretations of Spring student course evaluations for any pre-tenured faculty members in their first, second or third years of service, and
 - b. written summaries and interpretations of Fall and Spring student course evaluations for any pre-tenured faculty members in their fourth, fifth, or sixth years of service.
11. Between June 1 and June 30, department chairs shall submit salary recommendations to the dean for each full-time faculty member, drawing on the annual performance evaluation.
12. No later than August 20, deans and department chairs will review the work plans submitted by their faculty the previous May, add appropriate written comments to strengthen the plan, and return a

signed copy to each full-time faculty member. The dean/chair should also retain a copy of this document.

2.3.5.5 Evaluation of Pre-Tenure Faculty

Non-tenured faculty members have the right to know of their status and progress toward tenure. At the time of employment, faculty shall be informed by the dean and/or department chair of the criteria used in evaluating them and in making decisions concerning reappointment and tenure.

The dean/chair shall organize an annual performance review of each non-tenured faculty member by the tenured members of that college or department. The dean or chair shall inform the member in writing of the results of that review. Satisfactory performance does not guarantee either future promotions or tenure.

In place of the annual review in the third year towards tenure, each college shall develop a third-year review, which will provide a cumulative progress report for pre-tenured faculty members that goes beyond the scope of the annual reviews. The third-year review should address such items as the faculty member's fit with the University mission, his/her progress on stated tenure and promotion standards, development as a teacher, and success in forging a sustainable scholarly program.

The University is responsible for ensuring that a decision not to reappoint a non-tenured faculty member or to deny a non-tenured faculty member's tenure application violates neither the faculty member's academic freedom nor any University policy or federal or state law that prohibits discrimination. Additionally, the University must follow its own tenure and non-reappointment processes.

Faculty members who are not reappointed or who fail to attain tenure will be given reasons for this University action upon written request to the dean of the college.

Faculty members who are denied tenure or not reappointed for the following academic year(s) may request a review by the Committee on Academic Freedom and Tenure Hearing as prescribed by [section 2.3.11.1](#) of this handbook.

2.3.5.6 Evaluation of Tenured Faculty

The annual review standards and expectations (described in [2.3.4](#) and [2.3.5.2](#)) will provide the basis for the review of the performance of tenured faculty. In so doing, both the faculty and the administration reaffirm their commitment to the principles of academic freedom and tenure.

If a faculty member believes that, as a result of the review, academic freedom is being abused, an appeal can be made to the Committee on Academic Freedom and Tenure Hearing.

2.3.5.7 Further Review of an Individual Tenured Faculty if Reviews Result in a Determination of Unsatisfactory Performance

At Valparaiso University a faculty member's responsibilities can be described broadly in terms of teaching, scholarship, professional development, and campus citizenship, with teaching being paramount. (For specifics see [2.3.4](#).) Substandard performance, as defined by each college or department, in any of these areas can result in an unsatisfactory rating for that review period. Within the framework of the University's mission, each college should define "substandard performance," develop performance standards, and respecting

variations for individual disciplines, design uniform instruments and procedures for assessing a faculty member's performance.

Based on the annual review, if the dean of a college, in consultation with the department chair when appropriate, believes that the faculty member fails to meet the established obligations and standards of the college/department, the faculty member will receive an "Unsatisfactory" rating for the year. Written notification of an unsatisfactory rating and the detailed basis upon which it is issued shall be given to the faculty member, with copies to the dean, chair, and Provost. The unacceptability of even a single unsatisfactory rating in the area of teaching was emphasized in the Faculty Senate meeting of October 8, 1997, and recorded in the minutes, which also state that "a single unsatisfactory rating indicates a serious problem." The faculty member should recognize any unsatisfactory rating and take prompt remedial action. A faculty member who receives an unsatisfactory rating may respond in writing with a letter to the dean and/or chair for inclusion in his/her personnel file. Two or more successive annual unsatisfactory ratings for a tenured faculty member will result in a determination of unsatisfactory performance.

If a faculty member believes that a determination of unsatisfactory performance is unwarranted, his/her exclusive remedy is to make a written request, within thirty (30) calendar days of receipt of the written notification, that the Faculty Grievance Committee review the reasons for and the validity of the determination. The University's Title IX Coordinator shall be notified and be available to advise the Committee throughout this process if the faculty member claims that the determination of unsatisfactory performance is in violation of the University's Nondiscrimination, Harassment, and Sexual Assault Policy. In such a case, these procedures will serve in-lieu of any complaint process thereunder. As part of this review, and in order to provide

some context, the Committee may consult others from the faculty member's department. The faculty member may request to present to the Committee individuals who can speak on his/her behalf. The President of the University may hire outside legal counsel to advise the Committee throughout the remainder of this process. Documentation of unsatisfactory performance must be specific and related to the faculty member's responsibilities. The Committee must make its determination within forty-five (45) calendar days of its receipt of the request for review. The review by the Committee will result in one of the following outcomes.

2.3.5.7.1 Insufficient Showing of Unsatisfactory Performance

The Committee may determine there is an insufficient showing of unsatisfactory performance. This determination will be sent in writing to the faculty member with copies to the dean, chair, and Provost. If the Faculty Grievance Committee determines there is an insufficient showing of unsatisfactory performance, the peer review process ends.

2.3.5.7.2 Determination of Deficiencies

The Committee may concur that the faculty member's competence and/or professional contributions are unsatisfactory in meeting the college's/ department's expectations. This determination will be sent in writing to the faculty member with copies to the dean, chair, and Provost.

2.3.5.7.3 Performance Improvement Plan

If the Faculty Grievance Committee concurs with the dean's/chair's determination of unsatisfactory performance (or if the faculty member did not contest the determination of unsatisfactory

performance), a detailed plan for the improvement of a tenured faculty member's performance must be established by the dean, in consultation with the faculty member and the faculty member's chair. This plan should provide specific guidance and advice to help the faculty member more fully meet college/departmental expectations and more effectively achieve his/her own goals. The plan should:

1. Identify specific strengths and weaknesses;
2. Define specific goals or outcomes that would help the faculty member overcome the identified weaknesses;
3. Outline the activities that can be undertaken to achieve the goals or outcomes;
4. Indicate appropriate criteria by which the faculty member could monitor his/her performance;
5. Identify the sources of funding or institutional commitments required to meet the goals or outcomes; and
6. Identify, in consultation with the faculty member, a senior mentor who might assist the faculty member in carrying out the plan.

The faculty member will have a minimum of one (1) and a maximum of (2) years in which to accomplish the plan's goals. The schedule for improvement (between one and two years) will be established by the dean in consultation with the Faculty Grievance Committee prior to the execution of the plan. The Faculty Grievance Committee may bring in one ad-hoc faculty member with relevant expertise for consultation. The faculty member under review may request a review of his/her accomplishments sooner than the schedule demands.

2.3.5.7.4 Executing the Performance Improvement Plan

The performance improvement plan must be executed in the fall or spring semester immediately following that in which the determination of unsatisfactory performance was made.

The dean and/or chair shall meet with the faculty member at least twice annually to review progress. If the dean and chair determine through this review that the faculty member again meets the established obligations and standards for the college/department, the process ends. The University has a vital stake in a faculty member's success and should do all it can to assist the faculty member to achieve the expectations of the college/department.

2.3.5.7.5 Review Following Completion of the Plan

Should the dean and chair still have performance concerns following the conclusion of the plan, the process continues. At the conclusion of the period specified above, the dean or chair will summarize all biannual conferences, annual reviews, and the progress made on the plan for review by the Faculty Grievance Committee and simultaneously send a copy to the faculty member. The faculty member may send a written response to the Committee within five (5) business days of receipt of the dean's or chair's summary. Subsequently, the Committee will determine whether or not the goals or outcomes of the plan have been met, resulting in a determination of either an insufficient showing of unsatisfactory performance or unsatisfactory performance. Either rating shall be in writing and given to the faculty member, chair, dean, and Provost within thirty (30) calendar days of receipt of the dean's or chair's summary or the faculty member's response to the summary, whichever time is longer. A determination by the Committee that there has been an insufficient showing of unsatisfactory performance will be final and conclude the matter.

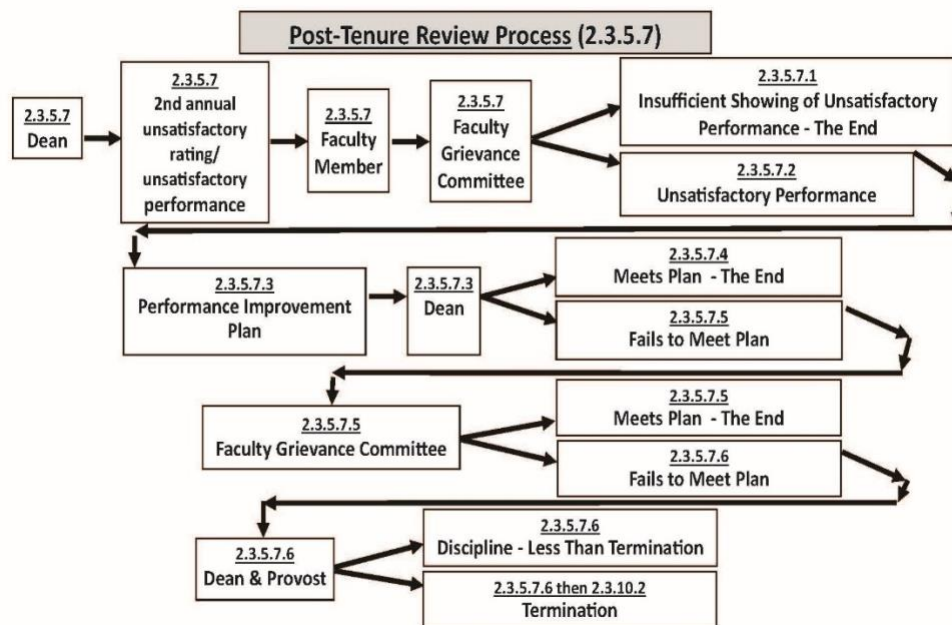
2.3.5.7.6 Further Action where Unsatisfactory Performance is Determined

In the event of an unsatisfactory performance determination, the Committee will return the matter to the dean or chair for possible further action. The dean and/or chair, in consultation with the Provost, may choose actions other than termination. In the event that the dean and the Provost recommend termination of appointment, the process described in [section 2.3.10.3](#), and involving the Committee on Academic Freedom and Tenure Hearing, if otherwise available to the faculty member, will be available except that the process shall not take more than ninety (90) calendar days from the faculty member's receipt of written notice that he/she is being recommended for termination.

A faculty member who receives an unsatisfactory performance rating the year after receiving a determination of unsatisfactory performance by the Faculty Grievance Committee may utilize the appeal process again. However, should the Faculty Grievance Committee once again concur with the dean's/chair's determination of unsatisfactory performance, the faculty member shall no longer have the right to a probationary year with an improvement plan or to due notice of one more year, and the Committee will return the matter to the dean and/or chair for possible further action as described in this section.

2.3.5.7.7 Summary of the Post-Tenure Review Process

The following flow-chart summarizes the various steps that follow the dean's determination of unsatisfactory performance:



2.3.6 Promotion in Rank

Promotions from one rank to the next are made by the President upon recommendation of the Provost and Vice President for Academic Affairs, the dean of the respective college, and the department chair when applicable.

All candidates for promotion shall demonstrate commitment to the purposes of Valparaiso University, high standards of competence, and the capacity for continued growth. Except in unusual circumstances, tenure-track and tenured faculty should possess the terminal degree in their disciplines, normally the doctorate.

Promotion decisions shall further be based on the Standards for Evaluating Faculty ([section 2.3.4](#)), these criteria being applied more rigorously as the rank goes higher.

Faculty members who have major administrative responsibilities for which they receive released time will also be evaluated for their work in

administration, in a manner appropriate to each case, considered in combination with the general categories listed in the Standards.

As the University grows in strength and quality, faculty members should assume that the application of criteria for promotion will become correspondingly more rigorous.

Eligibility for promotion to associate professor normally requires five (5) years of service as assistant professor, and seven (7) years for promotion from associate professor to professor. The time lengthens substantially if the member does not have the proper terminal degree, though this time will shorten through significant published scholarship. Unusual accomplishment may accelerate the promotion process. Eligibility for promotion does not imply automatic candidacy. Faculty members commonly apply for promotion when they are ready for review rather than at the earliest eligibility.

Eligibility for promotion to senior lecturer and clinical associate professor normally requires the faculty member to have taught full-time at Valparaiso University for seven (7) years out of the previous ten (10) years as lecturer or clinical assistant professor, and seven (7) years out of the previous ten (10) for promotion from senior lecturer and clinical associate professor to distinguished senior lecturer and clinical professor. Unusual accomplishment may accelerate the promotion process. Eligibility for promotion does not imply automatic candidacy.

2.3.7 Tenure

2.3.7.1 Definition of Tenure

As used at Valparaiso University, the term tenure means the right of a faculty member to continuous appointment except for good and sufficient reasons, which are described below in [2.3.10](#). By granting tenure, the University assures a faculty member of the freedom to pursue scholarly inquiry in the areas of his or her competence and to

teach and publish findings of inquiry without threat of employment loss. By accepting tenure, the faculty member reaffirms his or her continuous commitment to the purposes and goals of the University.

2.3.7.2 Eligibility for Tenure

Regular teaching faculty and Library faculty with full-time service in teaching or research with the rank of at least instructor, with the exception of those appointed as lecturers or clinical faculty, having otherwise met the qualifications of tenure as set for in this Handbook are eligible for tenure.

2.3.7.2.1 Tenure Timeline and Probationary Period

The typical application for tenure occurs in Fall of the sixth year, and the total probationary period of full-time service prior to the acquisition of continuous tenure will not exceed seven (7) years, with exceptions outlined in [sections 2.3.7.2.2–6](#). Those granted tenure will have it take effect at the beginning of the next academic year. The denial of tenure will result in a terminal letter of appointment for the following academic year.

2.3.7.2.2 Initial Credit Towards Tenure

As part of the initial appointment, a faculty member may receive up to three (3) years credit towards tenure for prior experience as a full-time faculty member at a higher education academic institution. This credit toward tenure requires the approval of the Provost upon the recommendation of the appropriate academic dean.

2.3.7.2.3 Credit for Leaves of Absence

Time spent on leaves of absence during the probationary period is normally not counted toward the probationary year total. However,

upon the request of the faculty member, and with the support of the dean, research leaves of up to one year can be counted toward tenure. In the event that the leave is to be counted toward tenure, this understanding must be achieved before the faculty member undertakes the leave.

2.3.7.2.4 FMLA Extension

A one-year extension of the probationary period automatically occurs when the faculty member takes eight (8) weeks [40 days] of FMLA-related absences during a given fiscal year. A faculty member may decline this extension of the probationary period by first consulting with his/her chair or dean and then submitting a written statement to this effect to the chair or dean and the Provost. This statement must be submitted within four (4) weeks after the 40th day of FMLA leave.

2.3.7.2.5 Parenting Extensions

A one-year extension of the probationary period occurs automatically for the faculty member for each birth or adoption event. Multiple births and/or adoptions within a three-month interval of each other are considered single events. This extension is independent of any paid or unpaid leaves associated with the birth or adoption and must run concurrent with any FMLA probationary period extension. A faculty member may decline this extension of the probationary period by first consulting with his/her chair or dean and then submitting a written statement to this effect to the chair or dean, and the Provost. This statement must be submitted before the end of the spring semester in the year prior to that in which the candidate would normally be expected to apply for tenure.

2.3.7.2.6 Other Circumstances

Nothing in these statements shall prevent the Provost from approving an acceleration or delay of the tenure process in highly unusual cases upon petition from the appropriate academic dean.

2.3.8 Procedures for Granting Tenure and Promotion

Each college shall have a tenure and promotion committee that the dean shall consult.

As part of the recommending process the responsible academic officers will avail themselves of collegiate advice.

The colleges shall prepare interpretations of the Standards for Evaluating Faculty which take into account the special features of these units. They also shall devise appropriate procedures, following the procedural guidelines presented below. Such interpretations shall periodically be presented to the Provost for certification and shall be made available to new faculty by the dean of the college.

1. The procedure for tenure or promotion review normally begins with a candidate's application, though any colleague also may nominate, providing the candidate is willing. Such action must be taken by October 1 and brought to the attention of the Provost who will inform the President of the candidate list.
2. The candidate shall compile a dossier, conferring regularly with the chair or dean about its progress.
3. For the dossier, the candidate will write a narrative assessing his or her educational activity and professional contributions, together with supporting documentation. The narrative shall contain the candidate's own assessment of strengths and weaknesses, teaching plans, and professional goals. This part of the narrative should include a thoughtful statement of how the candidate relates personal goals to the purpose

- and mission of the University, including its Christian identity. The narrative should then address the Standards, describing teaching, scholarly achievement, and professional growth and service to the University and the community. The candidate's documentation should include a curriculum vitae, evidence for teaching effectiveness (with judicious use of raw data when appropriate), including evidence of efforts to improve teaching, scholarly or creative work, and other professional activity and service to the University. Faculty in the arts shall include the testimony of external adjudicators.
4. For candidates in colleges not organized along departmental lines, this section is not relevant. In colleges that are organized along departmental lines, for tenure candidates, the chair will poll all tenured full-time members of each candidate's department, recording that vote numerically. For promotion candidates, the chair will poll all tenured full-time members of the candidate's department with rank above that of the candidate, recording the vote numerically. Promotion to the rank of professor requires at the department level the vote of a least three (3) professors. When a department does not have three, the dean, in consultation with the department, shall enlist the contributions of professors from similar fields or from other campuses. The results of the polls, along with a narrative from the chair and/or department faculty setting forth a recommendation and summarizing the candidate's accomplishments in teaching, scholarship, and service, and the candidate's narrative and supporting documentation will be forwarded to the College Tenure and Promotion Committee no later than the deadline given by the dean of the College.
 5. The chair of the College Tenure and Promotion Committee will poll all members of the committee, recording the vote numerically. Promotion to the rank of professor requires at the collegiate level the vote of at least four (4) professors. When a college does not have four, the dean, in consultation with the chair of the College Tenure and Promotion Committee, shall enlist the contributions of professors from other

- colleges or from other campuses. The results of the poll, along with a narrative from the committee members setting forth a recommendation and summarizing the candidate's accomplishments in teaching, scholarship, and service, and the candidate's narrative and supporting documents will be forwarded to the dean no later than January 20.
6. The dean will review the dossier, the candidate's narrative and supporting documentation, department and College Tenure and Promotion Committee poll results, recommendations, and narratives. The dean shall draft a letter setting forth a recommendation and forward it along with all documents received from the previous steps, as organized in a uniform manner set forth by the Provost, to the Provost no later than February 1. The Provost will review all documents received from the dean and make a final decision on tenure and promotion no later than February 15. The Provost shall report the decision to the President.

2.3.8.1 Conditions for Granting Tenure Immediately Upon Hire

In exceptional circumstances, a faculty member may be hired with tenure. These circumstances include, but are not limited to, the hiring of administrative faculty, department chairs, and faculty with tenure already earned elsewhere. Offers which include tenure must be approved by the Provost and such requests must include written reports by the relevant academic unit and dean summarizing the candidate's qualifications for tenure and rank.

2.3.8.2 Procedure for Granting Non-Tenure-Track Faculty Promotion

1. The procedure for promotion review normally begins with a candidate's application, though any colleague also may nominate, providing the candidate is willing. Such action must be taken by

October 1 and brought to the attention of the Provost who will inform the President of the candidate list.

2. The candidate shall compile a dossier, conferring regularly with the chair or dean about its progress.
3. For the dossier, the candidate will write a brief narrative assessing his or her educational activity and professional contributions, together with supporting documentation. The narrative shall contain the candidate's own assessment of strengths and weaknesses, teaching plans, and professional goals. This part of the narrative should include a thoughtful statement of how the candidate relates personal goals to the purpose and mission of the University, including its Christian identity. The narrative should then address the Standards for Evaluating Faculty ([section 2.3.4](#)), describing teaching, and professional growth and service to the University and the community. For promotion to Senior Lecturer or Clinical Associate Professor, the narrative should be primarily evaluated on teaching quality; for promotion to Distinguished Senior Lecturer or Clinical Professor, the narrative should consider a service component in addition to quality of teaching. The candidate's documentation should include a curriculum vitae, evidence for teaching effectiveness (with judicious use of raw data when appropriate), including evidence of efforts to improve teaching, and other professional activity and service to the University and community when appropriate.
4. For candidates in colleges not organized along departmental lines, this section is not relevant. In colleges that are organized along departmental lines, the chair will poll all tenured full-time members of each candidate's department, recording that vote numerically. The results of the poll, a narrative from the chair and/or department faculty setting forth a recommendation and summarizing the candidate's accomplishments in teaching and service, and the

candidate's narrative and supporting documentation will be forwarded to the dean of the College.

5. The dean will review the dossier, the candidate's narrative and supporting documentation, department poll results, recommendations, and narratives. The dean shall draft a letter setting forth a recommendation and forward it along with all documents received from the previous steps, organized in a uniform manner set forth by the Provost, to the Provost no later than February 1. The Provost will review all documents received from the dean and make a final decision on promotion no later than February 15. The Provost shall report the decision to the President.

2.3.9 Appointments and Non-Reappointments

2.3.9.1 Appointments

Appointment to the faculty is made by the President upon recommendation of the Provost, who consults with the dean of the college and the department chair involved. Appointment documents state briefly the position, the rank, the salary, and the period of service. The appointment document is signed and returned by the person appointed. All tenured members of the faculty annually receive a renewal of appointment document. The non-tenured members of the faculty whose appointments are renewed receive an appointment document.

2.3.9.2 Salaries

Unless otherwise stipulated, faculty salaries are for the academic year, approximately nine (9) months of service but payable biweekly over twelve months. If appointed for the summer session, such members receive additional compensation.

2.3.9.3 Non-Reappointments of Faculty

The Provost, in consultation with the President, dean of the college, and department chair involved, may choose to not reappoint any non-tenured faculty member for the following academic year(s). Tenure track faculty members who are not to be retained after their first year of service shall be given written notice to this effect at least three (3) months before the end of their duties, exclusive of the summer session.

Tenure track faculty members who are not to be retained after their second year of service shall be given written notice to this effect not later than December 15th of the second academic year of such service, if their appointments expire at the end of that academic year; or, if the second year of service ends during an academic year, at least six (6) months in advance of its termination.

Thereafter, notice of non-reappointment shall be given to tenure track faculty members at least 12 months in advance of the termination of the present appointment.

Faculty members who are not reappointed may be reassigned duties or suspended with pay for the duration of their appointment. This subsection does not apply to any termination for cause.

Non-tenure-track full time faculty are provided with annual contracts. After three annual contracts within five consecutive years, full time non-tenure-track faculty should be notified by January 15 in case of non-renewal. After seven years of full time employment within ten consecutive years, notice of non-reappointment shall be given to full time non-tenure-track faculty members at least 12 months in advance of the termination of the present appointment.

2.3.10 Termination of Tenured and Tenure-Track Faculty Members

2.3.10.1 Causes for Termination of Tenured Faculty Members

The services of a faculty member may be terminated involuntarily for the following causes:

- a. Moral turpitude;
- b. Gross neglect of duty;*
- c. Demonstrable financial exigencies of the University;
- d. The elimination and reduction of a program or department;
- e. Open, vocal, and sustained contempt for the Judeo-Christian tradition;
- f. Physical or mental disability which cannot be reasonably accommodated;
- g. Professional incompetence;*
- h. Persistent failure to perform satisfactorily in meeting the standards for faculty as outlined in [sections 2.3.4](#) and [2.3.5.2](#) in accordance with the process outlined in [section 2.3.5.7](#) for further review of tenured faculty;
- i. Violating the University's Nondiscrimination, Harassment, and Sexual Misconduct Policy.

** "Professional Incompetence" and "gross neglect of duty" deal with matters other than those covered by the clause "Persistent failure to perform satisfactorily" as defined above. Lack of the required terminal degree or lack of proper credentials can be some of the causes for a determination of professional incompetence. Persistent non-performance, as opposed to persistent failure to perform satisfactorily, is a cause for a finding of gross neglect of duty. If a faculty member requests a hearing with the Committee on Academic*

Freedom and Tenure Hearing and the committee determines that the clause 'Persistent failure to perform satisfactorily' is more applicable, in the case of tenured faculty, the process outlined in 'Evaluation of Tenured Faculty' shall come into effect.

2.3.10.2 Nondiscrimination, Harassment, and Sexual Misconduct Violations

In the event a faculty member has violated the University's Nondiscrimination, Harassment and Sexual Misconduct Policy (refer to the policy described in Chapter 7), the procedures and processes set forth in the policy shall serve as the procedural process by which the faculty member may be involuntarily suspended or dismissed from the University.

2.3.10.3 Procedures for Possible Dismissal or Suspension of Tenured and Tenure-Track Faculty Members

2.3.10.3.1 Preliminary Proceedings

When reason arises to question the fitness of faculty members to continue in their posts of teaching and/or research, the appropriate administrative officers shall: 1) request a meeting with the Committee on Academic Freedom and Tenure Hearing and 2) discuss the matter in a private conference with the faculty member. The objective of the meeting and discussion is to explore any options or remedies available that may resolve the matter without a hearing. The meeting with the Committee shall take place within 10 calendar days of the request.

When a settlement or resolution cannot be effected and the Provost, in consultation with the President, has decided to institute proceedings to dismiss a faculty member with tenure for cause as specified in 2.3.10.1 above, the Provost shall write a letter to the

faculty member describing with reasonable particularity the grounds for dismissal. The letter also shall tell the faculty member that he or she may request within 30 calendar days a hearing by the Committee on Academic Freedom and Tenure Hearing and shall tell the faculty member in detail, or by reference to this Tenure Statement, of the faculty member's procedural rights. The faculty member must make a written request for a hearing to the Committee on Academic Freedom and Tenure Hearing within thirty (30) calendar days of receipt of the Provost's letter or the faculty member will be permanently dismissed from the University. The President of the University may hire outside legal counsel to advise the Committee throughout the remainder of this process.

The Committee shall choose the time and place for the hearing, allowing the faculty member and Provost sufficient time to prepare a defense (normally two [2] or three [3] weeks). The faculty member shall not be suspended during the proceedings unless the Provost, in consultation with the President, determines that such is necessary to prevent immediate harm to the member's person or to others. Unless legal considerations forbid, any suspension shall be with full pay. Either party may be represented by counsel at any time during this entire process.

2.3.10.3.2 Procedures for Conducting Hearings

The Provost must submit a position statement, supporting documents, and a list of witnesses to the Committee at least two weeks prior to the hearing. The faculty member will then be given a copy of the Provost's document and will have one additional week to submit his/her documentation to the Committee. The University's Title IX Coordinator shall be notified and be available to advise the Committee throughout this process if the faculty member claims that the suspension or dismissal is in violation of

the University's Nondiscrimination, Harassment, and Sexual Assault Policy or if the faculty member is being dismissed for violating that policy. If the faculty member is claiming a violation of that policy, these procedures will serve in-lieu of any complaint process thereunder. If the faculty member is being dismissed for violating that policy, the sole purpose of the hearing is to determine if the process set forth in that policy was substantially followed and the victim cannot be called as a witness. In any case, the President cannot be a witness.

Once the parties have submitted their documents, additional documents may not be accepted within six (6) business days of the hearing or at the hearing unless the document was not previously obtainable by the party seeking its late admission. The Committee and the parties may meet prior to the hearing to discuss hearing protocol and procedural rules not specifically prescribed by this Handbook. The hearing shall be presided over by a member of the Committee, ordinarily by the chair. The Committee shall determine the order of statements, testimony, and evidence to be presented; may conduct the questioning of witnesses; and, if necessary, shall secure the presentation of evidence important to the case. All statements and testimony shall be duly recorded; an accurate transcript of the hearing shall be made and be available to the Provost, the Committee, and the faculty member concerned.

The Committee shall consider the statement of grounds for dismissal formulated by the Provost and the position statements and documents of the parties. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matter set forth in the parties' position statement shall be received. The faculty member shall have the aid of the Committee, when needed,

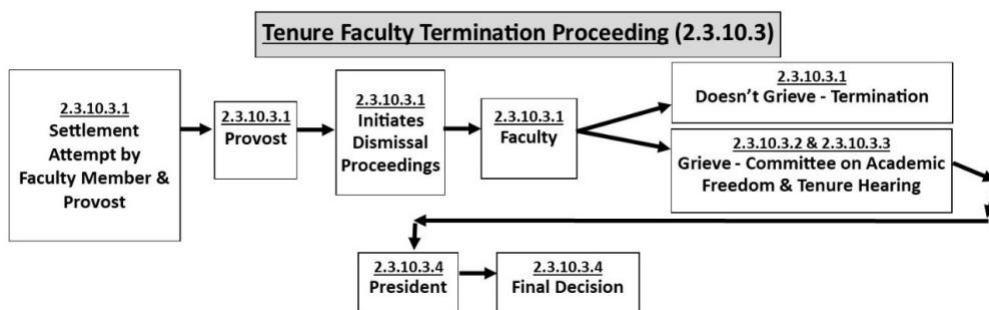
in securing the attendance of witnesses. The Provost shall have the burden of persuasion of the Committee by the preponderance of the evidence and will present his or her case first, followed by the faculty member. The faculty member and his or her counsel as well as the Provost and his or her counsel shall have the right, within reasonable limits established by the Committee, to present the case and question all witnesses who testify orally. Statements of witnesses may, when necessary, be taken outside the hearing and reported to it, but the identity of such witnesses must be disclosed.

2.3.10.3.3 Disposition of the Case

The Committee must issue a written decision within fifteen (15) calendar days after the hearing. The Committee shall reach its decision in conference on the basis of the parties' position statements, supporting documents, and testimony given at the hearing but in cases brought in accordance with the process outlined in "Evaluation of Tenured Faculty" (2.3.5.4), the Committee shall give due weight to any previous determinations made by a faculty committee. The Committee's ultimate decision shall be limited to whether or not the faculty member shall be terminated. The Committee shall make detailed findings with respect to each of the grounds of dismissal presented. The Provost and the faculty member shall be notified simultaneously in writing of the findings and decision and shall be given copies of the transcript of the hearing. If the Provost and the faculty member concerned accept the decision of the Committee, the matter shall be considered terminated and the Committee's decision shall be final.

2.3.10.3.4 Action by the President

If either the Provost or the faculty member concerned does not accept the decision of the Committee on Academic Freedom and Tenure Hearing, he/she must send a written notice of appeal to the President within five (5) business days of his/her receipt of the decision with copies to the other party and Committee chair. The notice shall set forth specific reasons why the Committee’s decision should not stand. A full report of the findings of the Committee shall be immediately forwarded to the President. The other party may issue a written statement to the President in response to the appeal within five (5) business days of his/her receipt of the notice of appeal. After studying the notice of appeal, Committee’s report, the other party’s response, if any, and making whatever additional investigation he or she may feel necessary, the President shall make the final decision in the case.



2.3.10.3.5 Official Announcements

Except for such simple announcements as may be required pertaining to the time and place of the hearing and similar matters, public statements about the case by the faculty member concerned, the officers of the Administration, and the members of the Committee on Academic Freedom and Tenure Hearing shall be avoided. Any official announcement of the final decision shall be made by or through the President and shall include a statement of

the actions of the Committee on Academic Freedom and Tenure Hearing or the President. Victims of sexual harassment or assault shall be notified of the final decision.

2.3.11 Tenure Denial or Non-Renewal of Tenure-Track Faculty Members

2.3.11.1 Procedures for Conducting Review

A tenure track faculty member who is not renewed for the following academic year or denied tenure may request a review of a non-reappointment or tenure denial with the Committee on Academic Freedom and Tenure Hearing for the following claims:

- a. Academic freedom violations;
- b. Deviations from the tenure review or non-renewal process but only when such deviations are so substantial that the decision to deny tenure or not renew would have been different;
- c. Failure to meet any non-renewal notice requirements set forth in the Handbook; or
- d. Violations of the University's Nondiscrimination, Harassment, and Sexual Assault Policy.

The faculty member must make a written request for a review to the Committee within thirty (30) calendar days of receipt of the notice of non-renewal or tenure denial. The request shall set forth all claims and attach all documentation that supports the claims. A copy of the request and supporting documentation shall be simultaneously sent to the Provost. The Committee shall immediately dismiss any request that fails to allege any of the claims set forth in 1-4 above. The Provost shall issue a written response to the Committee within ten (10) business days of receipt of the request for a review. Any supporting documentation shall be attached to the response. A copy of the response and supporting documentation shall be simultaneously sent to the faculty member.

The University's Title IX Coordinator shall be notified and be available to advise the Committee throughout this process if the faculty member makes a claim under four (4) above. In such a case, these procedures will serve in-lieu of any complaint process under that policy.

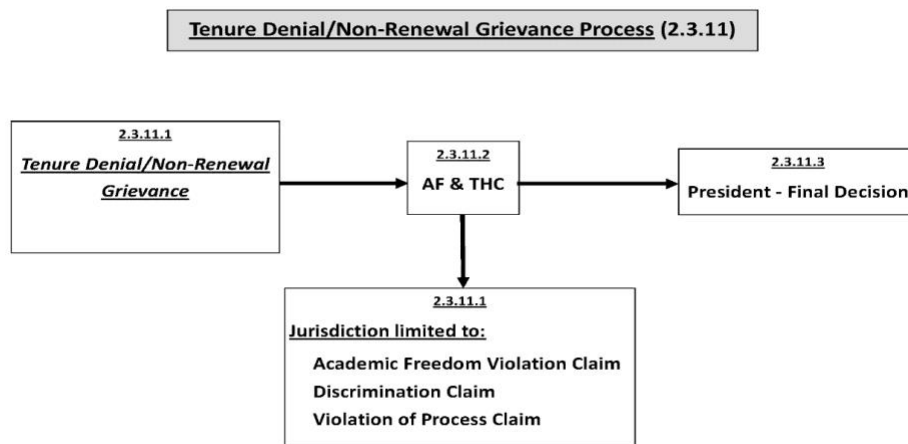
The Committee has discretion to determine an appropriate review process on a case-by-case basis. At the very least, the Committee must interview the faculty member and the Provost. This Committee may interview other members of the University community whose testimony may support the faculty member's claims or the Provost's response. The Committee cannot interview the President. The faculty member and Provost may be represented by counsel during the entire process for advisory purposes only. Counsel does not have the right to ask questions of the Committee or during any interview conducted.

2.3.11.2 Disposition of the Case

The Committee shall make a written recommendation to the President. The Committee shall determine its recommendation in conference on the basis of the faculty member's claims and supporting documents, the Provost's response and supporting documents, and information acquired from any interviews conducted. Within fifteen (15) calendar days of its receipt of the Provost's response (see [section 2.3.11.1](#)), the committee shall submit its written recommendation and supporting documentation, including but not limited to the faculty member's request and Provost's response, to the President, with copies to the faculty member and Provost. The Provost and faculty may issue the President a written response to the Committee's recommendation within five (5) business days of their receipt of the recommendation.

2.3.11.3 Action by the President

After studying the recommendation, all documents required or allowed to be received, and making whatever additional investigation he or she may feel necessary, the President shall make a final written decision within fifteen (15) calendar days of his or her receipt of the recommendation.



2.3.12 Leaves

Valparaiso University recognizes four (4) kinds of leaves for faculty members:

2.3.12.1 Sabbatical Leave

Sabbatical leaves are defined as absences for one (1) or two (2) semesters for rest, reinvigoration of teaching, and for professional research projects. The sabbatical leave is an opportunity for faculty members to prepare themselves through study and research for continued service to the University.

Eligibility for sabbatical leave is restricted to those faculty members who have been approved for tenure at Valparaiso University with six (6) academic years at the rank of assistant professor, associate

professor, or professor, and who have had a minimum of six (6) years of full-time, tenure-track service at the University.

These six (6) academic years need not be consecutive and may be interrupted by leaves of absence or professional development leave, but years which include such leaves do not count toward eligibility. Years which include leaves for scholarly purposes (e.g., University Research Professorships) may be counted towards the six years; such exceptions are granted by the provost. Six (6) additional academic years of such service shall be required for eligibility for the next sabbatical leave. Service shall not be cumulative if the sabbatical leave is not granted or taken at the end of six (6) years of service.

Good and sufficient reasons for such a leave include the following: 1) To research or write a scheduled or planned publication; 2) To research and read for new curricular initiatives; and 3) To participate in a semester of structured study or reading as preparation for research, a new course, or new directions in teaching. Other proposals not fitting the above three (3) criteria will be considered.

The sabbatical leave shall be either for one (1) semester at full salary or for two (2) semesters at half salary, but other arrangements will be considered case by case.

Upon recommendation of the Provost, the President will, whenever it is feasible, grant a sabbatical leave of absence to an assistant professor, an associate professor, or a professor who is eligible for such a leave.

The University shall continue to pay its normal share of all benefits of a faculty member who is on sabbatical leave.

Before being granted sabbatical leaves, faculty shall agree to return to Valparaiso University immediately after the expiration of the sabbatical leave and to serve the University for a period of one (1) additional academic year, with the understanding that, if they fail to serve the University for this year, the salary they received while on sabbatical leave shall be refunded to the University.

While on sabbatical leave, faculty members shall not accept remuneration for employment elsewhere. Deviations from this policy must be specified in the proposal and need prior approval by the Administration. Faculty may, however, accept academic awards, grants, or royalties from institutions of higher learning, boards, foundations, educational organizations, or publishers.

Whenever length of service is a factor in determining promotions or salary increases, the time spent by a faculty member on sabbatical leave shall be considered as time of service to the University.

2.3.12.2 Research Leave

A research leave is granted by the Administration upon recommendation of the Committee on Creative Work and Research. It is intended for faculty members who have been selected as University Research Professors. See [appendix E](#).

2.3.12.3 Professional Development Leave

A professional development leave allows study leading to an academic degree (“Study Leave”), stronger qualifications, or “on-the-job” training likely to enhance the faculty member’s professional competence. Any financial responsibility of the University must be arranged individually with the Administration.

2.3.12.4 Leaves of Absence

Leaves of absence allow consulting, research, or other activity. The University assumes no financial obligation in this instance.

The University follows the guidelines of the Family Medical Leave Act which can be found in [appendix O](#).

2.4 Article IV – Faculty Organization

2.4.1 Academic Organization

The faculty is organized into colleges, schools, departments, and libraries.

2.4.2 Meetings

The faculty meets in plenary sessions several times each year and shall be called into special session by the University President within ten (10) days of receipt by the University President of a request for such a meeting signed by at least thirty (30) percent of those persons holding faculty rank.

Announcement of all meetings is made by the Provost. The University President is the chair and presiding officer of the faculty and the Registrar serves as its secretary. The faculty determine whether its meetings shall be open or closed to those persons who are not members of the faculty. An agenda for each meeting is published a week in advance. Recommendations of individual faculty members for the agenda should be made to the Provost in a timely manner. Resolutions for faculty action are published one (1) week in advance. This requirement may be waived by two-thirds of the faculty present.

The faculty members of each academic organization meet at least once each semester to consider the business, policies, and development of its interests. The appropriate academic officer chairs such meetings. Minutes of such meetings are recorded and distributed promptly to the faculty members of the organization involved, and to the University President and the Provost.

2.4.3 Voting Membership

At meetings of the faculty and in elections for Faculty Senate Chair and Vice Chair as well as in elections of Faculty Senate committees elected by the faculty at large, Regular Faculty as defined in 2.3.1.1 are eligible to vote.

At meetings of the faculty's academic organizations as defined above in 2.4.1, only Regular Faculty, as defined in 2.3.1.1 but excluding adjunct faculty, are eligible to vote unless the academic organization indicates otherwise.

2.4.4 Collegiate and Departmental Organization

In order to advise the dean or the chair properly, academic organizations may establish committees and adopt bylaws. These bylaws are valid when certified by the dean and the Provost.

2.4.5 Functions

The faculty recommends to the University President academic policies and programs of the University as well as policies affecting the general welfare and professional life of its members. Except when meeting in plenary session, the faculty delegates its advisory and legislative functions not reserved to it in Article H, Section I of "An Instrument for the Internal Governance of Valparaiso University" to the Faculty Senate and University Council. All actions of Faculty Senate and University Council may be modified or rescinded by the faculty.

Subject to the authority of the University President, the faculty shall have exclusive jurisdiction in all matters within the province of its committees. It shall have the responsibility for certification, accreditation, professional programs, and for graduation requirements. Only the faculty, acting through procedures established elsewhere in this Handbook, shall have the right to advise the University President on all matters affecting the appointment, promotion, and tenure of members of the faculty.

Faculty voice in legislative matters is expressed primarily through Faculty Senate for academic matters and through University Council for non-academic matters. Each body works, in part, through its standing, special, and ad hoc committees; the scope of these committees helps to define the subject-matter jurisdiction of each body.

In particular, the Faculty Senate provides advice and guidance to the President's Council on matters concerning the guidelines for setting the academic calendar. The University Council approves the academic calendar created by the Registrar, consistent with those guidelines.

The faculty may create and determine the composition of such committees or other agencies as it sees fit to deal with matters within its province. It shall not, however, establish standing committees that duplicate functions and responsibilities delegated to Faculty Senate and University Council.

2.4.6 Faculty Senate

The Faculty, except when meeting in plenary session, delegates its advising and legislative functions to the Faculty Senate. All actions of the Faculty Senate may be modified or rescinded by the Faculty. The details of the size, composition, and structure of senate and its committees are contained within the Faculty Senate Bylaws and are included as [appendix D](#) to this handbook.

2.4.7 University Council

The details of the size, composition, and structure of University Council and its committees are contained within the University Council Bylaws and are included as [appendix C](#) to this handbook.

2.4.8 Steering Committee

If doubt arises as to whether an issue should be referred to Faculty Senate, University Council, Student Senate, or administrators, the University President convenes the Steering Committee, consisting of the University President, Student Body President, chair of Faculty Senate, and chair of University Council. This Committee assigns the issue to one or more of these bodies and persons.

2.4.9 Appointed Standing Committees of the Faculty

2.4.9.1 International Affairs Committee

The primary charge of the International Affairs Committee is to support, monitor, and initiate strategies for further internationalization of Valparaiso University. In this capacity, the International Affairs Committee serves as an advisory committee to the International Programs Office and to the Provost's Office.

Specific duties stemming from this charge fall under two rubrics: study-abroad programs and international students. These duties include soliciting applications for the Resident Director positions, monitoring and promoting the University's study-abroad programs, reviewing all proposals for new exchange programs, supporting initiatives to recruit more international students, monitoring the enrollment of international students, recommending strategies to insure diversity, and facilitating the functioning of programs involving internationalization such as the Kade-Duesenberg German House and the China Center.

The International Affairs Committee is appointed by the Provost. Membership includes the Associate Provost for Graduate and Online Education or some other representative from the Provost's Office, the director of International Students and Scholars, the director of Global Education, one representative from Student Life, one representative

from the Office of Admission, three representatives total from the College of Arts and Sciences and Christ College appointed by the deans, and one representative each from the College of Business, College of Engineering, and College of Nursing and Health Professions, each appointed by their respective dean.

2.4.9.2 Teacher Education Advisory Council

The Teacher Education Advisory Council is appointed by the University President and Provost. It comprises six (6) faculty members from departments involved with teacher education, six (6) members from elementary or secondary education in the field, and the chair of the Department of Education, the Dean of Continuing Education and Graduate Studies, and a representative from the office of the Dean of Arts and Sciences, *ex officio*.

The Council meets regularly to advise the Department of Education on policies and practices of teacher education programs; informs the University community about the programs in teacher education; advises the Department of Education about University commitments to and concern for teacher education; and consults with the Department prior to final action on adding a program, dropping a program, changing program requirements, or changing criteria for admission to teacher education.

2.4.9.3 General Education Committee

The General Education Committee is an appointed standing committee of the faculty charged with ensuring that the philosophy and goals of the University's general education program are diligently pursued and the program effectively evaluated. The Committee is further charged with advising and assisting the standing committees of the Faculty Senate, as well as the Senate itself, in all matters pertaining to the University's general education program.

The General Education Committee consists of twelve (12) members, subject to the approval of the Provost, selected according to the following formula and serving two-year staggered terms: one member appointed by the Dean of the College of Arts and Sciences from each of the three electoral divisions of the College of Arts and Sciences; one member appointed by each of the Deans of the Colleges of Business, Engineering, Nursing and Health Professions, Christ College, and the Library; the Director of the Freshman Core Program (ex-officio); the University Director of Writing (ex-officio); the Assistant/Associate Provost for Faculty Affairs and General Education Officer (ex-officio, nonvoting), and the Registrar (ex-officio, nonvoting). The Committee elects its chair from among the membership.

Specific duties of the General Education Committee are:

1. Advocating and interpreting the University's general education program for the campus community.
2. Stimulating ongoing discussion of the philosophy and goals of general education.
3. Receiving and considering suggestions and proposals concerning general education requirements and policies and making recommendations to the appropriate committee(s) of the Faculty Senate and the administration.
4. Reviewing the specific rationale for as well as the activity and course criteria of each general education category on a continuing basis.
5. Examining and approving all courses and activities that seek to fill a general education requirement in terms of their appropriateness to the objectives of each general education category. Reporting the results of such actions to the Educational Policy Committee.

6. Advocating and stimulating the regular review and assessment of general education courses and encouraging the imaginative development of appropriate new offerings.
7. Advising and assisting the Committee on Assessment with assessing the overall effectiveness of the general education program on a regular basis.
8. Communicating with constituents on a regular basis and reporting their feedback to the committee.

2.4.10 Faculty Athletics Representative

The Faculty Athletics Representative (FAR) is recognized as the representative of Valparaiso University and its faculty in the relationship between the NCAA, the Missouri Valley Athletic Conference, and Valparaiso University. The FAR is one of five recognized individuals authorized to make contact with the NCAA membership services staff in the normal interaction between the NCAA and Valparaiso University. The chief executive officer, director of athletics, senior woman administrator, and compliance coordinator are the other individuals. The FAR is involved in the assurance of the academic integrity of the athletics program and in the maintenance of the welfare of the student-athlete.

The FAR shall be a full-time, tenured member of the regular faculty. The FAR shall be appointed by the President of Valparaiso University and reports directly to the President. The term shall be for a period of four years, with a two-term maximum, subject to an earlier termination by the President or resignation of the FAR.

2.5 Article V – Faculty Responsibilities and Professional Standards

2.5.1 Faculty Responsibilities

At Valparaiso University, faculty members are colleagues and professional persons whose rights, duties, responsibilities, and privileges are defined by ancient customs and the traditions of the worldwide academic community.

As noted in [2.3.4](#), Standards for Evaluating Faculty, the University expects all members of the faculty to contribute to sound instruction and those who are tenure-track to also contribute significant scholarly inquiry. Faculty members have the obligation to carry their fair share of teaching, research, advising, and service. They are expected to be available to students for consultation and tutelage which may well range beyond conventional academic advising. In a residential university such as Valparaiso University, full-time faculty members are expected to participate in evening and weekend activities of the campus community as well. They are expected to support activities related to student recruitment and retention, and placement. To achieve its goals, the University encourages each academic unit to call upon the services of an individual faculty member according to that member's current interests and talents, and in light of the aims and needs of the program.

All members of the faculty are expected to attend formal meetings of the faculty and the various academic units unless these meetings conflict with instructional duties, and to attend, in academic garb when requested, commencement exercises and other formal academic events.

2.5.2 Faculty Ethics

The following principles govern the conduct of faculty members of Valparaiso University.

2.5.2.1 Responsibility to the Disciplines

Faculty members seek to understand their subjects and to render them understandable to others. The scholarly dedication to truth and its free exposition appears sometimes as original scholarship but more often as an imaginative synthesis of the findings of fellow scholars. The pursuit of truth requires many virtues. These include integrity rather than mere cleverness, humility and humor in the face of truth's complexity and one's own limitations, love because truth can be

destructive in its expression and application to human affairs, and courage in the face of pretension, illusion and self-deception. The quest for the whole truth requires that one's findings be placed in broader contexts of meaning and related to other intellectual perspectives, including finally one's view of life and the place of education in life.

2.5.2.2 Responsibility to Students

The primary relationship between faculty members and students derives from the teaching/learning process rather than from mutual friendship. Within this intellectual orientation, faculty members unfold the disciplines, alert to issues of value and to the stages of students' intellectual and moral development. This is done in an atmosphere of free inquiry, free of gender and racial stereotypes, with strong encouragement toward independent and critical thinking, as well as encouragement for cooperative and collaborative work. By rigorous self-criticism, by fairness in evaluation and generous availability outside the classroom, by attentiveness to diverse learning experiences (such as research, study abroad, or cooperative education), by responsive academic and vocational advising, by attention to professional detail, including the prompt return and thoughtful evaluation of student work, and by participation in the student co-curriculum, faculty members embody and teach the virtues of a learned and learning community.

2.5.2.3 Responsibility to Colleagues

Healthy collegiality embraces the exchange of criticism and ideas, respect for the opinions of others, and acknowledgment of one's interdependence in the community of scholars. It mandates sharing common duties. These include University governance through which University policy is shaped so that the educational purposes of the University are kept central, undistracted by unwarranted claims from

alumni, students, administration, and athletics. As members of a scholarly community at Valparaiso University, faculty members will take an interest not only in the activities of their discipline, but also in other fields of learning, for the deepening and broadening of a common intellectual and cultural life at Valparaiso University.

2.5.2.4 Responsibility to Valparaiso University

While the chief obligation of faculty members to their own institution is to be effective teachers and scholars, full-time faculty members must also contribute to the flourishing of the University and its students through a variety of services including participation in committees and co-curricular activities. Similarly, even as the full-time commitment of professional scholars does not contemplate an eight-hour day and forty-hour week, the citizen of the University may be called upon for commitments in time beyond the normal working day. As members of a residential university, faculty members should reside within a reasonable distance of the University in order to be involved in the unusual rhythms of such an institution's life. This ideal requires careful balancing of the commitment to the institution with important obligations to one's family and to the civic community. A faculty member is solicitous of the well-being and good name of the University but equally vigorous in criticism of it in the interest of its well-being and its central educational purpose.

2.5.2.5 Responsibility to Society

The citizen-scholar neither works in a social or political vacuum, nor prepares students simply to mirror the values of current society, adjusting to its needs and authorities. The University conserves a heritage but also creates new visions of truth, including the criticism of present arrangements in the society. Scholars at a church-related university bear a similar responsibility to the church. This responsibility is to be exercised through not only the education of students but also

through direct contributions in the public arena as citizens, church members, and professionals.

2.5.2.6 Integrity in Research

All faculty members and all others involved in individual and collaborative research are expected to observe professional standards of research, as defined by their discipline and by their peers. They are also expected to observe the highest standards of integrity in their research. The University will not tolerate fabrication, falsification, plagiarism or other serious deviations from accepted practices in proposing, carrying out, or reporting results from research. Honest efforts and acceptable differences in judgment and interpretation will not, however, be deemed as misconduct in research.

Allegations of misconduct in research should be reported in writing (signed by the complainant) to the appropriate academic dean. The dean will then conduct an inquiry and investigation according to procedures outlined in the Research Misconduct Policy available online at the General Counsel's website.

2.5.2.7 Copyright Regulations

Instructors often seek to duplicate the written copyrighted works (protected works) of another to be used for professional purposes or to be disseminated in the classroom to further learning. Duplication can occur by physically copying the protected work or having the work transferred or retransferred into an electronic format. Classroom dissemination of protected works can occur when the professor distributes actual copies of the work to students or enables the students to obtain electronic copies via email or other electronic mediums. It is the responsibility of any faculty who duplicates or disseminates such protected works to comply with all applicable copyright laws and regulations.

The general rule is that copyright holders have the exclusive right to their works. As such, instructors are generally prohibited from duplicating and/or disseminating the protected works of another without the copyright holder's permission. Instructors are encouraged to obtain the written permission of copyright holders before duplicating their protected work. Permission may be sought from the actual copyright holder or the Copyright Clearance Center at [copyright.com](https://www.copyright.com). Copyright holders may require a fee before they will grant the requesting instructor permission to duplicate their protected work. Oftentimes, the author of the protected work is not the copyright holder so getting permission from the author may not be enough.

There are two recognized exceptions and another potential exception to the general rule that says copyright holders have the exclusive right to their works. The two exceptions are: 1) The Fair Use Exception and 2) Works in the Public Domain. The other potential exception applies to orphan works. This policy attempts to conservatively summarize these exceptions; however, more liberal applications of these exceptions may apply. You are encouraged to contact Valparaiso University's General Counsel for advice before you seek to duplicate protected work or if you have any questions or concerns about copyright infringement.

2.5.2.7.1 The Fair Use Exception

The fair use exception allows an instructor to duplicate protected works, under certain circumstances and if certain criteria are met, for purposes such as criticism, comment, news reporting, teaching (including multiple copies and course packs), scholarship, or research without the need to get the copyright holders' permission or pay them a fee. The criteria vary depending on whether or not

the instructor is making a single copy for his/her own use or multiple classroom copies or course packs for classroom use.

An instructor may make a single copy, without the copyright holder's permission, of any of the following for his or her scholarly research or use in teaching or preparation to teach class:

- a. A chapter from a book.
- b. An article from a periodical or newspaper.
- c. A short story, short essay or poem (whether or not from a collective work).
- d. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

An instructor may make multiple classroom copies or course packs for classroom use, without the copyright holder's permission, if the instructor posts a notice of copyright on each copyrighted item and meets the following tests:

- a. The brevity test;
- b. The spontaneity test; and
- c. The cumulative test

The brevity test is met for the copying of a poem if the poem has fewer than 250 words, or it is an excerpt of not more than 250 words. For other works of language, the brevity test is met if it is a copy of a complete work of 2,500 words or an excerpt of 1000 words or 10% of the total length of a longer work, whichever is less. The brevity test is met for the copying of an illustration (i.e., chart, graph, cartoon) if it is limited to one illustration per book or periodical. The brevity test is met for special works (combinations of language and illustration) if the copy is no more than two published pages and contains no more than 10% of the words.

The spontaneity test is met when the instructor's decision to use the protected work and the moment of its classroom use are so close in time that it would be unreasonable to expect a timely reply for permission from the copyright holder.

The cumulative test is met if the protected work is used for one course and not more than one piece of protected work or two excerpts of protected work from the same author or three pieces of protected work from the same collective work. There shall be no more than nine different copyrighted works distributed per class per semester.

Even if an instructor meets the above tests, protected work should not be copied, without the copyright holder's permission, if it is used as a substitute for the works, as a substitute for the purchase of the protected work, if the duplication is at the request of the instructor's superiors, if the duplication is repeated with respect to the same protected work by the same instructors from term to term, or if the student is charged beyond the actual cost to duplicate the protected work. Instructors should immediately contact Valparaiso University's General Counsel if their superiors request the duplication. Finally, even if an instructor does not meet the above tests, an instructor may generally duplicate a recent news article for classroom dissemination; however, this exception may not apply if the same article is duplicated and disseminated on a continual or regular basis. If this is the case, the instructor should inquire with the library to see if it subscribes to a news database that contains the article and have the students access the article through the library.

2.5.2.7.2 Works in the Public Domain Exception

Works in the "public domain" may be copied and disseminated without the copyright holder's permission. Generally, a work is considered in the public domain if it is at least 95 years old, if the creator has expressly disclaimed a copyright interest, or if it is created by the federal government. For more information regarding works in the public domain, along with other resources regarding copyright and author rights, please access the Copyright Information Libguide available through the Christopher Center Library at libguides.valpo.edu/copyrightinformation.

2.5.2.7.3 Orphan Works

There is another potential exception to the general rule that says the copyright holder has the exclusive rights to the protected work. This potential exception applies to orphan works which are defined as works for which no copyright holder can be found, and thus for which permission to use these works cannot be obtained. To be an orphan work, the instructor should be able to show that he/she has exercised good faith and due diligence in seeking permission from the copyright holder but could not determine the copyright holder. This exception has been endorsed by numerous scholars and legislatures; however, there is no law or court decision that directly applies this exception to the general rule. Instructors are encouraged to contact Valparaiso University's General Counsel for guidance before relying on this exception.

2.5.2.8 Nepotism Policy Faculty Guidelines

The hiring of all faculty is based on qualification and merit. Valparaiso University does not discriminate in favor of or in opposition to the employment of relatives. For the purpose of these faculty guidelines, "a relative" applies to the following relationships: spouse, domestic partner, child, parent, brother, sister, grandparent, grandchild, or in-law.

One relative cannot be responsible for making decisions in personnel matters regarding another relative, such as the hiring, promotion, retention, compensation, evaluation, or other conditions of employment. If needed, the immediate supervisor of the faculty member will appoint a new supervisor to handle decisions related to a relative's evaluation, promotion, compensation, workload, and other aspects of the relative's work.

In the possibility of hiring a relative, faculty members should recuse themselves and notify their immediate supervisors in writing of their refusal. Specifically, a faculty member should not be involved in the following activities of the hiring process:

1. Reviewing resumes;
2. Determining which candidates will be interviewed;
3. Participating in the interview process;
4. Participating in selection;
5. Participating in any other activity that is part of determining whether candidates are qualified or will be hired for the position.

A faculty member may not influence decisions related to a relative's evaluation, promotion, or compensation, including, but not limited to:

1. Providing feedback for performance evaluations;
2. Participating in corrective action;
3. Participating in decisions related to promotion;
4. Participating in decisions related to merit increases or compensation;
5. Participating in decisions related to performance management including discipline or dismissal;
6. Participation in decisions related to leave of absence requests (sabbaticals, LOAs);
7. Approving expenditures of funds such as travel or training requests, travel reimbursements, or bridge funding.

2.5.3 The Faculty and Morning Prayer

As an expression of Christian faith, the University worships each weekday morning. All members of the University community are invited to participate. Faculty members who do not participate are expected to respect this tradition of worship by not scheduling office hours or any activities that would keep students or colleagues from worship.

2.5.4 Intellectual Property

See [appendix S](#) for the full Faculty Policy on Intellectual Property.

2.5.5 Conflict of Commitments

The University recognizes that full-time faculty members, because of their expertise, will have opportunities to provide consulting and other professional services to outside agencies, businesses, individuals, and community organizations. Insofar as these activities contribute to one's own professional development, enhance the reputation and visibility of the University, and further the well-being of the community, they are encouraged.

Nevertheless, full-time faculty members must always recognize that they have a professional commitment to the University during the academic year. Therefore, employment outside the regular appointment arrangements with the University (including paid consultation, private practice, and private research contracts) must not interfere with the faculty member's full-time responsibilities of teaching, advising, scholarship and research, and University/community service. Furthermore, such employment is considered acceptable only when 1) it contributes to the professional development of the faculty member, and/or 2) it provides expertise to a socially or technically important problem.

For full-time faculty members, outside employment is limited to an average of eight (8) hours, or the equivalent of one (1) working day, per calendar week during the academic year while the University is in session. Included in these weekly eight (8) hours is the restriction of teaching no more than one (1) course per semester in a program other than Valparaiso University. Time spent on such outside activities must be in addition to the faculty member's full-time commitment to the University. Therefore, activities which require regular hours off campus during the normal business day are considered inappropriate as they would interfere with the faculty member's normal presence on campus or availability for committee meetings, student advising, and so forth. When conflict arises between outside employment and professional responsibilities to the University, consideration will be given to another type of association with the University. This applies particularly to faculty members with substantial equity and managerial responsibility for the success of a private enterprise.

Outside employment generally should be consistent with the educational mission of the University and should in no way conflict with the University's interest and goals. In general, such activities may not make use of University facilities and resources unless approval has been obtained from the appropriate academic officer or compensation is made to the University. In addition, those outside activities for which a full-time faculty member receives compensation must be so designated if they are included as part of the faculty member's annual activities report or as application materials for promotion and tenure. Finally, the name of the University may not be used in support of any such paid outside activities, other than in the normal identification of the faculty member's affiliation with the University.

Tenure-track or tenured faculty members at Valparaiso University may not hold a tenure-track or tenured position at another institution.

Any full-time faculty member engaging in outside employment must inform the chair of the department of the nature and extent of any current or proposed employment at the beginning of each academic year (August), and any changes in this status must be reported at the time of their occurrence. Only those activities which conform to the above guidelines may be approved by the chair, and this approval is to be transmitted to the dean of the college of the faculty member. Any employment conditions which fall outside these guidelines must be approved by the dean of the college.

Unresolved conflicts between University obligations and outside employment may be referred to the Faculty Concerns Committee. This Committee can negotiate between department chairs or deans and faculty members who disagree about outside employment and can advise administrators in situations finally requiring their decisions. When the issue impinges upon the tenure rights of a faculty member, the Committee on Academic Freedom and Tenure Hearing should be consulted.

2.5.6 Academic Work Year

Faculty members are expected to be on campus and available for administrative and organizational activities related to the beginning of the academic year at least nine (9) days before the first day of class. Faculty members are expected to be present on campus and participating in all official activities through the Commencement ceremonies in May. Those faculty members who conclude their service to the University at this time are expected to vacate their offices no later than May 31, at which time they officially will have completed their service to the University.

The two-semester academic work year for faculty traditionally has been described as a period of nine (9) months, including several recesses and a vacation period between the fall and spring semesters. In reality, the period in which members of the faculty will be on campus or serving the University during the academic year slightly exceeds a strict accounting of nine months.

In addition, full-time faculty members may be requested to perform certain tasks during the summer without special compensation, such as occasionally interacting with prospective students or participating in summer orientation activities. A member's unavailability for such a task does not carry a negative connotation. Otherwise, summer is normally viewed as a time of refreshment and professional growth.

2.5.7 Workload

The workload of full-time faculty members shall normally be twenty-four (24) credits per academic year although this may be altered by the appointment letter. This workload shall normally consist of at least twenty-one (21) teaching load credits and up to three (3) additional teaching or workload credits. For non-lecture formats of instruction such as internships, laboratories, studios, physical education activity courses, and team teaching, appropriate credit assignments are developed jointly by the administration and the college and/or department concerned. The provost and dean may grant workload credit for research activity, professional activities, professional development, and faculty work as campus citizens. The Provost's Office will keep a record of criteria for assigning workload credits.

2.5.8 Faculty Travel

When traveling on Valparaiso University business, please refer to the University travel policy for established policies and procedures. The Travel and Travel Expense Reporting document is available in the Finance Office. The policy is also in [appendix G](#).

2.5.9 Privacy of Student Information

In accordance with the federal Family Educational Rights and Privacy Act of 1974 ("the Buckley Amendment"), it is the policy of Valparaiso University that all student records as defined by the Amendment are private, confidential documents. Information from them is not to be disclosed (except to authorized University personnel for internal use) to any person, organization,

or agency without the consent of the individual to whom they pertain or another authorized person. Specific questions about the requirements of the Buckley Amendment should be addressed to the Office of the Registrar.

As an extension of this general policy, faculty members are expected to treat with discretion information concerning a student's private views as they may be expressed in papers and discussion. This policy should not discourage judgments about the student's academic capacity and performance in response to reasonable requests, but rather aims to protect the student-teacher relationship and the student's right to privacy.

2.5.10 Use and Abuse of Support Services

Consult [section 4.8.3](#).

2.5.11 Use of Computer Software and Hardware

Consult [sections 4.2.6](#) and [4.2.7](#).

2.6 Article VI – Professional Growth

The University encourages faculty members to improve their teaching, participation in learned societies and professional conferences, and research.

2.6.1 Support for the Improvement of Teaching

2.6.1.1 Center for Innovation in Teaching, Assessment, and Learning (CITAL)

The Center for Innovation in Teaching, Assessment, and Learning provides support for faculty through all stages of their career and in their various roles. By combining knowledge of faculty development, instructional/curriculum development, and instructional technology, the CITAL team members can assist individual faculty members as well as programs and departments as they strive to achieve teaching

excellence and pedagogical innovation and continue with their scholarship of teaching and learning endeavors.

2.6.1.2 CELT Grants

Programs administered by the Committee to Enhance Learning and Teaching are designed to encourage excellence in teaching. Support for faculty development is available through Teaching/Learning Expense Grants and Travel Grants for undergraduate faculty.

Details of these awards may be found in [appendix F](#).

2.6.2 Support for Participation in Learned Societies and Professional Conferences

Each full-time faculty member is entitled to a membership in one (1) learned society paid for by the University of an amount no less than \$75. Visiting faculty members are not eligible for this benefit.

A full-time faculty member may request reimbursement incurred in attending the meeting of a learned society to which the faculty member belongs. Approval of the department chair must be secured for all such expenditures. Reasonableness of travel expenses, apportionment of available funds, and frequency of attendance will be assessed in approving such requests.

Faculty members whose departments are unable to support their presentation of major papers may seek support from the offices of the dean and the dean may, in turn, seek support from the Provost. Approval should be sought before papers are submitted, since the availability of funds is not assured.

Since international conferences are usually more costly, inquiries as to the availability of a subsidy shall be made in advance of the submission of a

major paper. In granting such a subsidy, consideration will be given not only to the availability of funds and their equitable use but also to the professional record of the faculty member with respect to professional activity in regional and national meetings.

2.6.3 Research Support

2.6.3.1 Committee on Creative Work and Research

Programs administered by the Committee on Creative Work and Research encourage creative work and research by faculty members. Valparaiso University offers opportunities for appropriate recognition and financial assistance for such work through award programs, including the following:

- a. University Research Professorships
- b. Wheat Ridge Ministries-Kretzmann Grants
- c. Summer Research Fellowships
- d. Expense Grants associated with Creative Work and Research
- e. Undergraduate Research Development and Support Grants
- f. Undergraduate Summer Research Housing Grants

Details of these awards may be found in [appendix E](#).

2.6.3.2 University Assistance in Securing Research Grants

Faculty members interested in securing grants from external organizations should contact the Office of Sponsored and Undergraduate Research for assistance with procedural questions, in identifying funding sources, researching current information, budget development, writing support, and post-award management. This assistance can be for curriculum development and professional development grants as well as research grants.

Some opportunities from non-governmental organizations will be referred to the Office of Advancement for appropriate support and guidance.

The Office of Sponsored and Undergraduate Research will assist faculty in determining and applying all appropriate fringe benefits.

Faculty members interested in securing internal grants from the Committee on Creative Work and Research or the Committee to Enhance Learning and Teaching should contact the Office of the Provost for procedures and deadlines.

2.6.3.3 University Research Endowment

The Endowed Ziegler Family Faculty Research Fund for the Humanities produces earnings for research in the humanities, generally for scholars who envision a particular publication. This fund is administered by the Office of the Provost.

2.6.3.4 Research and Professional Growth Resources in the Several Colleges

The College of Engineering annually administers competition for a Frederick F. Jenny Professorship and a Richardson Research Grant, as funds are available.

The College of Business Administration administers the Janet Sievers Accounting Faculty Development and Research Endowment, established by alumni in memory of Professor Sievers.

The College of Nursing and Health Professions administers the Sigrid Lindemann Faculty Development Endowment, established by Helen Lindemann in memory of her daughter. Faculty may contribute to the corpus of this fund.

2.6.4 Chairs and Professorships

Chairs and professorships are created and endowed by donors or by the University in order to achieve a variety of purposes. These may include: 1) underwriting an existing faculty position in order to provide fiscal stability to the academic budget; 2) providing specific support for a faculty member's scholarship and teaching through reduced teaching responsibilities or additional professional support; 3) attracting faculty members of stature and quality to the University; or, 4) assuring that a certain field of study or a particular aspect of the University's mission will be supported at the University.

Details of existing chairs and professorships may be found in the Catalog.

2.6.5 Faculty Workshops, Seminars, and Institutes

From time-to-time workshops and institutes are created by members of the faculty and made available to the community. In addition, various colleges may sponsor institutes and workshops directly related to their specific professional interests.

2.6.6 Lectureships

Valparaiso University presents numerous lectures by scholars and public figures on topics of scholarly or current interest. Various endowed and named lectures are also presented each year, bringing distinguished men and women to the campus to address the University community.

Details of these lectureships may be found in the Catalog.

2.6.7 Awards and Grants

2.6.7.1 Alumni Faculty Fellowships

Each year the Alumni Association invites faculty members to apply for several summer grants that will permit members to carry out research or other scholarly projects. Junior members of the faculty may use these grants to help them finish a degree. Senior members may use them for post-doctoral work.

2.6.7.2 Alumni Distinguished Teaching Award

The Distinguished Teaching Award recognizes and encourages excellence in the art of teaching. Only tenured full-time members of the University faculty who have completed one academic year of on-campus teaching are eligible for this award. Faculty colleagues, students, administrators, and Alumni Board members are involved in the nomination and selection process for this very prestigious award. Both the faculty members and their departments receive a cash award.

2.6.7.3 Guild and Parents Council Grants

Each year the University Guild invites departments and programs of the University to apply for grants to assist in carrying on their work. The Parents Council also annually requests grant applications that will benefit students immediately.

The Guild has also endowed the Undergraduate Research Grants which support faculty in promoting undergraduate research. Details are available in [appendix E](#).

2.6.7.4 Valparaiso University Excellence in Teaching Award

This annual award recognizes a number of outstanding undergraduate faculty and units each year for their commitment to and effectiveness

in teaching. Each year up to three awards will be given, either to individual faculty members or to academic units. Each award-winner receives an award of \$3,000. In the case of academic unit winners, the award will be divided at the discretion of the unit.

2.6.7.5 Valparaiso University Award for Excellence in Research and Creative Work

The Award for Excellence in Research and Creative Work recognizes a tenured faculty member who has made significant scholarly achievements to his/her discipline and/or to public discourse over the course of his or her career.

The awardee will be engaged in the national or international conversation within his/her domain of study, demonstrating notable accomplishments and recognition in scholarly, artistic, or other relevant communities. Evidence for this will consist of a body of public work in the form of refereed publications, public performances, juried presentations, invited presentations, and/or public service on regional, state, or national committees/commissions, or other works/services appropriate to the discipline.

The award is presented annually, with a \$3,000 prize. All active tenured faculty members are eligible. Senior Research Professors are not eligible.

CHAPTER 3 – ACADEMIC PRACTICES

3.1 Honor Code

All student work, including all examinations, quizzes, and homework assignments at the University is subject to the Honor Code and must bear the following Honor Pledge in full:

“I have neither given or received nor have I tolerated others’ use of unauthorized aid.”

This pledge must be signed by the writer.

The Honor Code was adopted by the faculty in 1944 on the initiative of the student body. It is at once a technical procedure of academic work and a symbol of the University's aspiration to be not simply a credentialing agency but a scholarly community. Integrity and trust are the essential hallmarks of a community that is learning to pursue truth and to form independent, critical judgments. The Honor Code supports the effort to educate students into this ideal, including the idea of self-regulation, common to the great liberal professions.

In order that the Code not be reduced to moralistic piety, it is important for faculty members to find ways of frequently setting forth to the students the higher purpose of this ideal.

Education is a process, and college students are in a transitional stage of their lives. It is likely that every large class will contain students who are immature or who deliberately reject the values of the Code. To protect the undergirding trust, it is necessary that faculty members take precautionary measures such as spacing students during examinations, and using methods of examination that do not tempt students to violate the Code.

It is the responsibility of the individual instructor to specify with each assignment (term papers, book reports, take-home assignments, etc.) what constitutes

authorized and/or unauthorized aid. This should also be outlined in the course syllabus.

All final examinations and all quizzes must be given under the Honor Code, without proctors or the presence of the instructor. The instructor distributes the examination to the class or writes it on the blackboard, waits a few minutes to ascertain whether there are questions concerning legibility or clarity, and then leaves the room, returning at the end of the period to pick up the papers. The instructor may return periodically to answer questions.

If a student or faculty member has reason to believe that cheating may occur during an examination, he or she may request in writing in a timely manner that the examination be proctored. This request shall be honored. A form for this purpose has been placed on the Honor Council web site.

Unannounced quizzes and other tests used during a period devoted mainly to classroom instruction are an exception in that the instructor may remain in the room. However, under conditions set by the individual instructor and made known to the class, unauthorized aid is still unacceptable, and the Honor Code will be written on all written work.

Before examinations are returned to the class, the instructor should check to make sure that the Honor Pledge has been signed. If not, the instructor should inquire of the student the reason for the omission. If it is due to forgetfulness, the instructor permits the student to sign the Pledge and the work done is officially recognized. If a faculty member suspects from evidence in the papers received--whether or not the Honor Pledge has been signed--that unauthorized aid has been given, such evidence should be turned over to the chair of the Honor Council, whose name and phone number are listed in the directory, or another member of the Council. A faculty member who detects an alleged Honor Code violation while evaluating coursework shall have ten (10) academic days from the day of the detection to report the alleged violation to the Honor Council. (Students shall have ten (10)

academic days from the day an alleged violation occurred to report the alleged Honor Code violation to the Honor Council.) A faculty member is not authorized to determine guilt and assess penalties in this kind of matter. The Honor Council conducts its own investigation, which may include an interview with the instructor, and, after assembling and weighing the evidence, determines guilt. If there has been an infraction of the Honor Code, the Council recommends the appropriate discipline to the Provost of the University, who finally penalizes the offending student. Students are expected to report cases of cheating that occur in the classroom during examinations or as the cheating may relate to out of class assignments. These cases are taken up and handled in the same manner as cases reported by faculty members. The Honor Code is administered by an Honor Council of student and faculty members. An outline of these and other policies can be found in the Constitution of the Honor Council, located on the Honor Council web page.

3.2 Instructional Policies and Procedures

3.2.1 Classroom Assignments

Classroom assignments are made by the Office of the Registrar and all room changes must be cleared by the Office. It is essential to meet the first class in the designated classroom, since that is where the students will report. Contact the Office of the Registrar (x5212) if it is necessary to change the classroom assignment.

Classes should begin and end at the times indicated in the Schedule of Classes. Classes should not extend past the ending time indicated unless specific arrangements have been made with the Office of the Registrar. This is necessary to allow students enough time to pass to their next class and to allow the next class assigned to the room to begin on time.

Chairs must not be removed from the classrooms since the room assignments have been based on the number of chairs in the classroom as reflected in the Registrar's records.

Final examinations are held in the regularly assigned classroom according to the final examination schedule published by the Office of the Registrar, unless arrangements have been made for a special examination period.

3.2.2 Class Rosters

Class rosters are available on DataVU once a faculty member is assigned to a course and are updated several times a day.

3.2.2.1 Verification Roster

Faculty should verify, by checking the roster at the beginning of the first class meeting and again after the add/drop period is completed, that the students in the classroom are only those who have registered for the course. If a student is in the classroom, but is not on the course roster, the student may be allowed to stay that day but must not be allowed to attend another class period until he/she is listed on the course roster signifying that he/she has officially registered for the course. Conversely, if a student is on the course roster but has not attended any class meetings, faculty should note this in the grading module via DataVU and the student's information should be forwarded to the Office of the Registrar with the indication that the student has not attended the course but is still on the roster. If a student stops attending the class, the last date of attendance must be noted in the grading module found in the faculty DataVU portal. Sporadic student attendance should be noted in the Unsatisfactory Academic Performance progress report module.

3.2.3 Reporting Grades

Midterm grades are required for all undergraduate students and athletes in full semester courses in the fall and spring semesters. Midterm grades are due on the Monday after mid-semester. Mid-semester is also the end of the first 7-week period as noted in the Academic Calendar.

Final grades are due by noon of the Monday after the term ends. They are entered in the grading module found via the faculty portal in DataVU. Students who withdrew during the course of the semester are no longer on the roster. Grades should be marked according to the grading schedule as printed in the General Catalog. Students who stopped coming to class should have a final date of attendance noted (or a best guess) and a grade of 'F'. It is very important to meet the grade deadline since many offices are waiting for that information to start additional processing. Late grades can also delay a student's graduation from the University. Final Grades should be considered to be final and should only be changed in extreme circumstances.

3.3 Class Attendance

3.3.1 Student Absences

Students are required to attend every one of their classes unless the absence has been approved by the instructor concerned or the dean. Students are responsible for completing any assignments they miss. The enforcement of the absence system is, however, primarily a matter between students and their instructors. The acceptability of an excuse is left to the judgment of the instructor. However, instructors should be particularly sensitive to absences of commuter students and students traveling to or from off-campus University sponsored activities due to issues unique to their travel circumstances. Students should not be sent to the Health Service for excuses that instructors are authorized to approve themselves. In their own interest, as well as that of the University, instructors should keep daily attendance records.

Whenever a student has incurred three (3) consecutive absences, the Office for Student Affairs should be notified without delay. In cases of flagrant or excessive absences, especially when they are related to failing work, an instructor may recommend to the dean of the college concerned that a student be dropped from a course with the grade of F.

3.3.2 Absences Due to Sporting Events

Intercollegiate athletics, an officially recognized program of Valparaiso University, plays a significant role in the University's educational mission. The success of these teams can aid in recruiting faculty and students (both athletes and non-athletes) and developing a sense of pride within the student body. Athletics, however, is not an end, but the means to the student-athlete's college education which encompasses the development of physical and intellectual abilities.

Because of the demands posed by the various athletics competition schedules, it is inevitable that conflicts will arise between class requirements and sporting events. However, participation in intercollegiate athletics should not prevent the student-athlete from meeting course requirements. With the help of a few guidelines to be followed by student-athletes and coaches, and with the cooperation of the faculty and staff, solutions to these conflicts can be found.

It should be noted that NCAA rules do not permit student-athletes to miss class due to practice activities, unless notified to special circumstances associated with on campus championships by the Associate Director of Athletics for Compliance.

1. As soon as practicable, the Associate Director of Athletics for Compliance will create the Missed Class Excuse Form for each team. Each form will include:
 - a. Roster of student-athletes eligible for competition and team managers.
 - b. Dates, times, and location of each contest for the semester in question.
 - c. The reporting time for home contests.
 - d. The departure and return times for away contests.

The missed class form is populated from the Athletics Squad List and Athletics Schedule Approval Form that is submitted as part of the Valparaiso University Department of Intercollegiate Athletics Scheduling Policy as submitted and approved by the Committee on Intercollegiate Athletics (CIA). This policy addresses the NCAA, league, and institutional requirements of scheduling as well as the process for approval by the CIA.

2. Student-athletes are to provide the Class Excuse form to all faculty members for the courses in which they are enrolled during the first week of classes or, as soon as they are available. Additionally, student-athletes are to follow-up with faculty prior to the missed class and discuss options for making up missed work. It is the student-athlete's responsibility to notify faculty of absences in a timely manner.
3. Based on the above-mentioned discussion initiated by the student-athlete, faculty will provide options for student-athletes to make up missed work due to approved excused absences. Student-athletes may not be penalized solely for missed class time due to excused absences.

3.3.3 Faculty Absences

Faculty members are expected to conduct classes at times and places listed in the Schedule of Classes unless changes are cleared through the Office of the Registrar and authorized by the department chair concerned and the dean. Faculty members are expected to meet all classes for the full class period. Faculty members who are sick or otherwise unavoidably prevented from meeting classes should notify their department chair as soon as possible. When it is necessary for instructors to be away from campus for any reason, the absence should be cleared with the department chair, and appropriate arrangements made for the classes to be missed.

3.4 Examinations and Grades

3.4.1 Examinations

Instructors are expected to give examinations and quizzes from time to time during the semester. These tests should be a part of students' educational experience, drawing on their ability to organize data, compare, make distinctions, and come to warrantable conclusions. Essay-type tests, where applicable, are to be preferred to true-false or similarly constructed tests. Tests should be spaced throughout the semester and the grades combined with other evidences of student achievement, including the final examination, in arriving at the final grade for the course. It is desirable to arrive at an early indication of student progress in order to report deficiencies for those students in danger of failing and to permit early counseling and other remedial measures by midsemester. This matter is especially important where freshmen are concerned, for instructors must have sufficient evidence of achievement for each freshman by mid-semester, when the midterm grade reports are due.

3.4.1.1 Extra Class Time or Exam Time Outside of the Regularly Assigned Class Periods

Each instructor must make every effort to schedule unit exams, midterm exams, and so forth, within the announced class times.

When an instructor perceives the need to arrange for extra class periods outside of the published schedule, he/she must request permission ahead of time from the department chair or dean.

In granting the permission, the chair or dean should ensure that the instructor provides opportunities for those students who are unable to be present for good and sufficient reasons to make up or participate in the activity at a time suitable to them. If these activities are mandatory and add to the required contact hours for the class, the

instructor may provide reasonable compensation by freeing some regularly scheduled class times.

The instructor's intention to schedule additional activities should be signaled through an appropriate notation in the time schedule whenever possible (e.g., extra film viewing TBA or extra exam time TBA) so that students know what to expect. Such information should also be included in the syllabus.

3.4.1.2 Examination During Final Week of Classes

In order to give students adequate opportunity to prepare for final examinations, no tests may be given in courses of three (3) credits or more within seven (7) days before the beginning of the final examination period.

3.4.1.3 Final Examinations

A final examination is required in all courses of three (3) credits or more. Exceptions may be made for such courses as independent studies, practica and internships, performance, studio, and project-based and activity courses.

Final examinations are held at the close of each semester and, for courses of three (3) credits or more, must be given according to the Final Examination Schedule published by the Office of the Registrar. The scheduled time is to be used for final examinations, other assessment activities, or learning experiences related to the course. In courses of fewer than three (3) credits, final examinations are conducted during the regularly scheduled class periods. Instructors must obtain approval in advance from the appropriate academic dean for any changes to the Final Exam Schedule for a course of 3 credits or more, including changing days, times, and rooms for exams. Instructors

may, however, work out alternate exam times for individual students with legitimate conflicts.

3.4.2 Grading

The evaluation of numerical and letter grades is described in the General Catalog under the heading, “Grading System and Quality Points.” Special attention is called to I (Incomplete) and W (Withdraw) grades.

3.4.2.1 The Grade of “Incomplete”

The grade of incomplete (I) may, at the discretion of the instructor, be given to a student whose completed work in a course, at the course withdrawal deadline, would merit a passing grade and circumstances for not completing the course are beyond the student’s control. A faculty member must supply the list of students to whom they gave an incomplete grade to their dean or department chair, as appropriate, by the grading deadline.

An ‘I’ received in one semester or summer session must be removed by the beginning of the official examination period of the next semester or it will automatically become an ‘F’. The student’s deadline for submitting the outstanding work to the instructor shall be one (1) week prior to that date.

An ‘NR’ should not be given in lieu of an ‘I’. An ‘NR’ indicates either an outstanding honor code violation or a non-submission of a grade by an instructor. Students cannot graduate with an ‘NR’ on their transcript, whereas an ‘I’ will allow a student to graduate if their GPA is sufficient once it converts to an ‘F’.

3.4.2.2 The Grade of “Withdraw”

The grade of Withdraw (W) is given either when a student withdraws from the University or when permission is granted to withdraw from a

course. Course changes and additions for regular courses may be transacted during the first six (6) class days of a semester. After this period, no additions may be made to a student's schedule, but a grade of W can be authorized until the deadline for course withdrawal, which is established by the Educational Policy Committee and published on the University calendar. A student wishing to withdraw from a course with a W after the deadline must submit a Registration Change After the Deadline form to be approved by the instructor, advisor, dean, and the Committee on Academic and Professional Standards. Only in exceptional cases, such as prolonged or serious illness, will a student be permitted to withdraw from a course without a grade of F after the deadline.

3.4.2.3 The Grade of "Satisfactory"/"Unsatisfactory"

Grades of Satisfactory (S) and Unsatisfactory (U) may be used in only those courses that are so designated in the course descriptions contained in the General Catalog or in the case where a student has submitted to the Office of the Registrar the authorized form to take one letter-graded course on an S/U basis. Refer to the Catalog for requirements concerning the use of this procedure. Other courses may be used in exceptional cases when approved by the dean of the respective college and the Provost.

At the end of the semester, final grades must be submitted to the Office of the Registrar. Detailed instructions are sent from the Office toward the end of the semester. Grades must be reported within 48 hours after the scheduled final examination, with a final deadline noted in the official University calendar. Delinquency in meeting this time limit causes serious difficulties in the Office, as do errors or incomplete returns. Tardiness and errors delay important reports that the Office of the Registrar, working within severe time limits, is required to prepare for other universities, the Veterans' Administration, and so forth. A

grade change for any reason other than a clerical error may be made only with the approval of the Committee on Academic and Professional Standards.

3.4.3 Academic Deficiency

To graduate with a Valparaiso University degree, an undergraduate student must have a cumulative GPA of at least 2.0. Each college or program may set progression standards that are higher than 2.0. Students whose cumulative resident grade point average falls below 2.0 will be considered academically deficient and may be denied the privilege of continuing their studies at the University unless they succeed in improving the quality of their academic work to the satisfaction of the faculty during the following semester. Notice of such deficiency will appear on the student's transcript. The dean of each college will establish procedures to inform academically deficient students of the discontinuance of their studies.

3.4.4 Honors in Scholarship

3.4.4.1 Semester Honors

Undergraduate students (freshmen, sophomores, juniors, seniors) who achieve a standing of 3.500 in any semester will be awarded honors provided that they received no grades of I or U at the official end of the semester concerned, and that they were registered for a least 14 hours of work for that semester in the College of Business, College of Nursing and Health Professions, and the College of Arts and Sciences (12 hours in the Washington Semester Program or the Semester on the United Nations or the International Studies Semester), or for at least 15 hours in the College of Engineering.

3.4.4.2 Graduating Senior Honors

Students eligible for honors in scholarship are included on the Dean's List. Graduating senior honors are announced at commencement and are based on the last two (2) semesters of work.

3.4.4.3 Departmental Honors Work

Honors work is designed for students of exceptional ability who might benefit by earning some of the credits required for graduation through independent study rather than through regular coursework. Details about Honors work requirements may be found in the General Catalog.

3.4.5 Christ College – The Honors College

Within the general framework of the University's regulations and the guidelines of the Committee for Academic and Professional Standards, the Dean of Christ College may enrich the program of students in Christ College by varying the normal academic requirements, permitting a student to carry additional hours, authorizing interdepartmental majors to replace a regular major, and modifying or waiving other regulations according to the interest and ability of the student.

3.4.6 Field Trips

Field trips and other forms of off-campus activity may constitute a valuable supplement to the classroom and the laboratory, but because they may also cause disruptions to the overall academic program, they should be carefully evaluated before they are proposed and kept to a minimum.

The University seeks to provide the safest opportunities and methods of transportation and to mitigate any risks that might be associated with student travel. To that end, the University has established policies and procedures for student travel which are posted on the University travel website at <http://valpo.edu/travel/student-travel-policies>.

Student trips for which the University provides transportation must be approved by the appropriate administrative office using either the online travel enrollment site at apps.valpo.edu/travel/ or the Student Trip Application form (found on the General Counsel website). This form may be used for either blanket (semester) or one-time trip authorization. It must be completed in its entirety and submitted to one of the following administrative offices at least 3 weeks prior to departure. Once approved, the *Student Trip Application* form will be returned to the faculty/staff advisor to be filed with the *Release of All Claims* form (also found on the General Counsel website). Together, these forms will be filed in the department's main office so that others have access in the advisor's absence. Travel emergency procedures and contact information will be returned along with the approved *Student Trip Application*.

- a. Office of the Provost – for Academic/Chapel travel. Travel that is sponsored by academic units or the Chapel and for which the University provides transportation requires the approval of the Provost. These trips include course-related field trips, field study courses, music, theatre, or Chapel groups, service-learning trips, attendance at conferences, workshops, and competitions, and group field research.
- b. Office of the Union Director – for Co-curricular and Student Organization travel. Student travel that is sponsored by student organizations requires the approval of the Union Director. Such travel must also adhere to current policies and procedures for student organizations.
- c. Office of the Director of Athletics – for Athletics travel. Athletic travel, including club sports travel, requires the approval of the Director of Athletics. Athletic travel must also adhere to the policies of the Department of Athletics.

Student absences for approved trips may be designated “authorized” or “recommended.” The former term is used primarily for varsity athletics and for courses listed in the *General Catalog* as requiring field work.

“Recommended” is applied to selected worthwhile trips not designated as a

part of course requirements. Instructors in other courses, at their discretion, may indicate to students on a list for a “recommended” field trip that for academic reasons the absence cannot be excused and may require their attendance at class on campus.

3.4.7 Office Hours

Faculty members should schedule generous office hours (a minimum of six hours per week for faculty teaching full time) and should communicate in every way possible their availability to students during reasonable hours. University policy prohibits office hours during the appointed times for Morning Prayer. In general, meetings with faculty or students should not conflict with the Chapel program, except in an emergency or highly unusual situation.

3.5 Academic Advising

Students are ultimately responsible for meeting curricular requirements, but academic advisors are responsible for helping students to clarify their thinking by providing each student with reasonable guidance. The dean’s offices in the Colleges of Arts and Sciences, Business, Christ College, Engineering, and Nursing and Health Professions oversee academic advising in their respective colleges. They are supported by the Assistant/Associate Provost for Faculty Affairs.

Although academic advising on campus is often provided by professional advisors, all full-time faculty members may expect to include student advising as part of their faculty responsibilities. Students may have more than one academic advisor, in which case one is designated as the primary advisor. Academic advisors and mentors aid students in course selection, direct students to academic success resources, provide career and graduate school counseling related to students’ majors, and help in long-term planning of students’ curriculum including off-campus opportunities. Primary advisors sign necessary forms including, but not limited to, registration, change of curriculum, petitions for the Committee on

Academic and Professional Standards (CAPS) and “after the deadline” forms. The advisor’s signature on these forms is neither prescriptive nor proscriptive. Rather, the discussion before signing provides an important opportunity to review the student’s progress. This also often includes counseling with students about career options and referrals to the University Counseling Center, the Career Center, or other pertinent areas within Student Affairs.

A student who enters Valpo as an “exploratory” student will be advised by an exploratory advisor, usually in the College of Arts & Sciences, until an informed decision about a major is made. This advisor helps the student plan introductory courses in several areas of interest to the student.

Students in pre-professional programs (i.e., pre-medical, pre-dental, pre-law, pre-seminary) will be able to consult with an additional pre-professional advisor within their respective college concerning requirements and expectations of post-baccalaureate education.

In addition to the counsel of an academic advisor, students may also seek academic advising and conflict resolution within the appropriate dean’s office. Academic support may also be sought from the Access and Accommodation Resource Center, Academic Support Center, Career Center, Counseling Center, Hesse Learning Center, Language Resource Center, and Writing Center.

3.6 Student Academic Fair Practices

3.6.1 Guiding Principles

Students are responsible for learning and demonstrating an understanding of the content and skills of any course of study in which they enroll.

Furthermore, students are free to express careful and reasoned criticism of data and opinion offered in any such course.

Students are entitled to objective, professional evaluation of their academic work and to fair, equitable treatment in the course of their academic

relationships with members of the faculty. Members of the Valparaiso University faculty observe these criteria as part of their professional responsibilities. Misunderstandings have been and are to be resolved informally in discussion between students and professors. This manner of resolving problems and concerns continues to be deemed appropriate in this academic community.

In order to assure that students are accorded courteous, fair, and reasonable treatment by members of the faculty, the following statements of principles, students' rights and responsibilities, and grievance procedures are set forth as part of the policies and practices of the University. Thus the document intends to be consistent both with other official statements and goals of members of the University community as published in the *Student Handbook* and the *Faculty Handbook* and with rights guaranteed in the Constitution of the United States as applied in this institution.

The Statement of Student Rights and Responsibilities that follows outlines the rights and responsibilities of students attending this University. The academic rights of students, by their definition, imply certain responsibilities of the faculty. The procedures delineated here encourage prompt and informal resolution of both concerns and complaints and provide orderly recourse to the satisfactory resolution of a grievance.

3.6.2 Student Rights and Responsibilities

3.6.2.1 Student Rights

Students have a right to:

- a. Fair and regular academic evaluation;
- b. Pursue an education free from discrimination based on factors that have no bearing on a candidate's potential academic success;
- c. A classroom environment conducive to intellectual freedom;
- d. Be free from improper disclosure of their views, beliefs, and political association that professors or administrators may acquire in the

course of their work as advisors and counselors. Such information shall be considered confidential unless the student gives permission to release the information or a law or an event requires public disclosure.

3.6.2.2 Student Responsibilities

Students have a responsibility to:

- a. Help maintain the academic standards established by the University by participating fully in the learning process;
- b. Act in a manner that does not infringe upon the rights of other members of the University community;
- c. Contribute to an educational atmosphere that promotes respect for learning and human dignity.

3.6.3 Student Grievance Procedures

3.6.3.1 Definitions

- a. Student grievance: A student grievance shall exist when a student alleges that a faculty member has infringed student rights as described in 3.6.2.1 of this document.
- b. Student: A student is any person who has officially enrolled for academic credit at Valparaiso University.
- c. Faculty member: A faculty member is any person at Valparaiso University holding an academic appointment.

3.6.3.2 Grievance of a Student Course Grade

3.6.3.2.1 Level I – Student and Faculty Discussion

Students must, if they have a concern or complaint, contact the faculty member involved (or department chair if the faculty member is not available) no later than the end of the first full week of classes following the semester in which the course grade was given. At this discussion level the student shall have access to the final examination or any other material that has been evaluated and

that the student has not received. If the instructor is absent from campus, the departmental chair will have access to the appropriate documents. If at this level of information and calculation, the faculty member acknowledges an error, the faculty member is expected to respond appropriately by changing the student's grade. It is expected that most, if not all, problems will be resolved at this level. If a satisfactory solution is not reached at this level, the student may proceed to Level II.

3.6.3.2.2 Level II – Mediation within the Department

If, after the discussion with the instructor, the student's concerns remain unresolved, the student may then approach the instructor's department chair or another member of the faculty who is the instructor's immediate administrative superior. Within seven (7) academic days of the completion of the discussion at Level I, the student must send a letter to the appropriate departmental chair or instructor's immediate administrative superior and a copy to the faculty member, informing the chair of the nature of the unresolved grievance and of the student's intent to proceed with Level II. The department chair or immediate administrative superior, if he or she believes that the complaint may have merit, should discuss it with the instructor. If the matter still remains unresolved, the departmental chair or immediate administrative superior should be referred to an ad hoc faculty committee.

3.6.3.2.3 Level III – Mediation by Faculty Committee

The ad hoc committee should be formed by the department chair or immediate administrative superior. The ad hoc committee should be composed of faculty members in the instructor's department or in closely allied fields.

The committee will examine available written information of the complaint, will be available for meetings with the student and with the instructor, and may meet with others as it sees fit. If the faculty committee, through its inquiries and deliberations, determines that compelling reasons exist to change the grade, it will provide a written explanation of its reasons to the instructor, and request that the instructor make the change. If the instructor declines, he or she shall provide a written explanation for refusing. The faculty committee, after considering the instructor's explanation, and upon concluding that it would be unjust to allow the original grade to stand, may recommend to the department chair or to the instructor's immediate administrative superior that the grade be changed. That individual will provide the instructor with a copy of the recommendation and will ask the instructor to implement it. If the instructor continues to decline, that individual may then change the grade, notifying the instructor and the student of this action. Only this individual, upon the written recommendation of the faculty committee, shall have the authority to effect a change in grade over the objection of the instructor who assigned the original grade.

3.6.3.3 Grievance of Infringed Student Rights (other than for a grade)

3.6.3.3.1 Level I – Student and Faculty Discussion

Students must, if they have a concern or complaint, contact the faculty member involved (or department chair if the faculty member is not available) no later than the end of the first full week of classes following the semester in which the alleged grievance occurred. If at this level of information, the faculty member acknowledges an error, misjudgment, or unfair bias has occurred, the faculty member is expected to respond appropriately by altering subsequent classroom practice. It is expected that most, if

not all, problems will be resolved at this level. If a satisfactory solution is not reached at this level, the student may proceed to Level II.

3.6.3.3.2 Level II – Mediation Within the Department

If, after the discussion with the instructor, the student's concerns remain unresolved, the student might then approach the instructor's department chair or another member of the faculty who is the instructor's immediate administrative superior. That person, if he or she believes that the complaint may have merit, would be expected to discuss it with the instructor. If the matter still remains unresolved, it should be referred to an ad hoc faculty committee.

3.6.3.3.3 Level II –: Mediation Within the College

Within seven (7) academic days of the completion of the discussion at Level II, the student must send a letter to the appropriate dean (dean of the college in which the course is taught) and a copy to the faculty member, informing the dean of the nature of the unresolved grievance and of the student's intent to proceed with Level III. For informational purposes, the student shall also forward a copy of the letter to the chair of the Student Academic Fair Practices Committee (SAFPC). The procedure within Level III shall be tailored by each college to meet its needs. The procedures adopted by each college will become the official policy of that college and together they will also become a part of these Principles and Procedures. These procedures shall be consonant with the preamble of this document.

The following guidelines shall aid the colleges in their development of appropriate procedures:

- a. This level provides an opportunity for mediation between the aggrieved student and the faculty member to whom the grievance is addressed.
- b. The college shall provide a procedure for the selection of a mediator or mediators, either faculty or students or both, who shall seek to clarify misunderstandings and to provide objective evaluation of the grievance.
- c. At this level the student also may seek the help of an advocate from the college in which the course is taught or from the greater University community, such as a faculty member or a fellow student. The faculty member also has a right to choose an advocate to be present at this level.

If the mediation process at Level III does not resolve the grievance to the satisfaction of the student, the student, may proceed with Level IV.

3.6.3.3.4 Level IV – Valparaiso University Student Academic Fair Practices Committee (SAFPC)

The Student Academic Fair Practices Committee membership is defined in the University Council Bylaws, Article IV, Section 3.

A petition stating the nature of the grievance, providing relevant data, and specifying a requested remedy, must be submitted by the student to the convener of SAFPC within seven (7) academic days after exhausting the procedures in Level III. The student shall also forward a copy of the petition to the faculty members involved. The convener of SAFPC will share this petition with the committee which will vote within seven (7) academic days as to whether or not it will consider the petition. A simple majority vote is needed to advance the petition to a hearing.

If the petition advances to a hearing, the SAFPC convener shall select a hearing committee to hear the petition within seven (7) academic days after the vote. A hearing committee consists of three (3) faculty and three (3) students selected from the SAFPC and must include the faculty and student representatives from the academic unit from which the petition originates. As its first order of business, a hearing committee selects its chairperson.

The student and the faculty member involved will be called to the hearing to provide testimony and to answer questions from the hearing committee. The hearing committee may also solicit the opinions of the Level III participants.

All hearing committee meetings shall be private and all committee documents shall be confidential. Any hearing committee decision shall be communicated to the SAFPC convener within forty-eight (48) hours. The convener shall communicate this decision, both orally and in writing, within forty-eight (48) hours to the student, the faculty member involved, the appropriate dean, and the provost. The decision of the hearing committee shall be retained in a confidential committee file kept by the provost. It is expected that the faculty member and the student involved will accede to the hearing committee's recommendation.

Appeals from Level IV by the student must be made in writing to the provost within seven (7) days after receiving the hearing committee's written decision. The provost shall deal with the student appeal in a manner appropriate to the specific requirements of the case. If there is any question about the student's academic status during the appeal process, the provost shall determine the student's status during the process.

3.7 Eligibility Requirements for Extracurricular Activities

Students are academically eligible for extracurricular activities if they are regularly classified and are carrying twelve (12) credit hours or more. Some activities, such as intercollegiate athletics, fraternities, and sororities, may have additional standards. Nothing in this policy prevents academic deans from advising students with academic difficulties against participation in extracurricular activities.

A student or organization on disciplinary probation may be declared ineligible for participation in extracurricular activities.

An extracurricular activity is an activity that the University sponsors for which no academic credit is granted and that is not required for graduation. An activity could be extracurricular for one student and not for another if they are in different academic departments of the University. Extracurricular activities include the following:

- a. Intercollegiate and intramural athletics: players and managers;
- b. Student publications (Torch, Beacon, Lighter, Candle, WVUR-FM);
- c. Student Senate: all elected members and appointed committees;
- d. Tribunals and class offices: all members;
- e. Membership in fraternities and sororities;
- f. All public performances on or off campus: all participants and supporting personnel;
- g. Miscellaneous activities (public relations, solicitation, etc.): all participants and supporting personnel.

The faculty member in charge of student organizations and activities is responsible that those students participating in his/her activity are academically eligible and not declared ineligible for disciplinary reasons.

3.8 Student Misconduct

Although the University states publicly that it reserves the right to dismiss any student whose conduct is not in the best interests of the University, American case

law prevents this from being arbitrary by insisting on due process. Student misconduct falls into two categories. The largest category is “non-academic:”

- a. Residence Hall Judicial Boards adjudicate allegations of violations of a residence hall, student life, or Student Senate Regulations.
- b. The Fraternity and Sorority Judicial Board adjudicates allegations of violation of fraternity and sorority policies, inter/national policies or regulations, the Fraternity and Sorority Risk Management policy, and Student Guide to University Life policies.
- c. The Dean of Students and Academic Deans may adjudicate alleged violations of University Council, residence hall, student life, or Student Senate regulations.
- d. The Campus Judicial Board may adjudicate alleged violations of University Council, residence hall, student life, or Student Senate regulations.

The second category deals with academic violations that are interpreted in terms of the Honor System. The operative phrase is “the use of unauthorized aid.” Each faculty member must define the scope of such aid. Violations that relate to the academic process do not fall into this category except as defined by “unauthorized aid.”

Faculty members may bar students from class for behavior-related actions such as excessive absences or being disruptive. These decisions may be appealed to the Department Chair or the Dean of the College, whichever is the lower level of administrative structure within the particular college. Deans may not bar students from their colleges for misconduct without due process.

3.9 Sales to Students

Commercially published texts and other instructional material required or recommended for University courses shall be authorized by the department chair or the dean of the college, where appropriate. Because it does not seem professionally appropriate for faculty to sell materials in their classrooms or offices, faculty members shall not serve as vendors of the same.

In those instances where fees are charged for syllabi, readers, or subscriptions required for coursework, their use shall be approved by the department chair or dean of the college and the monies shall be collected through the appropriate office. (It is presumed that current copyright laws will be observed in the reproduction of material for course readers.) The same policy shall be followed in collecting fees for field trips and other class activities. If other arrangements need to be made, these shall be authorized by the department chair or the dean of the college.

CHAPTER 4 – SERVICES FOR FACULTY

4.1 The University Library

The Christopher Center for Library and Information Resources serves Valparaiso University students, faculty, and staff. The Christopher Center is adjacent to the Chapel of the Resurrection and shares the center of campus with the Chapel, the Harre Union, and the Center for the Arts. In addition to all library services, the Christopher Center is home to the campus Writing Center, the Academic Success Center, the Valparaiso Institute for Teaching and Learning, and the IT Help Desk.

4.1.1 Christopher Center Library

The Christopher Center Library provides active learning environments in which students, faculty, and staff use innovative tools and resources to create and access information intelligently, efficiently and with integrity. The library web site (library.valpo.edu) is the best source for current and complete information about library services, collections and policies. Below are highlights of special interest.

4.1.1.1 Subject Liaison Program

Christopher Center Library has established a subject liaison program to foster partnerships with academic departments and colleges throughout the University. Through this program, library faculty work with departmental faculty on issues such as collection development and library support for coursework. For a list of library faculty by subject area, see library.valpo.edu/liaison.html.

4.1.1.2 Information Literacy Program

Christopher Center Library faculty provide discipline-related instruction for specific courses that enables students to learn about the breadth of library resources in all formats available to them. Along with the course faculty, we strive to awaken students' critical thinking skills and help them to apply those skills to different contexts in order

to help them achieve information literacy competency. Each instruction session is based on class assignments and needs, with sessions that range in content from a basic introduction to Christopher Center Library and its many resources to the use of upper-level subject-specific research tools. Each class receives an online library resources guide, which enables the students to work through many research steps from one convenient webpage. To learn more about library instruction, or to request an instruction session or a guide for your class, see library.valpo.edu/instruct/index.html. To see library research guides, visit libguides.valpo.edu.

4.1.1.3 Collections

The Christopher Center is a modern virtual library as well as a traditional physical library. The primary purpose of the library collection is to meet the curricular and research needs of students. However, a wide variety of resources and exemplary interlibrary loan services allows the library to support faculty research and professional growth. Faculty are encouraged to recommend materials for purchase by submitting requests to their department chair or designated departmental library liaison.

Virtual resources can be accessed from the library web site. The library provides access to approximately 100 article and ebook databases covering topics both interdisciplinary and specific. Valpo affiliates (current faculty, students and staff) can access almost all of these resources from off-campus by logging in using a ValpoNet username and password.

The physical collection is named the Moellering Collection, after Henry F. Moellering, who was prominent in the purchase of the university by the Lutheran University Association and served on the first Board of Directors after the purchase. (To learn more about the Moellering

family and their support of the library see library.valpo.edu/archives/moellering/index.html.) Physical holdings are listed in the online catalog (research.ebsco.com/) and may be placed on Course Reserves (library.valpo.edu/circ). Faculty Valpo IDs serve as library cards and must be presented to borrow any and all library materials. Faculty are responsible for all materials checked out to their accounts.

4.1.1.4 Interlibrary Loan

Books, journal articles, and other items not available in the Moellering Collection may be obtained through interlibrary loan. Requests may be submitted through the interlibrary loan link on the library web site (library.valpo.edu/ill/index.html) or when searching databases available through the library web site. Valpo affiliates (current faculty, students and staff) are not charged for materials received through interlibrary loan unless borrowed items are lost or returned past the due date. The Interlibrary Loan Office complies with current copyright law and policies set by the lending library.

4.1.1.5 University Archives and Special Collections

The University Archives collects and preserves the official records of the University. This collection includes all formats of materials of enduring administrative and historical value. These are the records that contain information regarding the University's origin, purpose and development, as well as records of the University's officers, faculty, and students. The Archives is located within the Special Collections Department of the Christopher Center. See library.valpo.edu/archives/index.html for current hours and additional information.

4.1.1.6 ValpoScholar and Scholarly Communications

Faculty may archive or post their scholarship and/or creative work in ValpoScholar, Valpo's institutional repository (scholar.valpo.edu). The library manages ValpoScholar, Valpo's centralized exchange for locally published journals, faculty web sites, conference hosting and proceedings, and other forms of faculty scholarship. ValpoScholar is primarily an open access archive and is indexed by all major search engines. Library staff can archive faculty scholarship or train faculty to do this themselves. The library also offers consultation for copyright clearance, negotiation and licensing for both research needs and for classroom use. In addition, librarians liaise with the Office of Sponsored Research to support data management and storage needs. Faculty interested in any of these services should contact the Scholarly Communications Librarian (library.valpo.edu/personnel.html).

4.1.1.7 Additional Links of Interest to Faculty

The following web sites provide the most current and useful information regarding many areas of library resources and services:

- a. Resources for Teaching and Research Support:
libguides.valpo.edu/facultysupport
- b. Faculty Lending Policy: library.valpo.edu/circ/faculty.html
- c. Spouses and minor children of current Valpo faculty and staff are also eligible for access to library materials, free of charge, using their Valpo Courtesy Card. With affiliated borrower status, the loan periods are different than for faculty:
library.valpo.edu/circ/affiliated.html
- d. Academic Libraries of Indiana Reciprocal Borrowing Program:
library.valpo.edu/ali.html
- e. Room Use & Reservations:
library.valpo.edu/policies/roomreservations.html

4.2 Information Technology

4.2.1 Campus Information Technology

Valpo students, faculty, and staff will find a wealth of computer and communication resources for teaching, learning, and research. Whether gathering and organizing information, communicating with people in the Valpo or global community, or preparing work for presentation, Valpo students, faculty, and staff may choose from an array of modern information technologies supported by Information Technology (IT).

Residence hall rooms, faculty and staff offices, all general-purpose computer clusters, classrooms and laboratories, and many special-purpose computer clusters are connected to the Valparaiso University network via wired or limited wireless access. This network provides access to the internet, electronic mail, library resources, and a variety of software. Most resources on the University network, including individual and shared storage space, are accessible via other internet domains, including commercial Internet Service Providers.

4.2.2 Computer Access for Faculty Offices

Hardware and software available in faculty and staff offices will vary, depending on departmental preferences and needs. Most faculty members use Windows-based workstations; others use Macintosh workstations; and a few use UNIX-based workstations.

4.2.3 Computer Access for Students

All residence halls have a computer site open around the clock for residents. All residence hall rooms have a wired network connection available for each resident, allowing those who bring their own computers to connect to the campus network. The computer lab in the Harre Union is available 24 hours per day during the fall and spring semesters for all members of the Valparaiso University community. Many computer facilities in the Christopher

Center for Library and Information Resources are available for general use. Adaptive Technology workstations are available in some locations for the visually- or aurally-impaired members of the University community.

Students' print quotas help assure that print resources are shared equitably. In courses with necessary high-volume printing, faculty may request a quota increase by course section. Quota figures appear on valpo.edu/it. Students may purchase extra pages after their quota has been met. Unused pages carry over from first to second semester and from Summer I to II, but not from academic year to year.

4.2.4 Assistance with Resources

Help with electronic resources is never far away. In addition to professional staff, IT maintains a talented staff ready to help users. Providing online, telephone, and walk-up support for Valpo users on and off-campus, the Help Desk (webhelpdesk@valpo.edu or 219.464.5678), located in the Christopher Center, is managed by professional staff and student consultants who will answer questions and route service requests to appropriate staff. Help Desk open hours are posted on the IT website at valpo.edu/it. Messages may be left after hours on the Help Desk voice mail. Searching the IT website at valpo.edu/it is a good first stop for help with technology.

Free workshop-style courses in specific applications, web resources, e-mail, and basic computer skills are offered by IT. A course schedule appears online and reservations can be made at bookwhen.com/valpo.

4.2.5 IT Overview

Information Technology coordinates and manages servers; data networks (wired and wireless) including internet access; communication resources including electronic mail, voice mail, telephone service, video cable, and satellite reception resources; general-access computing facilities; and

general-purpose software related to the academic and administrative functions of the University.

Valparaiso University's dynamic information environment provides support for excellent teaching and learning, quality research, effective decision-making, efficient administration, and open communication among the members of the University community.

Anyone encountering difficulties with resources should contact IT through the Help Desk, x5678. Students interested in employment as student consultants should access the application from valpo.edu/it. The Office of the Chief Information Officer is located in Kretzmann Hall.

4.2.6 IT Policies Governing Use

This is a digest of Valparaiso University Acceptable Use Policies for computing and networking resources. It is not a complete statement; nor does it necessarily cover or even mention all aspects of those policies.

Students, faculty, staff, and anyone else authorized to use Valparaiso University computing facilities are responsible for reading, understanding, and complying with the full Acceptable Use Policy, which may be found in the IT Guide or on the Valpo website at: valpo.edu/it/aup.

4.2.6.1 Who May Use Valpo Resources

Current students, faculty, and staff; persons integrally associated with official programs of the University; visitors and guests integrally associated with official University activities; all emerita/emeriti faculty may use IT resources.

4.2.6.2 Requirements for Use of Resources

Read and understand the complete set of Acceptable Use Policies; understand and agree that use of Valparaiso University resources is

tantamount to signing the Acceptable Use Agreement Form; (Administrative Users) sign Administrative System Agreement on Privacy and Confidentiality Form; obtain necessary accounts.

4.2.7 Appropriate Use of Computing Resources

Valparaiso University computing and information technology resources shall be used appropriately and in a manner consistent with the instructional, research, and administrative objectives of the University.

4.2.7.1 Acceptable Use of Resources

Instruction; independent study; official work of faculty, staff, students, offices, departments, recognized student and campus organizations, and agencies of the University; occasional or incidental noncommercial, personal use by authorized users.

4.2.7.2 Collegial Use of Resources

Valparaiso University and the Internet computing resources are shared resources, which need to be used collegially.

Collegial use includes using common sense; using resources responsibly, for authorized purposes, and in an approved manner; observing standards of decency; respecting the privacy of others; respecting the rights and wishes of others in the use of sounds and visuals in public areas; practicing good stewardship of connect time, information storage space, and other resources and services.

4.2.7.3 Unacceptable Use of Resources

Examples of unacceptable use include, but are not limited to:

4.2.7.3.1 Violations of Law

Any use that violates: local, state and/or federal laws; copyrights or other intellectual property rights (see Unacceptable Use Policy 1.5.1.3, which contains a full discussion of copyrights and individual obligations; in brief, if it isn't yours by authorship or by agreement, don't use it or distribute it); license and purchase agreements; acceptable use agreements of any other entity traversed or used through Valparaiso University resources.

4.2.7.3.2 Posting, Distributing, and/or Propagating

Any use that posts, distributes, and/or propagates unsolicited advertising; computer worms or viruses; chain letters; material copyrighted by another; fraudulent or misleading information; libelous, slanderous, threatening, or harassing materials of any description; any materials that demean, defame, or ridicule another person on the basis of gender, race, ethnic background, national origin, religion, or (actual or presumed) sexual orientation; obscene, pornographic, sexually explicit, or patently offensive materials; any materials contrary to the mission or values of the University.

4.2.7.3.3 Other Unacceptable Uses

Any use that entails entering another network node without authorization; entering another's account, files, or file space without authorization; modifying any software or information without authorization; concealing or falsifying one's identity in any electronic communication or activity; intercepting network traffic intended for nodes other than your own; setting up, operating, or maintaining a server, network analysis tool, or network management tool on the Valpo network without authorization; using any Internet Protocol (IP) address inside or outside the Valpo domain(s) without prior approval; damaging or destroying any equipment, software, or data.

Any use that is illegal, immoral, unethical, or dishonest in nature; unreasonably denies or could deny access or service to others, including excessive use for recreational games or personal purposes; is for commercial purposes or personal gain; promotes a political position or *cause celebre*; interferes with the University's activities or the University-related activities of any authorized user; is, or could reasonably be expected to be, damaging to the reputation of the University.

4.2.7.4 Responsibilities of Users

Account holders are responsible for adhering to the Acceptable Use Policies.

Account holders are responsible for anything done with their accounts. Therefore, passwords should never be displayed or shared, should be chosen judiciously, and changed often. If a user suspects account security has been violated, the password should be changed, and IT notified immediately.

4.2.7.5 Responsibilities of the University

The University, through Information Technology, is responsible for providing central system and network security and for taking reasonable steps to protect central systems and networks and the information stored thereon from excessive or inappropriate use, damage, or destruction.

4.2.7.6 Security of Information Storage and Transmission

Valparaiso University assumes that users are aware that electronic files and transmissions are not necessarily secure.

Users of electronic mail systems should be aware that electronic mail in its present form is generally not secured and is extremely vulnerable to unauthorized access, modification, and forgery.

Users of the World Wide Web should be aware that information sent or received via the internet is not necessarily secure. It is possible for software on a World Wide Web site to explore and retrieve information from the user's computer without the user being aware of the invasion.

Anyone who "downloads" software, certain applications, or certain file types (such as Microsoft Word documents) should be aware of the possibility that such material could incorporate viruses, worms, or other destructive materials.

4.2.7.7 Confidentiality of Accounts and Communication

Valparaiso University provides computers, networks, network connections, and other telecommunication services to support the work of teaching and learning, conducting research, completing University tasks, and conducting the affairs of the University. The University reserves the right to access, review, and monitor electronic communications, computer files, and computer usage in any case where there is cause to believe these resources are being used for activity that is illegal or in violation of the Valparaiso University Honor Code ("Honor Code") or the Valparaiso University Appropriate Use Guidelines ("Appropriate Use Guidelines").

The University specifically disclaims responsibility for the content of any individual's communications and files that are not manifestly related to University business.

In the normal course of managing computer and network resources, an IT staff member may incidentally become aware of content of certain

communications or files, or of certain usage patterns. In the event an IT staff member becomes aware of any information that suggests activity that is illegal or in violation of the Honor Code or the Appropriate Use Guidelines, that staff member is honor bound to report it to proper authority.

University employees must understand that University computing and communication accounts (including, but not necessarily limited to file spaces, e-mail accounts, and voice mail accounts) are presumed to be used for University business. In situations where an employee leaves the employ of the University, that employee's accounts and any information remaining therein shall be considered the property of the University as of the departure date of that employee.

In addition, in circumstances where university business requires immediate access to information known to exist in an employee's account, and that employee is not available, access to the employee's accounts may be granted for the sole purpose of gaining access to the needed information. For the purposes of this paragraph, "not available" shall be taken to mean a) any situation or condition making it impossible to contact the employee within five business days or b) any life-threatening situation requiring access to the employee's accounts where the employee cannot be contacted in a timely fashion (i.e. the employee cannot be contacted with normal means of communication quickly enough to enable the University or persons associated with the University, as determined by appropriate authority and agreed upon by the Provost's Office and/or the President's Office).

4.2.8 Procedures to Address Violations

Violations of the Acceptable Use Policies may be of many different characters, and the procedures to be followed may be governed by different

University policies, depending on the nature of the offense and the status of the offender.

In cases where the violation is primarily a violation of other University policies as set forth in official University documents including, but not limited to, the Student Handbook, the Faculty Handbook, the Salaried Staff Handbook, the Hourly Staff Handbook, or the Honor Code (University Violation), the procedures and sanctions set forth in those documents shall apply. In cases where the violation is primarily a civil violation of federal, state, or local laws or regulations, the matter should be referred to the appropriate University official (Dean of Students, Provost, Copyright Officer, etc.) whether or not the violator is a member of the Valparaiso University community, and the normal policies and procedures of the office having jurisdiction should be followed.

In cases where the violation is primarily a criminal violation of federal, state, or local laws or regulations (Criminal Violation), the matter should be referred to the Valparaiso University Police Department (whether or not the violator is a member of the Valparaiso University community), and the normal policies and procedures of VUPD should be followed.

In cases where the violation is a simple violation of the Acceptable Use Policy, with no other ramifications (Simple Violation), the matter should be referred to IT.

4.2.8.1 Jurisdiction

Violations will be referred to the appropriate jurisdiction, following the procedures set forth in Acceptable Use Policy 1.5.1.7.

In addition, as soon as IT becomes aware of a violation of these policies, the IT staff will take appropriate measures to halt the violation, secure the network and resources, and comply with applicable laws and regulations pending resolution of the matter. These measures may

include halting a program running on central systems; disconnecting remote systems from the network; removing offending material from Valpo systems or rendering it inaccessible; disabling user accounts; or any other measures necessary to accomplish cessation of the violation, preservation of the integrity of University resources, and compliance with legal and regulatory mandates.

4.2.8.2 Sanctions

In addition to sanctions, disciplinary action, or legal action that may be imposed by the authority having jurisdiction over the violator, violations of Appropriate Use Guidelines may lead to suspension or loss of computing privileges.

4.2.9 Disclaimer

Services available through the Valparaiso University campus network include access to a large number of conferences, lists, bulletin boards, and internet information sources. The University takes no responsibility for the truth, accuracy, or nature of the content found within those information sources which are not affiliated with, endorsed by, edited by, or reviewed by Valparaiso University.

4.2.10 Email Communication

Notification by E-mail constitutes official communication for all purposes. Valparaiso University relies on E-mail accounts for students, faculty, and staff as a primary means to communicate vital information. When individuals do not use their University-assigned E-mail accounts, that information is often not conveyed.

Individuals who do not routinely check their University E-mail accounts assume all risks and consequences of such neglect. Those who need any assistance with E-mail accounts should contact the IT Help Desk.

4.3 The Brauer Museum of Art

Nationally recognized, the Brauer Museum of Art houses significant works of American art and international religious art from the early 19th century to the present and includes paintings, prints and drawings, photographs, sculptures, and decorative art. Founded in 1953, the museum is currently one of four units housed in the Valparaiso University Center for the Arts, a state-of-the-art complex built in 1995.

With more than 3,500 pieces in its permanent collection, the Brauer holds outstanding paintings by such distinguished artists as Frederic Edwin Church, Asher B. Durand, John Frederick Kensett, Alfred Thompson Bricher, Karl Anderson, Thomas Alexander Harrison, William Merritt Chase, Childe Hassam, John Sloan, William Glackens, Georgia O’Keeffe, and Walt Kuhn. The museum also maintains a significant collection of approximately 400 works by Junius R. Sloan (1827–1900), a Hudson River School painter from Illinois, as well as works by other regional artists. In addition, the museum has a collection of contemporary art and includes pieces by such artists as Robert Bechtle, Ed Paschke, Richard Hunt, and Paul Sierra. Works of art on paper (prints, drawings, watercolors, and photographs) are an important component of the collection. Significant among these are works by John Marin, Arthur Dove, Thomas Hart Benton, Grant Wood, Robert Motherwell, Andy Warhol, Chuck Close, Romare Bearden, Harry Callahan, and W. Eugene Smith. The international art in the collection focuses on pieces of a religious nature and includes works by Sadao Watanabe, Jose Aragon, and George Lopez.

As a museum within an academic institution, the museum contributes significantly to the intellectual and co-curricular life of the campus. The museum publishes scholarly catalogues or brochures for each exhibition and invites faculty members to participate in these endeavors. The museum also organizes focused exhibitions to accompany courses and symposia sponsored by University departments in the humanities.

The permanent collection of the museum serves the University as a visual library for cross-disciplinary teaching and research, as well as educational and co-curricular programming. Results of such collaborations include a series of online thematic essays on the permanent collection written by faculty in various disciplines (funded by the Indiana Humanities Council) and use of the collection for the Freshman CORE. The museum also provides students with hands-on training in the museum field via work-study opportunities, internships, independent study opportunities, and a course in museum studies. Finally, the museum sponsors exhibitions in a satellite gallery on campus; docent-guided tours for University classes and the public; a University student art competition; student coffee hours (held monthly); and a showcase for elementary students titled Arts-A-Budding.

In addition to the financial support of the University and various endowments, the museum has the generous support of the Partners of the Brauer Museum of Art, the museum's membership group. Also, the museum's Collection Committee discusses and votes on new additions to the collection and advises the director/curator on the purchase of new pieces.

4.4 Instructional Media

Most academic buildings house presentation equipment, which is provided and maintained by IT. IT also provides live and/or videotaped reception of satellite teleconferences. Planning ahead is imperative.

The Christopher Center loans a small collection of equipment for making presentations on or off-campus. Equipment must be reserved in advance to guarantee availability. Loans are made only when the Christopher Center is open. To learn more about equipment loan, see library.valpo.edu/equip/index.html.

4.5 The Writing Center

The Writing Center is where students, faculty, and staff at Valparaiso University turn for writing support. An experienced staff of undergraduate tutors offers one-on-one conferences on writing assignments from across the disciplines, and tutors will

consult entire classes if requested by faculty. Many professors, including those involved with the CORE curriculum, use the Writing Center in order to advance the writing proficiency of their students.

Writing conferences are typically held by appointment, but walk-ins are welcome. Consultants also provide feedback on emailed essays and assistance via Facebook chat.

The Writing Center is located in the Christopher Center and is open weekdays 9 a.m. – 5 p.m. and evenings 7–9 p.m., Sunday through Thursday. For more information regarding services and policy, please contact the Writing Center director at 219.464.5216 or email writing.center@valpo.edu or visit the center's website at valpo.edu/writingcenter .

4.6 The Academic Success Center

The Academic Success Center (ASC) provides referral service to help connect students with appropriate resources on campus to support their academic achievement. Academic advisers, faculty, and support staff may refer students to visit the ASC website and to call, email, or stop by the ASC to get information about help sessions, peer tutoring, and other types of academic support. The ASC aims to support students' personal and academic development at Valpo by connecting them with opportunities to enhance their learning, boost their performance, and develop new study skills.

In addition to referral services, the ASC functions as a coordination site for programs that bring together resources from across the University to provide students with additional learning opportunities. In particular, one ASC program is Supplemental Instruction (SI), which provides 3 to 4 weekly peer-led review sessions for students taking BIO 151/152, BIO 171/172, and CHEM 111/121/122.

The ASC coordinates the Peer Tutoring Program, which is a student-tutor match program that provides individual and small group learning assistance for students

seeking help in a particular course or in general English language skills (for ESL students). Based on the recommendations of faculty members and other qualifications, the ASC recruits top students for paid tutor positions and provides training and supervision throughout the fall and spring semesters. Any student enrolled in a 100–200 level course may apply to be matched with a tutor by completing a Peer Tutor Request form available on the ASC website. Before applying for the program, students are expected to talk to the professor and attend any available first-level academic support services, such as professor office hours, department help sessions, SI sessions, and drop-in tutoring available at the Writing Center, Language Resource Center, and Hesse Learning Center. Spots in the ASC Peer Tutoring Program may be limited based on the demand and availability of peer tutors; however, most students who request tutoring are successfully placed in the program and receive free weekly tutoring with the same tutor.

Also, the ASC directs the curriculum and coordinates fall and spring sections of GS-100: Strategies for Academic Success. The course is designed to offer skill development and student success strategies to enhance and promote academic achievement. GS-100 is a 1-credit course that meets for one 50-minute class session per week over a 14-week period. Class size is small, which allows for group discussion and peer interaction in a collaborative learning environment. Course topics include effective use of study time and learning strategies (active reading, note taking, organizing, memory techniques), test preparation (study plans), test-taking techniques, time management, overcoming procrastination, goal setting, motivation, decision making, developing a strength-based mindset, and using academic support resources on campus. All students can register, yet freshmen may find the course particularly helpful as they transition to college.

Information about **Supplemental Instruction**, **Peer Tutoring Program**, and **GS-100** is available on the ASC website along with a directory containing links to other campus units that provide academic support.

The ASC is located in the Christopher Center, 1st floor, room 100A. For more information, please contact the ASC director at 219.464.5985 or email academic.success@valpo.edu or visit the center's website at valpo.edu/academicsuccess.

4.7 Administrative Services

4.7.1 Finance and Administration

Finance and Administration administers the following areas to support the academic mission of the University: accounting, budget, treasury, human resources, payroll, procurement, mail services, facilities management operations and coordination of new construction projects, safety, and University police.

4.7.2 Student Affairs

The Vice President for Student Affairs has overall responsibility for Student Affairs, which includes: Counseling Services, Dining Services, the Health Center, the Harre Union, the Career Center, the Office of Multicultural Programs, Residential Life and Housing, Greek Life, Leadership, Volunteer Programs, New Student Orientation, Commuter Student Programs, and the Dean of Students.

4.7.3 Enrollment Management

Enrollment Management is directly responsible for the Office of Admission, Office of Financial Aid, and the Office of the Registrar and administers the major undergraduate enrollment management and marketing programs of Valparaiso University, including: student recruitment outreach programs; direct mail, telemarketing, on- and off-campus programs; institutional advertising; marketing research; collegiate licensing and merchandising program; admission policies and procedures; and financial aid strategies and management.

4.7.4 Advancement

The purpose of the Advancement office is to build relationships that encourage and secure support to advance the mission, vision, and goals of Valparaiso University. Departments included in Advancement are: Annual Giving, Alumni Relations, Gift Planning, Principal and Major Gifts, Corporate and Foundation Relations, and Advancement Operations which includes gift processing, research, and donor relations.

4.7.5 Information Technology

Information Technology administers the development and implementing of policies concerning the use of information and technology in support of the University's academic mission and its administrative structure. A partial list and description of IT resources for faculty is available online. A brief description of IT policies may be found in [section 4.2](#) of this handbook.

4.7.6 General Counsel

The Vice President and General Counsel works closely with the President, Board of Directors, and University Administrators on law-related and policymaking issues affecting the institution. In addition to providing legal advice and representation to the University through its Board Members and Administrators, he/she has supervisory responsibilities over compliance, risk management, and internal auditing functions within the University. The office gives legal advice to the University, by and through its administration. The relevant Vice President, Dean, and/or Director should be made aware of any issue before it is brought directly to the Vice President and General Counsel's office.

4.8 Office Support Services

4.8.1 Mail Service

Faculty members have both U.S. and campus delivery in their departmental areas. Both U.S. mail and campus mail are put into faculty boxes.

In order to facilitate the prompt payment of University invoices and the receipt of payments to the University, the University is authorized to open any mail delivered to the Mail Center by the U.S. Postal Service which appears to contain an invoice or payment to the University, even if an employee's name also appears on the envelope as an addressee. Such mail will be delivered to the Finance Office and opened for processing. If it is determined that the opened item does not contain an invoice or payment for the University, the correspondence will be delivered to the employee whose name also appears on the envelope. Consequently, employees are encouraged to refrain from having personal invoices and payments sent to their University address.

4.8.2 Supplies and Equipment

Forms for requesting supplies or equipment may be found in the faculty member's support staff office and require the department chair's signature.

4.8.3 University Policy on Use and Abuse of Support Services

Valparaiso University provides telephones, photocopying equipment, fax machines, computers, printers, office supplies, postage for mail to be delivered by the United States Postal Service, campus mail services for interoffice communications, and secretarial assistance to members of the faculty, staff, and administration to support the work of teaching, conducting research, completing University-related tasks, and administering the affairs of the University. These services shall not be used to conduct private business activities, nor promote positions in debates about political and public policy questions (except for pedagogical purposes), or promote candidates seeking elective offices in local, state, or national elections.

4.8.4 Academic Garb

The cap, gown and/or hood may be rented from the University Book Center. The University will pay for renting academic garb for new staff members in

the ranks of lecturer, instructor and assistant professor for the Opening Convocation.

4.9 Courtesy Cards

Annual passes to cultural, musical, and athletic events are issued to all regular full-time faculty and faculty teaching three-quarters time, and their spouses and unmarried minor children (under age 18), or a guest. Exceptions may be made with the approval of the President.

4.10 Insurance

The University does not carry insurance on the personal property of employees. Coverage of personal items left on campus may be considered an extension of the personal property coverage on a homeowner's policy.

CHAPTER 5 – BENEFITS AND RETIREMENT

5.1 Benefit Plans

Valparaiso University provides a variety of benefits to its employees including retirement benefits, insurance and tuition remission/exchange. The Board of Directors of the Lutheran University Association, Inc. d/b/a Valparaiso University reserves to itself and in its sole discretion the right to terminate or amend at any time, with or without cause, any of these employee welfare benefit plans established and maintained by Valparaiso University.

5.2 Insurance

Valparaiso University's benefit program protects eligible employees and their families from those risks that most threaten their health and financial security. Eligible employees are offered an optional benefit package on a shared cost basis.

5.2.1 Health, Dental, and Vision Insurance

The University provides eligible employees with the opportunity to participate in group insurance plans, including medical, dental, vision, long-term disability and life insurance. The specific coverage, eligibility requirements and benefits payable under these policies are described in applicable plan documents that can be reviewed at the Office of Human Resources.

The Board of Directors of The Lutheran University Association, Inc. d/b/a Valparaiso University amended and modified the welfare benefit plan ("the Plan") as follows:

The Valparaiso University Health Benefits Plan may be amended or modified at any time by a written policy statement adopted and issued by, and at the discretion of, the Chair, Vice Chair, Secretary and Treasurer of the Board of Directors of the Lutheran University Association, Inc. acting in concert.

This amendment of the Plan is intended to satisfy section 402(b)(3) of the Employee Retirement Income Security Act of 1974 and shall be deemed to be a part of the Plan and the Plan documents. Said amendment became effective January 28, 1995.

5.2.2 Consolidated Omnibus Budget Reconciliation Act

On April 7, 1987, then President Reagan signed into law a bill titled the Consolidated Omnibus Budget Reconciliation Act (COBRA). The following is only a summary of the law. More information is available in the Office of Human Resources.

Generally speaking, the law gives employees and their dependents who are insured under a group health plan the right to continue health insurance coverage following certain events that would otherwise cause coverage to cease.

The qualifying events that trigger the opportunity to elect this continuation coverage are:

- a. Termination (except for gross misconduct) or reduction of hours of the covered employee's employment;
- b. Death of the covered employee;
- c. Divorce or legal separation of the covered employee from the employee's spouse;
- d. The covered employee becoming entitled to Medicare; and,
- e. A dependent child ceasing to be an eligible dependent child under the plan.

An additional qualifying event occurs for covered retirees and their dependents if their employer files for reorganization under Chapter 11. In the event of reorganization, Valparaiso University will contact retirees with further information.

The continuation coverage will be identical to the coverage provided for full-time, active employees and their dependents. The cost of the continuation coverage must be paid by the person or persons insured.

The continuation coverage extends from the date of the qualifying event until the earliest of the following:

- a. In the case of an employee who was terminated (except for gross misconduct) or whose hours were reduced, 18 months after the date of the qualifying event;
- b. In the case of the disabled employee (under Titles II or XVI of the Social Security Act), 29 months;
- c. In the case of any other qualifying event, 36 months after the date of the event;
- d. The date on which the University ceases to provide any group health plan to an employee;
- e. The date on which coverage ceases under the plan by reason of a failure by the insured person to make timely premium payments;
- f. The date on which the qualified beneficiary becomes entitled to Medicare benefits; or
- g. The date on which the qualified beneficiary becomes a covered employee, or dependent of a covered employee, under any other group health plan that contains no exclusions or limitation with respect to any pre-existing condition(s).

It is the individual's responsibility to notify the Plan Administrator of certain events that trigger the opportunity to elect continuation coverage. These events are: (1) divorce or legal separation, (2) an insured dependent child losing eligibility under the plan due to marriage, no longer dependent upon the employee for support or attaining the maximum age allowed by the plan, and (3) entitlement to disability benefits under Titles II and XVI of the Social Security Act.

The Plan Administrator must be notified within 60 days following all of the above qualifying events, except entitlement to Social Security.

Notification of entitlement to disability under the Social Security Act must be made during the 18-month period for COBRA eligibility and within 60 days after the date of the determination from Social Security. The notification to the Plan Administrator must include a copy of Social Security's determination letter.

It is also the individual's responsibility to notify the Plan Administrator if, after qualifying for disability under Titles II and XVI of the Social Security Act, it is determined by the Social Security Administration that he/she is no longer disabled. Individuals have 30 days from the date they are no longer disabled to give this notice.

The Plan Administrator will respond to the notice of a qualifying event within 14 days and will explain specific rights, costs, etc. Employees will have 60 days to decide and notify the Plan Administrator of their decision.

5.2.3 Faculty Salary Continuance Leave Plan and Disability Benefits

The Faculty Salary Continuance Leave Plan applies to faculty members who are eligible for participation in the University's health insurance program. A faculty member who is not eligible for the University's health insurance program will not be eligible for benefits under this program. This program provides an eligible faculty member with full or partial continuance of his/her salary during a period when he/she is unable to perform any of the material and substantial duties of his/her job due to a non-work related illness or injury, including pregnancy and childbirth. A job duty is not considered material and substantial if it can be reasonably accommodated or omitted at the discretion of Valparaiso University.

To qualify for this benefit, the Office of Human Resources must be notified of absence from work due to a non-work related illness or injury, including pregnancy and childbirth, when the absence exceeds fifteen (15) work days. To qualify for Salary Continuance Leave beyond this date, the faculty member must submit to the Office of Human Resources medical documentation from a licensed physician or other qualified licensed health care professional identifying the nature of the illness or injury, the specific restrictions and limitations that prevent the faculty member from performing the material and substantial duties of his/her job, and stating the date when the faculty member is expected to be able to return to work. If the faculty member is unable to return to work on the expected date, the faculty member will be required to submit additional documentation from the physician or other health care professional.

The University reserves the right to require independent medical verification of a faculty member's inability to work from a physician or other health care professional chosen and paid for by the University. The University has full discretion to determine eligibility for benefits and to interpret the terms of this policy. Any Family and Medical Leave Act (FMLA) absence to which a faculty member may be entitled will run concurrently with benefits under this policy. In other words, a faculty member cannot recover salary continuance benefits under this policy and then take an additional three months of leave under the FMLA.

Benefits available under this policy are as follows:

PERCENTAGE OF SALARY PAYMENT FOR EACH WORKDAY <i>(Beginning on the First Workday the Faculty Member is Unable to Work)</i>						
Length of Service	Workdays on Disability					
	1-30	31-50	51-70	71-90	91-110	111-130
Less than 1 year	100	25	15	15	15	15
After 1 year	100	35	20	20	20	20
After 2 years	100	50	35	35	35	35
After 3 years	100	65	50	50	50	50
After 5 years	100	75	60	60	60	60
After 10 years	100	100	85	85	85	85
After 15 years	100	100	100	100	100	100

Short term disability will commence on the first workday the employee is unable to work provided the employee submits proper medical documentation and will end based on the return-to-work date as noted on the medical release document. Short term disability benefits per day are paid according to the schedule above.

If a faculty member returns to work before exhausting his/her benefits under this policy and, within 90 calendar days of returning to work, again becomes unable to perform any of the material and substantial duties of his/her job due to the same or a similar illness or injury, his/her claim for further benefits will be deemed a continuation of his/her previous claim and the faculty member will only be eligible for any further benefits not previously paid under this policy until the faculty member is able to return to work or until benefits are exhausted, whichever occurs first.

This plan is designed to offer income protection during the first six months of an illness or injury. If a faculty member is still totally disabled after six months, long-term disability insurance and Social Security income will become the potential coordinated sources of a faculty member's income.

Medical documentation, to the satisfaction of the University, will be required for all periods of time during which the Short-Term Disability benefits are requested. Valparaiso University reserves the right to require independent medical verification of an employee's inability to work based on a medical exam by a physician chosen by and paid for by Valparaiso University.

Should a faculty member desire more time after using all Short-Term Disability leave, individual allowances may be made at the discretion of Valparaiso University. The deciding factor will be the ability of the University to cover, without interruption, the position as described in the faculty member's job description. Additional time granted beyond medical needs, when applicable, will be administered under the University's Family and Medical Leave policy, or will be treated as leave without pay.

The faculty member could return to work, with full pay reinstated, when the doctor gives that faculty member written permission (written to protect the University from a faculty member who wants to return against the doctor's advice, and also to protect that faculty member).

If someone has been hired to replace the faculty member, then the returning faculty member would be expected to:

- a. Resume normal University, college and departmental responsibilities such as advising, serving on committees, curriculum development, etc.;
- b. Assist the person currently teaching the course(s) with grading, occasional lectures, conducting help-tutorial sessions, etc.

If colleagues are "picking up" the faculty member's classes, the returning faculty member would be expected to resume all his or her normal duties.

5.2.4 Death Benefit

Upon the death of a full-time faculty member, the University will pay to the designated beneficiary of the deceased, as a death benefit, an amount equal

to 15.4% of the faculty member's annual salary. This amount is in addition to any accrued salary and retirement plan contributions, or deferred salary and retirement contributions that are earned and paid normally during the summer months as a result of a nine-month appointment being paid over twelve months.

5.2.5 Travel Insurance

All faculty and staff are covered by a Group Travel Insurance policy that provides \$50,000 coverage for accidental death or dismemberment, while on University business. In addition, general liability and automobile liability coverage along with emergency medical assistance are also provided. In light of the above coverage, the University will not reimburse staff members for additional travel insurance that may be obtained voluntarily.

5.2.6 Error and Omission Liability Insurance

Any employee, acting within the scope of duty, will be covered for any negligent act, error, omission, or breach of duty, including a misleading statement, for which the insured is legally responsible.

5.2.7 Parental Leave Policy

In addition to the Parental Extension of the tenure clock available under [section 2.3.7.2](#) of this handbook, faculty are eligible for paid leaves at each of the times at which he or she becomes a new parent. The details of this policy are available in the Office of Human Resource Services.

5.3 Tuition Remission and Exchange

In recognition of its commitment to higher education in general and Valparaiso University specifically, the University provides a Tuition Remission Program for eligible employees, spouses, and dependent children.

The Tuition Exchange Program is an association of colleges and universities which subscribe to a program of reciprocal remission of tuition charges for eligible

spouses and dependent children of the participating schools' employees. Valparaiso University is a member of the Tuition Exchange Program. The University also offers a Tuition Remission Program which covers courses taken at Valparaiso University. The specific eligibility requirements and terms of the Tuition Remission Program and Tuition Exchange Programs are set forth in applicable plan documents, which are available for review in the Office of Human Resources.

5.4 Retirement

5.4.1 Social Security

All members of the faculty are subject to the Federal Insurance Contributions Act for Social Security purposes. The Social Security tax will be deducted from the salary check at the prevailing legal rate. Forms W-4 and WH-4 must be completed at the time of employment indicating the employee's social security number and withholding exemptions for federal and state taxes.

5.4.2 TIAA

The University participates in the Teachers Insurance and Annuity Association (TIAA). An eligible employee may designate investment of his/her funds to: 1) a fixed dollar annuity plan, and/or 2) a variable annuity plan that invests in broadly diversified stocks and bonds.

The University contributes a percentage of the employee's annual salary when the employee contributes to his/her retirement. This percentage is determined by the Board.

Currently, employees who defer 1-2% of their pre-tax income to their TIAA retirement account will receive a 4% match from the University. Employees who defer 3% or more will receive a 6% match. All eligible University employees may voluntarily begin participation in this retirement plan on the first day of the month following employment. If an employee elects not to participate immediately upon attaining eligibility, any subsequent election to participate will become effective only on a January 1 or July 1.

5.4.3 Retirement Benefits

5.4.3.1 Medical Benefits

Retired faculty who are eligible for Medicare benefits may elect to participate in the University health insurance plan as a Medicare supplement both for individual and spouse coverage. For faculty members who have retired after June 30, 1996, the University does not contribute toward premium coverage. The level of premium for current retirees (those retired after June 30, 1996) is available from the Human Resource Office. Health care coverage for faculty choosing early retirement is described in 5.4.4.

5.4.3.2 Educational Benefits

An employee retiring after 15 years of service remains eligible for tuition remission benefits for employee, spouse, and dependents. The specific eligibility requirements and terms of the Tuition Remission Program are set forth in applicable plan documents, which are available for review in the Office of Human Resources.

5.4.3.3 Other Benefits

All retired faculty members will continue to receive the following University benefits:

- a. Use of the University library;
- b. Availability of complimentary courtesy cards for campus events for the faculty member and his or her spouse or invited guest;
- c. Opportunity to share, if available, office space with other faculty;
- d. Parking;
- e. Receiving mail in the department;
- f. Use of University computer resources as described below and as subject to University policies described in [section 4.2](#).

As long as these privileges can be supported by the University without unduly taxing its resources, Valparaiso University faculty and staff members who retire after ten years or more of service to the University are eligible to retain (but not initiate) Valpo e-mail accounts and access to the general campus portion of the Valpo intranet. In addition, any emerita or emeritus faculty member may retain dial-up and VPN access. Retired faculty and staff members may also forward mail addressed to their full-name alias Firstname.Lastname@valpo.edu to another e-mail address of their choice.

It is expected that these privileges will be used for activities that further the mission of the University, and the Acceptable Use Policy will continue to apply. In particular, the policy allows only “occasional or incidental noncommercial, personal use,” and does not allow commercial personal use at all.

University resources may be accessed through personally-subscribed high-speed commercial Internet Service Provider accounts, and that is the recommended method for access from off-campus locations for all members of the University community, including those whose privileges include dial-up access. Personal Internet activity can be conducted via these commercial accounts without concern about whether it is consonant with University Policy.

All aspects of computer maintenance, including hardware, operating systems, antivirus software, firewall software, and application software are the responsibility of the owner of the computer.

The University reserves the right to suspend or revoke an individual’s access privileges in the event such access is responsible for disrupting or impeding University operations; and reserves the right to discontinue these privileges for some or all retired faculty and staff in the event the

University's resources become overextended in the support of its primary mission.

5.4.4 Early Retirement Plans

Two early retirement plans are available to tenured faculty, with different benefits and eligibility requirements for each. The first plan is a Regular Early Retirement Plan and the second plan is a Phased Retirement Plan.

In calculating the years of full-time service, such items as sabbaticals, official leaves of absence, non-continuous years of service and part-time service (pro-rated) should be included with these conditions:

- a. "Official leaves of absence" include research or study or academic leaves of absence funded by not-for-profit organizations or government agencies;
- b. "Official leaves of absence" granted to preserve a faculty member's status are limited to two years for the purpose of the above calculations;
- c. "Part-time service" will be counted on a pro-rated basis only when a period of part-time service falls between periods of full-time service; part-time service which precedes a first full-time appointment will not be counted;
- d. "Part-time service" will in no circumstance include teaching in summer sessions; and
- e. "Part-time service" will be calculated in relation to a "full-time" semester teaching load.

5.4.4.1 Regular Early Retirement Plan

5.4.4.1.1 Eligibility

All tenured faculty and faculty who hold continuous appointments who have either

- a. Reached the age of 60 or above and have completed at least 10 years of full-time service; or
- b. Reached the point where age plus years of full-time service completed is greater than or equal to 85

are eligible to receive this benefit upon approval by the Provost. However, this benefit is available to those eligible only until they reach an age, defined by Social Security, at which they can receive full retirement benefits.

This benefit may be requested and approved within eighteen months prior to the semester at the end of which the faculty member will retire.

5.4.4.1.2 Benefit Payments

The faculty member will receive 56 percent of the base salary for the year in which he/she is approved to receive this benefit. The University agrees to pay the employer contribution to FICA-Medicare on this amount. This payment may be paid in a lump sum, or over several payments, at or shortly after the faculty member's retirement, provided, however, that in no event any portion of the payment is made later than March 15 of the calendar year following the one in which the faculty member retires. Also, at the request of the faculty member and the agreement of the Provost, all or a portion of the payment can be made before the faculty member's retirement.

The retiring faculty member will not be eligible for accidental death and disability insurance after retirement.

A faculty member taking early retirement will be deemed an “employee” through the last pay period they receive regular pay. For an early retiree ending teaching with the fall semester, the regular pay continues to February, while those ending teaching with the spring semester, the regular pay continues to August.

Note: The Administration may elect to offer additional incentives under particular circumstances.

5.4.4.1.3 TIAA Contributions

The faculty member may not make contributions to the Valparaiso University Retirement Plan or to the Valparaiso University Supplemental Retirement Plan from his or her early retirement benefit payments. However, for a faculty member that is a non-highly compensated employee as defined by law, the University agrees to make a contribution to the Valparaiso University Retirement Plan equal to 4.2 percent of the faculty member’s gross income for his/her most recent year of service. For a faculty member retiring at the end of the fall semester, the most recent year of service would be their appointment for the previous academic year. For a faculty member retiring at the end of the spring semester, the most recent year of service would be their appointment for the current academic year.

5.4.4.1.4 Medical Benefits

Until faculty members reach the age, defined by Social Security, when they may collect Medicare benefits, they may elect to remain on the University health insurance plan and pay the same amount as current employees for both individual and spouse coverage. The

spouse of a faculty member may be continued on the University's health insurance plan after the faculty member has reached the age when he or she may collect Medicare benefits and the spouse will pay the same amount as current employees for individual coverage until the spouse has reached the age when he or she may collect Medicare benefits. This coverage will be terminated only for lack of premium payment or employment with another organization providing health insurance. Once faculty members reach the age when they may participate in Medicare, they may elect to remain on the University health insurance plan according to terms described in [5.4.3.1](#).

5.4.4.1.5 Educational Benefits

The employee, spouse, and dependent children who are eligible for tuition remission benefits at the time the faculty member retires under this plan will remain eligible for the same benefits as if the faculty member continued to be employed full-time. Dependents, unless they are already enrolled, are not eligible for the Tuition Exchange Program. Upon the death of the former faculty member, the spouse and dependent children will remain eligible for the Tuition Remission benefit. However, a faculty member participating in this benefit can do so only under the terms and conditions applicable to eligible full-time faculty.

5.4.4.1.6 Other Benefits

Any faculty member who retires under this plan will continue to receive the University benefits described in [5.4.3.3](#).

5.4.4.1.7 Effect of Death on Compensation

In the event the faculty member dies after his/her early retirement, but prior to the completion of the entire early retirement payment,

the University will pay the remainder of the payment to the faculty member's estate.

5.4.4.2 Phased Retirement Plan

5.4.4.2.1 Eligibility

All tenured faculty members with at least 10 years of full-time service and who reach or exceed the age of 56 during the year in which they elect to participate in this Plan are eligible for phased retirement. The faculty member who elects to participate in this Plan agrees, in writing, to retire within the time frame specified in the option selected. Once the faculty member elects to participate in this Plan and has selected an option, the member cannot elect a different option or elect the regular Early Retirement Plan unless given approval by the Provost.

5.4.4.2.2 Up to Three-Year Phased Reduction in Load and Salary

An eligible faculty member has the option to elect a one-, two-, or three-year phased retirement plan subject to the following terms and conditions:

Year 1: Load reduces to no more than seventy percent (70%) of a normal load and the salary equals the load percentage plus an additional five percent (5%) of the faculty member's projected regular salary. During this year, faculty member's health insurance benefits remain the same as those for a full-time faculty member.

Year 2: Load reduces to no more than fifty percent (50%) of a normal load and the salary equals the load percentage plus an additional five percent (5%) of the faculty member's projected regular salary plus a fixed amount of \$7,000. During this year, the

faculty member will not be eligible for health insurance benefits from the University.

Year 3: Load reduces to no more than twenty-five percent (25%) of a normal load and the salary equals the load percentage plus an additional five percent (5%) of the faculty member's projected salary plus a fixed amount of \$7,000. During this year, the faculty member will not be eligible for health insurance benefits from the University.

Normal load includes teaching and those departmental and university responsibilities expected of a full-time faculty member. For plans of two years or more in duration, the load in any given year must be equal to or less than the load from the previous year.

5.4.4.2.3 TIAA Contributions

A faculty member is eligible for the University TIAA contribution during any year of phased retirement.

5.4.4.2.4 Spousal Medical Benefits

The spouse of a faculty member may be continued on the University's health insurance plan for a period of five (5) years from the faculty member's first year of phased retirement or until the spouse has reached the age when he or she may collect Medicare benefits, whichever comes first but in no case shall this time period be less than one (1) year. This coverage will be terminated only for lack of premium payment or employment with another organization providing health insurance.

5.4.4.2.5 Educational Benefits

The employee, spouse, and dependent children who are eligible for tuition remission benefits at the time the faculty member elects

the Plan will remain eligible for the same benefits as if the faculty member continued to be employed full-time. Dependents, unless they are already enrolled, are not eligible for the Tuition Exchange Program. Upon the death of the former faculty member, the spouse and dependent children will remain eligible for the Tuition Remission benefit. However, a faculty member participating in this benefit can do so only under the terms and conditions applicable to eligible full-time faculty.

5.4.4.2.6 Other Benefits

Any faculty member who elects to participate in this Plan will continue to receive the University benefits described in [section 5.4.3.3](#).

5.4.4.2.7 Effect of Death on Compensation

In the event the faculty member dies while on a phased retirement plan, the University will continue to pay the employee's beneficiary the regular biweekly installment pursuant to the terms of the Plan.

5.5 Benefits for Faculty with Twelve-Month Appointments

These faculty are those full-time faculty members who have a twelve-month appointment, rather than the traditional, approximately nine-month, academic-year appointment.

5.5.1 Vacations

Regular faculty on twelve-month appointments are eligible for all leave made available to faculty on academic year appointments under Faculty Handbook [section 2.3.12](#).

These faculty are eligible for all paid University holidays, but they are not eligible for academic holidays (e.g. Spring Break).

During the first year of their appointment, vacation days will accrue according to the schedule below. If a faculty member separates from the University before the end of his or her first year, he/she will not be paid out any vacation that has not been used.

CURRENT VACATION ALLOTMENT	
Hire Date	Number of Vacation Days
July 1–31	20
August 1–31	18
September 1–30	16
October 1–31	14
November 1–30	12
December 1–31	10
January 1–31	6
February 1–28	5
March 1–31	4
April 1–30	3
May 1–31	2
June 1–30	1

After the first year of employment, vacation days will accrue according to the following schedule. Faculty hired before January 1, 2015, will continue to have the number of vacation days previously accrued unless the schedule below awards more.

PREVIOUS VACATION ALLOTMENT	
Years of Service	Number of Vacation Days
1	20
2	20
3–12	22
13–17	23
>17	25

No more than five (5) days of vacation may be carried into any new fiscal year, with the approval of the immediate supervisor, and those must be used within ninety (90) days. The dates of annual vacation shall be mutually agreed upon by faculty and immediate supervisors. Annual vacation time does not accrue while a faculty member is on any unpaid leave.

Faculty who separate from the University will be paid for any unused vacation days, minus any vacation days rolled over from the previous fiscal year. In the event of death of a faculty member who has accumulated annual vacation days, the final salary payment will include payment for such earned annual vacation.

CHAPTER 6 – SPECIAL COMMUNITY FEATURES

6.1 Chapel Services and Ministry

The Chapel expresses the vision of a community dedicated to truth, self-scrutiny, and the common good. For members of Christian-faith communities, Chapel services are occasions to demonstrate unity and fellowship in Christ. The faculty is largely responsible for setting the tone and character of the University community. The presence of faculty members at worship exemplifies personal commitment and witnesses to the corporate commitment of the University.

The Chapel provides not only frequent opportunities for worship but also extensive pastoral counseling and church-oriented activities. The ministry of the Chapel staff extends to the residence hall, Hellenic organizations, and commuters. Close liaison is maintained with the University Counseling Center.

Valparaiso University is proud of its Christian heritage in the Lutheran tradition. The Chapel represents the focus of this heritage, and the support and encouragement of its ministry are vital to the distinctiveness of the contribution that the University makes in its educational program.

6.2 *The Cresset*

The Cresset, a Review of Literature, the Arts, and Public Affairs, is published five times per year by the Valparaiso University Press as a forum for scholarly writing and informed opinion. Members of the faculty are encouraged to submit manuscripts to the Editor, a member of the faculty.

6.3 Valparaiso University Guild

The Valparaiso University Guild enhances the student experience by exemplifying the University's ideals of scholarship, freedom, and faith. Organized in 1931, the Guild's 600-plus alumni, parents of current and former students, and friends of the University offer time, talent, and treasure to grow the Guild Endowment Fund, ensuring long-term support for Valpo students. The Guild provides a variety of

resources to current students, including Guild Campus Gift Grants and scholarships.

6.4 The Center for Diaconal Ministry

The Center for Diaconal Ministry is the headquarters for the Lutheran Deaconess Association. While the Association is independent from the University, a long and close relationship between the two institutions continues. The Association prepares women and men for diaconal service in the life of the Church. These students normally receive their baccalaureate education at Valparaiso University.

6.5 Institute of Liturgical Studies

The Institute of Liturgical Studies is located at Valparaiso University and annually sponsors a nationally recognized conference for church persons on themes dealing with the liturgical life of the Church. Faculty members often participate in the sessions, and all members are welcome to attend lectures, concerts, worship services, and discussion groups.

6.6 Lilly Fellows Program

The Lilly Fellows Program in Humanities and the Arts offers two-year postdoctoral fellowships for teacher-scholars. The program is based in Christ College and consists of two distinct but integrated initiatives: a fellowship program for young scholars to renew and deepen their sense of vocation within a Christian community of learning and a national network of church-related colleges and universities interested in exploring Christian understandings of the nature of the academic vocation.

6.6.1 Eligibility

Competition for Lilly Fellowships is open to persons interested in considering the relationship between Christianity and the academic vocation and in pursuing a career at a church-related college or university.

An applicant must have recently received a Ph.D. or equivalent terminal degree within the past eighteen months. Fellows will be recruited from the following disciplines: art and art history; creative writing; history; interdisciplinary studies; languages and literatures; music and music history; philosophy; religion; rhetoric; theatre history and theatre arts. Candidates are invited to demonstrate their interest in the aims of the Lilly Fellows Program and a sense of commitment to explore teaching as a Christian vocation.

6.6.2 Appointment and Compensation

Lilly Fellows will be appointed for two years at a rank equivalent to that of assistant professor. Fellows are expected to be in local residence throughout the terms of their appointments. For more details, contact the Lilly Fellows Program Director.

6.7 University Speakers' Bureau

The Valparaiso University Speakers' Bureau offers the expertise of Valpo's faculty and staff for public presentations in Northwest Indiana. Faculty and staff are encouraged to participate in the speakers' bureau, making short presentations on topics not only in their fields of study and research, but also on subjects that are hobbies or other interests. To participate, or for more information, contact the University Communication office.

6.8 University Club

The University Club, an organization for enhancing community among University employees, is on indefinite hiatus as of June 30, 1999. This step was taken reluctantly but thoughtfully after co-directors surveyed the members. University Club funds are earning interest.

CHAPTER 7 – POLICIES REQUIRED BY LAW

7.1 Equal Opportunity and Affirmative Action

It is the policy of Valparaiso University to prohibit unlawful discrimination on the basis of race, color, gender, age, disability, national origin or ancestry, sexual orientation, or (as qualified herein) religion in its educational programs, admissions policies, employment policies, financial aid, or other school-administered programs and policies. The University strives to recruit and retain a faculty, staff and student body who reflect the University's commitment to diversity as embodied in the 1996 Diversity Plan.

Recognizing that there may be subtle biases and practices that operate to the detriment of a full and equal role for all members of the community, the University encourages such impediments to be brought to the attention of appropriate personnel. The duties and responsibilities of all concerned in this process are fully described in the Diversity Plan. The Diversity Plan also describes the variety of measures the University has adopted to enhance diversity. The Diversity Concerns Committee of the University Council gives special attention to these issues.

7.1.1 Students

Valparaiso University will not permit any unlawful discrimination with respect to admissions, recruitment, pre- and post-matriculation academic support programs, graduate and undergraduate counseling, financial and employment assistance, and student grievance procedures. Valparaiso University will recruit, enroll, and retain young men and women so that the mix of its students will reflect the University's character as a national, Lutheran institution serving students committed to academic achievement and service to church and society. In addition, the University seeks to enhance the diversity of its student population by increasing the number of African-, Asian-, Hispanic-American and international students.

7.1.2 Employment

Valparaiso University will not permit unlawful discrimination with respect to any term, condition, or privilege of employment, including, but not limited to, recruitment, hiring, compensation, benefits, training, facilities, work assignments, promotion, reappointment, tenure, transfer, discipline, demotion, and termination. This statement prohibiting unlawful discrimination applies to all academic and non-academic personnel of the University.

7.1.3 Academic Personnel

The University's policies on promotion, reappointment, and tenure shall be administered to ensure that protected persons are accorded equal opportunity. In seeking to fill academic and professional openings, every effort will be made to recruit in such a way that protected persons will continue to have equal opportunity to be considered and appointed to faculty positions. Specific policies regarding promotion, reappointments, and tenure are outlined in this Faculty Handbook.

7.1.4 Non-Academic Personnel

The University has developed personnel policies and procedures in its *Salaried Staff Handbook* and *Hourly Staff Handbook*. The University has a job posting system to ensure that employees have the opportunity to apply for job openings within the University.

7.1.5 Responsibility for Program Implementation

It is the responsibility of each individual who is a member of the Valparaiso University community to understand and carry out the spirit and the letter of the Affirmative Action commitment outlined in this document. The ultimate responsibility for establishing, maintaining, and enforcing this Policy and Plan rests with the President of the University. This responsibility may be delegated to the Affirmative Action Officer, Provost, vice presidents, deans, department chairs and other administrators. All are responsible and accountable for assuring equal opportunity in employment and/or in

education within their department or area of activity, as well as for carrying out any affirmative action steps that may be delegated to them.

7.1.6 Informal and Formal Complaint Procedures

Any member of the Valparaiso University community, whether a faculty member, staff member, or student, who has a complaint with respect to equal opportunity in employment or in education, should contact the University's Title IX Coordinator.

7.2 Harassment and Sexual Misconduct Policy: Notice of Nondiscrimination, Reporting Procedures, and Complaint Process

7.3 Federal and State Policies Concerning Communicable Diseases

Students and employees of Valparaiso University who are infected with dangerous communicable diseases, including Acquired Immune Deficiency Syndrome (AIDS), AIDS-Related Complex (ARC), or test positive for the Human Immune Deficiency Virus (HIV) antibody may be protected by state and/or federal laws by virtue of said infections. In dealing with infected students and employees, Valparaiso University will comply with all applicable laws.

Students or employees who have been diagnosed with AIDS or other dangerous communicable diseases, or who have reason to believe they are so infected, are urged to share this information with the Health Center Administrator for an appropriate response to their needs.

The confidentiality of infected students and employees will be respected. However, when it is deemed necessary for the well-being of other members of the Valparaiso University community, a request may be made for the release of information by a voluntary written consent to the Health Center Administrator, University physician, and/or other appropriate University official(s). The Health Center is obligated, by law, to disclose to public health officials information about confirmed cases of acute AIDS and the HIV infection.

Valparaiso University acknowledges its responsibility to inform students and employees of their rights and is committed to providing educational programs about AIDS and other dangerous communicable diseases and their relationship with sexuality, based on current public health information.

In accordance with the requirements of Indiana Code 16-10-7-5, Valparaiso University has adopted the following policy:

Any employee of Valparaiso University who is required to have direct contact with blood or other body fluids in the course and scope of the employee's employment shall use the Universal Precautions published by the Indiana State Board of Health whenever said employee is required to have direct contact with blood or other body fluids. Any employee who fails to use the Universal Precautions under such circumstances will be subject to disciplinary action. Whenever an employee of Valparaiso University is directly exposed to the blood or other body fluids of another person while in the course and scope of the employee's employment, an "Incident Report" shall be completed and filed with the employee's immediate supervisor and the Office of Human Resources.

If the employee is an emergency medical care provider (e.g., University Police personnel, etc.) and the emergency medical care provider is exposed to blood or other body fluids while providing emergency medical care to a patient, a copy of the Incident Report may be sent to the emergency medical service facility receiving the patient within 24 hours after the patient is admitted to the facility. Copies of Incident Reports shall be kept in a file at the Office of Human Resources designated for that purpose.

7.4 Drug-Free Workplace

Please refer to [appendix H](#): Valparaiso University Drug and Alcohol Policy.

7.5 Family Educational Rights and Privacy Act of 1974

7.5.1 Student Records

Valparaiso University provides students with access to their official records under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records. They are:

- a. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. (Exceptions are records in the Health Center, the Student Counseling and Development Center, and the Chapel Counseling Center to the extent such records are made, maintained or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student's choice. Exceptions also include records maintained by the Valparaiso University Police Department that were created by the VUPD for the purpose of law enforcement. Students are also generally not allowed access to financial records of their parents or any information contained therein. Other exceptions may also apply.)

Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. Parents of dependent students have the right to request information about their children without having to gain students' consent.

Official transcripts of academic records are released only upon the written request of the student.

- b. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- c. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University must obtain the written consent of present or former students before releasing personally identifiable data about them from records (other than to a specified list of exceptions in the Act). When information is released from students' files, the written consent, the reason(s) for the release, and the name of the recipient of the release must be attached to the copy of the data released which is kept in the file. The recommendation or data released must include a statement that the information is not to be released to anyone else without student's written consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory,

academic advising or academic research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

The University hereby gives public notice of its intention to disclose directory information of the following type:

- a. Name, address, telephone number
- b. Date and place of birth
- c. Major field of study
- d. Participation in officially recognized activities and sports
- e. Height and weight of members of athletic teams

- f. Dates of attendance
- g. Degrees and awards received
- h. The most recent previous educational agency or institution attended

A parent or eligible student has a right to refuse to let Valparaiso University designate any or all of these types of information about the student as directory information. Specific requests to limit the disclosure of directory information of a particular student must be filed with the Registrar's Office in writing within two weeks of the beginning of a semester and must state that the student and/or parent does not want any or all of the directory information about the student disclosed.

7.6 Disabilities in the Workplace

Please refer to [appendix J](#): Valparaiso University Disabilities in the Workplace Policy.

APPENDIX A

THE BYLAWS OF THE LUTHERAN UNIVERSITY ASSOCIATION, INC. D/B/A VALPARAISO UNIVERSITY

valpo.edu/general-counsel

Revised January 27, 2023

APPENDIX B

AN INSTRUMENT FOR THE GOVERNANCE OF VALPARAISO UNIVERSITY

valpo.edu/general-counsel

Revised February 2023

APPENDIX C

UNIVERSITY COUNCIL BYLAWS

valpo.edu/general-counsel

Revised February 10, 2023

APPENDIX D

FACULTY SENATE BYLAWS

valpo.edu/general-counsel

Revised May 24, 2023

APPENDIX E

PROGRAMS ADMINISTERED BY THE CREATIVE WORK AND RESEARCH COMMITTEE

valpo.edu/creative-work-and-research-committee

APPENDIX F

PROGRAMS ADMINISTERED BY THE COMMITTEE TO ENHANCE LEARNING AND TEACHING

valpo.edu/committee-to-enhance-learning-and-teaching

APPENDIX G

TRAVEL AND TRAVEL EXPENSE REPORTING POLICIES AND PROCEDURES

valpo.edu/travel

Revised July 1, 2024

APPENDIX H

DRUG AND ALCOHOL POLICY

valpo.edu/general-counsel/policies/policies-related-to-faculty-and-staff

Revised January 1, 2008

APPENDIX I

VALPARAISO UNIVERSITY HOSPITALITY POLICY

valpo.edu/general-counsel/policies/policies-related-to-faculty-and-staff

Revised January 1, 2010

APPENDIX J

DISABILITIES IN THE WORKPLACE POLICY

valpo.edu/general-counsel/policies/policies-related-to-faculty-and-staff









Revised January 22, 2013

APPENDIX K

FACULTY EVALUATION TIMELINE

DATE	EVENT	1	2	3	4	5	6	7	8+
Aug. 20	Dean/chair returns signed annual goals document to continuing faculty members with appropriate written comments; retains copy for file		X	X	X	X	X	X	X
Aug. 25	Dean/chair provides new faculty members with written evaluation criteria	X							
Aug. 31	New faculty member submits brief written annual goals to dean/chair	X							
Sept. 15	Dean/chair returns signed annual goals document to new faculty members with appropriate written comments; retains copy for file	X							
Sept. 1 – Dec. 1	Dean/chair arranges for 2 peer visits in at least 1 class (years 1-3); 1 peer visit in at least 1 class (years 4-5); visits must be completed by Dec. 1	X	X	X	X	X			
Sept. 1 – Dec. 15	Tenured faculty provide pre-tenure faculty members with written evaluation of peer class visits; copy to dean/chair for file	X	X	X	X	X			
Sept. 15 – Oct. 15	Tenured faculty members review tenure and promotion application and vote; chair forwards recommendation to T&P Committee or dean						X		
Dec. 15	Last date for dean to provide written notice of non-reappointment to 2 nd -year faculty members to end employment at the end of the second year		X						
Jan. 15	Dean/chair provides written review of Fall student course evaluations	X	X	X					
Jan. 15 – May 1	Dean/chair arranges for 2 peer visits in at least 1 class (years 1-3); 1 peer visit in at least 1 class (years 4-5); visits must be completed by May 1	X	X	X	X	X			
Jan. 15 – May 15	Tenured faculty provide pre-tenure faculty members with written evaluation of peer class visits; copy to dean/chair for file	X	X	X	X	X			
Feb. 15	Last date for dean to provide written notice of non-reappointment to 1 st -year faculty members to end employment at the end of the first year	X							
Jan. 15 – April 30	Tenured faculty in the college/department complete a 3 rd -year review of each pre-tenure faculty member (per process of each college)			X					
May 1 – May 30	Faculty member submits Faculty Activities Report, including annual goals, between May 1 and May 30 at the dean's/chair's discretion		X	X	X	X	X	X	X
May 15	Last date for dean to provide written notice of non-reappointment to pre-tenure faculty members to end employment at the end of the following year			X	X	X			
May. 15 –	Dean/chair organizes a review by the tenured faculty of the pre-tenure faculty member's work in the current year	X	X						

June 30	and writes a performance evaluation, including a written review of the Spring student course evaluations; dean/chair then meets with the faculty member to share the review and explain the link to this year's salary recommendation; both sign							
May. 15 – June 30	Dean/chair organizes a review by the tenured faculty of the pre-tenure faculty member's work in the current year and writes a performance evaluation, including a written review of the Fall and Spring student course evaluations; dean/chair then meets with the faculty member to share the review and explain the link to this year's salary recommendation; both sign				X	X		
May 15 – June 30	Dean/chair prepares a performance evaluation of the faculty member's work in the prior academic year, including a written review of the Fall and Spring student course evaluations; dean/chair then meets with the faculty member to share the review and explain the link to this year's salary recommendation; both sign			X			X	X
June 1 – June 30	Chairs submit salary recommendations to the dean by June 30.	X	X	X	X	X	X	X

- | | | | |
|---|---|--|---|
|  Eval criteria & fac. review |  Annual goals & feedback |  Fac. Act. Reports |  Annual evaluation |
|  Non-reappointment |  Student eval summaries |  Salary recommendations |  Peer class visits |

APPENDIX L

PROHIBITIONS OF WEAPONS ON CAMPUS

valpo.edu/general-counsel/policies/health-safety-and-security-policies

Revised October 24, 2022

APPENDIX M

SOCIAL MEDIA POLICY

valpo.edu/general-counsel/policies/university-policies-general

Revised April 23, 2013

APPENDIX N

CHAPEL BREAK POLICY

valpo.edu/general-counsel/policies/university-policies-general

Revised August 20, 2013

APPENDIX O

VALPARAISO UNIVERSITY FAMILY AND MEDICAL LEAVE POLICY

valpo.edu/general-counsel/policies/policies-related-to-faculty-and-staff

Revised August 19, 2014

APPENDIX P

POLICY ON CONSENSUAL RELATIONSHIPS INVOLVING FACULTY AND STUDENTS

Revised September 1, 2021

P.1 Rationale

Valparaiso University's educational mission is promoted by professional relationships between faculty members and students. Relationships of an intimate or sexual nature compromise the integrity of a faculty-student relationship whenever the faculty member has a professional responsibility for the student because there is an inherent conflict of interest as well as potential for unethical professional judgment, exploitation, and actual or apparent favoritism.

P.2 Definitions

For purposes of this policy, the following definitions apply:

Consensual relationship – a consensual relationship between a faculty member and student of a dating, intimate, and/or sexual nature.

Faculty member – anyone qualifying as a faculty member as defined in this Handbook.

Professional responsibility – directly or indirectly, teaching, advising, supervising, mentoring, evaluating, doing research with, or coaching a student.

P.3 Policy

The University prohibits consensual relationships between a faculty member and any student when the faculty member has, or is reasonably likely to have in the future, a professional responsibility for the student.

The University strongly discourages such relationships even when a faculty member has no professional responsibility for a student. A faculty member considering or engaged in such a relationship should be sensitive to their potentially exploitative nature and the possibility that he or she may be unexpectedly given professional responsibility for the student due to evolving circumstances at the University.

A faculty member must disclose to his/her chair or superior immediately if he or she is given professional responsibility for a student with whom there is a current consensual relationship or there was a past consensual relationship. The chair or superior will confer with the appropriate Dean, Vice President, or the Provost and determine the appropriate course of action. Failure to disclose the consensual relationship will result in disciplinary action.

P.4 Third-Party Complaints

Any member of the University community who believes this policy has been violated may initiate a complaint with the Director of Human Resources. The Director, or his/her designee, will speak to the parties involved and, if applicable, initiate the University's Nondiscrimination, Harassment, and Sexual Assault Policy. Otherwise, substantiated complaints will be forwarded to the appropriate Dean, Vice President, or the Provost for action, subject to any applicable disciplinary processes or procedures as set forth in this Handbook.

APPENDIX Q

RESEARCH MISCONDUCT POLICY

valpo.edu/general-counsel/policies/academic-and-student-life-policies

Revised April 7, 2015

APPENDIX R

VALPARAISO UNIVERSITY EMPLOYEE IT ACCOUNT POLICY

valpo.edu/general-counsel/policies/policies-related-to-faculty-and-staff

Revised July 19, 2022

APPENDIX S

FACULTY POLICY ON INTELLECTUAL PROPERTY

valpo.edu/general-counsel/policies/academic-and-student-life-policies

Revised October 30, 2015

APPENDIX T

TOBACCO FREE CAMPUS POLICY

valpo.edu/general-counsel/policies/health-safety-and-security-policies

Revised June 7, 2016

APPENDIX U

BIAS INCIDENT POLICY AND PROCESS

Revised April 2, 2024

Valparaiso University's Bias Incident Report function and Bias Incident Assistance and Support Team (the BIAS team) supports a diverse and affirming campus community, and a safe and inclusive environment for all faculty, staff, students, and guests. The primary focus of the BIAS team is to ensure the well-being and support of individuals who believe they have witnessed a bias incident and have been affected by that. We want to assure anyone submitting a bias incident report that our committee is dedicated to providing you with the necessary support and resources throughout the process. Your well-being and sense of safety are our top priorities. If you believe you have encountered or witnessed a bias incident, we encourage you to reach out to us. We're here to listen, offer assistance, and guide you through the available options. Your courage in coming forward not only helps address the immediate concern but also contributes to our ongoing efforts to promote inclusivity and understanding within our community. We at Valpo recognize the dignity of all and help to ensure that our campus community is welcoming for all.

The BIAS team is a University initiative created almost a decade ago. It is co-chaired by the University's Assistant Vice President for Diversity, Equity and Inclusion, and the University's Title IX Coordinator. Membership includes both staff and faculty. Staff on the BIAS team include the Director of Human Resources, Dean of Students, Chief of Police, the Director of International Students, a full-time faculty member, and an academic administrator as appointed by the University's Assistant Vice President for Diversity, Equity and Inclusion, and the University's Title IX Coordinator. The BIAS team coordinates a system through which members of the Valpo community can report alleged incidents of bias. The BIAS team aims to enhance the campus community culture by promoting positive changes and, when appropriate, administering the restorative justice process so both the claimant and witnesses of the alleged incident of bias, and the person or persons that allegedly initiated the incident can learn from one another and avoid the perception of future incidents of bias. The goal is to provide support and resources to the parties involved with the incident. This process does not initiate disciplinary action or impose sanctions or take the place of other Valpo policies and processes that deal

with a community members' conduct, behavior, and safety such as policies and processes under the jurisdiction of the Dean of Students, Valparaiso University Police Department, the Title IX Coordinator, Human Resources, or Provost's Office. Questions about whether or not an incident is suitable for the BIAS team or not can be directed to title9@valpo.edu.

A bias incident is any act that could be reasonably perceived by the targeted person(s) to be motivated by hostility toward one or more of their identities (i.e., race, religion, nationality, sex, disability, gender identity or expression, sexual orientation, etc.). If a reported incident involves – in part or in whole – a violation of University policy, the law, or is otherwise better suited for another department on campus, the BIAS team transfers the process to the pertinent University office. For example, if the reported incident alleges racial discrimination by a University employee, the matter will be removed from the BIAS team and sent to the University's Title IX Coordinator for administration under the Nondiscrimination Policy.

Once a bias incident report is made, or after additional information is sought as described below, the University's Title IX Coordinator, Director of Human Resources, Dean of Students, academic administrator, or Chief of Police may immediately transfer the report to their relative departments if any of them determine the report may be subject to a policy or process within their own department. The reporter will be given notice of the transfer if possible. The BIAS team meets to discuss the report at their next meeting. The BIAS team may decide more information is needed and seek that information for discussion at another meeting. If the report is not transferred to another department, the BIAS team evaluates the report (and additional information if any) and determines, by majority vote, if the report should move forward with the restorative justice process or some other process to enhance the campus community culture by promoting positive changes (i.e. bias training). If voted to move forward, the BIAS team provides resources for support, and implements opportunities for educational interventions which may include a meeting with the parties individually or together. The BIAS team supports

affected individuals and groups, provides education, and facilitates dialogue with the aim of repairing any perceived harm caused by an alleged bias incident and preventing future instances of alleged bias. All University community members, including faculty, students, and staff, are encouraged to participate in this process; supporting the creation of a more inclusive environment.

For more information about the BIAS reporting process and BIAS team, please visit the website: valpo.edu/bias.