

MARYLAND HIGHER EDUCATION COMMISSION

Out-of-State Online Education Registration Form

Initial Registration (July 1, 2014– June 30, 2015)

In order to avoid the posting of a financial guarantee, it is recommended that registration materials be submitted six months prior to the date when registration will expire.

Name of Institution: Marian University

Web Address: <http://www.marianuniversity.edu/>

OPEID Code: 00386100

Carnegie Institution Type and Size (<http://classifications.carnegiefoundation.org/>):
Type Baccalaureate colleges Size S4

Number of Maryland Students enrolled in fully online programs, as such programs are defined by Education Article, §11-202.2, Annotated Code of Maryland (as of July 1, 2013): 2

Chief Executive Officer: Robert Fale, Interim President

Mailing Address: 45 South National Avenue
Fond du Lac, WI 54935

Telephone: 920-923-7616

Email Address: rfale@marianuniversity.edu

Institutional Liaison: Name and title of the individual who will serve as the liaison for online education registration to the Maryland Higher Education Commission.

Name: Dr. Goran Trajkovski
Title: Executive Director of Adult and Graduate Studies
Mailing Address: 45 South National Avenue
Fond du Lac, WI 54935
Telephone: 920-923-7665
Email Address: gtrajkovski20@marianuniversity.edu

PROPOSED START DATE:

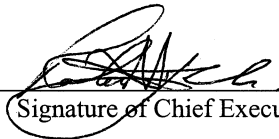
Immediately. There are two Marian University students who are completing some of their education in Maryland at the present

Applications should be submitted at least 6 months prior to the proposed start date.

Registration must occur each fiscal year (July 1st through June 30th) to continue offering online education to Maryland students.

*****CERTIFICATION*****

I hereby affirm that the information provided on this online education registration form and its attachments are accurate and complete and further agree to comply with the Annotated Code of Maryland and the Code of Maryland Regulations (COMAR) governing Out-of-State degree-granting institutions offering online education to Maryland students.

<p>2/17/14 Date</p>	<p> Signature of Chief Executive Officer/President</p>
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Please submit all information to:

Director of Academic Affairs
Out of State Online Initial Registration
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201
onlinereg@mhec.state.md.us
410-767-3301

A copy of the relevant regulations and this registration form may be found at the Maryland Higher Education Commission's web site, www.mhec.state.md.us, under the heading of "Postsecondary Institutions".

*******SUPPORTING DOCUMENTATION*******

Only a complete registration form with all supporting documentation can be acted upon. Per Maryland Regulations, an application is complete on the day on which an out of state institution submits documentation satisfactorily to the Secretary that the institution has completed the application process.

Check each item that is attached and label with the corresponding letter.

A. Registration Fee

The institution shall submit a non-refundable application fee in the amount of \$1,000. The institution's check should be made payable to: Maryland Higher Education Commission. Please provide the original check and a photocopy of the check with your application.

B. Accreditation

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to online education. If any of your online programs require specialized/program accreditation, provide evidence of that accreditation.

C. Financial Guarantee

If the institution is or will be enrolling Maryland students before registration is issued, within 30 days of submitting the complete application, a financial guarantee shall be provided. The amount of the financial guarantee shall be 5 times the average total program tuition and fee costs payable by an individual Maryland student enrolled at the institution.

Only a performance bond or letter of credit is acceptable to the Commission. Please refer to the templates available under renewal forms. The original performance bond or letter of credit must be submitted; photocopies will be deemed insufficient documentation.

D. Ownership Information

Identify the type of ownership of the institution (corporate, limited liability company, other business entity); provide a list of officers and directors; if a corporation, provide a list of stockholders owning 10% or more of the voting stock; if a limited liability company, provide a list of members with voting or management authority.

If the institution is a wholly owned subsidiary or is otherwise affiliated with another corporation(s), limited liability company, or other business entity, include the requested information for the affiliated business entity.

E. Financial Statement

Provide the most current institutional financial statement that has been reviewed by an independent accountant retained by the institution.

F. Good Business Standing

Provide proof of good business standing in the state in which the central administration of the institution is incorporated.

G. Good Academic Standing

Provide proof of good academic standing with the home state authority, or if none such exists, with the accrediting body of the institution.

H. List of Online Programs

Provide a list of all fully online programs that will be offered to Maryland students on the “Online Program List Form.” Include tuition and fee costs for each program. **If a program has an internship/externship/clinical/practica that would take place on the ground in the State of Maryland, please exclude them from the list as those will not be considered fully online.** In the event that the institution offers a program online that has the “on the ground” component, the institution will need to apply for state authorization.

I. Principles of Good Practice for Online Education

Provide evidence that the institution adheres to the Principles of Good Practice for online education as outlined in [COMAR 13B.02.03.22\(C\)](#);

(Please note that each section of the Good Practices requirements must be completed by the institution. Faculty handbooks and other materials may be submitted to support your narrative; however, supplemental materials may **not** be submitted in lieu of the narrative.)

J. Refund Policy

Provide documentation that the institution is in compliance with the refund policy established by the Maryland Higher Education Commission ([COMAR 13B.05.01.10](#)).

K. Affidavit from CEO/President

Provide a **notarized** affidavit from the CEO/President affirming:

- that the institution has not filed for bankruptcy protection,
- willingness to abide by the provisions for online education established by the Education Article, § 11-202.2, Annotated Code of Maryland and [COMAR 13B.05.01](#) of the Code of Maryland Regulations, and
- that the institution will promptly notify the Maryland Higher Education Commission of all matters referenced in [COMAR 13B.05.01.11](#).

L. Student Complaint Process

Provide information describing the process for the filing and resolution of student complaints, including informing students that the institution is subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission. Complaints should be directed to:

Maryland Attorney General
Consumer Protection Division
200 St. Paul St.
Baltimore, MD 21202
410-528-8662/888/743/0823 (toll free)

M. Web Page Posting Requirements

Provide a copy of the web page that is responsive to the posting requirements specified in Education Article, § 11-202.2(c)5, Annotated Code of Maryland.

Make public and post on the institution website:

- Information on its registration with the Commission: and
- The process for Maryland students to make complaints about the institution.

A. Registration Fee

The institution shall submit a non-refundable application fee in the amount of \$1,000. The institution's check should be made payable to: Maryland Higher Education Commission. Please provide the original check and a photocopy of the check with your application.

B. Accreditation

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to online education. If any of your online programs require specialized/program accreditation, provide evidence of that accreditation.



STATEMENT OF AFFILIATION STATUS

MARIAN UNIVERSITY
45 S. National Ave.
Fond du Lac, WI 54935

Affiliation Status: Candidate: Not Applicable
Accreditation: (1960- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Private NFP
Degrees Awarded: B, M, D

Conditions of Affiliation:

Stipulations on Affiliation Status: Accreditation at the Master's level is limited to the Master of Arts in Education, the Master of Science in Organizational Leadership and Quality, and the Master of Science in Nursing. Accreditation at the Doctor's level is limited to the Ph.D. in Educational Administration and Leadership.

Approval of New Degree Sites: The Commission's Streamlined Approval Process is only available for offering existing degree programs at new sites within Wisconsin.

Approval of Distance Education Degrees: Prior Commission approval required.

Reports Required: None.

Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2005 - 2006
Year for Next Comprehensive Evaluation: 2015 - 2016
Date of Last Action: 07/12/2006

Name Change:
Marian College of Fond du Lac to Marian University (5/1/08)

Academy Participation:
Participating in the Academy for Assessment of Student Learning. Successful participation in the Academy for Assessment of Student Learning replaces the Focused Visit: A visit focused on assessment of student learning due 3/30/09.

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Currently or Previously Affiliated Institutions - 07/16/2014

The directory of institutions provides information on institutions accredited by the Commission, those holding candidate for accreditation status, and those that previously held status, but have since closed, merged, or had their status withdrawn. It includes the Statement of Affiliation Status and Organizational Profile for each currently accredited and candidate institution, any Public Disclosure Notices that have been issued, and the most recent action letters from reaffirmations of accreditation occurring after June 2013.

Information provided on the Statement of Affiliation Status reflects the most recent actions of the Commission. The Commission has a multi-level decision process. Any institutional changes that are currently under review are not made public until final action has been taken.

****During the transition to the new Pathways model for reaffirmation of accreditation, some scheduled events are not displayed on this version of the Statement of Affiliation Status. Institutions can refer to the transition maps in the Open and Standard Pathways booklets for the timing of reviews. Institutions that have questions about other scheduled events should contact their HLC staff liaison.****

Marian University

45 S. National Ave.
Fond du Lac, WI 54935
(920) 923-7600 (Main Phone)

www.marianuniversity.edu

Statement of Affiliation Status [Click here for definitions...](#)

Chief Executive Officer: **Mr. Robert A. Fale, Interim President**

Name change notes: *Marian College of Fond du Lac to Marian University (5/1/08)*

HLC Institution ID: **1695**

Current Accreditation Status: **Accredited**

Accreditation Date(s): **04/01/1960**

Summary of Commission Review

Last Reaffirmation of Accreditation: **2005 - 2006**

Next Reaffirmation of Accreditation: **2015 - 2016**

Last Date of Information Change: **10/18/2013**

Control: **Private NFP**

Degrees Awarded (details below): **Certificate, Bachelors, Masters, Doctors**

Stipulations on Affiliation Status:

Accreditation at the Master's level is limited to the Master of Arts in Education, the Master of Science in Organizational Leadership and Quality, the Master of Science in Nursing, and the Master of Science in Thanatology. Accreditation at the Doctor's level is limited to the Ph.D. in Educational Administration and Leadership.

Approval of New Degree Locations:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations

- [Programs & Services](#)
- [External Relations](#)
- [Employment Opportunities](#)
- [& Candidacy](#)
- [Pathways](#)
- [PEAQ](#)
- [AQIP](#)
- [Institutional Change](#)
- [Monitoring & Reporting](#)
- [Federal Compliance](#)
- [Position Statements](#)
- [Templates & Examples](#)
- [Substantive Change Applications](#)
- [Position Statements](#)
- [Institutional Actions](#)
- [Visit List](#)
- [Complaints](#)
- [Public Disclosures](#)
- [Mark of Affiliation](#)
- [Peer Reviewer Data Update System](#)

The Higher Learning Commission • 230 South LaSalle Street, Suite 7-500 • Chicago, IL 60604 • inquiry@hlcommission.org • 800.621.7440

[Staff Directory](#) | [Site Map](#) | [Privacy Policy](#) | [Comments](#)

C. Financial Guarantee

If the institution is or will be enrolling Maryland students before registration is issued, within 30 days of submitting the complete application, a financial guarantee shall be provided. The amount of the financial guarantee shall be 5 times the average total program tuition and fee costs payable by an individual Maryland student enrolled at the institution.

Only a performance bond or letter of credit is acceptable to the Commission. Please refer to the templates available under renewal forms. The original performance bond or letter of credit must be submitted; photocopies will be deemed insufficient documentation.

D. Ownership Information

Identify the type of ownership of the institution (corporate, limited liability company, other business entity); provide a list of officers and directors; if a corporation, provide a list of stockholders owning 10% or more of the voting stock; if a limited liability company, provide a list of members with voting or management authority.

If the institution is a wholly owned subsidiary or is otherwise affiliated with another corporation(s), limited liability company, or other business entity, include the requested information for the affiliated business entity.

Marian University is sponsored by the Congregation of Sisters of St. Agnes. <http://www.csasisters.org/>

Marian University - The Board of Trustees, 2013-2014 <https://www.marianuniversity.edu/About-Us/Board-of-Trustees>

OFFICERS

Eric P. Stone, Chairperson
Terri L. Emanuel, Vice Chairperson
Anthony J. Ahern, Treasurer
David J. Hornung, Secretary

TRUSTEES

Richard J. Baker
Mary Noel Brown, CSA
Lance A Ehrke
Robert Fale
Dr. Julie Ann Krahl, CSA
John M. Korb
William B. Lamb
Hertha Longo, CSA
Wayne E. Matzke
Tom Petri, J.D.
Erin P. Rademann
Lacey A. Sandoff
Darold A. Treffert, M.D.

TRUSTEES EMERITI

John E. Ahern
Richard C. Kleinfeldt
Ralph C. Stayer
Peter E. Stone

E. Financial Statement

Provide the most current institutional financial statement that has been reviewed by an independent accountant retained by the institution.

F. Good Business Standing

Provide proof of good business standing in the state in which the central administration of the institution is incorporated.

2nd Qtr



STATE OF WISCONSIN DEPARTMENT OF FINANCIAL INSTITUTIONS WISCONSIN NONSTOCK CORPORATION ANNUAL REPORT

FILING FEE: \$10.00

Submit Report ONLINE

See Instructions on Reverse -->

DUE June 30, 2013

06 Non-Stock Corporation

6M11711

MARIAN UNIVERSITY, INC. DAVID J HORNUNG 45 S NATIONAL AVE FOND DU LAC, WI 54935

Report 'FILED' by indexing of the locator # for the report year: 04/01/2013 - 03/31/2014

INSTRUCTIONS ARE FOUND ON ENCLOSED SHEET IF ANY ANSWER IS NONE SO STATE

This form is addressed to the corporation's registered agent. Indicate any changes below. The street address of the registered office and the business office of the registered agent, as changed, will be identical

Registered Agent's Name

Street Address (Required)

P O BOX (Optional)

City, State, Zip Code

1 Complete Address of Principal Office (If data shown below is incorrect, line out and enter changes.)

45 SOUTH NATIONAL AVE FOND DU LAC, WI 54935

Make remittance payable to:

DEPARTMENT OF FINANCIAL INSTITUTIONS

Your cancelled check is your receipt.

DRAWER 285 MILWAUKEE, WI 53293-0285

2 What is the general nature of the corporation's business or activity?

HIGHER EDUCATION

3 Does the corporation have members? (Y) (N) [checked]

4 NAMES & ADDRESSES OF PRINCIPAL OFFICERS (add additional sheets, if necessary.)

Table with 3 columns: TITLE, NAME, RESPECTIVE ADDRESS. Rows include Robert A Fale (President/Interim), Dredward Ogile (Vice President), David J. Hornung (Secretary), and Eric P. Stone (Treasurer).

5 NAMES & ADDRESSES OF ALL DIRECTORS (add additional sheets, if necessary.)

Table with 2 columns: NAME, RESPECTIVE ADDRESS. Content: LIST ATTACHED

6 Such corporation has not entered into any combination, conspiracy, trust, pool, agreement or contract intended to restrain or prevent competition in the supply or price of any article or commodity in general use in this state...

BY: [Signature] OFFICER SIGNATURE [Signature] TITLE [Date] 6/17/13

THIS ANNUAL REPORT FORM 17 is authorized by s.181.0121 Stats., and is a REQUIRED REPORT under s.181.1622 Stats. Failure to file may result in administrative dissolution of the corporation. Upon filing, the data in the report becomes public and might be used for purposes other than for which it was originally collected.

Tony Ahern
JF Ahern Co
PO Box 1316
Fond du Lac WI 54936-1316

Dick Baker
Baker Cheese Factory Inc.
N5270 Cty G
St Cloud WI 53079

Mary Noel Brown, CSA
CSA Sponsorship Ministry
320 County Road K
Fond du Lac, WI 54937

Joel I. Cohen
201 W 72nd St
New York NY 10023

Lance Ehrke
18305 Benington Drive
Brookfield, WI 53045

Terri Emanuel
N8254 Deadwood Point Beach Rd
Fond du Lac, WI 54935

Robert A. Fale
Marian University
45 S. National Ave
Fond du Lac WI 54935

David Hornung
Graphic Center, Inc.
723 South Main Street
Fond du Lac, WI 54935

John M. Korb
Wells Fargo Advisors
66 S Main St
Fond du Lac, WI 54935

Chief Bill Lamb
Fond du Lac Police Department
126 N Main Street
Fond du Lac WI 54935

Sr. Hertha Longo
CSA
320 County Road K
Fond du Lac, WI 54937

Wayne E. Matzke
Grande Cheese Company
301 Main Street
Lomira, WI 53048

John Nelson
246 E Witchwood Lane
Lake Bluff IL 60044

Rep. Tom Petri
490 W Rolling Meadows Dr Ste B
Fond du Lac WI 54937

Erin Rademann
Partners by Design
770 South Main Street
Fond du Lac WI 54935

Lacey Sadoff
Badger Liquor
850 S Morris St
Fond du Lac WI 54935

Angelo Santinelli
151 Dakin Road
Sudbury MA 01776

Mark Schwabero
Mercury Marine
PO Box 1939
Fond du Lac, WI 54936-1939

S. Jean Steffes
Diocese of Phoenix
400 East Monroe Street
Phoenix, AZ 85004-2336

Eric Stone
National Exchange Bank
130 S Main St
Fond du Lac WI 54935

Dr. Darold Treffert
W4065 Maplewood Ln
Fond du Lac, WI 54937

State of Wisconsin
Department of Financial Institutions

**WISCONSIN NONSTOCK CORPORATION ANNUAL REPORT
INSTRUCTIONS**

MAKING OUT THE REPORT Please complete each section, answering all questions. **Unless all questions are answered, the report may have to be returned.** If the report displays preprinted information in Item 1 with information that is no longer correct, please line out the incorrect information and enter the correct data next to it. **If the answer to any question is "NONE," enter the word "NONE."** Be sure the report is signed, dated and includes a check for the filing fee.

THE INFORMATION YOU PROVIDE IN THIS REPORT IS TO BE CURRENT AS OF THE TIME THE REPORT IS SIGNED AND DATED.

- ITEM 1** Enter the complete address of the corporation's principal office.
- ITEM 2** Describe the general nature of business or activity in which the corporation was engaged during the previous year, i.e., fund raisers, worship service, meetings. **If none**, please indicate "NONE."
- ITEM 3** Answer either "yes" or "no." (A member is a person who has membership rights in accordance with the corporation's articles of incorporation and bylaws. Typically, members have the right to elect the corporation's directors and to vote on changes to the corporation's articles of incorporation and bylaws. All corporations have officers and directors, who may also be members, but holding a position as officer or director does not, in itself, confer membership status.)
- ITEM 4** List the names and addresses of the principal officers. If an officer is also a director, repeat the name and address in the space for directors.
- ITEM 5** List the names and addresses of the directors. Wisconsin Nonstock Corporations are to have a board of directors of three or more persons.
- ITEM 6** Sign and date the report. One of the following must sign: **President, Vice President, Assistant Secretary, Secretary or Treasurer.** If the first election of officers has not yet been held, the incorporator must sign. If a receiver or trustee is handling the corporation, he or she may sign.

FILING THE REPORT - Send the completed form and filing fee to: **DEPARTMENT OF FINANCIAL INSTITUTIONS**, at the address shown on the report form. If sent by Express or Priority mail, address to: 201 W Washington Avenue, Ste. 300, Madison, WI 53703.) Please use the form we have preprinted with your corporation's name and identification number.

THIS IS A REQUIRED REPORT. Failure to file a report may subject the corporation to administrative dissolution. (See Sec. 181.1622, Wis. Stats.) Submit the report to arrive by the due date shown on the report form. There is no provision in the law for extension of time, inactive status or waiver of fees.

FEE - Please send the fee with the report. Make checks payable to: **DEPARTMENT OF FINANCIAL INSTITUTIONS.**

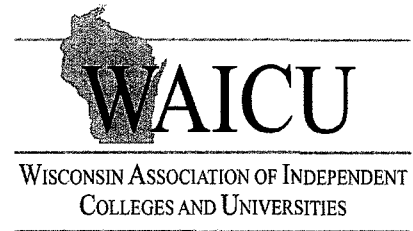
GENERAL INFORMATION - The report is addressed to the corporation's registered agent/address as it appears on our records. If the corporation wishes to change the registered agent or agent's address, these changes can be made in the designated area on the report form (upper right corner). The corporation must maintain a registered agent who is a resident of Wisconsin. Annual report forms and other communications are sent to the corporation through its registered agent, so it is imperative that it be kept current.

Please direct any questions regarding this filing to 608-261-7577. TDY: 608-266-8818

THIS IS A REQUIRED REPORT!!

G. Good Academic Standing

Provide proof of good academic standing with the home state authority, or if none such exists, with the accrediting body of the institution.



February 11, 2013

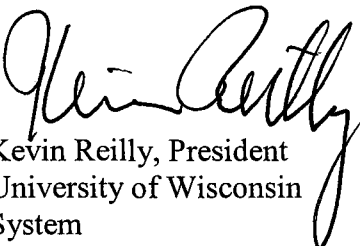
Mr. Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

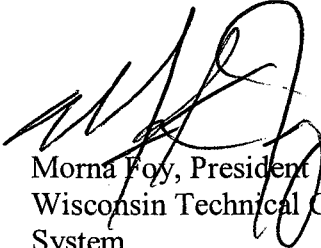
Mr. David A. Bergeron
Acting Assistant Secretary for Postsecondary
Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

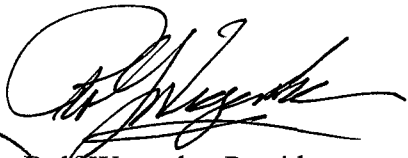
Dear Secretary Duncan and Acting Assistant Secretary Bergeron,

In response to the USDE program integrity regulations (75 FR 66832-66975, October 29, 2010), specifically in regard to the provision for "state authorization," we are enclosing the revised summation and affirmation of those Wisconsin laws, regulations, agencies, organizations and institutions which constitute the postsecondary regulatory framework in this state. The new submission makes two purely technical changes, but is unchanged in substance and supersedes the submission of February 12, 2012.

Respectfully submitted,

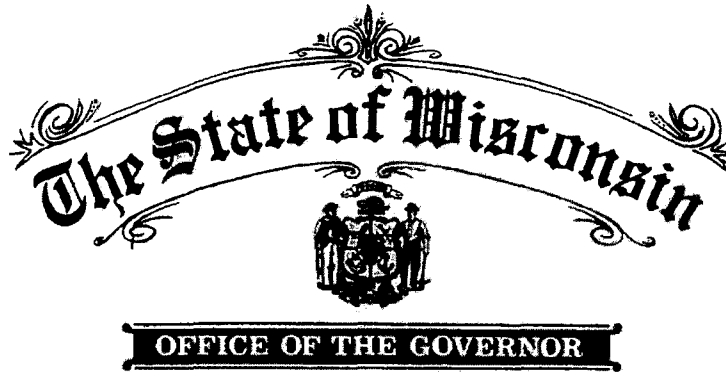

Kevin Reilly, President
University of Wisconsin
System


Morna Foy, President
Wisconsin Technical College
System


Rolf Wegenke, President
Wisconsin Association of
Independent Colleges and
Universities

C: Wisconsin Congressional Delegation
Higher Learning Commission

Enclosure



EXECUTIVE ORDER #97

**Relating to Postsecondary Educational Institution Compliance with the U.S.
Department of Education Program Integrity Rule**

WHEREAS, federal student financial aid provides a critical source of funding to help keep colleges affordable for Wisconsin students and working families; and

WHEREAS, the Final Rule adopted by the U.S. Department of Education at 75 Fed. Reg. 66832-66975 (October 29, 2010), commonly known as the Program Integrity Rule, was instituted for the purpose of improving integrity in the programs authorized under Title IV of the Higher Education Act of 1965, as amended, (HEA), by amending the regulations for institutional eligibility under the HEA; and

WHEREAS, the HEA, § 101(a)(2) defines an institution of higher education to be an educational institution in any state that is legally authorized within such state to provide a program of education beyond secondary education; and

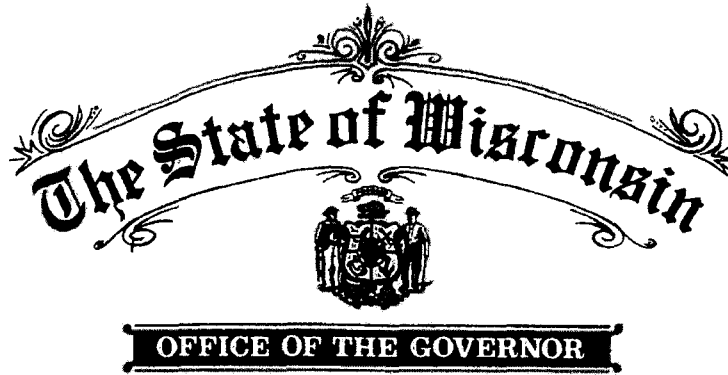
WHEREAS, the Program Integrity Rule requires that an institution of higher education that applies to participate in a Federal program under the HEA must demonstrate that it has the legal authority to offer postsecondary education in accordance with 34 CFR §600.9; and

WHEREAS, the Program Integrity Rule further requires that an institution of higher education must make available to a student or prospective student the appropriate contact information to enable the student or prospective student to file complaints with an institution's accreditor, state approval or licensing entity, or other agency that would appropriately handle a student's complaint, and that the state should exercise the primary role and responsibility for student consumer protection against fraudulent or abusive practices by an institution of higher education; and

WHEREAS, a state may fulfill its oversight role regarding the filing of complaints by students through a state agency, or the State Attorney General, or other appropriate state officials, or a combination of state agencies and state officials; and

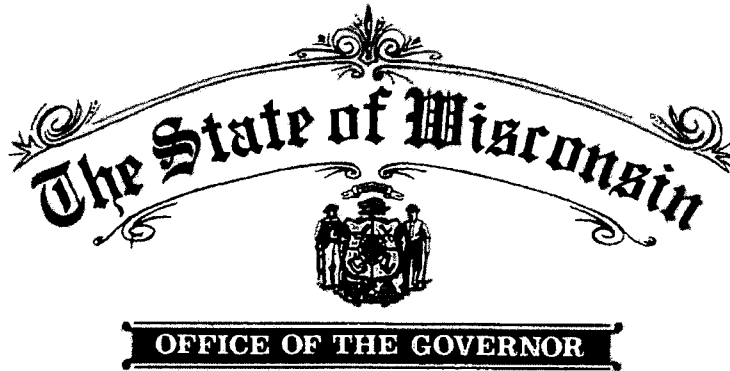
WHEREAS, according to issued guidance from the United States Department of Education in the Dear Colleague Letter dated March 17, 2011, a state may rely on a governing board or central office of a state-wide system of public institutions if the state has made the determination that the governing board or central office is sufficiently independent to provide successful oversight of complaints for the institutions in that system; and

WHEREAS, pursuant to statutory authority, the University of Wisconsin System Board of Regents, the University of Wisconsin System Administration, the Wisconsin Technical College System Board, and the Wisconsin Technical College System's state office are governing boards and/or central offices of their respective state-wide systems of public institutions.



NOW THEREFORE, I, Scott Walker, Governor of the State of Wisconsin, by virtue of the authority vested in me by the Constitution and laws of the State of Wisconsin do hereby affirm:

1. The following institutions constitute institutions of higher education under HEA § 101(a)(2) and are legally authorized in the State of Wisconsin by means of charter, statute, constitutional provision or other action issued by an appropriate state agency or state entity that identifies the institutions by name and affirms or conveys to the institution the authority to operate educational programs beyond secondary education, including programs leading to a degree or certificate in accordance with 34 CFR § 600.9: Alverno College; Aurora St. Luke Medical Center; Bellin College; Beloit College; Cardinal Stritch University; Carroll University; Carthage College; Columbia College of Nursing; Concordia University Wisconsin; Edgewood College; Lakeland College; Lawrence University; Maranatha Baptist Bible College; Marian University; Marquette University; Medical College of Wisconsin; Milwaukee Institute of Art and Design; Milwaukee School of Engineering; Montessori Institute of Milwaukee; Mount Mary College; Nashotah House; Northland College; Northland International University; Ripon College; Sacred Heart School of Theology; St. Norbert College; Silver Lake College; Viterbo University; Wisconsin Lutheran College; Wisconsin School of Professional Psychology; the University of Wisconsin Colleges and Extension, i.e., University of Wisconsin-Eau Claire, University of Wisconsin-Green Bay, University of Wisconsin-La Crosse, University of Wisconsin-Madison, University of Wisconsin-Milwaukee, University of Wisconsin-Oshkosh, University of Wisconsin-Parkside, University of Wisconsin-Platteville, University of Wisconsin-River Falls, University of Wisconsin-Stevens Point, University of Wisconsin-Stout, University of Wisconsin-Superior, University of Wisconsin-Whitewater, Blackhawk Technical College, Chippewa Valley Technical College, Fox Valley Technical College, Gateway Technical College, Lakeshore Technical College, Madison Area Technical College, Milwaukee Area Technical College, Mid-State Technical College, Moraine Park Technical College, Nicolet Area Technical College, Northcentral Technical College, Northeast Wisconsin Technical College, Southwest Wisconsin Technical College, Waukesha County Technical College, Western Technical College, Wisconsin Indianhead Technical College, and Shepherds College.
2. The above-named Wisconsin institutions of higher education are exempt from additional state authorization requirements due to each institution's accreditation by one or more accrediting agencies recognized by the Secretary of the U.S. Department of Education, and/or as a result of the institutions being in operation for at least twenty (20) years, pursuant to 34 CFR § 600.9.
3. Pursuant to its statutory authority under Wis. Stat. ch. 36, the University of Wisconsin System Board of Regents and the University of Wisconsin System Administration, as a governing board and central office, are both sufficiently independent from its institutions to receive, review, and resolve student or prospective-student complaints alleging violations of state consumer protection laws, including false advertising, violations of state laws or rules related to the licensure of postsecondary institutions, and complaints relating to the quality of education or other state or accreditation requirements, in compliance with the Program Integrity Rule.



4. Pursuant to its statutory authority under Wis. Stat. ch. 38, the Wisconsin Technical College System Board and the Wisconsin Technical College System state office, as a governing board and central office, are both sufficiently independent from its technical college districts to receive, review, and resolve student or prospective-student complaints alleging violations of state consumer protection laws, including false advertising, violations of state laws or rules related to the licensure of postsecondary institutions, and complaints relating to the quality of education or other state or accreditation requirements, in compliance with the Program Integrity Rule
5. The board of directors of the Wisconsin Association of Independent Colleges and Universities (WAICU), as the official organization of nonprofit higher education in Wisconsin under Wis. Stat. §§ 14.57, 15.377, 15.67, 16.979, 38.50, 39.285, 39.437(4)(a), and 115.297, is fully prepared to support and facilitate coordination with State Executive Branch and constitutional agencies to ensure successful oversight over complaints from students or prospective-student complaints alleging violations of state consumer protection laws, including false advertising, violations of state laws or rules related to the licensure of postsecondary institutions, and complaints relating to the quality of education or other state or accreditation requirements, in compliance with the Program Integrity Rule.
6. Pursuant to Wis. Stat. § 38.50 and Wis. Admin Code EAB, that the Wisconsin Educational Approval Board has been established to regulate certain Wisconsin postsecondary for-profit and out-of-State nonprofit institutions, exclusive of the State's public colleges and universities that comprise the University of Wisconsin System and the Wisconsin Technical College System, as well as in-State nonprofit colleges and universities that comprise WAICU, religious schools, and vocational schools.
7. The institutions that comprise the University of Wisconsin System, the Wisconsin Technical College System, the Wisconsin Association of Independent Colleges and Universities, as well as the State Educational Approval Board, maintain and provide ongoing review of policies and procedures to adequately receive, investigate, and manage the majority of student complaints regarding institutional programs and activities in a timely, effective, and transparent manner.
8. In addition to the full array of institutional policies and procedures provided by the colleges, universities, systems, and agencies identified herein, the State of Wisconsin has the requisite and duly authorized statutory and constitutional state agencies to provide necessary oversight and review of complaints against postsecondary institutions through one or more of the following agencies: Department of Public Instruction, Wis. Stat. § 15.37; Wis. Admin. Code PI § 34, the Division of Consumer Protection of the Department of Agriculture, Trade and Consumer Protection, Wis. Stat. § 15.13; Wis. Admin. Code ATCP § 1, Department of Safety and Professional Services, Wis. Stat. § 15.40, Department of Financial Institutions, Wis. Stat. § 15.18, and the Department of Justice, Wis. Stat. § 15.25. The above state agencies shall provide oversight and review of such complaints only upon request and/or referral of such complaint(s) by the University of Wisconsin System Board of Regents and

The State of Wisconsin



OFFICE OF THE GOVERNOR

the University of Wisconsin System Administration, Wisconsin Technical College System Board, the Wisconsin Technical College System state office, and WAICU, unless otherwise required by state law.

9. This Executive Order supersedes Executive Order #59 issued February 15, 2012, which superseded Executive Order #37 issued on June 28, 2011.



IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison this first day of February, in the year two thousand thirteen.


SCOTT WALKER
Governor

By the Governor:

DOUGLAS LA FOLLETTE
Secretary of State

H. List of Online Programs

Provide a list of all fully online programs that will be offered to Maryland students on the “Online Program List Form.” Include tuition and fee costs for each program. **If a program has an internship/externship/clinical/practica that would take place on the ground in the State of Maryland, please exclude them from the list as those will not be considered fully online.** In the event that the institution offers a program online that has the “on the ground” component, the institution will need to apply for state authorization.

Name of Institution:	Marian University
OPEID (8 Digits):	00386100
Programs to be offered 7/1/2013 through 6/30/2014	

Please submit this spreadsheet via email to nlopez@mhec.state.md.us

	Program Title	Award	Total Credit Hours	Qtr or Sem	Offered on Main Campus (Yes or No)	Total Tuition & Fee Costs
	<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>36</i>	<i>Qtr</i>	<i>Yes</i>	<i>\$5,400</i>
	<i>Example: History</i>	<i>M.A.</i>	<i>30</i>	<i>Sem</i>	<i>No</i>	<i>\$3,000</i>
1	Bachelor of Business Administration: General Management	BBA	128	Sem (7 wk accelerated format)	No	\$52,480
2	Bachelor of Science in Nursing (completion)	BSN	58	Sem (7 wk accelerated format)		\$23,780
4	Bachelor of Science in Radiologic Technology (completion)	BSRT	68	Sem (7 wk accelerated format)		\$27,880
5	Master of Science in Thanatology	MST	36	Sem (7 wk accelerated format)	No	\$18,432
6	Master of Art in Education: Special Education	MAE	30	Sem (7 wk accelerated format)	No	\$15,360
7	Master of Art in Education: Differentiated Instruction for All Learners	MAE	30	Sem (7 wk accelerated format)	No	\$15,360
8	Master of Art in Education: Educational Technology	MAE	30	Sem (7 wk accelerated format)	No	\$15,360
9	Registered Nurse to Master of Science in Nursing	MSN	58	Sem (7 wk accelerated format)	Yes	\$23,780
10	Graduate Certificate in Online Teaching	Certificate	4	Sem (7 wk accelerated format)	No	\$2,048
11	Graduate Certificate in Thanatology	Certificate	18	Sem (7 wk accelerated format)	No	\$9,216
13	Postgraduate Certificate in Nursing Education	Certificate	9	Sem (7 wk accelerated format)	No	\$6,048

I. Principles of Good Practice for Online Education

Provide evidence that the institution adheres to the Principles of Good Practice for online education as outlined in COMAR 13B.02.03.22(C);

(Please note that each section of the Good Practices requirements must be completed by the institution. Faculty handbooks and other materials may be submitted to support your narrative; however, supplemental materials may not be submitted in lieu of the narrative.)

Principles of Good Practice for Distance Education

Marian University Narrative

Marian University does not differentiate between online and on-ground degree programs, students or faculty. The same standards and expectations are upheld for the service providers and the consumer of courseware in a traditional, hybrid, and online setting. The institution strives to provide the same or equivalent services to online-only students that it provides on the campus, or in its satellite on-ground locations.

Marian University hires instructional personnel that are subject matter experts in their field, and requires that they are certified for online instruction through its internal certification process. The definition and function of Faculty at Marian University is given on pages 31-32, 35-36, and 76-82 in the 2011-2012 Faculty Handbook, which is the current documents outlining the roles, responsibilities, and processes around instructional personnel.

Most of the programs that are offered in online-only delivery format are also offered in a traditional face-to-face modality. In those cases, the program objectives, course composition, course descriptions and objectives are the same in the on-line and on-ground courses. There are internal procedures established for the purposes of upholding alignment of programs with the mission of the institution, and its educational standards. The Curriculum and Educational Standards (CES) committee of the Faculty Senate (Faculty Handbook, pg 17-19) establishes the requirements for undergraduate degrees, and reviews all undergraduate curricular proposals. The Graduate Council (Faculty Handbook, pg 26-28) provides the equivalent functions for the graduate programming, regardless of the delivery modality.

Syllabi in individual courses outline the interactions between the student and course content, the student with other students and the student with the instructors. The quality of the syllabi and the monitoring of all courses typically are coordinated by program directors/chairs or specialized service units, such as the Office of Adult and Graduate Programs. Quality assurance processes exist to ensure quality of instruction. For example, Faculty is evaluated for their performance in the online courses by the same standards for any course in a particular School at the institution. Students evaluate the courses using the same tools that are used to solicit levels of satisfaction from any course in the school.

Various committees and support units at the institution support the vetting, professional development for online instruction, and course design and development for online delivery. The Center for Online Learning Design within the Office of Adult and Graduate Studies provide instructional technology and design services, whereas the Learning Management Administrator and Instructional Designer within the Information Technologies unit assists the deans and program directors in vetting and training qualified individuals for online instruction. The departments or delegate services (e.g. the Office of Adult and Graduate Studies) execute the course logistic details for the courses that are offered, and ensure quality in the online courses.

All programs that Marian University offers are aligned with its Mission and Core values. Review and approval processes through bodies and processes as elaborated in the Faculty Handbook ensure availability of resources, including appropriate technology, to meet the program objectives at completion points in programs. Program review processes ensure appropriate resource allocation and budgeting for program sustainability for all programs and delivery modalities (Academic Program Review Process Guidelines).

The Faculty Development Committee (Faculty Handbook, pg. 17) with the programming that it launches on annual basis addresses topics of online instruction, pedagogy and andragogy, in addition to other topics. The Committee is maintaining a resource in the institutional LMS for instructional personnel, called Teaching Commons, with resources on a vast majority of instructional topics, including online course design, development, management, and functionalities of the LMS used institutionally (Moodle).

The Cardinal Meyer Library (<http://www.marianuniversity.edu/library/>) maintains an online library course for the Marian University students in the institutional LMS environment. The library development is aligned with the program needs.

Federal guidelines and regulations require, and best practices suggest appropriate disclosure of information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. They are outlined in the Academic Bulletin. The Marketing materials accurately depict the programs and expectations. That is the institution ethical imperative and a requirement of the Title IV administration relations with the federal Government. The institution strives and admits only students whose educational goals are well aligned with the products that the institution provides. The Admission Counselors and Advisors ensure that the students are informed of all services the institution provides to aid in their progress to the completion of a degree program.

The admissions policies to the university and, in some cases, additional admissions criteria are appropriate to the programs that the institution offers. For the purposes of developing technical skills and using technology for the online course delivery and consumption, various tools are developed, including a self-paced online course. Advisors, faculty and specialized staff offer support to students with technical difficulties via synchronous or asynchronous channels.

The assessment of student learning outcomes for all programs for the institution is coordinated by the Director of Assurance for Learning. Data collected in the process is used to make evidence based decisions on the programs offered. The institution just completed an Assessment Academy Project with the Higher Learning Commission, has a Quality Improvement project in the process of execution, and is working on broadening its current assurance systems to achieve robust systematic data collections on all programs, and academic analytics for elaborate evidence-based decision making. Institutional accreditation agency (HLC) and programmatic accreditation agencies (eg. ICABE, NCATE) required detailed analyses of assessment data and information on how those analyses have contributed to changes in the programs. Marian University operates a multitude of programs that are programmatically accredited.

Marian University

Academic Program Review Process Guidelines



Curriculum & Educational Standards

Ad Hoc Committee on Academic Program Review Process Revision

**(Greg Canard - Assessment, Jon Nicoud - Psychology, Jeff Reed - Business, Sylvia Reed –
Institutional Research, Matthew Szromba - History, Jodi Wagner-Angell - English)**

Rev. 8; June 21, 2012

Marian University
Academic Program Review

Revision 8; June 21, 2012

Section I. Introduction

Program review strengthens Marian University by providing a tool to evaluate the effectiveness of academic programs and their benefit to the university community. It supports continuous improvement in student learning and effective teaching and quality program management. Program review is mission-driven and aligns the operation of the university in support of its academic enterprise. A major benefit of program review is organizational accountability leading to university-wide collaboration and innovation.

Program review is an inclusive process that rests upon the principle of transparency and dialog among academic programs, schools and areas that support student learning and effective teaching. It allows Marian University's faculty and administration to engage as a community in actively creating the university's future through honest reflection on its strengths and weaknesses of academic programs to ensure that the university remains centered on the values and traditions that inform the best the university offers while welcoming change. Given the responsibility that faculty members have for the academic integrity and success of academic programs, it is incumbent upon the faculty to take active involvement in and play a strong role in the review of programs. Faculty members must own the process, they must forthrightly examine programs, and they must make wise recommendations regarding the viability and importance of programs. In a time of limited resources, it is essential that not only the mission needs of the institution be considered, but the judicious stewardship of resources be considered. It is recognized that there is a cost associated with conducting a program review, most significantly in terms of time; however, this is essential to achieving a quality outcome.

Section II. Program Review Process

A. Definition of Program

An academic program is any major, minor, degree program, certificate program, or special purpose academic program, outlined in the Academic Bulletin and appearing on a university transcript, that has an external market need, and/or mission driven rationale with a unique internal curricular focus. Each school Dean, in consultation with faculty in that school, will develop the list of programs to be reviewed.

B. Purpose

The purpose of program review is to strengthen Marian University by providing a tool to evaluate the effectiveness of academic programs and their benefit to the university community. The results of reviews are used for planning and implementing improvements

C. Audience

The intended audience for the program review process includes the program's faculty, program director, dean, and the Chief Academic Officer (CAO). The review is conducted for the betterment of the program itself, and as a source of dialogue and planning information for department faculty, program director, and dean. The CAO, President and Board of Trustees are interested in the output of the process and recommendations for program improvement to enable maintaining a portfolio of viable, high quality program offerings at Marian.

D. Timing

While programs should be engaged in an ongoing process of continuous improvement, formal program review will be completed for each academic program at Marian on a regular, predictable basis every five years. Based on the needs of the program (e.g., a new program or a struggling program), or guidelines of an external specialty accrediting agency, it may be determined, that a longer cycle (as much as seven years) or a shorter cycle (as little as three or four years) is more appropriate. The Dean of each school, in collaboration with the faculty and program directors, is responsible for establishing a plan for sequence and scheduling of program reviews, in consultation with the Chief Academic Officer (CAO). For programs with external specialty accreditation, scheduling should align with the external accreditation reviews. Significant changes in the market, enrollment, or other factors, may trigger the need for program review in less than five years.

E. Self-Study

The self-study is coordinated by the program director/chair, working with program faculty. The primary output of the process is the program Self-Study Report including the Program Review Checklist. (See implementation procedure in the Appendix.)

The Program Self-Study Report should provide a clear, concise analysis of the program(s) undergoing review for the period specified. It should present an integrated description and evaluation of the program organized according to the guidelines below. Progress toward achieving goals and objectives should be documented. Comparisons with similar programs at other institutions or comparisons with other programs at Marian may be provided with appropriate metrics. (See implementation procedure in the Appendix)

Based on program reviews completed, suggestions have been made for data that may be included and reporting formats. Examples are included in the Appendix to this document.

F. Sources of Data

The program review self-study is based largely on the Annual Report submitted each year by a program director. (Refer to Guidelines for the Marian University Annual Report. See implementation procedure in the Appendix.) It may also utilize data provided by the Office of Institutional Research, the Registrar, the Business Office, or other sources. (Note: Each year the Office of Institutional Research provides to the Dean of each School, information on programs including number of students, student demographics, courses, faculty, and graduates. These represent official counts maintained by the University. Financial data may be taken from the budget sheets provided by the Business Office.) Since a review will cover several years, a compilation of annual reports over the period of years under review should

provide much of the data for the review. This may be supplemented by additional data not contained in the annual reports that may be required to answer review questions. The self-assessment report should also include analysis and synthesis of annual report data over the period of the review.

G. Specialty Accreditation

If the program is accredited by a national specialty accrediting body (e.g., NCATE, CCNE, IACBE, CSWE), the most recently dated accrediting report may be submitted by the Program Director in fulfillment of the requirements of the Program Self Assessment Report.

H. Responsibilities

Program Director/Chair. The Program Director/Chair will gather the appropriate data, perform required analyses and prepare the Program Self Assessment Report for review by the Dean of the School. The Program Director/Chair will seek assistance and input from other faculty involved in the program and provide a statement of recommendations.

School Dean. The Dean will review the Program Self Assessment Report and provide suggestions, support, and guidance to the Program Director/Chair. The School Dean will provide a statement of comments and/or recommendations based on the Program Self Assessment Report. The Dean will transmit the program Self Assessment Report along with his/her comments and/or recommendations to the Curriculum and Educational Standards Committee (CES) or Graduate Council (GC) as appropriate, with copy to the Program Director / Chair and CAO.

Faculty. Faculty members involved in the program will collaborate with the Program Director/Chair in analysis of the strengths and weaknesses of the program and its elements and development of the Self Assessment report.

Program Review Committee - Curriculum and Educational Standards Committee (CES)/Graduate Council (GC). The Committee will assess the program relying heavily on the Program Self Assessment Report and the Recommendations of the School Dean. The committee will complete the Checklist (contained in the implementation procedure in the Appendix) and make recommendations based on its findings to the CAO, with copy to the School Dean and the Program Director/Chair.

CAO. The CAO shall receive the reports of the School Dean and CES / GC. Following review, the CAO shall make recommendations to the President, and Trustees on appropriate action, with copies to the School Dean, Program Director, and CES / GC.

I. Review Committee

An Ad Hoc Sub-Committee of Curriculum and Educational Standards (CES) or Graduate Council (GC), as appropriate, shall perform an external review of the program, focusing on the Program Self Study Report and recommendations of the Dean of the School housing the program under review, and function as a program review committee. The review committee may seek additional information to supplement the Self-Study Report and Dean's Recommendation. At the time a program is reviewed, the committee will include a representative from the program under review. A committee member from the school being reviewed should be recused from participating in any vote on any recommendations related

to that program. Reports of the program being reviewed by the Ad Hoc Sub-Committee shall be submitted to CES or Graduate Council, as appropriate with copies to the School Dean.

J. Recommendations

To emphasize the critical evaluative component of program review, reports submitted by the program director, dean, CES or Graduate Council, and CAO will make recommendations regarding the future of the programs being evaluated. Recommendations may

1. find the program to be healthy and find that no change is required
2. suggest that the program be expanded
3. suggest improvements to an underperforming that has institutional value
4. suggest that the program be reduced in size or scope
5. suggest deactivation or termination of the program.

K. Review Committee Recommendation Format

1. Complete Academic Program Review Check List. Unless the program has already done so and included it in the Self-Assessment report.
2. Provide a summary assessment of its findings – how well has the Program Self-Assessment addressed the criteria in terms of completeness and accuracy of the report – fully satisfied, partially satisfied, not satisfied.
3. Make Recommendations

L. Process Evaluation

At the completion of each annual Program Review cycle, strengths and weaknesses of the process will be assessed by the CES and Graduate Council, as appropriate, based on experience of reviews completed. It is incumbent upon CES and GC to gather information from programs that were reviewed and participated in the process. This may result in recommendations for the improvements and changes in the Program Review Process.

M. Process Changes

In the interest of continuous improvement, it is anticipated that, modifications to the process or criteria may be needed, based on experience with the process. Significant, substantive changes to process elements or criteria should be made by CES / GC, and reviewed and assented to by Faculty Senate. Minor changes may be made by CES / GC with notification to the Faculty Senate Executive Committee.

N. Acknowledgements

This process is based on work done at Marian since 2000, including the following: process approved by Faculty Senate in 2002, ACAO (Riley) Task force report of 2007, CES-CAO (Edelstein) 2008 Task Force updated by the Deans in 2009, the Recommendations of the 2009 Faculty Senate Special Committee on Program Review, and Program Review Processes at Eastern Kentucky University, Ferris State University, Georgia State University, University of Illinois-Springfield, and the University of Scranton. A CES Sub-Committee was convened in summer 2012 to make recommendations for changes based on process experience gained to date.

O. Authority

The Marian University Faculty Handbook (section 1.7.6.1.5.a) states that CES shall

- a) evaluate and make recommendations on a cyclical basis on the quality and status of academic programs;
- b) review annual progress reports of the academic divisions.

Section III. Academic Program Review Criteria

Outline

- A. Historical & Current Contexts
- B. Operational Goals & Objectives
- C. Curriculum
- D. Learning Outcomes
- E. Students
- F. Faculty
- G. Resource Adequacy
- H. Strengths & Weaknesses
- I. Recommendations

A. Historical and Current Contexts

Provide a brief historical and contextual explanation of the program under review. Describe how the program aligns with and supports the mission and core values of Marian University. Briefly describe specialty accreditation held by the program, if any. Identify the review period covered (minimum of three years and maximum of seven years); all information presented in this report should conform to this period.

B. Progress Toward Program Operational Goals and Objectives

Provide the program's goals and objectives, in priority order. Provide rationale for each goal and objective.

Evaluate how progress toward goals and objectives guide the unit's program activities and resource allocations. Indicate how these goals are consistent with and support the University Strategic Plan, Mission and Core Values.

Consider goals within the context of effort and resource allocations.

Identify new resources needed to achieve goals, and offer an implementation plan for achieving the goals by the next scheduled self-study.

C. Curriculum

Describe the curricula for the program. Evaluate the quality of the unit's degree requirements and curriculum including its relevance to organization goals and its currency. Where appropriate, comparisons to similar programs at peer institutions may be included.

D. Learning Outcomes

As professional educators, we are committed to providing quality education, asking questions about what our students are learning, how we know, and how we can improve. This section should define the goals to be achieved, learning outcomes to be assessed, how they are measured, the criteria for acceptability, results achieved, interpretation of results, and actions taken to address shortcomings.

Inclusion of a curriculum map linking institutional and program specific learning outcomes to specific program courses is recommended. A curriculum map example is provided in the appendix.

E. Students

Provide a summary and evaluate the quality of students (incoming and graduating undergraduate and graduate students). Analysis may consider student performance, placement, time-to completion, and other factors.

F. Faculty

Provide a summary and evaluation of the preparation and performance of the faculty. This should include consideration of teaching, service, creative work, and productivity. Comparisons with peer program faculties may be provided as appropriate.

G. Resource Adequacy

Describe and evaluate the adequacy of resources available to the unit as they relate to the goals and objectives specified above. Consideration may be given to faculty, staff, technology, space, library and financial resources.

H. Strengths and Weaknesses

Provide an overview of the assessment of strengths and weakness of the program with discussions of their implications for the program. The portrayal of strengths and weaknesses in this section should be supported by specific references to information contained in other sections.

I. Recommendations

The Program Director shall provide recommendations for future direction of the program. Recommendations may

1. find the program to be healthy and find that no change is required
2. suggest that the program be expanded
3. suggest improvements to an underperforming that has institutional value
4. suggest that the program be reduced in size or scope
5. suggest deactivation or termination of the program.

The Program Director should provide rationale for each recommendation.

Appendix A

Implementation Procedure

Academic Program Review Checklist

Instructions: This checklist should be completed by the program and included in the Program Review Self-Assessment Report, either as an appendix or embedded within the report and used as an outline for the Self-Assessment Report. This checklist is provided to guide the process and make it as effective as possible.

Program Under Review:

School:

Review Timeframe:

Note: For each item, indicate evaluation of the item selecting one of the following: Accomplished (Superior); Satisfactory (Acceptable); Inadequate (Needs improvement); or N/A (Not applicable). If the evaluation is a response of “Inadequate”, comment on findings.

A. Historical and Current Contexts

Provide a brief historical and contextual explanation of the program under review. Describe how the program aligns with and supports the mission and core values of Marian. Briefly describe specialty accreditation held by the program, if any. Identify the review period covered (minimum of three years and maximum of seven years); all information presented in this report should conform to this period.

<u>Evaluation</u>	<u>Element of Criteria</u>
	Provided a brief historical and contextual explanation of the program under review.
	Described how the program aligns with and supports the mission and core values of Marian.
	Described specialty accreditation held by the program, if any.
	Faculty Productivity described. Number of credit hours generated per year by faculty member.
	Provided evidence of program relevance and the degree to which community, student, and professional needs are served by the program.
	Provided information on support for and contributions to other programs.
	Described efforts and progress toward promoting diversity and inclusiveness of students, faculty, and integrating diversity into the curriculum.

	Provided information on how the program has addressed concerns of prior program reviews (if applicable).
--	--

Comments (if any):

B. Operational Goals and Objectives

Provide the program's goals and objectives, in priority order. Prioritize goals providing rationales for each goal and objective.

Evaluate how progress toward accomplishment of the previously established goals and objectives guided the unit's program activities and resource allocations. Indicate how these goals are consistent with and support the University Strategic Plan, Mission and Core Values. Consider goals within the context of the ends toward which effort and resource allocations are directed.

Identify new resources needed to achieve goals, and offer an implementation plan for achieving the goals by the next scheduled self-study.

<u>Evaluation</u>	<u>Element of Criteria</u>
	Provided the program's prioritized goals and objectives.
	Evaluated progress toward achievement of goals
	Indicated how goals are consistent with and support the University Strategic Plan, Mission and Core Values.
	Identified new resources (if any) needed to achieve goals.

Comments (if any):

D. Curriculum

Describe the curricula for the program. Evaluate the quality of the unit's degree requirements and curriculum including its relevance to organization goals and its currency. As appropriate, comparisons to similar programs at peer institutions may be included. Evidence of student learning should be provided.

<u>Evaluation</u>	<u>Element of Criteria</u>
	Described the curricula for the program.
	Evaluated the quality of the unit's degree requirements and curriculum and its relevance to organization goals.
	Evaluated the currency of the unit's degree requirements and curriculum.
	Provided evidence of changes in the program for improvement.

Comments (if any):

C. Learning Outcomes

Describe the program's approach to assessment.

<u>Evaluation</u>	<u>Element of Criteria</u>
	Have goals for student learning been defined?
	Have outcomes to be assessed for each goal been defined?
	Have methods to measure each outcome been identified?
	Have success criteria been defined for each measure?
	Has a curriculum map been developed and included?
	Have data been gathered?
	Have results been interpreted?
	Have actions to correct shortcomings been identified and planned?

Comments (if any):

E. Students

Provide a summary and evaluate the quality of students (incoming and graduating undergraduate and graduate students). Analysis may consider student performance, placement of students following graduation, time-to completion, and other factors.

<u>Evaluation</u>	<u>Element of Criteria</u>
	Provided a summary of number of students.
	Provided an assessment of the quality of incoming students
	Provide an assessment of student performance and progress.
	Provided an assessment the quality / performance of graduating students

Comments (if any):

F. Faculty

Provide a summary and evaluation of the quality of the faculty. This should include consideration of teaching, service, creative work, and productivity. Comparisons with peer program faculties may be provided as appropriate. It may be advisable to distinguish between full-time and part-time faculty.

<u>Evaluation</u>	<u>Element of Criteria</u>
	Provided a summary and evaluation of the quality of the faculty.
	Provided a summary of faculty scholarship / creative work.
	Provide an assessment of faculty competency in teaching.

	Provided an assessment of faculty service and outreach contributions
	Provided an assessment of faculty development.

Comments (if any):

G. Resource Adequacy

Describe and evaluate the adequacy of resources available to the unit as they relate to the goals and objectives specified above. Consideration may be given to faculty, staff, technology, space, library and financial resources.

<u>Evaluation</u>	<u>Element of Criteria</u>
	Provided an overview of the revenues and expenses related to the program.
	Described and evaluated the adequacy of resources available to the unit as they relate to the goals and objectives specified above.

Comments (if any):

H. Strengths and Weaknesses

Provide an overview of the assessment of strengths and weakness of the program with discussions of their implications for the program. The portrayal of strengths and weaknesses in this section should be supported by specific references to information contained in other sections. Consider each of the following, and the dimensions outlined above.

<u>Evaluation</u>	<u>Element of Criteria</u>
	Provided an overview of the assessment of weakness of the program with discussions of their implications for the program.
	Provided an overview of the assessment of strengths of the program with discussions of their implications for the program.
	Provided an assessment of the relation of the programs to the mission of the university and the School.
	Provided an assessment of the degree to which the program is viable with respect to enrollments, graduates, and continuing availability of resources to support them.
	Provided an assessment of the program's continuing need for the program in terms of its distinctiveness, demands for graduates, and contributions to the university's external communities

Comments (if any):

I. Recommendations

Checklist Completed by:

Date of Completion:

Appendix B

Implementation Procedure

Guidelines for Submission

Academic Program review:

- Is an ongoing process
- Involves faculty and administrators
- Relies on data

The purpose of this document is to provide guidance for the Director of a Program preparing his/her program Self Assessment Report.

If the program is accredited by an external specialty accrediting body (e.g., CCNE, CSWE, IACBE, NCATE), the accrediting self study and report of findings may be submitted by the Program Director in place of this Self Assessment Report, provided that the six major program review criteria defined above have been addressed within the accreditation process. A supplemental report may be added to address any criteria not addressed in an external accreditation review.

The **Self-Assessment Report** should cover the most recent five years, or the period of time since the last program review, or other agreed-upon timeframe. It should be based on Annual Reports submitted during the review period.

The **Program Self-Assessment Report** should address the questions contained in the Review Criteria and Checklist in a narrative report covering the time-frame under evaluation. The report narrative should address the larger picture of the entire period under review and identify trends. It should provide analysis and synthesis of data. The Self Assessment Report should be organized consistent with the Review Criteria and Checklist. Length of the Program Self Assessment Report may be as brief or extensive as is needed to accurately report the status of the program, with emphasis on quality of assessment and reporting, rather than quantity of information.

Annual Reports should be attached as appendices to the report and may be referred to in the narrative. Additional summary data showing trends or providing data not included in Annual Reports may be included in tables or appendices.

The Program Director's Recommendations for changes in the program, if any, should be included in the Program Self Assessment Report section I,

Appendices may be added providing supporting data and information too large or cumbersome to include in the body of the report.

Appendix C

Implementation Procedure

Suggested Data for Inclusion and Reporting Formats

Note: Most data suggested for analysis and inclusion in Program Reviews is available from the Office of Institutional Research. Data is provided on schools and programs to the dean of each School on an annual basis. Much data is formatted as shown in the examples provided below.

Question: When reporting on students, courses, faculty members and productivity, how might these be reported?

The general intent is to show that the program is viable. One might ask questions such as Are there enough students for the number of faculty and an appropriate number of faculty for the number of students supported?

The examples provided below suggest types of data that might be incorporated in a Program Review and possible ways of displaying such information.

Program Productivity

The general approach to understanding faculty productivity in teaching is to ascertain the average student credit hour production in a unit, or per faculty member. Each year, the Office of Institutional research provides data to each School and Program on its faculty, courses, and enrollments. Program reviews can leverage annual reports and the data from the Office of Institutional Research.

Productivity information for a program should include the following:

- Number of course sections offered (by semester or year)
- Number of faculty teaching (full-time and part-time)
- Number of students enrolled in the courses offered
- Averages

Below is a suggested format. It aligns with the Annual Report data/format provided by Institutional Research to Schools and Programs each year.

Example # 1 - Program Productivity

	Yr # 1 2008- 2009	Yr # 2 2009- 2010	Yr # 3 2010- 2011	Yr # 4 2011- 2012	Yr # 5 2012- 2013	Average
Course Sections. Number taught						
Credits. Number of credits taught						
Students. Number of students taught in all courses						
SCH. Student Credit Hours taught						
Number of Majors						
Number of Minors						
Number of Full-Time faculty						
Number of Part-Time Per-course faculty						
Total Number of faculty teaching						
Average SCH per course (Productivity).						

Faculty Characteristics and Load

The most basic information relates to the credentials of the faculty member, their status, and their teaching load (in courses). Program reviews can leverage annual reports and the data from the Office of Institutional Research.

Below is a suggested format. It aligns with the Annual Report data/format provided by Institutional Research to Schools and Programs each year.

Example # 2. Program Faculty – Characteristics and Teaching Load

Name		(At time of summary)		Program Loads (courses)							Highest Degree
Last	First	Tenure Status	Rank	Type	Yr#1 07-08	Yr#2 08-09	Yr#3 09-10	Yr#4 10-11	Yr#5 11-12	AVG	Highest degree obtained (E.g., PhD, JD, DA, MFA, ...)
		Tenured, Tenure-Track, Not tenure track	Professor, Assoc. prof, Ass't prof, Instructor, Adjunct								
Jones	John	Ten-Tr	Asst. Pr	Lec	8	8	8	8	8	8	PhD
TOTALS					8	8	8	8	8	8	
Summary											
Program:			Total Faculty	Fac FTEs	Fac FTEs	Fac FTEs	Fac FTEs	Fac FTEs	Fac FTEs	Fac FTEs	
XYZ			N	Yr#1 07-08	Yr#2 08-09	Yr#3 09-10	Yr#4 10-11	Yr#5 11-12	AVG		
				1	1	1	1	1	1		

Course Information

This refers to the courses and sections offered by the Program. How many courses, at what levels, with how many students enrolled? A key question is the number Student Credit Hours (SCH) generated.

Below is a suggested format. It aligns with the Annual Report data/format provided by Institutional Research to Schools and Programs each year.

Example # 3. Program Course Information

Course #	Course Name	Type	Rqm't	Cr	Academic Year Totals										
					2007-08		2008-09		2009-10		2010-11		2011-12		AVG
		<i>Lec, Lab, etc.</i>	<i>LA Core; Major; Elective ; etc.</i>	<i>Cr</i>	<i>Sect. (sepa rate labs)</i>	<i>Total SCHs</i>	<i>Sect. (sepa rate labs)</i>	<i>Total SCHs</i>	<i>Sect. (sepa rate labs)</i>	<i>Total SCHs</i>	<i>Sect. (sepa rate labs)</i>	<i>Total SCHs</i>	<i>Sect. (sepa rate labs)</i>	<i>Total SCHs</i>	<i>AVG CLASS SIZE</i>
MGT 213	Princ. Mgt.	Lec	Maj	3	4	183	4	183	3	177	4	195	4	195	16.8
			Totals												

Students

Provide basic information on students. This includes, number, gender, ethnicity, and so forth. Below is a suggested format. It aligns with the Annual Report data/format provided by Institutional Research to Schools and Programs each year.

Example # 4 - Student Characteristics

PROGRAM:	TOTAL MAJORS (incl 2nd+ majors)	MAJORS YEAR					GENDER		RACE/ETHNICITY					
		FR	SO	JR	SR	SP	F	M	CAUC	AFR AM	ASIAN	HISP	NAT AM	OTHER UNK
Yr # 1; 2008-09	29	4	8	9	8	0	18	11	26	1	1	1	0	0
Yr # 2; 2009-10	32	5	9	11	7	0	21	10	28	2	1	1	0	0
Yr # 3; 2010-11	35	4	8	12	11	0	24	11	32	2	0	1	0	0
Yr # 4; 2011-12	30	3	6	9	12	0	20	10	27	2	0	1	0	0

Teaching Load

An additional question asked was the test of reasonableness related to faculty teaching loads. Comparison can be drawn between Marian and other institutions included in the Delaware Study (*2010 National Study of Instructional Costs and Productivity*) which reports average FTE teaching loads at reporting institutions classified as similar to Marian. Examining the Appendix, Table 3-F, we can see reporting in 2009-10 for Marian and comparison institutions by program area. In particular, examine UG SCH (Undergraduate Student Credit Hour Taught by FTE Faculty), and FTE Students taught by FTE Faculty. The table below presents a sample comparison:

Example # 5 – Teaching Load comparisons

Comparison of Marian Teaching Loads with Delaware Study Norms for 2009-2010					
		Marian		Delaware Study Comparison	
CIP	Discipline	Undergrad SCH/FTE faculty	FTE students taught/FTE faculty	Undergrad SCH/FTE faculty	FTE students taught/FTE faculty
09.01	Communication and Media Studies	179	11.9	221	15.1
11.01	Computer and Information Sciences, General	204	13.6	174	12.9
23.01	English Language and Literature, General	288	19.2	217	14.8

Outcomes – Curriculum Map

The curriculum map provides a representation of the relation between learning outcomes and the portions of the curriculum in which those outcomes are assessed.

Example # 6 – Curriculum Map for School of Business Outcomes (Partial)

	Knowledge Acquisition	Critical Thinking	Technology Skills	Oral Communication	Written Communication	Quantitative Skills	Application of Principles
ACC 201 Financial Accounting	X	X				X	X
BUA 210 Statistics	X	X	X			X	
BUA 310 International Business	X	X		X	X		
BUA 350 Business Law		X		X	X		

Outcome Assessment

The program should provide information to demonstrate student learning.

Example # 7 – Summary Outcome Assessment

Program Assessment Snapshot

Student Learning Outcome (Alignment with Core Outcomes)¹	Assessment Measurement(s)²	Assessment Criterion Alignment³	Interpretation of Assessment Data⁴	Proposed Actions (Status)⁵

Table Footnotes

¹ In this column list each of your program's Student Learning Outcomes with the relevant Core Outcome following in parentheses. For example: *Well Organized Writing (Effective Communication)*. If no Core Outcome is relevant, just list your program's Student Learning Outcome.

² List here all direct and indirect assessments that your program uses to determine how well your students are reaching your Student Learning Outcomes. This includes an identification of the student work outputs used (i.e., artifacts), and the rubrics used to assess student work.

³ Note here the success criterion (benchmark) for student performance. Also note whether your students met your program's criterion (benchmark) for each assessment you listed in the second column. Report: criterion was *unsatisfied*; or was *satisfied*. In the **Program Assessment Details** section below you may list what your criterion (benchmark) was (e.g. 90% of our students will score at least a '4' on this assessment's five point scale).

⁴ Here list *briefly* how your program interprets its data for the assessments of the Student Learning Outcome listed at the far left of that row. As appropriate, you may present a more detailed interpretation in the **Program Assessment Details** section below.

⁵ In this column state *briefly* the actions your program proposes to follow up on your interpretation of assessment data in the column immediately to the left. For example: *Partner with Writing Center to Teach Writing Organization (3)*.

Finance

The program should provide a brief review of its financial position.

Costs. Many costs are incurred in the delivery of a program. This includes both costs directly related to the delivery of the program (e.g., faculty salary, benefits to faculty, professional fees (e.g., accreditation), memberships, conferences / workshops / programs / seminars, supplies, and so forth) as well as costs of operating the institution (e.g., classroom physical space, advising, marketing, library resources, office space, and so forth). The latter (overhead) are allocated to a program to get a true picture of costs. Some of these costs are fixed (they would not tend to vary whether or not a particular program exists), some are variable (the size and presence of a program has a relative impact). Cost rates were computed using the federal government simplified method for grants and contracts. Numbers reported below have been updated in June 2012 as of Fiscal Year 2011-12 by the Business Office and Human Resources. Use one of the following categories for rates to allocate indirect costs:

- A) Traditional Undergraduate Day Programs
- B) MAAP/Graduate Programs onsite in Fond du Lac
- C) MAAP/Graduate Programs offsite at a Marian Facility
- D) MAAP/Graduate Programs offsite at a Non-Marian Facility

Revenues. What revenue and how much of it is really attributable to a particular program? To what programs should revenue be allocated? We can use tuition rates for MAAP and Graduate programs as a direct measure of revenue. However, because of discounting (about 33%) and the fact the revenue supports both majors and general education, undergraduate tuition needs to be allocated. At the present time, actual revenue from 1 credit hour taught in the traditional undergraduate program on the Fond du Lac campus is approximately \$500 per student credit hour (SCH) generated. This revenue needs to be allocated to the revenue generating unit on a course-by-course basis (SCH generated in the course).

Direct Costs.

Compensation. The program may use either actual salaries or averaged salaries – for purposes of salary confidentiality, it may be advisable to use average salaries. Compensation rates are shown in Table A.

Table A
Average Instructional Salaries in 2010-2011
Rev. June 2012

	Average Annual Salary	Per Credit Base Compensation Rate
Adjunct MAAP/PACE (per credit)		\$ 500
Adjunct Traditional (per credit)		\$ 690
Adjunct Graduate (per credit)		\$ 750
Instructor	\$ 42,700	
Assistant Professor	\$ 51,800	
Associate Professor	\$ 62,000	
Professor	\$ 79,100	

Benefits are a significant component of compensation. This includes, FICA, Social Security, health insurance, and other items. Table C reports benefits as a percentage of direct gross compensation.

Table B
Benefit rate
Rev. June 2012

	Full-Time Faculty	Adjunct (Part-Time) Faculty
Percentage of Compensation	0.28	0.08

Direct Non-Personnel costs were estimated for each School based on an average of the programs within the school. Average program non-personnel costs are shown in Table C. Where programs have radically differing non-personnel cost structures, they should not be averaged. Programs are encouraged to use actual Direct Non-Personnel Instructional Costs.

Table C
Average Direct Non-Personnel Instruction Costs for Programs by entity

	AH&L	MSB	CRJ	SoE	MNS	NUR	SBS	PACE
Average	\$ 9,316	\$ 6,022	\$ 8,469	\$ 199,965	\$ 20,144	\$ 157,383	\$ 8,174	\$ 15,043

Indirect Costs

Using the methodology noted above, rates were determined for indirect costs noted in Table D.

Table D
Indirect Cost Factors

	Traditional Undergraduate	MAAP or Graduate in FdL	MAAP or Graduate @ Marian Site not in FdL	MAAP or Grad @ Non-Marian location
Indirect Cost Rate as % of Total Personnel Expenses for the Program.	1.27	0.75	0.65	0.63

To compute the indirect cost for a program, multiply the Total Direct Personnel Cost for the program (including benefits) by the indirect cost rate. Thus, if the Total Direct Personnel Cost for a traditional day undergraduate program is \$90,000.00 (salary + benefits), the indirect cost would be \$90,000.00 x 1.27 = \$114,300.00, and the total cost of the hypothetical program would be \$204,300.

Revenue

Revenue (adjusted for discounting) on the basis of credit hours generated by an academic unit was found to be as reported in Table E. This revenue needs to be allocated to the academic unit generating the revenue on a student credit hour basis.

Table E
Revenue Factors per student credit hour generated (2010)

	2009-10	2010-11	2011-12	2012-13
FT Day Undergraduate Tuition / Credit Hour	\$ 466	\$ 472	\$ 493	\$ 500
MAAP Undergraduate Tuition / Credit Hour	\$ 315	\$ 330	\$ 353	\$ 378
Summer School Undergraduate Tuition	\$ 315	\$ 330	\$ 340	\$ 350
MSL Tuition / Credit Hour	\$ 380	\$ 400	\$ 428	\$ 458

MA Education Tuition / Credit Hour	\$ 380	\$ 400	\$ 428	\$ 458
MSN Nursing Tuition / Credit Hour	\$ 500	\$ 525	\$ 561	\$ 601
PhD Tuition / Credit Hour	\$ 525	\$ 550	\$ 560	\$ 580

Working Analysis

The following spreadsheet provides an example (available electronically) of how to assess program finances.

MARIAN UNIVERSITY
PRO FORMA FINANCIAL WORKSHEET

For Program Review

Program	<u>Fghij</u>	Program #	<u>5678</u>			
Date	<u>5/9/2011</u>	Type:	<u>Traditional Undergrad</u>			
EXPENSE		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Direct Program Expense						
Non-Personnel Expense						
520100	Work Study	0	0	0	0	0
520600	Professional Fees Consultants	0	0	0	0	0
520800	Professional Fees Speakers	0	0	0	0	0
520900	Professional Fees Other	0	0	0	0	0
521600	Memberships	100	100	100	100	100
521700	Subscriptions	100	100	100	100	100
521900	Copying & Printing	1,200	1,200	1,200	1,200	1,200
522000	Conferences & Workshops	200	200	200	200	200
522500	Supplies-Instructional	150	150	150	150	150
523000	Supplies-Office	150	150	150	150	150
523900	Supplies-Other	100	100	100	100	100
524000	Travel	200	200	200	200	200
524001	Travel - Adjunct	0	0	0	0	0
525000	Food & Drink	100	100	100	100	100
526000	Telephone	300	300	300	300	300
527000	Postage & Shipping	50	50	50	50	50
528500	Advertising	0	0	0	0	0
528000	Maintenance & Repair	0	0	0	0	0
531100	Rental-Facility	0	0	0	0	0
536500	Equipment - Not Capitalized	0	0	0	0	0
Total Non-Personnel Expense		\$ 2,650	\$ 2,650	\$ 2,650	\$ 2,650	\$ 2,650
Personnel Expenses						
	Faculty Salaries (refer to Table 2)	0	51,800	52,836	53,893	54,971
	Faculty Benefits Rate from Table 3	0.28	0.28	0.28	0.28	0.28
	Benefits Faculty (Salary x rate)	0	14,504	14,794	15,090	15,392
511200	Adjunct Faculty Salary Rate (see Table 2)	690	690	690	690	690
	Adjunct Credits Taught	12	3	3	12	12
	Total Adjunct Pay	8,280	2,070	2,070	8,280	8,280
	Adjunct Benefits Rate from Table 3	0.08	0.08	0.08	0.08	0.08
	Benefits Adjuncts (Salary x Table 3)	55	55	55	55	55

rate)

Total Personnel Expense	\$ 8,335	\$ 68,429	\$ 69,755	\$ 77,318	\$ 78,698
Other Direct Program Expense					
Item Description	0	0	0	0	0
Item Description	0	0	0	0	0
Total Other Direct Expense	0	0	0	0	0
TOTAL DIRECT EXPENSE	\$ 10,985	\$ 71,079	\$ 72,405	\$ 79,968	\$ 81,348
Indirect Program Expense					
Rate from Table 1	\$ 1.27	\$ 1.27	\$ 1.27	\$ 1.27	\$ 1.27
Indirect Program Expense	\$ 10,586	\$ 86,905	\$ 88,589	\$ 98,194	\$ 99,946
TOTAL PROGRAM EXPENSE	\$ 21,571	\$157,984	\$160,994	\$178,162	\$181,293
REVENUE					
Number of 3-credit courses	4	6	8	10	10
Number of credits in Program Courses	9	15	24	30	30
Number of Students in each course	6	9	12	14	16
Rate from Table 4	500	520	541	562	585
Average Revenue per 3-credit course	6,750	11,700	19,469	23,622	28,077
TOTAL PROGRAM REVENUE	\$ 27,000	\$ 70,200	\$155,750	\$236,221	\$280,766
NET Revenue - Expenses	\$ 5,429	\$(87,784)	\$(5,244)	\$ 58,060	\$ 99,473

Rev. 2012-June-18

Finance Reporting

The following is an example of what might be included in the Program Review document. Note that it is a brief summary.

Example # 8 - Summary Financial Report

Summary Financial Report					
EXPENSE	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Direct Program Expense					
Non-Personnel Expense					
Total Non-Personnel	\$ 2,650	\$ 2,650	\$ 2,650	\$ 2,650	\$ 2,650
Personnel Expenses					
Total Personnel	\$ 8,335	\$ 68,429	\$ 69,755	\$ 77,318	\$ 78,698
Other Direct Program Expense					
Total Other Direct	0	0	0	0	0
TOTAL DIRECT EXPENSE	\$ 10,985	\$ 71,079	\$ 72,405	\$ 79,968	\$ 81,348
Indirect Program Expense					
Indirect Program Expense	\$ 10,586	\$ 86,905	\$ 88,589	\$ 98,194	\$ 99,946
TOTAL PROGRAM EXPENSE	\$ 21,571	\$157,984	\$160,994	\$178,162	\$181,293
REVENUE					
Number of credits in Program Courses	9	15	24	30	30
Average Revenue per 3-credit course	6,750	11,700	19,469	23,622	28,077
TOTAL PROGRAM REVENUE	\$ 27,000	\$ 70,200	\$155,750	\$236,221	\$280,766
NET Revenue - Expenses	\$ 5,429	\$(87,784)	\$(5,244)	\$ 58,060	\$ 99,473

Rev. 2012-June-18

Appendix D

Implementation Procedure

Academic Program Review Timeline

Note; Given changes to the academic structure, this may be subject to change

Planning

Each School Dean will develop a plan for review of programs within the school, in consultation with Program Directors and faculty. The Dean will recommend to CAO a 5-year to 7-year rotation plan for review of all programs in their School that addresses each program once during that 5-year to 7-year period. While the typical review period will be a 5-year cycle, some programs may align with an external accrediting agency that may have a longer cycle, while some programs may decide that a shorter time-frame is appropriate (e.g., 4-years).

Prior to submitting report

May 1

The Dean (after consultation with the CAO) will provide official notification to a Program Director in his/her school that a program will undergo the academic review in the coming academic year.

June 30 – Annual Report Due

Review Year

September 30

Program Director submits Program Review Self-Assessment Report to the Dean of the School.

October 30

After review of the Report and consultation with Program Director, the Dean of the School drafts a statement of comments and/or recommendations based on the Program Self-Assessment Report. The Dean will transmit the Program Self-Assessment Report along with his/her comments and/or recommendations to the Curriculum and Educational Standards Committee (CES) or Graduate Council (GC) as appropriate, with copy to the Program Director / Chair and the CAO.

November 30

Program Review Committee - Curriculum and Educational Standards Committee (CES) or Graduate Council (GC), as appropriate. The Committee completes its assessment of the program relying heavily on the Program Self-Assessment Report and the Recommendations of the School Dean. The committee will complete the Checklist and make recommendations based on its findings to the CAO, with copy to the Dean of the School and Program Director.

January 15

After consultation with the Dean and Program Director, the CAO makes recommendations to the President and other bodies as appropriate, based on the reports received.

Appendix E

Implementation Procedure

Alignment of Detailed Program Review Criteria and Annual Report Content

This may be subject to change - T.B.D. – Stay Tuned for new format with revisions to Annual Review.

Academic Program Review Criteria	Annual Report Content
<p>This section provides additional clarification and details related to criteria for program review that may be considered in assessment, analysis and reporting on programs.</p>	<p>This section defines sections of the Marian University Program Annual Report relevant to Academic Program Review that may be used as source documents. Items noted below are ordered by Program Review Criteria categories and are not in consecutive order as they appear in an Annual Report.</p>
<p>Review Criteria Outline</p> <ul style="list-style-type: none"> A. Historical & Current Contexts B. Goals & Objectives C. Curriculum Quality D. Student Quality E. Faculty Quality F. Resource Adequacy G. Strengths & Weaknesses of the Program/Unit 	<p>Annual Report Outline</p> <ul style="list-style-type: none"> Section 1. Overview of the Unit. Section 2. Summary of Key Activities and Accomplishments in the Academic Year. Section 3. Goals Evaluation. Section 4. Outcome Assessment. Section 5. Plans for the Academic Year. Section 6. Appropriate Appendixes.
<p>A. Historical and Current Contexts Provide a brief historical and contextual explanation of the program under review. Describe how the program aligns with and supports the mission and core values of Marian. Briefly describe specialty accreditation held by the program, if any. Identify the review period covered (minimum of three years and maximum of seven years); all information presented in this report should conform to this period.</p> <ul style="list-style-type: none"> 1. Productivity. Number of credit hours generated per year by faculty member. 2. Relevance. Evidence of program relevance and the degree to which community, student, and professional 	<p>Section 1. Overview of the Unit.</p> <ul style="list-style-type: none"> • Purpose of the unit • Narrative. Description of who we are and what we do. <p>Section 2. Key items from the year completed</p> <ul style="list-style-type: none"> • Summary of Key Activities and Accomplishments of the Department or Program. <p>Briefly summarize major accomplishments and activities (may include planned and unplanned events). May include new programs or courses, significant changes in enrollment or revenue, etc.</p>

Academic Program Review Criteria	Annual Report Content
<p>needs are served by the program.</p> <ol style="list-style-type: none"> 3. Other Academic Programs. Support for and contributions to other programs (e.g., general education). 4. Diversity. Describes efforts and progress toward promoting diversity and inclusiveness of students, faculty, and integrating diversity into the curriculum. 5. How the program has addressed concerns of prior program reviews (if applicable). 	<p>Section 6. Appendix</p> <p>Productivity for the year completed</p> <ul style="list-style-type: none"> • Instruction. Data on courses, programs, students, faculty, etc. (provided by Office of Institutional Research by May 1)
<p>B. Goals and Objectives</p> <p>Provide the program’s goals and objectives, in priority order. Prioritize goals providing rationales for each goal and objective.</p> <p>Evaluate how progress toward accomplishment of the previously established goals and objectives guided the unit’s program activities and resource allocations. Indicate how these goals are consistent with and support the University Strategic Plan. Consider goals within the context of the ends toward which effort and resource allocations are directed.</p> <p>Identify new resources needed to achieve goals, and offer an implementation plan for achieving the goals by the next scheduled self-study.</p>	<p>Section 3. Evaluation of Program Goals and Objectives from the year completed</p> <ul style="list-style-type: none"> • Report the status of program goals and objectives. Suggested information: • Program Goal; Steps toward achievement; Measurement Criterion; Status of goal achievement; Narrative description explaining achievements or shortfalls. <p>Section 5. Plans for the coming year</p> <ul style="list-style-type: none"> • New & Continuing Goals. Executive summary of plan including Goals and Objectives. Goals should be aligned with the University Strategic Plan.

Academic Program Review Criteria	Annual Report Content
<p>C. Curriculum</p> <p>Describe the curricula for the program. Evaluate the quality of the unit's degree requirements and curriculum including its relevance to organization goals and its currency. Where appropriate, comparisons to similar programs at peer institutions may be included. Evidence of student learning should be provided.</p> <ol style="list-style-type: none"> 1. Curriculum. <ul style="list-style-type: none"> • Relevance. How does the curriculum contribute to achieving the goals of the Program? • Currency. How consistent is the program's curriculum with current knowledge and practice in the field? • (Evaluative statements may be provided about curricular quality based on input from faculty, students, and recent alumni.) 2. Evidence of student learning: <ol style="list-style-type: none"> a. Specification of program learning outcomes. b. Assessment plans. c. Definition of measures of outcomes. d. Analyses of student attainment of learning outcomes indicating how well learning outcomes are being achieved. Depending on the discipline, the kind and source of the evidence of learning will vary. Evaluative survey results may also be offered to attest to curriculum quality. e. Explanation of changes that have been implemented to improve learning outcomes. 	<p>Section 2. Key items from the year completed</p> <ul style="list-style-type: none"> • Summary of Key Activities and Accomplishments of the Department or Program. • Briefly summarize major accomplishments and activities (may include planned and unplanned events). May include new programs or courses, significant changes in enrollment or revenue, etc. <p>Section 4. Outcomes</p> <p>Assessment of the program's Student Learning Outcomes (Optional: Due from all Curricular and Co-curricular areas)</p>
<p>D. Students</p> <p>Provide a summary and evaluate the quality of students (incoming and graduating undergraduate and graduate students). Analysis may consider student performance, placement, time-to completion, and other factors.</p> <ol style="list-style-type: none"> 1. Enrollment and Progress <ul style="list-style-type: none"> Number of enrolled students. Retention, 	<p>Section 4. Outcomes.</p> <p>Assessment of the program's Student Learning Outcomes</p> <p>Section 6. Appendix</p> <p>Productivity for the year completed</p> <ul style="list-style-type: none"> • Instruction. Data on courses, programs, students, faculty, etc. (provided by Office

Academic Program Review Criteria	Annual Report Content
<p>progress toward degree, and graduation rates of cohorts (cohorts determined by the program in conjunction with Office of Institutional Research).</p> <p>2. Admission Metrics</p> <ul style="list-style-type: none"> • Special admission requirements, if any. • Minimum GPA requirements, if applicable. • Average annual ACT scores (for undergraduate majors). • Average standardized graduate admission test scores and GPAs of applicants to graduate programs • Numbers of applicants to graduate programs and numbers of accepted students. <p>3. Performance and Placement Metrics</p> <ul style="list-style-type: none"> • Performance. Analyses of student performance. Comparison of performance (standardized test scores) with students in peer programs at other universities, as appropriate. • Job placements / acceptance in graduate or professional schools. • Graduates. Completion. Do students complete the program in a timely manner (compared with other programs at Marian)? What is the time-to-completion? How successful has the program been in graduating students? 	<p>of Institutional Research by May 1)</p>

Academic Program Review Criteria	Annual Report Content
<p>E. Faculty</p> <p>Provide a summary and evaluation of the preparation and performance of the faculty. This should include consideration of teaching, service, creative work, and productivity. Comparisons with peer program faculties may be provided as appropriate.</p> <ol style="list-style-type: none"> 1. Faculty. Number of faculty by rank, tenure status, gender, and minority status. 2. Faculty Scholarship / Creative Work. Faculty research productivity as measured by publication of books and articles, creative and scholarly works, funding generated, and conference presentations. 3. The following may be relevant: <ul style="list-style-type: none"> • Teaching. Evidence of professional competency in teaching. • Service. Quality and quantity of service and outreach contributions. • Scholarship. Quality and quantity of scholarly and creative productivity. • Development. Activities to remain current in the field and/or to acquire new knowledge and skills. • Honors. Faculty honors and awards. • Research. Dollar level and source of sponsored research. 	<p>Section 6. Appendix</p> <p>Productivity for the year completed</p> <ul style="list-style-type: none"> • Instruction. Data on courses, programs, students, faculty, etc. (provided by Office of Institutional Research by May 1) • Scholarship/Creative Work. Productivity Summary - briefly list scholarship activities performed by faculty and staff in the unit for the past year. • Service. Productivity Summary - briefly list service performed by faculty and staff in the unit for the past year.
<p>F. Resource Adequacy</p> <p>Describe and evaluate the adequacy of resources available to the unit as they relate to the goals and objectives specified above. Consideration may be given to faculty, staff, technology, space, library and financial resources. Organize discussion in the following categories.</p> <ol style="list-style-type: none"> 1. Faculty. The adequacy of faculty resources with reference to student/faculty ratio data and credit hour generation data supplied by the Office of Institutional Research. As appropriate it may be compared to similar data from similar units at peer institutions. 2. Staff. Administrative Staff Resources support per FTE faculty member should be indicated with any relevant 	<p>Section 5. Plans for the coming year</p> <ul style="list-style-type: none"> • Indicate how Financial Plan for the coming year (e.g., 09-10) supports the financial strength of the institution – what resources are available, what resources are needed to achieve key goals. <p>Section 6. Appendix</p> <p>Productivity for the year completed</p> <ul style="list-style-type: none"> • Financial Summary for the year completed (e.g., 08-09) for the School / Department.

Academic Program Review Criteria	Annual Report Content
<p>comparisons made to similar academic units.</p> <ol style="list-style-type: none"> 3. Technology. The adequacy and availability of technology for carrying out faculty and staff work, with relevant comparisons made to similar academic units. 4. Space. Issues related to the adequacy of space should be addressed here, with relevant comparisons made to similar academic units. 5. Library. The adequacy of library resources should be addressed. The University Library will provide a report on library holdings to the unit. 6. Finances. Are costs of offering the program offset by the revenues generated by the program? 	
<p>G. Strengths and Weaknesses</p> <p>Provide an overview of the assessment of strengths and weakness of the program with discussions of their implications for the program. The portrayal of strengths and weaknesses in this section should be supported by specific references to information contained in other sections. Consider each of the following, and the dimensions outlined above.</p> <ol style="list-style-type: none"> 1. Alignment. Centrality of the program to the mission of the university: Alignment with and contributions to achieving the mission and goals of Marian University and the School. 2. Viability. Degree to which the program is viable with respect to enrollments, graduates, and continuing availability of resources to support them. 3. Strategic focus. Rationale for the continuing need for the subject areas and degree levels in terms of the program's distinctiveness, demands for graduates, and contributions to the university's external communities. 	



Online Course Development Guidelines Self-Study

Institution: Marian University, Wisconsin
Academic Business Unit: School of Business & Public Safety
Date: Rev. 2/17/2014 (Rev. # 6-3-1)

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

Marian University
School of Business & Public Safety
Course Design Template - Online Program
Guidelines for Instructors and Course Designers

Jeffrey G. Reed, Dean; and Lynda K. Schultz, Technology Training Administrator

Scope

Applies to online BBA-Operations & Supply Chain Management program and BSRT degree completion online program.

Purpose

The primary purpose of developing an online program within the School of Business and Public Safety is to increase adult enrollment at Marian University by offering an alternative and desired program delivery mode.

Introduction

Learning online is a different kind of learning experience in many ways, however as in a traditional learning experience, much depends on what one puts into the experience.

Anything new and different may feel uncomfortable at first, and an online course will be no exception. A student may be uncomfortable using computers and technology this much. Sometimes, students miss a more familiar teaching and learning style. Occasionally, they are not used to learning autonomously and may have a tendency to procrastinate. Often students taking their first online course feel some dissonance, discomfort and frustration.

It is important, therefore, that we create online courses that are easy to follow and concentrate on content, rather than the technology used to deliver them. Reasonable deadlines must be imposed so that students will stay on task and not be allowed to procrastinate. Assignments must have relevance and be current. All courses must have high standards with regards to instructor-student and student-student interaction. This will insure engagement by the student and an excellent experience.

Proposed Online Course Guidelines

An online course for Marian University's adult student population is designed with the following things in mind: The program is targeting adult, working learners

- Schedule flexibility and convenience are critical. While flexibility is important, these are NOT independent studies nor correspondence courses; they are interactive, collegial and collaborative online courses.
- Courses must be interesting and relevant
- Activities must be "chunked" chronologically so that students are working together as a class.
- The program will likely be predominantly delivered by adjunct faculty
 - Good course design will ensure consistent, high-quality delivery
 - Good course design will create consistent expectations and a routine for students.
 - Best practices will be observed in all applicable situations.

Expectations for Instructors

- Materials should be visible to the students at least one week in advance.
- Instructors will check e-mail at least once a day. Student questions should be answered within 48 hours.
- Assignment feedback for all graded work must be provided no later than Sunday of the week following the assignment's due date.
- Rubrics are required for all papers.
- Instructors must be Marian Online Certified Instructors.
- Instructors must take attendance and record grades according to Marian policy.
- Instructors will keep students informed on how they are doing in the course, through the Marian Online and provide feedback on assignments.
- Instructors will only send email to students' Marian University email address.

Expectations for Students

- Students are expected to use their Marian e-mail to communicate with instructors.
- All student assignments are due no later than Sunday at midnight. No late work for the last week of class can be submitted after the last day of class. (Legitimate exceptions to this

policy related to unpredictable circumstances such as major illness may lead to an instructor determined exception to allow late work.)

- Instructors will post clear expectations for students and for him/herself as to (1) how everyone within the course will communicate and (2) how much time (minimum) students should be working on the course each week.

Keys to Student Success

- **Set aside a specific time during each day for this course** - the best time that fits your schedule. Use this time for preparation (reading and studying) and for participation (reading, writing assignments, taking quizzes, posting discussion content, etc.)
- **Don't put off the work** - you need to keep up so you can more effectively participate in group and class discussions, make informed decisions, and apply critical thinking to your learning process. This course is time-condensed and accelerated so it will require that you work on it each day, depending upon your level of existing skills. Logging into the class and working on your assignments frequently will keep you engaged, on-track, and moving steadily toward your goal!
- **Don't be afraid to ask questions** - just like in a face-to-face class, there are probably several others who are wondering the same thing that you are. Let me know about any problems you are having right away so we can resolve them quickly.
- **Have Fun !!!**

Proposed Course Layout

1) Format.

Courses will be seven weeks long to mimic the current AGS format. Exceptions must be approved in advance.

2) Expectations.

Instructors will post clear expectations for students and for him/herself as to (1) how everyone within the course will communicate and (2) how much time (minimum) students should be working on the course each week.

3) Interaction level.

Courses will include constant interaction

- Generous use of communication tools such as the News Forum, emails, blogs, discussion board postings, and instant messages communicate to the students that the instructor cares about who they are, cares about their questions and concerns,

and is generally "present" to do the work that teaching is all about. When instructors actively interact and engage students in a face-to-face classroom, the class becomes a learning community which develops intellectual and personal bonds. This bond must also be constructed in the online classroom.

4) Introductions.

Faculty will introduce themselves to their students and encourage students to introduce themselves and get to know one another in the "Cyber Café" discussion forum.

5) Discussion.

There will be up to two graded discussion questions each week. (In some disciplines or subjects, discussion may not be an appropriate teaching strategy – it is up to the curriculum designer to determine what instructional methodology to employ when this is the case. If discussions are inappropriate for the particular subject, the mandatory interactivity requirement must be met in other ways, including but not limited to group projects, chat rooms, and/or wikis.)

- There is no penalty for posting discussion question responses early.
- Late postings. To facilitate discussion throughout the week and assist in meeting participation requirements, late postings will receive 0 points. A post is considered late if it is posted after midnight of the due date.
- Number of participation posts. A minimum of two participation posts will be required for each discussion question posted during a week. The first post is in direct response to the discussion question, and a second is in direct response to a colleague's post.
 - The initial student discussion posting needs to be a thoughtful, unique answer to the instructor's question that is a minimum of 150 words (the response should not be the same as someone who has already posted.) Students should build an informed response between Sunday night (when the question is posted) and Wednesday night (when students' initial responses are due). The response must include at least one reference, appropriately cited. While every student's opinions are greatly valued, they must be educated opinions and thus must be corroborated by another source. The reference may be from the Internet, your text, or even friend or family member and must be cited in APA format.
 - After the initial response which is due by Wednesday midnight, students must additionally post at least one meaningful discussion post each week in response to at least one of their colleague's discussion posting. These responses need to add to the discussion and must be a minimum of 100

words. Statements such as “I agree” or “I disagree” will not receive points. Additionally, responses that meet the minimum word count but simply repeat exactly what the original post stated will not receive points. References can be used in these responses but are not required.

- Quality vs. Quantity of postings. Students will be evaluated on the **quality** of the responses--not quantity. The following things will be considered when grading discussion question responses.
 1. Student’s ability to synthesize different aspects of the posted question, particularly with reference to the information in the course packet. The more detailed the explanation of specific points from the course information, the better the quality of the response.
 2. Student’s skill in posting a response with specific and unique examples that showcase their understanding of the salient points of the posted question, as well as their understanding of different aspects of the course materials (such as course packet articles, lecture notes, and textbook readings).
 3. Student’s ability to find, use and cite references.
- Weekly summary. One or more students are appointed to post a weekly summary of learning. These summaries must be a minimum of 250 words and succinctly explain the content covered during that week. These will be due on Sunday but can be submitted early if desired. The instructor will designate which student(s) are responsible for these “Weekly Summation” tasks by Monday.

6) Assignments

- A larger deliverable should be assigned each week. This may be an exam, a paper, a group project, a presentation, or any other appropriate piece of work. This is due on Sunday.
- Additional assignments may be included in a course but the overall workload of adult learners who presumably have full-time jobs and are taking two courses at a time while also having a family must be taken into account.
- Teamwork – The incorporation of team assignments into a course design is optional and encouraged when appropriate

7) Exercises

A variety of activities can be used to illustrate principles and engage students in active learning.

- Simulations – These provide an opportunity for observing a real-world process or activity. These may include computer simulation and games.
- Case Studies – These describe a situation which the student must assess, identify the problem, then propose a solution to the problem.

The challenge with an exercise or activity is to determine how to assess and evaluate student learning.

8) Homework

In some disciplines (e.g., Accounting, Finance, or Statistics) an appropriate learning strategy is for students to solve problems, gaining practice with successively more difficult or complex concepts. Providing feedback to students on incorrect answers and guidance on reaching appropriate solutions is critical for learning.

9) Course Feedback

- Feedback will be solicited of students a minimum of 2 times during the course: at midpoint and at the end of the course. Instructors are encouraged to read and make note of problems that are reported, and to take corrective action immediately. This avoids “post-mortem” evaluations of courses and allows Marian to hear and respond to student issues. When dealing with technical and/or miscommunication issues, time is of the essence to forestall frustration and keep all students on task.

10) Course Review

- To insure constant quality and student satisfaction and also to help with technical issues from time to time, courses will be visited and inspected by certain members of the Marian community, including the Marian Online administrator, program directors and others.

11) Instructor Accessibility

- Instructors should be available to take phone calls from students, and if requested by student, instructors should also be available for face-to-face meetings. Every course should have a “Questions for the Professor” area where students can ask public questions as they arise. Instructors should respond as soon as possible to these queries, and no later than 24 hours.

12) Attendance Tracking.

- Attendance must be reported on SabreNet per University policy. Please visit the course’s attendance area in SabreNet to be aware of when attendance recording is required. As an online program, attendance in each course should be recorded weekly by the instructor.

13) Course development.

- Courses will be developed consistent with these guidelines by persons approved to develop courses in the program. Textbooks will be pre-approved. The instructor teaching the course will be expected to use textbooks specified for each course as well as exercises pre-defined or developed for the module.

Other Considerations

- General education, core business, and specific program courses will be developed to create an entirely online program.

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Faculty Handbook Self-Study

Institution: Marian University, Wisconsin
Academic Business Unit: School of Business & Public Safety
Date: Rev. 2/17/2014

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA



FACULTY HANDBOOK

2011-2012

APPROVED APRIL/MAY 2011

Marian University Faculty Handbook
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FACULTY HANDBOOK

Marian University Mission, Vision and Core Values

Mission: Marian University is a Catholic applied liberal arts institution of higher learning sponsored by the Congregation of Sisters of St. Agnes offering undergraduate, graduate, and continuing education programs. As a community, it welcomes diverse spiritual traditions and is committed to the transformation of the individual and the world through lifelong learning. Marian University is committed to the education of the whole person, striving to nurture intellectual, spiritual, aesthetic, psychological, social, and physical dimensions. The university's personal concern for students serves as the foundation for academic and student life as well as professional experiences. University programs integrate professional preparation with a liberal arts foundation. The university embraces justice, compassion, and service to the local and global community.

Vision: Transforming lives through academic excellence, innovation, and leadership.

Core Values

Community Respecting our diversity as individuals, we encourage, challenge and nurture one another, joining together to accomplish our shared mission and vision.

Learning We engage in a collaborative lifelong process of seeking truth and appropriating knowledge and values to transform the individual, our communities and the world.

Service Through active service and ministry, we support one another and seek to meet the needs of the larger community.

Social Justice We work to create individual and societal change which supports the value, dignity and opportunity of every person.

Spiritual Traditions Valuing Marian's Catholic religious heritage, we respect each individual's freedom to explore a diversity of spiritual beliefs.

Faculty Senate By-Laws

Article I - Name Constitution

Section 1

The name of this organization is the Marian University Faculty Senate.

Article II - Purpose

Section 1

The Faculty Senate shall serve as the formal body representing the faculty of Marian University. The powers granted to the Faculty Senate by the Board of Trustees give it full authority to speak and act for the entire faculty.

Section 2

The Faculty Senate shall serve as the vehicle for Faculty participation in university governance. There is within Marian University a concept of shared academic governance whereby the Board of Trustees delegated to the administration, under the leadership of the President, and to the faculty, through the Faculty Senate, the authority for cooperative academic governance of the institution.

A. The Faculty Senate shall set the requirements for degrees, determine when the requirements have been met and recommend to the President and the Board of Trustees the granting of degrees to those candidates who have fulfilled the requirements.

B. The Faculty Senate shall assume primary responsibility with the Chief Academic Officer for determining curriculum and educational standards.

C. The Faculty Senate shall make recommendations regarding all aspects of student life which relate to the educational process including but not limited to such concerns as the changing student profile, marketing and admissions strategies, student support services, and facilities.

Section 3

The Faculty Senate shall promote the welfare of the faculty at Marian University.

A. The Faculty Senate shall make recommendations regarding policies and procedures affecting faculty welfare, including but not limited to such subjects as salaries, benefits, leaves, workload, faculty support services, contracts, grants, academic freedom, and severance.

B. The Faculty Senate shall make recommendations regarding policies and procedures affecting faculty status, including but not limited to such subjects as promotion, tenure, and rank.

C. The Faculty Senate shall provide opportunity for social interchange, enhancement of morale, promotion of solidarity and advancement of personal and professional growth.

D. The Faculty Senate shall provide open forums, without the formality of Parliamentary Procedure, for discussion and concerns.

Article III - Membership

Section 1

The voting membership of this organization is defined as all members of the instructional faculty of Marian University who hold either full-time or part-time faculty status, the school deans, or professional librarians. The Chief Academic Officer is a member ex officio without vote.

Full-time status is held by those faculty members who

- a. Teach a full-time load as defined by the University
- b. Participate in non-teaching university responsibilities (e.g., advising, committee work, faculty days), and
- c. Have a contract designating full-time status.

Part-time status is held by those faculty members who

- a. Teach on a fractional basis (e.g., half or quarter time)
- b. Participate in non-teaching university responsibilities (e.g., advising, committee work) on a pro-rated basis, and
- c. Have a contract designating the fractional part-time status.

The Faculty Senate reserves the right to meet in the absence of any non-faculty administrators.

Section 2

An administrator, student or any other person whose expertise on a topic might be desired may attend a meeting of the Faculty Senate by invitation and participate in the relevant discussion with voice but without vote. Any members of the university community may request the permission of the Executive Committee to be present at a Faculty Senate meeting and participate in any relevant discussion.

Article IV - Officers and Executive Committee

Section 1

The officers of the Faculty Senate shall be a President, a Vice President and a Secretary elected for a term of one year at the next to last meeting of the Faculty Senate in the spring semester. The term of office for the new officers shall begin immediately following the last meeting of the Faculty Senate in the spring semester.

Section 2

The Faculty Senate Executive Committee shall be composed of the three officers named in Section 1 above.

Section 3

1. Presiding Officers

A. The President of the Faculty Senate shall receive 50% release time from one year of faculty responsibility or \$12,800 as compensation for administering the following duties:

1. Serve as the chief officer of the faculty;
2. Uphold and enforce the Constitution and Bylaws of the faculty;
3. Serve as Chairperson of the Faculty Senate Executive Committee;
4. With input from the Faculty Senate Executive Committee, develop the agenda for the Faculty Senate;
5. Convene and preside at meetings of the Faculty Senate;
6. With the exception of elections, vote at meetings only in the event of a tie;
7. Act as the official representative for the faculty;
8. In consultation with the Faculty Senate Executive Committee, shall act for the faculty between meetings or when emergency situation/special circumstances warrant such an action;
9. Communicate with the Chief Academic Officer on a regular basis;
10. Represent faculty at Board of Trustees meetings;
11. In consultation with the Faculty Senate Executive Committee, develop and administer an annual budget;
12. Maintain official minutes of the Faculty Senate meetings and standing committees as well as other communications;
13. In consultation with the Faculty Senate Executive Committee, appoint faculty to fill vacant positions on appropriate committees.

B. The Vice President for the Faculty Senate shall Receive 25% release time from one year of faculty responsibility or \$6400.00 as compensation for administering the following duties:

1. Assume the duties and powers of the President of the Faculty Senate in that person's absence;
2. Assume responsibility for parliamentarian of the Faculty Senate;
3. Serve as President-Elect of the Faculty Senate and assume the Presidency at the completion of the term;
4. Assume responsibility as assigned by the President of the Faculty Senate.

C. The Secretary of the Faculty Senate shall receive 12.5% release time from one year of faculty responsibility or \$3200.00 as compensation for services. The Secretary shall:

1. Distribute and post agenda for all meetings;
2. Record, file, and distribute minutes of meetings to all faculty members;
3. Handle communication and correspondence as needed;
4. Be responsible for preparing and submitting faculty announcements;
5. Gather and file on-going minutes from standing committees as well as final reports at the end of the academic year.

2. Term of Office

1. The Office of President shall be held for one year, with eligibility for re-nomination for Vice President.
2. The Office of Vice President shall be held for one year, followed by the next year as President of the Faculty Senate.
3. The Office Secretary shall be held for one year, with eligibility for re-nomination for Secretary.

3. Rules

- A. The faculty reserves the right to hold executive session of faculty restricted to voting members only.
- B. The Faculty Senate reserves the right to establish ad hoc committees to accomplish its goals and objectives.
- C. The Faculty Senate, its Executive Committee, and its committees reserve the right to recommend policies and to establish procedures, provisos, and forms to accomplish its goals and objectives. Any such recommendations or procedures are not to conflict with the Bylaws of Marian University Board of Trustees or the Constitution or the Bylaws of the Faculty

4. Election of Officers

- A. Election of officers shall occur at the second to the last regularly scheduled Faculty Senate meeting of the academic year.

Section 4

The Executive Committee shall have the authority to call forums and meetings of the Faculty Senate, to formulate agenda, to submit proposals to the Faculty Senate, to transact any necessary business between meetings of the Faculty Senate and to act as liaison between the Faculty Senate and the administrators, officers and staff personnel of the university. Forums are special meetings held for the purpose of discussion and reflection upon issues of concern or of special interest to the faculty. At the forums, Parliamentary Procedure shall be suspended and no formal recommendations shall be adopted.

Section 5

In the event that the President of the Senate resigns, retires, or for any reason whatsoever relinquishes office, the Vice President shall assume the position of President and shall complete that term of office in addition to assuming the Presidency at the end of this term. The Faculty Senate shall advance the next spring election for Vice President and elect a new Vice President at the first Faculty Senate meeting following the vacancy in accord with the prescription of Article VII, Section 1.

If the office of Vice President is vacated, a replacement shall be elected at the first Faculty Senate meeting following the vacancy in accord with the prescription of Article VII, Section 1. If the election is conducted during the academic year in which the vacancy occurred, the newly elected Vice-President will complete the current term of office and serve the following year as Vice President/President elect.

If the office of Secretary is vacated, the Executive Committee shall appoint a replacement under Article 4 Section 3.

Article V – Meetings (By Laws)

Section 1

Regular meetings of the Faculty Senate shall be scheduled at least three times each semester. If there is no pending business, the Faculty Senate Executive Committee may cancel a scheduled meeting.

Section 2

At regular meetings, the Faculty Senate shall hear reports of its Executive Committee and shall hear and act upon any other business brought before it by its Standing or Ad Hoc Committees, or Senate members.

Section 3

The Secretary shall send out notices of regular meetings with the agenda to all members of the Faculty Senate at least one week before the meetings. If possible, a week's notice shall also be given for special meetings. The agenda for meetings may be altered by a simple majority vote of the members present.

Section 4

Special meetings of the Faculty Senate or of a faculty forum may be called by the President of the Faculty Senate whenever deemed advisable or on the written request of at least ten members of the Senate.

Section 5

In cases where urgent business of the Senate needs to be transacted and the calling of special meeting is deemed impossible (in terms of establishing a quorum) a vote by ballot may be conducted by the Faculty Senate Executive Committee when approved by a majority of the membership of the executive committee. This method of voting by ballot is to be used only when business is pending, which in the opinion of the Senate

Executive Committee cannot or should not be delayed until the next regularly scheduled Faculty Senate meeting.

Section 6

The meetings shall be conducted according to the current edition of Robert's Rules of Order. That code shall govern the organization in all parliamentary situations. When the term "majority" is used in the organization, it shall in all cases mean a simple majority of the members present, providing there is a quorum, unless otherwise specifically stated. The Vice President, serving as the parliamentarian of this organization, shall have the responsibility for calling points of order.

Section 7

Proposals to be voted upon at Faculty Senate meetings shall be submitted in writing to the voting members of the Faculty Senate at least one week prior to the meetings at which the vote is to be taken. The one week prior notice may be waived by a simple majority of the voting members present.

Section 8

The Executive Committee of the Faculty Senate shall meet at least once a month.

Article VI - Committees

Section 1

Open Meeting Provision

All committee meetings shall be open to Faculty Senate members.

Section 2

Standing Committees

The standing committees of the Faculty Senate shall be the Executive Committee, the Personnel Committee, the Faculty Development Committee, the Promotion and Tenure Committee, the Nominating Committee, the Curriculum and Educational Standards Committee, and the Library Committee.

Executive Committee

1. Function: The Executive Committee shall execute and facilitate the general governance of the Faculty Senate.
2. Membership: The President, Vice President and Secretary of the Faculty Senate are members while in office. All other Faculty Senate members are welcome to attend.
3. Meetings: The Faculty Senate Executive Committee will meet prior to each Faculty Senate meeting to set the agenda for the upcoming Faculty Senate meeting. The agenda must be distributed one week before the Faculty Senate meeting. The President, who acts as chair of the committee, may call a special meeting at any time.

Personnel Committee

1. Function: The Personnel Committee shall concern itself with the well-being of Marian University faculty members as they fulfill the obligations of their employment. This shall include review of all policies and procedures related to faculty welfare including but not limited to such subjects as salaries, benefits, leaves, workload, faculty support services, contracts, grants, academic freedom, and severance.

The Personnel Committee shall review salaries and benefits annually. Proposals for the next academic year are submitted to the Faculty Senate no later than the October meeting and are voted upon at the November meeting. A forum with the President and/or the Chief Financial Officer may be held prior to the November meeting. The Chairperson of the Faculty Senate Personnel Committee conveys the proposal to the President of the University and will request the opportunity to present the proposal to the appropriate subcommittee of the Board of Trustees.

The Personnel Committee shall be required to review annually the personnel policy section of the Faculty Handbook.

Proposals regarding faculty welfare can emanate from the Board of Trustees, the administration, schools, or individual faculty members and shall be referred to the Personnel Committee of the Faculty Senate for consideration. If approved, the proposals shall be conveyed by the committee chairperson to the Faculty Senate for consideration. Any proposal approved by the Faculty Senate shall be conveyed by the Faculty Senate President to the appropriate administrative body or the Board of Trustees (via the President of the University) for consideration. The administration's and/or board's decision and concomitant rationale regarding faculty welfare issues, including leave for prolonged mental or physical illness, shall be communicated to the Faculty Senate via the Chief Academic Officer or the President. If a given proposal is not approved, it is desirable that the Faculty Senate, following such communication, have an opportunity for further consideration and further transmittal of its views to the administration and/or the Board of Trustees.

2. Membership: The Personnel Committee shall consist of one faculty member elected from each school and three members-at-large elected from the Faculty Senate and one representative from the library. The members-at-large must be elected by the Faculty Senate at its second to last meeting of the academic year and begin their term in August. Terms of office for all Personnel Committee members shall be two years. There shall be no limit to the number of consecutive terms an individual may serve.

3. Meetings: The newly-elected Committee shall hold a meeting to elect a chairperson and schedule a joint meeting with the current Personnel Committee prior to the end of the academic year. The newly elected committee shall hold its first meeting before the third week of the subsequent academic year. The committee shall thereafter meet on a regular basis. A meeting may be called at any time by the chairperson or by any three members of the committee.

Faculty Development Committee

1. Function: The Faculty Development Committee shall implement an ongoing faculty development program including the following:
 - a. Develop appropriate in-service/continuing education programs and services to faculty
 - b. Review, recommend, and implement policy and procedure related to faculty development.
 - c. Facilitate the use of current resources, technology, and research related to instructional methodologies.

2. Membership: The Faculty Development Committee shall consist of one faculty member elected by each school and one representative from the Library. Members are elected by Academic school by April 15 and begin their terms the following August. The newly-elected Committee shall hold a meeting to elect a chairperson and schedule a joint meeting with the current Faculty Development Committee prior to the end of the academic year. The newly elected committee shall also elect its own secretary/treasurer. One-quarter release time is allocated for the chairperson. Terms of office shall be two years and there shall be no limit to the number of consecutive terms an individual may serve.

Nominating Committee

1. Function: The Nominating Committee shall solicit candidates for service on the Faculty Senate Executive Committee, the at-large positions on Faculty Senate standing committees and all university Committees requiring elected positions. All full-time and part-time faculty members shall be asked if they wish to serve and those who consent and are eligible shall be listed as nominees. Additional nominations may be made from the floor at the time the Nominating Committee formally presents the nominees for election.

2. Membership: The Nominating Committee shall consist of one representative elected by each school at its first meeting of the academic year and one representative from the library. The Committee shall elect its own chairperson. Terms of office shall be one year and there shall be no limit to the number of consecutive terms an individual may serve.

Curriculum and Educational Standards Committee

1. Function: The Curriculum and Educational Standards Committee is the Faculty Senate's chief body responsible for ensuring the integrity and excellence of the undergraduate curriculum and educational standards.
 - A. This committee is charged by the Faculty Senate with responsibility for reviewing all current and proposed curriculum and educational standards and making proposals with respect to both. Proposals concerning curriculum and educational standards can emanate from the Board of Trustees, administration, schools and individual faculty members. All such proposals shall be referred to the Curriculum

and Educational Standards Committee of Faculty Senate for consideration and, if approved, shall be referred to Faculty Senate.

Proposals approved by the Faculty Senate shall be conveyed to the Chief Academic Officer for implementation, veto or, if necessary, transmittal to the President of the University or the Board of Trustees (via the President) for their consideration. In the event of a veto by the Chief Academic Officer, the proposal shall be returned by that person or designee to the appropriate school for further consideration.

In the event of referral to the President of the University or the Board of Trustees, the President's or the Board's approval or disapproval of the proposal and the concomitant rationale shall be communicated to the Faculty Senate via the Chief Academic Officer. If the proposal is not approved by the President or Board of Trustees, it is desirable that the Faculty Senate, following such communication, have an opportunity for further consideration and further transmittal of its views to the President/and or the Board. The final decision to implement approved new or revised curriculum rests with the Chief Academic Officer based on a judgment of the curriculum's impact on other existing programs given the resources available.

B. The Curriculum and Educational Standards Committee has the following responsibilities:

1. Establish requirements for all undergraduate degrees;
2. Review and act on all undergraduate curriculum proposals, such as the approval of new courses; degree programs and certificate programs; substantive modification of existing courses or programs; and discontinuation of courses or programs.
3. Review or recommend undergraduate academic standards for admission, probation, dismissal and readmission
4. Review and recommend university-wide academic standards for students, such as attendance, scholastic standing, grading system, honors, and academic honesty standards.
5. Review and recommend university-wide policies for transfer credit, credit by examination, and credit for experiential learning.
6. Review and recommend policies to support the university-wide assessment program
7. Review and recommend program changes and policies for the general education requirements.
8. Initiate whatever action is necessary to fulfill its duties.

2. Membership

A. Ex Officio Members

- Director of Library Services, ex officio, without vote
- Registrar, ex officio, without vote
- Director of MAAP, ex officio, without vote

B. Faculty Members

- One faculty member elected from each School with staggered terms
- One faculty member elected by the Graduate Council
- Three at-large faculty members, elected in staggered terms at the first meeting of the academic year of Faculty Senate.

C. Students

- Two students chosen by the Student Senate

3. Terms of Office:

Elected members serve two-year terms of office. There shall be no limit to the number of consecutive terms an individual may serve.

4. Officers:

- Chairperson: elected from among the faculty members at the last meeting of the spring semester from the continuing members.
- Vice Chairperson: As appointed by the chairperson
- Secretary: As appointed by the chairperson

5. Meeting Times: Meetings will be monthly, or as called by the chair.

Library Committee

1. Function: The Library Committee shall be advisory, rather than administrative. The committee helps in the formulation of library policies and procedures and serves as an arena for discussion and dialog on concerns of faculty and students relating to the library. The committee's chief purpose is to promote communication among faculty, students and library staff.
2. Membership: The Library Committee shall consist of one representative from each school, one representative from Student Senate and the librarians. There shall be no limit to the number of consecutive terms an individual may serve.

Promotion and Tenure

1. Function: The Promotion and Tenure Committee has two areas of responsibility.
First, it recommends policies and procedures concerning the promotion and tenure process as well as provides feedback to the schools regarding their requirements to satisfy promotion and tenure requirements.

Second, the committee acts as Body 4 in the tenure/promotion procedure, reviews the application and subsequent recommendations of bodies 2 and 3 for each applicant for promotion and/or tenure (see Promotion and Tenure policies for description of Body 4 procedures and responsibilities).
2. Membership: This committee is composed of five tenured faculty members (with the exception of Deans) elected at large by the Faculty Senate. The members serve three year staggered terms of office and there shall be no limit to the number of

consecutive terms an individual may serve. Elections are carried out at the September Faculty Senate meeting.

3. Chairperson: Following the September Faculty Senate meeting, the Chief Academic Officer will assign a member of the Promotion and Tenure Committee to call a meeting for the purpose of electing a chairperson from its membership. This meeting is to be held on or before October 1. The newly elected chairperson shall inform the Chief Academic Officer and the Faculty Senate President of his/her election within three days of the election.
4. Meetings: Meetings called for the purpose of acting on promotion or tenure documents, (i.e. as body 4), by virtue of the necessity for confidentiality, are exempt from the provision of Article IV (Open meetings provision).
5. Vacancies: If a member leaves the faculty or otherwise becomes ineligible to serve on this committee, the Faculty Senate elects a new member to complete his/her term. Elections for any such vacancies will occur at the next scheduled Senate meeting.
6. Reporting Procedures for Promotion or Tenure Deliberations:
 - A. It is expected that all members of the Promotion and Tenure Committee, when acting as Body 4, maintain strict confidentiality in all matters relating to actions taken and materials reviewed as part of their duties on this committee.

This confidentiality includes, but is not limited to:

 - a. the names of applicants
 - b. contents of applications
 - c. contents of the recommendations of Bodies 2 and 3,
 - d. summaries of the committee's deliberations except as outlined in section B.
 - B. In order to maintain confidentiality, the Promotion and Tenure committee when acting as Body 4, is exempt from reporting to Faculty Senate under committee reporting rules. The committee may report summary data so long as confidentiality is preserved, and will report when their responsibilities as Body 4 have been completed.
 - C. The conclusions of Body 4 are confidential. One copy of the signed summary of Body 4 for each applicant is permanently kept in a secure location at the direction of the Chief Academic Officer. Body 4 is otherwise prohibited from writing minutes of their deliberations.
 - D. The Promotion and Tenure Committee insures specific standards for each school's promotion and tenure are annually disseminated to members of Faculty Senate.

Section 3
Ad Hoc Committees

- A. Ad Hoc committees shall be established by the Faculty Senate for specific purposes whenever deemed necessary or advisable.
- B. In unusual situations the Faculty Senate Executive Committee may appoint committees that must be approved at the next meeting of the Faculty Senate.

Section 4
Committee Reporting Procedure

- A. Committee chairpersons shall ordinarily submit a written report describing their activities for distribution on the website by the Secretary at least one week in advance on committee work at each Faculty Senate meeting. Committee chairpersons may also request time to present an oral report.
- B. One week prior to the final Faculty Senate meeting of the academic year, the chairpersons of each standing and ad hoc committee of the Faculty Senate shall forward to the Secretary of the Faculty Senate a brief written report detailing the committee's accomplishments for the year and its suggestions regarding goals for the future. These reports shall be distributed to all Faculty Senate members with the agenda for the final meeting and shall be kept on file by the Secretary.

Section 5
Involvement on Board Committees

If a standing or ad hoc Senate committee corresponds to a Board committee with Faculty representation, the chair of the Senate committee shall be the nominee to the Board committee. The alternate member would be a member of the respective standing or ad hoc Senate committee.

Otherwise, a member of the faculty and an alternate shall be elected at the next to the last meeting of the Faculty Senate in the Spring Semester, to serve a two-year term to the Board committee.

Section 6
Committee Vacancies

With the exceptions of a vacancy in the Office of President or Vice President of Senate (article IV section 5), or Promotion and Tenure, when a vacancy in an unexpired elected Faculty Senate committee position occurs, the Faculty Senate Executive Committee will appoint a replacement to complete the term.

**Article VII – Elections
(By Laws)**

Section 1

Elections shall be by written ballot. On each ballot the voter shall choose as many names as there are vacancies. Nominees with the highest number of votes shall be elected, provided that a quorum is present. When there are only as many candidates as available seats, election may be by voice vote.

**Article VIII – Quorum
(By Laws)**

Section 1

A quorum for a properly publicized meeting of the Faculty Senate shall be those voting members present. A properly publicized meeting shall be any meeting of the Faculty Senate where notice is given by email at least seven calendar days in advance.

Section 2

A quorum for a meeting of the Executive Committee shall be a simple majority of the members of the Executive Committee.

Article IX - Ratification of Amendment

Section 1

These Bylaws shall become effective when ratified by a two-thirds majority vote of the total membership of the Faculty Senate.

Section 2

Any Faculty Senate member may propose an amendment to the bylaws. A proposed amendment shall be presented to the Personnel Committee for their consideration. Faculty members must be presented with a proposed amendment in written form one week prior to the meeting at which it will be discussed and presented for a vote of the membership. A minimum two-thirds majority of the votes cast shall be required for approval of the amendment.

Section 3

The total membership shall vote by ballot. Absentee ballots are permitted.

Article X - Suspension of By-Laws

Section 1

The Faculty Senate, by a simple majority vote, shall be able to suspend procedural rules on the taking of any action that interferes with the business at hand.

Note: Refer to Robert's Rules of Order regarding rules that cannot be suspended.

University Committees Under the Purview Of The Chief Academic Officer

Chief Academic Officer defined: That person designated by the President of the University as being responsible for all academic issues. This responsibility is assigned to the Chief Academic Officer.

Institutional Review Board (IRB for protecting human subjects, animal subjects, and use of hazardous materials).

1. Function

The function of the IRB is to ensure that the University will abide by all rules and regulations governing IRB compliance.

2. Membership

A. Composition—the IRB shall consist of a minimum of six members from diverse academic and research backgrounds to promote complete and adequate review of research activities.

- 1) A faculty member from each school with professional competence necessary to review research activities, as appointed by the Executive Committee of the Faculty Senate.
- 2) One member whose primary concerns are in nonscientific areas (i.e., clergy, ethicist, lawyer, artist), as appointed by the President.
- 3) One member who is not otherwise affiliated with the University and who is not a part of the immediate family of a person affiliated with the University, as appointed by the President.
- 4) The IRB shall include both male and female members.
- 5) The IRB shall include members representing a variety of professions.
- 6) The IRB shall include sufficiently diverse members' backgrounds, including consideration to race and culture and sensitivity to community attitudes.
- 7) When research is reviewed involving vulnerable subjects (i.e., prisoners, institutionalized mentally ill, children), the IRB shall include one or more alternate individuals who have as a concern the welfare of these subjects, as appointed by the Chairperson.
- 8) Overlapping appointments (#1-4) are permissible.

B. Term of Office

- 1) Term of office shall be for a staggered three years, with eligibility for renewal of one extra term.

C. Officers

- 1) Chairperson, as elected annually by the committee.
- 2) Vice Chairperson, elected annually by the committee.
- 3) Secretary, elected by the committee.

3. Meeting Times: As called by the chairperson.

Social Justice Committee

1. Function:

- A. To enrich curriculum and non-curricular activities of the University with cross-cultural experiences.
- B. To expand the multi-cultural connection in the surrounding community.
- C. To promote an appreciation of ecological and social justice among men and women of various racial, cultural, and economic groups.
- D. To plan inter-group programs to embody human and cultural diversity among members of the campus as well as the local community.
- E. To act as an interdisciplinary resource base to facilitate multi-cultural classroom learning.
- F. To assist the University's Affirmative Action Officer in an advisory capacity in order to effectively implement the University's affirmative action and nondiscrimination policies.
- G. To assist University planning with regard to multi-cultural and ecological issues.
- H. To serve as an advisory body to schools of the University regarding social justice/human relations issues.

2. Membership

- A. Composition
 - 1) At least one faculty member from each school, elected by the school.
 - 2) One faculty member from the library, elected by the library
 - 3) At least three students appointed by the Student Senate. Representatives from other student clubs and organizations are welcome to participate.
 - 4) Campus minister, ex officio.
 - 5) Dean of Student Services or designee, as consultant, ex officio, with vote.
 - 6) Director of Human Resources, ex officio, without vote.
 - 7) At least one staff member appointed by the Staff Advisory Committee.
 - 8) Any faculty, staff or student who desires to participate, with vote.
- B. Term of Office shall be for two years, with eligibility for unlimited renewal.
- C. Officers
 - 1) Chairperson, elected annually by the membership.
 - 2) Secretary, elected annually by the membership.

3. Meeting Times: Monthly, or as called by the chairperson.

Academic Council

1. Function:

- A. To provide the leadership to support the learning for all students and faculty at Marian University.
- B. To facilitate the flow of information from the Academic Affairs Office to the deans of academic units, and from deans of schools to Academic Affairs.

- C. To share information concerning functions and activities generated within the various schools.
- D. To assist in the administration of academic programs.
- E. To serve as a forum for common academic divisional concerns.
- F. To assist in the development of policies, strategies and systems designed to achieve academic goals and objectives of the University.

2. Membership

- A. Composition
 - 1) Chief Academic Officer
 - 2) Dean of Professional Adult and Career Education
 - 3) Dean of Graduate Studies
 - 4) Deans of Schools
 - 5) Director of Libraries
- B. Term of office shall be ex officio, with vote, for all members.
- C. Officers
 - 1) Chief Academic Officer serves as chairperson.
 - 2) Administrative Assistant of Academic Affairs will record minutes.

3. Meeting Times: As called by the chairperson.

Honors and Awards Committee

1. Function:

- A. To promote scholarship at Marian University through the recognition of excellence as appropriate.
- B. To review and recommend policies to the President and the Board of Trustees for granting honorary degrees and other institutional awards.
- C. To recommend recipients for honorary degree and other institutional awards to the President and the Board of Trustees.
- D. To recommend program(s) for recognition of honor students, both traditional and nontraditional.
- E. To support the activities of DELTA EPSILON SIGMA and assist its faculty advisor in his/her efforts.
- F. To identify and recommend speakers for the December and May commencement ceremonies.

2. Membership

- A. Composition:
 - 1) Three faculty members, elected at large by the Faculty Senate with staggered terms.
 - 2) Faculty advisor of Delta Epsilon Sigma, ex officio.
 - 3) Two student representatives as appointed by Delta Epsilon Sigma.
- B. Term of Office shall be for three years for faculty and two years for students with eligibility for ___unlimited renewal.
- C. Officers

- 1) Chairperson, elected annually by the committee.
- 2) Secretary, elected annually by the committee.

3. Meeting Times: As needed, or as called by the chairperson.

Academic Appeals Committee

1. Function

- A. To convene an academic review board that will decide appeal cases concerning student admission, probation, dismissal, and readmission according to established university policy.
To hear and judge the written grievances of students in cases of grade appeal and/or academic dishonesty, according to established university policy, and send recommendations to the Chief Academic Officer.
- B. To establish procedures to expedite the activities of the committee.
- C. To maintain confidential repository records of student appeals within the Academic Affairs Office.

2. Membership

- A. Composition
 - 1) Dean of the respective school or designee for undergraduate programs, or the Dean of Graduate Studies or designee for graduate programs, ex officio without vote. In cases where the dean is directly involved in the appeal, a dean from another school will serve.
 - 2) One student member, appointed on a case-by-case basis.
 - 3) Three faculty members appointed on a case-by-case basis.
 - 4) No member may serve on this Committee who is currently under academic or disciplinary sanction, or who has been under academic or disciplinary sanction in the year prior to the year of service.
 - 5) In cases considering an appeal of academic dismissal, a student member will not be included on the committee.
- B. Term of office: Faculty members shall be appointed on a case-by-case basis by the Chief Academic Officer. Student members vary - see above.
- C. Officers
 - 1) Chairperson: The respective school dean.
 - 2) Secretary: As appointed by the chairperson.

3. Meeting Times: As called by the chairperson.

Graduate Council

The Graduate Council is responsible for determining policy and establishing standards, criteria, regulations, and procedures for graduate study in accordance with the policies of Marian University.

1. Function:

- A. To establish vision and goals for graduate education that reflect quality and high standards.
- B. To explore and recommend the development of new graduate programs, courses, and workshops in conjunction with schools.
- C. To review and approve new and revised graduate courses, programs, and workshops, as well as any changes in curricular requirements of existing graduate programs at the university.
- D. To review and recommend standards for admission, readmission, probation, and dismissal in consultation with schools.
- E. To review and recommend degree requirements for each graduate program in consultation with schools.
- F. To review and recommend transfer of credit policy at the graduate level.
- G. To establish other general graduate policies as needed.
- H. To establish standards for approving faculty for graduate courses and programs.
- I. To recommend candidates for master's and terminal degrees.
- J. To conduct periodic program reviews, including library, academic support services, and other resources, and make recommendations for discontinuance of graduate programs.
- K. To provide oversight of assessment of student learning at the graduate level.

2. Membership

A. Composition

- 1) Dean of Graduate Studies, or designee.
- 2) Three faculty members from the School of Education.
- 3) Two faculty members from the School of Nursing.
- 4) One faculty member from each of the remaining schools.
- 5) Dean of Professional Adult and Career Education
- 6) Director of Libraries, ex officio, without vote.
- 7) Registrar, ex officio, without vote.
- 8) One at-large faculty member appointed by the Dean of Graduate Studies.
- 9) One graduate student appointed by the Dean of Graduate Studies.

The Graduate Council membership will be reviewed annually. Faculty who hold temporary appointment to the graduate faculty are not eligible to serve as a member of the Graduate Council. Graduate faculty are members of the university's schools who have been recognized and approved as qualified to teach courses carrying graduate credit, to serve on examining committees who have advanced degrees, and to advise graduate students and direct their research.

- A. Term of office: Each member will serve a two-year term and will be eligible for reappointment not less than two years after expiration of the first term. The terms of the council shall be staggered in order to maintain continuity. The graduate student will serve a one-year term and may be reappointed each year.
- B. Officers
 - 1) Chairperson, Dean of Graduate Studies

3. Meeting Times: The Graduate Council will meet three times a year with additional meetings to be called by the chair as needed.

Organizational Chart

See Appendix A in this document (page 115).

Procedures for Amending the Faculty Handbook

- A. Any member of any committee of the Faculty Senate has the right to propose an amendment to the Faculty Handbook (if the proposal is an amendment to the Faculty Senate by-laws Article IX section 2 will govern the procedure), directing this information to the Personnel Committee, a standing committee of the Faculty Senate. The written proposal shall include:
 - 1. Text changes and/or additions, along with current expressions in whole or part.
 - 2. Rationale for proposed changes.
- B. Upon receipt of a revision proposal, the Personnel Committee shall consider the document and may accept, alter, amend, or reject the proposal. The proposal is then transmitted to the proposer and the Faculty Senate. The proposer may request that the original proposal also be transmitted to the Faculty Senate.
- C. A revision proposal that has been rejected by the Personnel Committee may be brought directly to the Faculty Senate through petition to the President of the Faculty Senate. Such a petition must be submitted in writing and be signed by at least eight voting members of Faculty Senate representing at least three different academic schools (one of which may be the library).
- D. The Faculty Senate shall accept, alter, amend, or reject the revisions by two-thirds vote of the members present, or may return the proposal to the Personnel Committee for further work or modification.
- E. The Faculty Senate retains the right to call for written ballot of the total membership when considering Faculty Handbook changes under the purview of the faculty, then requiring a two-thirds majority vote of the total membership.
- F. All changes and amendments passed by the Faculty Senate will be sent to the Chief Academic Officer for review and comments before the faculty submits them to the President of the University.
- G. The President of the University may also accept, reject, amend, or rescind the proposal in respect to the proposed changes.
- H. Should the President of the University disagree with the action of the faculty, the President and the Faculty Senate Executive Committee shall meet to discuss the next steps, which may include further study, modification, and/or resubmission of the proposal to the two bodies within the time frame for modification of the Faculty Handbook revisions for the next academic year.
- I. Any proposed change not adopted by both the President of the University and the faculty on or before the April 15 deadline shall be considered rejected for that year.

- J. The President of the University holds the right to refer specific proposals or policy changes submitted by faculty to the Board of Trustees for consideration.
- K. Proposals approved by the President of the University shall be considered final, unless the proposal also necessitates changes in the Faculty Constitution. Constitutional changes require approval by the Board of Trustees.

Faculty Employment Policies and Procedures

Definition of Faculty

The faculty comprises all persons having appointment for the instruction of students. The faculty of Marian University will consist of four distinct groups: full-time faculty, part-time pro-rata faculty, part-time per course faculty and special appointment faculty.

Specific contract types (see below) and other specific contractual rights and responsibilities will accrue to each specific group as defined in this Faculty Handbook in appropriate sections of Part II. In particular, part-time per course faculty and special assignment faculty have limited rights and responsibilities; these are fully defined in this Section and in the Sections on Evaluation and Separation.

Full-time Faculty

A full-time faculty member has full-time teaching duties, as specified below, or teaching and other duties as indicated in the individual contract (e.g., research, academic administration, counseling, etc.) equivalent to a full-time teaching load. A full time faculty member also fulfills the duties and responsibilities of a faculty member and holds academic rank as defined below. They may be employed on continuous, probationary, or term contracts.

Part-Time Pro-rata Faculty

Part-time pro-rata faculty are faculty members who are ranked as defined below and who are given an appointment equivalent to half-time or more, but less than that of a full-time faculty member. They are usually employed on term contracts; however, in extraordinary circumstances, they may be employed on probationary or continuous contracts and may be granted promotion at the discretion of the University.

Part-time pro-rata faculty have rights to benefits for which they are eligible as provided in the Faculty Handbook. They are full voting members of the Faculty Senate and have, on a pro-rata basis, responsibilities for advising, service on university committees and all other responsibilities of full-time faculty members as detailed in the Faculty Handbook.

Adjunct Faculty

A part-time per course faculty member is a part-time employee of Marian University who has been assigned one of the following faculty titles: Lecturer; Senior Lecturer; or Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Professor, or Adjunct Instructor.

Adjunct faculty:

- a. Have less than a half-time teaching load
- b. Have no other faculty duties and responsibilities, except those listed below and in Faculty Duties and Responsibilities below
- c. Meet or exceed the criteria of the appropriate temporary academic titles
- d. Are selected in the manner set forth below in Recruitment, Appointment,

- Orientation sections below
- e. Always receive a Term Contract
 - f. Receive no fringe benefits, or tuition remissions
 - g. Do not accrue time toward tenure, promotion, or sabbatical leave.

Part-time per course faculty are expected to be available at least 1 1/2 hours per week for each course taught to advise students regarding their course work.

Special Appointment Faculty

Special Appointment Faculty are faculty who are assigned as a replacement for faculty on leave for a semester or year; or, for curricular needs at the time of appointment, with approval from the Chief Academic Officer. Special Appointment Faculty are ranked as below and are given an appointment equivalent to half-time or more. They are employed on term contracts and have rights to benefits for which they are eligible as provided in the Faculty Handbook. They are full voting members of the Faculty Senate and have responsibilities for advising, service on committees and all other rights and responsibilities of faculty members as detailed in the Faculty Handbook.

Professor Emeriti

The rank of Professor Emeritus may be awarded to Associate Professors or full Professors who have limited or ceded their responsibilities as a ranked faculty member in good standing (which includes retirement and/or illness), after ten or more years of distinguished service to Marian University. Professor Emeritus may be awarded by the Board of Trustees following nomination by the faculty of the academic school (or library) in which the nominee was assigned. The Faculty Senate will be given the opportunity to endorse the nomination. Following Faculty Senate action, a representative of the school will present the nomination and the result of Faculty Senate action to the Chief Academic Officer who will present it to the President of the University, who will take it to the Board of Trustees for their consideration.

The rank of Professor Emeritus carries with it no compensation. However, Professors Emeriti may, upon request of a chairperson or dean of an academic school (or library), and subject to the approval of the Chief Academic Officer, be offered a part-time term or adjunct contract to teach or discharge other duties. In this instance supplementary benefits, if any, will be established by the Chief Academic in consultation with the chairperson or dean of the school (or library).

Status and Privileges of Emeriti Faculty Members

Marian University promotes cordial professional ties with its emeriti faculty. The University extends the following to Professor Emeriti:

- a. Access to Marian University's e-mail and internet services.
- b. Facilities for emeritus faculty to meet as a group.
- c. Where space is available, emeritus faculty may be provided with office space.
- d. Emeriti faculty may obtain a Faculty Identification Card through the Office of Student Services. Emeriti faculty are provided, subject to current policies,

- restrictions and fees applicable to full-time faculty, access to Marian University's recreational and athletic facilities, library, bookstore, campus parking permits, and its artistic, athletic, social and educational events.
- e. Emeriti faculty may take any course(s) at the University tuition free. Further, if a spouse and/or dependent pursues a degree program under the tuition remission plan specified in the Faculty Handbook in force at the time a ranked faculty member retires, benefits will continue until the spouse and/or dependent complete(s) their degree program(s).
 - f. At the time of emeriti appointments, the Chief Academic Officer will notify appropriate offices of the appointment. Officers of the University are responsible for providing emeriti faculty with invitations to University events and placement on mailing lists for the distribution of information. Emeriti faculty are listed in the Academic Bulletin, and the Office of the Chief Academic Officer is responsible for keeping the emeriti list up-to-date.
 - g. Academic schools and the library welcome the participation of emeriti faculty. Emeriti faculty vote at school (or library) meetings and Faculty Senate if they hold part-time pro-rata status defined in the Faculty Handbook.
 - h. Emeriti faculty may participate in University graduation and commencement exercises in academic dress if they so wish.
 - i. Emeriti faculty may be invited to participate in mentoring new faculty.

Visiting Appointments

All visiting appointments are for a limited period of time with no intent of on-going employment. Visiting appointments are reserved for faculty members of other institutions, professors emeritus, and persons distinguished in their fields.

Musicians/Artists/Writers/Scholars-in-Residence

Marian University may appoint to the Faculty distinguished musicians, artists, writers, poets, and scholars to the status of musician/artist/writer/scholar in-residence. Such appointments will be full-time or part-time depending on the needs of the university. The appointments are term contracts. The appointment of an artist/writer/scholar in-residence does not prejudice the academic personnel rights of any other faculty member in respect of the contractual policies of this Handbook.

Replacement Faculty

The University may appoint a replacement faculty member on a full-time or pro-rata part-time basis to fulfill the contractual responsibilities of a regular full-time or pro-rata part-time faculty member who is incapacitated and unable to fulfill his/her teaching duties. Service on such contracts does not count for tenure, promotion or sabbatical leave unless such service is recognized by the Chief Academic Officer at the time of offering a replacement contract.

Librarians

Professional Status of Librarians

The library, through its faculty and staff supports, enriches, and extends the educational, research and service functions of Marian University.

The professional librarians employed by Marian University will develop and implement a program that includes:

- a. selection and development of resources
- b. organization and governance of resources
- c. interpretation and use of resources
- d. program administration and management
- e. education, research and publication

Marian University librarians will be accorded the privileges and responsibilities of full-time or part-time pro-rata faculty members as described in this Faculty Handbook.

Criteria for Appointment and Rank of Librarians

A librarian is a full-time employee of Marian University who has been appointed to one of the following academic ranks: Instructor, Assistant Professor, Associate Professor or Professor.

- a. Librarians must hold a graduate degree from an accredited library school.
- b. A candidate holding a master level degree without prior experience relating to the library assignment for which he/she is being employed will be appointed to the rank of Instructor.

Candidates with prior experience and holding a master level degree or candidates without prior experience holding a doctorate degree may be considered for the rank of Assistant Professor or higher.

A candidate appointed to the rank of Associate Professor or Professor must display previous relevant experience and qualifications in addition to meeting the requirements needed for promotion to that level (See promotion policies below).

Definition of Faculty Rank

A ranked faculty member is a full-time or pro-rata part-time employee of Marian University who has been appointed to one of the four academic ranks: Instructor, Assistant Professor, Associate Professor or Professor.

Instructor

Criteria for rank of Instructor are:

- a. Possession of a master's degree from an accredited graduate institution or equivalent experience and professional recognition as determined pursuant to handbook definitions of faculty (see above)
- b. either proven or presumptive potential to obtain an appropriate earned doctoral degree or the terminal degree recognized by Marian University
- c. either proven or presumptive scholarship in his/her subject matter field and competence in instruction.

Assistant Professor

Criteria for the rank of Assistant Professor are:

- a. Possession of an appropriate earned master's or academic degree from an accredited graduate institution (e.g., C.P.A. and master's degree, M.B.A. or M.F.A.), or accomplishments that are considered equivalent (e.g., recognized performance in the creative arts or in the business or medical community) as determined pursuant to handbook definitions of faculty (see above).
- b. Minimum of four years of teaching experience on a university level or its equivalent except for those who possess an earned doctorate degree.
- c. either proven or presumptive potential for satisfactorily fulfilling the duties and responsibilities of a faculty member
- d. either proven or presumptive scholarship in his/her subject matter field and competence in instruction.

Associate Professor

Criteria for the rank of Associate Professor are:

- a. Possession of an appropriate earned master's degree or an appropriate professional degree, from an accredited graduate institution or experience and professional recognition as determined pursuant to handbook definitions of faculty (see above)
- b. a minimum of seven years of full-time ranked teaching in a regionally accredited college or university (or its equivalent), or seven years of related experience at Marian University
- c. evidence of sustained, note-worthy teaching effectiveness
- d. evidence of noteworthy research, scholarship, creative or professional activities and/or community service.

Professor

Criteria for the rank of Professor are:

- a. possession of extraordinary ability in teaching, scholarship and service to Marian University
- b. possession of an appropriate earned terminal degree from an accredited graduate institution or an appropriate professional degree from such an institution, or widely acclaimed accomplishment in the field
- c. a minimum of twelve years of full-time ranked teaching in a regionally accredited college or university (or its equivalent), or a minimum of eleven years of full-time teaching at the rank of Associate Professor.

Definition of Faculty Titles for Part-time Per Course Faculty

Part-time per course faculty members are assigned one of the following faculty titles: Lecturer; Senior Lecturer; or Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor. These positions do not lead to or count toward tenure, or lead to promotion to the regular academic ranks.

Lecturer

Lecturers are part-time per course teaching faculty who are selected by the chairperson or dean of the academic school in consultation with the Chief Academic. Lecturers are hired to teach specific courses on a term contract basis.

Selection of lecturers should be consistent with the academic standards of the University. A person assigned this title should possess an appropriate earned master's degree or terminal degree from an accredited institution. The person must meet additional criteria as well, which include proven or presumptive scholarship in the appropriate subject matter field (competence in an artistic or professional field may be substituted for this component).

Senior Lecturer

This title may be assigned to a part-time per course teaching faculty member in recognition of distinguished teaching service to Marian, its students and its faculty over a period of at least five years. Assignment of this title is made by the President upon the recommendation of the Chief Academic Officer.

Adjunct

A faculty member who teaches on a part-time per course basis for Marian University.

Types of Contracts and Contract Definition Policies

Term Contracts

Term contracts at Marian University are issued to part-time per course and special appointment faculty members, and are limited to the term of employment outlined in the contract. Term contracts are not tenure track and do not confer upon a faculty member an authorization to continued employment after the term specified in the contract expires.

Term contracts may be used with full-time and part-time pro-rata faculty members in the following circumstances: all summer session contracts; for replacement of faculty on leave for a semester or year; or, for curricular needs at the time of appointment, with approval from the Chief Academic Officer. Term contracts may be counted towards tenure after consultation with the chairperson or dean of the academic school and Chief Academic Officer.

Probationary Notice Contracts

Probationary Notice (Tenure track) contracts at Marian University are issued to faculty members who have achieved the rank of Instructor or higher, and are working toward tenure continuous status. Such faculty are entitled to the same notices of non-reappointment as faculty on tenure continuous contracts (see below).

During the probationary period, an instructor should have the academic freedom that all other university members of the faculty have.

Tenure Continuous Contracts

Tenure contract rights at Marian University are given to full-time or part-time pro-rata faculty members who have been appointed to one of the following ranks: Assistant Professor, Associate Professor, or Professor, and who have attained tenured status as provided for in this Handbook. Faculty members employed under tenure continuous contract are entitled to annual contract renewal and will be subject to the terms and conditions of employment that exist at the time of each annual renewal by Marian University, unless separated pursuant to the provisions of termination found in this Handbook.

Locus of Appointments

All faculty appointments to probationary notice or tenure continuous contracts have as the locus of their appointment the academic division of Marian University that is stated in their annual contract. If a faculty member is appointed to two academic divisions, one division will be designated the primary locus of appointment by the Chief Academic Officer.

Issuance and Receipt of Contract

All ranked faculty contracts for any academic year must be issued on or before April 1, and be returned on or before April 15, or the first working day thereafter. If the contract offer is not accepted, or a special arrangement made with the Chief Academic Officer

on or before April 15, or the first working day thereafter, the offer will automatically expire.

All term contracts are issued on an individual basis as the necessity arises.

Recruitment

Position Approval

All positions must be budgeted and approved for hiring prior to recruitment and appointment. Such approval must be obtained from the appropriate Vice President for budgeted continuing positions and from the President of the University for newly established positions.

Position Description

All positions must have an approved description on file in the Human Resources Office prior to recruitment and appointment. Such description should contain all job-related criteria necessary for successful performance of the duties and responsibilities of the position. The Human Resources Office has forms for such reporting.

Recruitment

All plans for position recruitment must be reviewed in advance by the Affirmative Action Officer (AAO) of the university. Recruitment must be conducted in compliance with the equal opportunity and affirmative action commitments of the university. Employees and agents of the university are prohibited from violating applicable federal, state or local non-discrimination laws in conducting recruitment activities on behalf of the university. The Human Resources Office will provide any information or clarification of such policies.

Interview and Examination

When openings exist, qualified persons interested in employment are invited to apply and appropriate interviews are conducted. References are checked and, if appropriate, validated work skills tests are administered. In addition, an employment physical examination at may be required of any prospective employee as appropriate to the position. Employment is dependent on a clear background check and final approval of the appropriate Vice President.

Nepotism

It will be deemed to be a conflict of interest for an employee to serve in a supervisory capacity over a relative or dependent. A "relative" will be deemed to be any person within the first degree of consanguinity and "dependent" will be as defined by the Section 152 of the Internal Revenue Code available in the Human Resources Office.

Appointment

Contracts for employment of faculty may only be extended in writing and must be approved in advance by the President. No written contract for employment is valid and binding on the University unless and until signed by the President and/or duly authorized by the Chief Academic Officer. No oral commitments or representations will be binding on the University. Any special conditions of employment contrary to provisions of this Handbook must be specified in writing in the contract.

Appointment Forms

All faculty teaching appointments will be documented on forms approved by the University.

Orientation

Deans will appoint an appropriate faculty mentor for each new faculty person. The faculty mentor will orient the new faculty member to the policies, regulations and procedures of the University, and the teaching duties and responsibilities of the faculty person's position. Each new faculty member will be provided a copy of his/her position description, the Faculty Handbook. It is the obligation of the new faculty person to seek clarification of any policies, procedures or responsibilities that he/she does not understand.

Immigration Status Policy

In accordance with the immigration laws of the United States, all employees hired by the University after November 6, 1986, must present documentation establishing both their identity and employment eligibility within three days of hire. The following documentation, if authentic, will be sufficient to establish both identity and employment eligibility for an individual:

- (i) United States passport (unexpired or expired)
- (ii) Certificate of United States citizenship (Form N-560 or N561)
- (iii) Certificate of Naturalization (Form N-550 or N-570)
- (iv) Unexpired foreign passport, with I-551 stamp or attached Form I-94 indicating unexpired employment authorization
- (v) Permanent Resident Card or Alien Registration Receipt Card with photograph (Form I-151 or I-551)
- (vi) Unexpired Temporary Resident Card (Form I-688)
- (vii) Unexpired Employment Authorization Card (Form I-688A)
- (viii) Unexpired Reentry Permit (Form I-327)
- (ix) Unexpired Refugee Travel Document (Form I-571)
- (x) Unexpired Employment Authorization Document issued by the DHS, which contains a photograph (Form I-688B)

The following documentation, if authentic, will be sufficient to establish identity:

- (i) Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color and address
- (ii) ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address
- (iii) School ID card with a photograph
- (iv) Voter's registration card
- (v) United States military card or draft record
- (vi) Military dependent's ID card
- (vii) U.S. Coast Guard Merchant Mariner Card
- (viii) Native American tribal document
- (ix) Driver's license issued by a Canadian government authority

For persons under age 18 who are unable to present a document listed above:

- (x) School record or report card
- (xi) Clinic, doctor, or hospital record
- (xii) Day-care or nursery school record

The following documentation, if authentic, will be sufficient to establish employment eligibility:

- (i) United States social security card issued by the Social Security Administration (other than a card stating it is not valid for employment)
- (ii) Certification of Birth Abroad issued by the Department of State (Form FS-545 or Form DS-1350)
- (iii) Original or certified copy of a birth certificate issued by a state, county municipal authority or outlying possession of the United States bearing an official seal
- (iv) Native American tribal document
- (v) United States Citizen ID Card (Form I-197)
- (vi) ID Card for use of Resident Citizen in the United States (Form I-179)
- (vii) Unexpired employment authorization document issued by the DHS (other than those listed under those that establish both identity and employment eligibility)

In addition, each employee must sign an attestation of a form authorized by the U.S. Government, that they are a citizen or national of the United States, an alien lawfully admitted for permanent residence, or an alien who is authorized under federal law or by the U.S. Attorney general to be hired, recruited, or referred for employment by the University.

Any employee failing to provide proper documentation as specified above, upon request, will be ineligible for hire or continued employment. Such failure will be just cause for discharge of any employee, regardless of contract rights.

Faculty Personnel and Employment Records

Because appointment as a ranked faculty member may lead to a continuing relationship with Marian University, it is essential that there be adequate and detailed documentation to support every action involving each individual, especially those actions pertaining to appointment, promotion, tenure, layoff and dismissal.

Official Personnel File

Basic documents to be found in each faculty member's file in the Chief Academic Officer's office:

- a. Letter of application (original)
- b. Appointment and acceptance letters (original)
- c. Personal data (race, sex, date of birth, marital status, etc.)
- d. Hiring transaction documents (payroll notices, etc.)
- e. Performance reviews and evaluations
- f. Payroll change documents (salary increases or changes, changes in status)
- g. Current official transcripts with an updated resume'
- h. Human rights compliance forms (employee requisitions, search activities)
- i. Salary and fringe benefit data

This file is available on a need to know basis only to the Board of Trustees; Legal Counsel; the Chief Academic Officer; chairperson or dean of the school in which the faculty member holds appointment; chair of the Promotion and Tenure Committee; the Human Resources Office; the individual faculty member; or others specifically designated by the signature of the President of the University.

The faculty member may, for the cost of duplications, obtain copies of any non-confidential matters in the official personnel file. Any such copies will be made by a member of the Chief Academic Officer's staff.

A review of faculty personnel files is governed by Sec. 103.12 of the Wisconsin Statutes. A member of the faculty can look at his/her own file, or can designate a representative to look at his/her file.

Further, Marian University may permit access to and copying from such files pursuant to lawful requests and identification of federal or state agencies relevant to investigations, hearings, or other proceedings pending before such agencies or the courts. Personnel files for ranked, per course and special appointment faculty will be maintained by the Chief Academic Officer. A separate file for each of these faculty will contain:

- a. A copy of the faculty member's term contracts;
- b. Personal data (race, sex, date of birth, marital status, etc.)

- c. Performance reviews and evaluations
- d. Current official transcripts and an updated resume
- e. Any additional information the faculty member wishes to place in the file pertaining to professional background or accomplishments

Access to such files is defined above.

Employee Records

The Human Resources Office maintains personnel files on each employee. These files contain documentation of the employment relationship with the University. An employee may review the contents of his/her personnel file upon written request to the Human Resources Office.

The contents of an employee's record are confidential. The University's response to directory information, employment and wage verification will be limited to requests in writing with the employee's written consent.

If an employee needs to change his/her name, address, telephone number, marital status, dependent information, or beneficiary designation, the employee should notify the Human Resources Office. These changes may affect withholding tax, insurance status or any number of items. Such changes should be reported promptly so the University can assist the employee with any needed paperwork.

Promotion and Tenure

In keeping with the institutional mission and vision of Marian University, the primary purpose of the promotion and tenure process is to strengthen the academic quality of Marian University as a learning community and to assure scholarly integrity and academic inquiry. When a faculty member is hired, the institution is also making a commitment to provide the guidance and support that is needed to help each faculty member realize his/her full professional potential. In addition, individual faculty members acknowledge personal responsibility for their continued professional development. The goal of this process is a complete and objective evaluation of the candidate's demonstrated competence in teaching, scholarship, and service.

Tenure

The granting of tenure to a faculty member is one of the most important decisions made in an educational institution. In granting tenure, the University offers to employ the faculty member for the balance of his/her professional life unless cause for termination exists as defined under the section called Separation in the faculty handbook. Tenure entails, therefore, a major commitment to the individual by the institution. Such a commitment is made by the University only after thorough evaluation. Therefore, tenure is never automatic.

To attain tenure, faculty members must show, sustained progress in teaching throughout their first four years on tenure track, and achieve excellence in teaching by no later than the end of the fifth year on tenure track. In addition, gaining tenure requires faculty members to show growth in the area of scholarship and participation in service.

Promotion

At Marian University, promotion is recognition of professional maturation. As faculty advance in rank, there is the expectation that they will exhibit greater degrees of leadership among students, colleagues, and the profession.

Promotion from Instructor to Assistant Professor indicates minimally that the faculty member has established a record of excellence in teaching, and is beginning to develop a record of excellence in service or scholarship.

Promotion from Assistant Professor to Associate Professor indicates that the faculty member has established and maintained a record of excellence in teaching and is developing an established record of excellence in scholarship and service.

Promotion from Associate Professor to Professor indicates that the faculty member has established a record of excellence in teaching, as well as excellence in either scholarship or service, with a record of commendable performance in the other. Promotion to Professor also requires the possession of an earned terminal degree.

Standards

The standards laid out below are common for all faculty at Marian University. Individual schools or programs may require additional outcomes or allow for other forms of evidence as indicated below. However, those additions must be reviewed and accepted by the Promotion and Tenure Committee, and receive the consent of Faculty Senate. Such changes in the criteria must be posted and available to faculty at least one year before the annual review using the new criteria takes place so that the faculty members will have a chance to incorporate changes.

Teaching (Previously Professional Competence in Teaching, and Professional Development)

First, and foremost, members of the faculty of Marian University should be excellent teachers. Excellent teachers continually strive to master their disciplines; exhibit enthusiastic commitment to sharing knowledge; and engage in a collaborative life-long process of seeking truth and appropriating knowledge and values.

Through annual goal setting all faculty members have the opportunity to focus on the continued professional development of their teaching. Because excellent teaching is of great importance to the success of our students at Marian University, faculty at all ranks are expected to meet the standards of excellent teaching.

Standards of Excellent Teaching:

- Continues to develop content area expertise and use that expertise to improve student learning through attending classes, seminars, conferences, and other learning experiences.
- Uses evaluative feedback to improve teaching
- Updates course content to reflect the most current thinking in the discipline
- Updates and revise approaches to instruction and assessment to improve student learning
- Be able to assess strengths and weaknesses in teaching and devise strategies for utilizing strengths and remedying weaknesses
- Uses outcome assessments to make decisions about coursework

Scholarship (Previously Scholarship/Creative Work & Professional Contributions)

Because Marian is primarily a teaching institution for purposes of Promotion and Tenure, the term scholarship is broadly interpreted. Scholarship will be interpreted not only using traditional criteria but will also take into account variations among academic disciplines, faculty contracts, and specific considerations of individual schools. Scholarship and teaching are intertwined.

Scholarship includes (but is not limited to): research; increase in content knowledge; acquisition of knowledge relating appropriate teaching methodology; and sharing knowledge within discipline specific groups, organizations and publications.

Since Lecturers Instructors and Assistant Professors are expected to make teaching their primary pursuit, somewhat "limited" or "basic" scholarship is all that is expected.

For Associate and Full Professors, increased scholarship is expected. Evidence of scholarship is required of all faculty in their annual reviews. The following provides ways for faculty to demonstrate development of scholarship.

Standards of Scholarship:

- Continues to develop content area expertise through classes, seminars, conferences and other learning experiences in the discipline
- Sharing professional knowledge through presentations, publication, public showing of scholarly pursuits in art or music, etc.
- Conducting research to add to the knowledge base of the discipline
- Supporting and/or extending the scholarship/research of students (senior research projects, master's thesis, doctoral dissertation)

Service (Previously Service & Professional Contributions)

Service to the University by all faculty is essential to accomplishing its mission and vision. Faculty work together to accomplish the mission and vision of the University through a variety of activities including participation in operational concerns of the institution, at the program, school, and university-wide levels, and the wider Marian community.

“Service” as used in this section, are activities exceeding the contractual obligations expected of all faculty (such as attendance at academic meetings, faculty senate meetings, faculty in-service, convocation, state-of-the-University, etc.). Service also extends beyond the institution to the broader community with involvement and leadership in organizations related to one's discipline or field of expertise. For Associate and Full Professors, increased “Service” including leadership in significant service activities is expected. Evidence of service is required of all faculty in their annual reviews. The following provides ways for faculty to demonstrate service.

Standards of Service:

- Participating in and/or leading the development of new procedures, policies or documents for program, school, the institution, or professional organizations
- Participating in and/or leading school or institution committees
- Participating in or leading assessment-driven program review and/or accreditation initiatives
- Providing consultative services to members of the Marian community and/or members of the broader professional community
- Serving in a leadership position for program, school, or institution
- Participating in and/or leading the planning and development of a conference or major gathering
- Serving in a leadership position for a local, state, or national/international professional organization
- Participating in and/or leading the planning or execution of University special events
- Assisting and/or serving as advisor to student organization or other internal bodies as consultant beyond any contract obligations

Overview of the Promotion and Tenure Process

Body 1

Definition - The applicant – the person seeking tenure or promotion and who creates the portfolio.

Responsibilities - The applicant initiates the processes for both promotion and tenure by submitting a one page application to the office of Academic Affairs. The Faculty Handbook and this supplement contain both application forms.

Deadlines - May 1 – Application for tenure/promotion;
September 1 – Portfolio submission

Applications for promotion and/or tenure are due by May 1. After the application is filled out by the applicant, it is submitted to the Chief Academic Officer. Questions of when an applicant is eligible and/or must apply can be answered by this office.

During this time the applicant for tenure or promotion should also make an appointment with the appropriate dean or designee for the purpose of meeting and creating the final Performance Appraisal Summary to be included in the promotion or tenure document (tenured faculty applying for promotion should do this even though their three-year review may not be scheduled for next year).

The applicant should have seven copies of his/her tenure/promotion portfolio prepared and readied for submission no later than September 1. Applicants for tenure who are unable to meet this deadline should obtain an extension in writing from the Chief Academic Officer.

The Chief Academic Officer will send the applicant's portfolio to the appropriate dean.

Body 2

Definition - The tenured faculty from the applicant's school. This may be the same group which writes the peer reviews.

Responsibilities - They obtain the applicant's tenure portfolio from the dean or designee and produce the primary recommendation based on the applicant's tenure/promotion portfolio and send that recommendation to the dean or designee.

Deadlines - September 25 – Recommendation sent to the dean or designee.

Body 2 must write its recommendation and send that recommendation and all copies of the applicant's portfolio to the dean or designee no later than September 25.

Body 3

Definition - Dean or Designee

Responsibilities - Receives the recommendation of body 2 and appends his/her recommendation.

Deadlines - October 15 – Recommendation sent to the Chief Academic Officer. The dean or designee must submit his/her recommendation, all copies of the applicant's portfolio and the recommendation from Body 2 to the Chief Academic Officer by October 15. The Chief Academic Officer submits the recommendations and copies of the applicant's portfolio to Body 4.

Body 4

Definition - The Promotion and Tenure Committee is a group of tenured faculty, elected University-wide. No member of Body 4 acting on a document may be from the applicant's school. In the case where such a conflict exists, the affected members of the committee must recuse themselves and substitutes will be appointed by the chair of the Promotion and Tenure Committee with consent of the committee.

Responsibilities:

The Promotion and Tenure Committee will:

- Serve as guarantor of essential fairness, insuring Bodies 5, 6, and 7 that all processes from the annual self-evaluation through the recommendations from Body 3 have been conducted according to proscribed procedures found in the Faculty Handbook.
- determine whether the rules have been followed vis a vis the Faculty Handbook
- offer an opinion to bodies five and six on the objectivity of the recommendations from bodies 2 and 3.

The Promotion and Tenure Committee may:

- note any flaws in the recommendations from Body 2 and/or 3 in its own recommendation to Body 5 and notify Body 2 and/or 3 of its concerns as appropriate.
- endorse one or both recommendations from bodies 2 and 3
- offer its own recommendation. Such a recommendation must be accompanied by a written justification of its conclusions.
- comment/highlight inconsistencies and/or unwarranted/unsubstantiated comments, and/or offer any advice explanation it may deem appropriate to body 5.

Deadlines - November 15 – Recommendation sent to Chief Academic Officer
Body 4 must complete its work and send its recommendation and all copies of the applicant's portfolio to the Chief Academic Officer by November 15.

Body 5

Definition - The Chief Academic Officer.

Responsibilities - The Chief Academic Officer receives the documents from bodies 1, 2, 3, and 4 and writes a recommendation for/against promotion/tenure.

Deadlines - December 5 – Recommendation sent to the President

This recommendation must be completed and sent to the President by December 5.

Body 6

Definition - The President of Marian

Responsibilities - He/She receives the documents and recommendations from bodies 1, 2, 3, 4, and 5, and writes a recommendation for/against promotion/tenure and presents the portfolio and accumulated recommendations to the Academic Affairs subcommittee of the Board of Trustees.

Deadlines - February Meeting of the Board of Trustees – Recommendation sent to Board of Trustees. The President must present the materials to the Board of Trustees at the February meeting.

Body 7

Definition - The Board of Trustees.

Responsibilities - The Board receives the recommendations from bodies 1, 2, 3, 4, 5, and 6 and votes regarding the granting of tenure and/or promotion.

Results the Process

- If tenure is granted, the applicant's next contract is a continuing contract.
- If application for tenure is denied then next contract is a one-year contract which is terminal. The Board may issue the rationale for the decision and may allow the applicant to be informed of such reason.
- If application for promotion is accepted then next contract is for the new rank. If application for promotion is denied then a reason for such denial is provided to the President who transmits that reason to the applicant.

Faculty Review Process

To support professional growth throughout one's career, faculty at Marian University continually work to develop themselves as balanced professionals in teaching, scholarship and service, faculty at Marian continually work to develop themselves as balanced professionals in teaching, scholarship and service. Successful professional growth is recognized through the awarding of tenure and/or advancement in rank. To advance in rank, faculty must document their professional growth each year in teaching, scholarship, and service. The Faculty Review Process is designed to be a formative process which fosters this professional growth.

Untenured Full Time Faculty Review Process

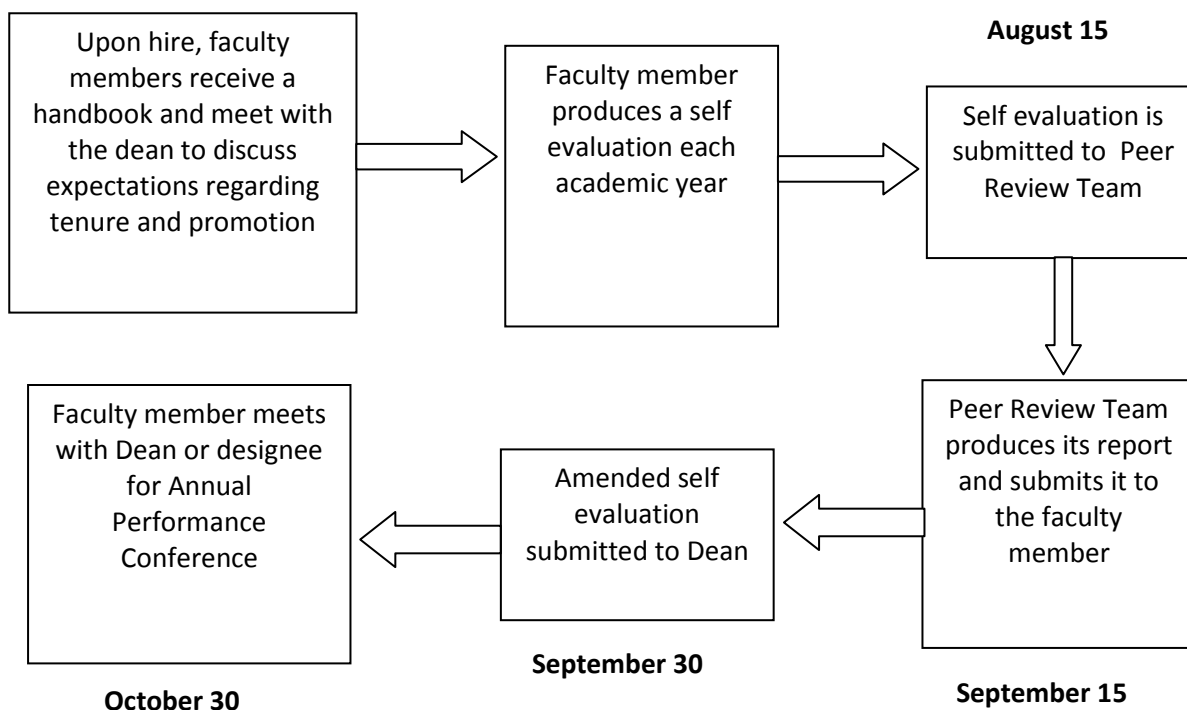
The primary purpose of the Faculty Review Process is to help faculty develop as professionals. This is particularly important for untenured full time faculty. For this reason, the process for tenured and untenured faculty is different.

The Annual Review

The process of documentation of growth and accomplishment begins during a faculty member's first semester on campus and continues until the faculty member's retirement or resignation. It is the dean's obligation to see that new faculty receive guidance regarding the processes of promotion and tenure. The Annual Review process is the first step in preparing for promotion and tenure. At the beginning of each fall semester faculty set goals for the year in teaching, scholarship, and service. Faculty who have completed at least one year at Marian University will evaluate their growth and accomplishments in each area.

Process - The building block for the review of untenured faculty is the Annual Review (AR). The AR consists of three documents: The Annual Self-Evaluation (ASE), The Peer Review, and the Dean or designee's Review. At the end of the process, all three documents are placed together creating the Annual Review. When faculty apply for tenure/promotion, the Annual Reviews will comprise the bulk of the tenure/promotion portfolio. Faculty who start other than at the beginning of an academic year should consult with their Dean or designee for when to submit the first ASE.

Overview Chart



Deadlines – August 15 – Submission of Annual Self-Evaluation to the dean
September 30 – Completion of the Peer Review process
October 30 – Completion of the Dean's Review

Annual Self-Evaluation

In the Annual Self-Evaluation, the faculty member will provide a narrative and documentation which shows development in each of the key areas (Teaching, Scholarship, and Service) as well as an assessment of the balance maintained among the three areas.

Peer Review

After the first annual self-evaluation is submitted, the dean or designee will create a Peer Review Team to assess the annual self-evaluation. The team should be composed of at least two faculty, preferably tenured and from the school. Deans may not serve on annual Peer Review Teams. In the event that the school does not have a sufficient number of faculty to serve on the Peer Review Team, faculty from other schools will be asked to serve. Every effort should be made to keep the composition of the Peer Review Team consistent from year to year throughout the faculty member's probationary period.

The Peer Review team will produce a report which includes the following:

- a. An evaluation of his or her development over the previous year in each criterion.
- b. An assessment of strengths and weaknesses
- c. A set of concrete, measurable goals which will allow strengths to be retained and weaknesses to be improved upon.
- d. An evaluation of progress on the previous year's concrete and measurable goals
- e. A statement on progress made toward tenure or promotion which clearly states whether the faculty member is on track to receive tenure. If the Committee has determined that there are deficiencies, those deficiencies must be clearly stated and remedies must be suggested.

This review is also included in the next Annual Review and, eventually, in the tenure portfolio.

Dean's (or Designee) Review

Once the Peer Review Committee has met and issued its report to the faculty member and to the dean, the dean or designee will do a similar review of the Annual self evaluation and draw up a report which also states whether the faculty member is on track to receive tenure, clearly states any deficiencies that exist and remedies needed. The dean or designee will then set up a meeting with the faculty member to discuss the Peer and Dean's Reviews and remedies for any deficiencies.

If the faculty member believes that the reviews, deficiencies, or remedies are unfair, unwarranted, or unworkable, he or she can write a response to the reviews. This response will be included in the Annual Review.

Annual Performance Conference

The Annual Performance Conference is designed to provide another layer of help in the achievement of professional goals.

The dean or designee will review the amended self evaluation and produce an Annual Performance Report. On or before October 30, the faculty member will meet with the dean or designee to discuss the Annual Performance Report. The two will agree upon any necessary changes to the self-evaluation. The dean or designee will submit a copy of the Annual Performance Report to the faculty member. The faculty member has the option of producing a written response to the Annual Performance Report.

A final amending of the self-evaluation and the written response, if any, will be put on file with the faculty member's personnel file.

Completion of the Annual Review

Upon the completion of the Annual Review Process, the faculty member will create an Annual Review document comprised of the annual self evaluation, peer and dean's reviews, and any response to them.

Tenured Full Time Faculty Review Process

Three Year Review

Tenured faculty submit a document analogous to the Annual review of probationary faculty once every three years and provide materials that reflect the three years under evaluation. Tenured faculty may elect not to include the Academic Review Committee summaries in this three-year review because the faculty member need not request an evaluation of progress toward promotion. In addition, tenured faculty meet with the dean or designee once every three years for a performance appraisal summary.

The Chief Academic Officer will review all deans with faculty status and teaching responsibilities. Deans who do not have teaching responsibilities will be evaluated according to criteria and processes set down by the university administration and found in the Administration Handbook.

The Tenure Portfolio

A majority of the tenure portfolio itself is a compilation of the applicant's annual reviews where the "chapters" in the portfolio are mergers of each of the respective chapters of these documents and the two sets of review documents

Additionally, tenure document includes:

- 1) A signed copy of the one page application for tenure that was submitted by the applicant last spring (i.e. the candidate's eligibility to apply for tenure)
- 2) A copy of the Annual performance appraisal summary done this past spring/summer.
- 3) Computer generated summary sheets from University required student evaluations of all courses taught during the time frame covered by the portfolio.
- 4) Any other evidence/commentary the candidate feels will help in the decision process. Each chapter should contain a narrative generated by the applicant that addresses and highlights the chapter's documentation.

The Promotion Portfolio

The promotion portfolio is constructed using the same general guidelines as the tenure portfolio. Differences are:

- All applicants for promotion must fill out and submit an Application for Promotion (similar to an application for tenure) with the Chief Academic Officer's Office. A copy of the signed, completed form certifying eligibility for promotion must be included in the applicant's portfolio.
- The time span to be detailed in the promotion portfolio is at least equal to the minimum number of years stated in the handbook in order to be eligible for promotion, and these are the years immediately preceding submission of the portfolio. For example, to be eligible for promotion to Associate Professor an Assistant Professor must ordinarily serve at least five years at the rank of Assistant. The Promotion portfolio must cover at least the last five years of service at this rank.
- Unless applying for promotion simultaneous with tenure, the Academic Peer Reviews are not included in the promotion portfolio.

Additional Portfolio Documents

- A copy of the performance appraisal summary done this past spring/summer. All applicants for promotion (whether tenured or not) have an appraisal written during the summer preceding the academic year they submit their portfolio. This is done even if it is not at the end of a “three-year cycle” for a tenured faculty member.
- Any other evidence/commentary the candidate feels will help in the decision process. As for the tenure document, a promotion document should contain a narrative generated by the applicant that addresses and highlights each chapter’s documentation.

Promotion Before, Without or After Tenure

Full time faculty, including non-tenure track faculty, are eligible for promotion, based on the same criteria which applies to tenured and probationary (tenure-track) faculty. Faculty who are non-tenure-track should be aware of this opportunity and are urged to construct their annual reviews with the objective of considering applying for promotion when they feel they have met the criteria for a given rank as contained in the handbook.

Promotion simultaneous with Tenure

If applying for Promotion simultaneously with tenure, the tenure portfolio constructed as above should automatically contain all the information required for consideration for promotion. Note that in such case an Eligibility for Promotion application must also be submitted during the spring prior to application (along with the application for tenure), and a copy of the signed eligibility for promotion also included in the Tenure and Promotion document.

Eligibility for Tenure and Promotion

Tenure

Only full-time faculty members with the rank of Assistant Professor and above who have completed the required probationary period as specified in the contract are eligible for tenure.

Determining Years of Service at Marian University Before Eligibility for Tenure When No Credit Is Granted for Prior Experience

A faculty member who has either had no prior experience or has received no credit for prior experience at the time of his/her initial appointment must complete five years of full-time service at Marian University to be eligible to apply for tenure and must apply for tenure during the sixth year of full-time service at Marian University.

Determining Years of Service at Marian University Before Eligibility for Tenure When Credit Is Granted for Prior Experience

The minimum probationary period of five years may vary when a faculty member is given credit for prior experience at the time his/her initial contract is awarded. Two types of previous experience contribute to the determination of the years of credit awarded:

- 1) When the faculty member has never been tenured (at another institution): A faculty member who has not been tenured at another institution may be granted credit for one year or two years of prior experience. If such a faculty member is granted credit for one year of prior experience, that person must apply for tenure during the fifth year of full-time service at Marian University. If such a faculty member is granted credit for two years of prior experience, that person must apply for tenure during the fourth year of full-time service at Marian University.

- 2) When the faculty member has been tenured (at another institution). A faculty member who has been granted tenure at another institution may be given up to three years of credit toward tenure. A faculty member who has been granted three years of credit for prior teaching must apply for tenure in the third year of full-time service at Marian University. A faculty member who has been granted two years of credit toward tenure must apply for tenure in the fourth year of full-time service at Marian University. A faculty member who has been granted one year of credit toward tenure must apply for tenure in the fifth year of full-time service at Marian University.

Years granted toward tenure are determined by the Chief Academic Officer and are stated in the initial contract.

Annual contracts of all faculty will state the number of years which will be credited toward tenure at the end of that academic year.

The following table is provided to clarify when tenure must be applied for:

Experience credited toward tenure	Faculty must apply in this year of service at Marian
0	6 th Year
1	5 th Year
2	4 th Year
3	3 rd Year

Credit toward Tenure for Part-time Service

A faculty member who has taught part-time at Marian University may, upon appointment to a full-time tenure track position, request that his/her part-time work be considered on a pro-rata basis by the Chief Academic Officer in determining the number of years of full-time service required before eligibility for tenure.

Probationary Period

The usual probationary period shall not exceed seven years of full-time service unless the faculty member, the Chief Academic Officer, and the President mutually agree in writing to extend the probationary period for a time not to exceed two additional years. Such an extension allows the faculty member more time to qualify for tenure.

Tenure on Hiring

Faculty with outstanding credentials may be granted tenure at the time of hiring. Such a granting of tenure on hiring requires affirmative recommendations by the appropriate academic unit (Body 2), the Promotion and Tenure Committee (Body 4), the Chief Academic Officer, and the President, to the Board of Trustees.

There are inherent difficulties when attempting to grant tenure on hiring, especially when hiring is done in competitive fields and/or during the late spring/early summer. Due consideration must be given to the candidate who may find it difficult to secure reviews of scholarly work and/or teaching evaluations from their former institution. Nevertheless all evidence required for making a tenure decision outlined in the Guidebook for Tenure and Promotion, excepting the Annual Performance Appraisal Summary, must accompany such an application.

In the case where reviews of scholarly work cannot be obtained, the school review committee (Body 2) must provide, as part of its recommendation, its best judgment on quality of the scholarly work of the applicant. Body 2 may consult with outside resources if they deem it necessary in attempt to form their best, most objective opinion, on the significance and quality of the candidate's scholarly work.

The tenure on hiring document must address and include evidence concerning teaching. Though this document may not be as inclusive on this point as one provided for the usual promotion/ tenure application, it must, on this aspect, be commensurate, if not superlative to a "traditional" application.

While the university should make every reasonable effort to notify members of the academic review committee (Body 2) and Promotion and Tenure committee (Body 4) of the need to review a tenure on hiring application, and provide a reasonable timeline for review of the document, the university must also recognize that it may be impossible for the entire committee(s) to meet outside of the traditional academic year, and should develop a plan to allow for the greatest possible member review of the document and input on the decision, when “full” attendance of these committees is impossible.

Promotion

Eligibility for Promotion in Rank: Eligibility is based on the level of scholastic attainment as indicated by degrees or graduate credits earned and the number of years of experience. The eligibility requirements for each rank are listed below. Part-time pro-rata faculty may request that their service be counted on a pro-rata basis. Their request may be granted at the discretion of the Chief Academic Officer.

Instructor to Assistant Professor

- a. Possession of an appropriate earned master's degree or an appropriate terminal professional or academic degree from an accredited graduate institution, (e.g., C.P.A. and master's degree, M.B.A. or M.F.A.), or accomplishments that are considered equivalent (e.g., recognized performance in the creative arts or in the business or medical community) as defined by the Marian University Faculty Handbook's definition of Rank.
- b. A minimum of four years of experience at the rank of Instructor completed at Marian University prior to application for promotion.
- c. Meets or shows sustained progress toward meeting the standards of Teaching:
 1. Teaching
 2. Scholarship
 3. Service

Assistant to Associate Professor

- a. Possession of an appropriate earned master's degree or an appropriate terminal professional or academic degree from an accredited graduate institution, (e.g., C.P.A. and master's degree, M.B.A. or M.F.A.), or accomplishments that are considered equivalent (e.g., recognized performance in the creative arts or in the business or medical community) as defined by the Marian University Faculty Handbook's definition of Rank.
- b. A minimum of five years of experience at the rank of Assistant Professor completed at Marian University prior to application for promotion.
- c. Meets or shows sustained progress toward meeting the standards of Teaching and one of the following:
 1. Scholarship
 2. Service

Associate to Professor

- a. A doctorate or its equivalent. The equivalent of a doctorate will be determined by a Committee consisting of the Chief Academic Officer, the chairperson or dean of the school, and a tenured Associate or full Professor appointed by the Faculty Senate President. The Associate or full Professor may not be from the

applicant's Academic school (or the library). The Committee will evaluate the applicant in light of his/her professional accomplishments in research, writing, and creative activity. The decision will be based on a majority vote of the three Committee members. The equivalent of a doctorate will be decided prior to the action of Bodies 2 and 3 upon the application.

- b. A minimum of six years of experience at the rank of Associate Professor completed at Marian University prior to application for promotion
- c. Meets or shows sustained progress toward meeting the standards of all three of the following:
 - 1. Teaching
 - 2. Scholarship
 - 3. Service

Denial of Tenure or Promotion

Tenure

Denial of tenure is the decision not to make a long-term commitment to a faculty member after the probationary period. If tenure is denied, the faculty member is given a terminal contract for the following year.

Reasons for Denial of Tenure

Reasons for the denial of tenure will be given at the discretion of the Board of Trustees. Among the sufficient reasons for denying tenure are the following:

- a. Incompetent or mediocre performance
- b. Unwillingness to share in academically related responsibilities of faculty; e.g., committee work, advisement, etc.
- c. Incompatibility with the institution's Mission Statement.
- d. Unprofessional or unethical behavior
- e. Failure or refusal to observe institutional policies, rules, and regulations
- f. Lack of required or preferred degree(s), credentials, or expertise to meet institutional needs
- g. Financial exigency or emergency
- h. Tenure density

Appeal of Tenure Decision

An appeal of a tenure decision is permitted where there is an alleged violation of academic freedom as defined in the Faculty Handbook, alleged violation of the tenure process as outlined above, or alleged violation of civil rights (i.e., racial, sexual, or other discrimination). The burden of proof rests upon the denied applicant(s). To appeal the tenure decision, faculty will use the procedures found in the Grievance Policy.

Disposing of Application Materials

After the completion of the tenure process, the Chief Academic Officer retains one set of the application materials and returns all other copies to faculty member. The one set is placed in the faculty member's personnel file in the office of the Chief Academic Officer.

Promotion

An appeal of a promotion decision is permitted where there is an alleged violation of academic freedom as defined in the Faculty Handbook, alleged violation of the promotion process as outlined above, or alleged violation of civil rights (i.e., racial, sexual, or other discrimination). The burden of proof rests upon the denied applicant(s). To appeal the tenure decision, faculty will use the procedures found in the Grievance Policy.

Disposing of Application Materials

After the completion of the promotion process, the Chief Academic Officer returns all but one set of application materials to the faculty member. One set is retained in the Academic Affairs archives for two years, after which it is destroyed.

Termination

At time Marian University or individual faculty members may find it necessary to sever their contractual relationship. To protect the interests of both parties, categories of termination are here defined, and the policies and procedures related to each are set forth.

Resignation

Resignation is a severance action by which a faculty member voluntarily seeks to be released from a contract with the University. Because of hardship often caused by untimely resignation, it is requested that all faculty members provide the earliest possible written notice of a request to resign. All resignations are subject to approval by the University. Ordinarily, faculty are expected to give notice to the chairperson or dean of their school, and to the Chief Academic Officer not later than thirty days prior to the end of the academic year. It is expected that, except in unusual circumstances, resignation will be effective at the end of the academic term or as determined by mutual agreement between the faculty member, school leader and the Chief Academic Officer.

Retirement

The customary retirement age at Marian University is 65. Marian University has no mandatory retirement age. Any ranked faculty member at Marian University who is eligible to retire, and who will be retired or pensioned, is deemed to have been terminated from service to the University in good standing.

Non-Reappointment

Legitimate reasons for non-reappointment of a probationary faculty member may include, but are not limited to, the following:

- a. cancellation of or change in a program as defined in Major Changes in Curricular Requirements (see below);
- b. declining enrollment;
- c. need for reduction in staff;
- d. incongruence between the teaching interests of the faculty member and the educational goals of the University;
- e. unfavorable reviews of the faculty member's major appointment responsibilities of teaching and/or advising and as evaluated according to the procedures and and/or advising and as evaluated according to the procedures of the Evaluation of the Faculty and Tenure and Promotion
- f. inadequate performance of the faculty member's other appointment responsibilities as illustrated in Faculty Duties and Responsibilities; and as evaluated according to the procedures of the appropriate to the procedures of the Evaluation of the Faculty and Tenure and Promotion.

In order to facilitate relocation, the University will give faculty members serving under probationary contracts advance notice of the University's intent not to reappoint them for a subsequent academic term for a subsequent academic term in accordance with the notice provisions of Notice of Non-Reappointment

The decision not to reappoint a probationary faculty member is made at the sole discretion of the President, except that any such decision may not be unlawfully discriminatory or unreasonable. The President will act following completion of the evaluation process by the Promotion and Tenure Committee or after receiving the recommendation of the Chief Academic Officer who will have consulted with the appropriate academic division chairperson or dean. If the faculty member is the chairperson or dean of the school, the recommendation of the Chief Academic Officer will suffice. In cases where faculty members believe that their non-reappointment has been unlawfully discriminatory, or unreasonable, they may commence a grievance in accordance with procedures established in the Grievance Policies and Procedures of this Handbook. The review of the Grievance Committee will be limited to determining whether the non-reappointment was motivated solely by unlawful discrimination or whether there was a reasonable basis for the decision.

Notice of Non-Reappointment

Notice of non-reappointment must be given in writing by the following dates:

- A. On or before March 1 of the first academic year of service, if the initial appointment is not to be renewed, or at least ninety calendar days prior to the expiration of an initial, one academic year appointment, if it expires during an academic year;
- B. on or before December 15 of the second academic year of service if the appointment is not to be renewed, or at least one-hundred-eighty calendar days prior to the expiration of the appointment if it expires during the academic year; or
- C. At least one year before non-reappointment if the faculty member is in at least the third year of an academic probationary appointment. Since a notice of non-reappointment is not a dismissal for cause, it is not necessary for the University to set forth its reasons. The probationary faculty member may wish to know the reasons for non-reappointment and, upon written request, to have the reasons given in writing. If the faculty member wishes to know the reasons for non-reappointment, the request should be made to the Chief Academic Officer within 15 working days of the notice.

Prolonged Mental or Physical Illness

If a tenured faculty member is unable to perform all or a substantial part of his/her duties for a period of more than six months because of ill health or similar causes, he/she does not lose tenure, but may request an indefinite leave of absence without pay following the regular procedures found in the Leaves section below until such time as he/she will be able to resume teaching duties.

A faculty member will present medical evidence of his/her state of health to the Chief Academic Officer. The decision to terminate will be reached only after there has been appropriate consultation and the faculty member or his/her representative has been informed of the basis for the proposed action, and has been afforded an opportunity to present his/her position and to respond to the evidence. If the faculty member so

requests, the evidence will be reviewed by the Promotion and Tenure Committee before a final decision is made by the Board of Trustees upon the recommendation of the President.

In the event that a non-tenured faculty member will be unable to perform all or substantial part of his/her duties for a period in excess of six months because of ill health despite reasonable accommodation, the University may terminate the appointment at the end of a contract period. Termination of a probationary term, or special appointment contract for medical reasons before the end of the period of appointment, will be based upon medical evidence that a faculty member is or will be unable to perform the terms, conditions, and normal duties of the appointment because of ill health despite reasonable accommodation.

A faculty member will present medical evidence of his/her state of health to the Chief Academic Officer. The decision to terminate will be reached only after there has been appropriate consultation and after the faculty member or his/her representative has been informed, in writing, of the basis for the proposed action and the reasons for it. The faculty member or his/her representative may request that the situation be reviewed by the Personnel Committee before final action is taken by the President. The University will, in each case, work with the Personnel Committee before final action is taken by the President. The University will, in each case, work within the disability program to ease the burden of any such medical termination as far as is contractually possible.

Layoff Before Expiration of Current Contract

Layoff is a severance action by which the University terminates the services of a ranked faculty member before the expiration of his/her current contract, without prejudice as to his/her performance. Faculty so laid off will have preference in rehiring according to the General Procedures Regarding Layoff.

Reasons for layoff are:

- a. major changes in curricular requirements, academic programs or
- b. schools
- c. program change in whole or part
- d. enrollment emergency
- e. financial exigency

Major Changes in Curricular Requirements, Academic Programs or Schools

Termination of a faculty member may occur as a result of a major change, including discontinuation of a curricular requirement, an academic program, or school in whole or in part. Decisions about such major changes are made by the President after receiving recommendations from the Chief Academic Officer and the Curriculum and Educational Standards Committee. Individual layoff decisions resulting from curricular changes will follow the "general procedures" and "order of layoff" described in the sections dealing with General and Specific Procedures Regarding Layoff. Faculty laid off under a curricular change will receive notice according to the schedule found in the Notice of Non-Reappointment section of this document or at least one year's notice if on a

continuous contract. The University will normally end such programs and the faculty member's relationship with the University at the completion of the faculty member's contract. Faculty terminated under this Section have the same rights as those under Enrollment Emergency or Financial Exigency as delineated in this document.

Enrollment Emergency

Enrollment emergency is defined as either a sudden or unplanned progressive decline in student enrollment, the detrimental financial effects of which are too great or too rapid to be offset by normal procedures outlined in the Handbook. The number of FTE students is calculated by the Registrar's Office and is used in determining an enrollment emergency. The President, after consultation with the Faculty Senate Executive Committee and the Academic Affairs Committee of the Board of Trustees, will make the policy declaration of a state of enrollment emergency to the University.

Financial Exigency

Financial Exigency is a rare and serious institutional crisis that is defined as the critical, urgent need of the University to reorder its current fund monetary expenditures in such a way as to remedy and relieve its inability to meet projected annual monetary expenditures with sufficient revenue. The Board of Trustees, upon recommendation of the President, who will have consulted with the Faculty Senate Executive Committee, decides (a) if a financial crisis meets the criteria, and (b) whether a financial exigency should be declared. The Faculty Senate participates in the decision that financial exigency exists through its representatives on the Planning & Budget Council that advises the President. Subsequently, the faculty will be represented in administrative processes relating to program reorganization, or the curtailment or termination of instructional programs because of financial exigency through the Curriculum and Educational Standards Committee and the Promotion and Tenure Committee. Faculty will not however, necessarily be represented in individual personnel decisions; the President and the Board of Trustees will have final authority in all matters related to financial exigency.

General Procedures Regarding Layoff

After a state of enrollment emergency or financial exigency has been declared, the Chief Academic Officer, in consultation with the Curriculum and Educational Standards Committee, will recommend action to the President. The President will then recommend action to the Board of Trustees for their approval. Such action may be to eliminate some schools or programs in whole or in part, or to distribute layoffs throughout the faculty so as to prevent the elimination of any program or school.

- A. If a ranked faculty member is to be laid off for reasons described in Layoff Before Expiration of Current Contract, no replacement for his/her position will be hired within a period of three years unless the terminated faculty member has been offered reappointment under conditions comparable to those held at the time of layoff, and has been given ninety days after written notice of the offer of reappointment within which to accept, in writing, the reappointment.

- B. It will be the duty of a laid off faculty member to keep the University's Human Resources office informed of his/her current address for the purpose of this Section, and notice sent to the address by the University will be presumed received if sent by certified mail, postage prepaid

Specific Procedures Regarding Layoff

After the school or academic program to be affected has been determined, the decision to lay off a particular faculty member will be according to the following guidelines:

1. Layoff of specific faculty will be recommended by the Chief Academic Officer in consultation with the Curriculum and Educational Standards Committee. The Chief Academic Officer recommends to the President, who makes the final decision.
2. In the case of financial exigency where short notices and effective action are necessary, the following procedures may be followed:
 - a. The Curriculum and Educational Standards Committee and the Chief Academic Officer may advise the President to hold all contracts until May 31, and serve notice to non-tenured faculty on non-renewal of contracts, pending a final decision on the seriousness of the financial exigency;
 - b. All tenured faculty will receive one year's notice from the date of officially receiving the decision of the Board of Trustees. Non-tenured or term faculty will complete the academic term in progress on the date of the decision by the Board of Trustees;
 - c. Teaching positions in the University if there are openings for which they are qualified;
 - d. The University will attempt to assist displaced tenured faculty to find employment in industry, government, or in other educational institutions.

Order of Layoff Within a School or Academic Department

The decision of a layoff of a faculty member in a particular department will be according to the procedures outlined below:

- A. Prior to involuntary dismissals, the following voluntary measure should be considered:
 - 1) If a school must get by with one less person, it should consider retaining all faculty, but on a reduced salary and workload. Such a program will not be implemented without the consent of all affected academic division members;
 - 2) The possibility of voluntary early or phased retirements should be investigated.
- B. Involuntary Programs
 - 1) All administrative ranked faculty should first be laid off within the program or school involved, except as necessary to avoid serious distortion of program integrity;
 - 2) Term contract faculty should next be terminated within the program or school involved, except as necessary to avoid serious distortion of program integrity;

- a. In making a recommendation about the termination of the appointment of a probationary faculty member, program integrity and seniority will be considered;
- 3) In making a recommendation about the termination of the appointment of a tenured faculty member, program integrity, rank, and seniority will be considered;
 - b. The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result. The recommendation of extraordinary circumstance to the President will be made by the Chief Academic Officer in consultation with the chairperson or dean of the school, the Curriculum and Educational Standards Committee, and the Promotion and Tenure
- C. Committee;
 - a. The Chief Academic Officer will provide the appropriate committees and interested parties with appropriate documentation supporting program integrity as well as rank, degrees, and seniority.

Dismissal for Cause

- a. Dismissal for Cause is a severance action by which Marian University terminates its contract with the faculty member for cause. Any teaching contract is subject to action under this Section. Dismissal for Cause must be directly and substantially related to the fitness of a faculty member to continue his/her professional capacity as a professor.
- b. Dismissal will not be used to restrain a faculty member's academic freedom.
- c. Dismissal proceedings may be instituted on the following grounds:
 - 1. Professional incompetence;
 - 2. Continued neglect of academic duties in spite of oral and written warnings;
 - 3. Serious personal misconduct;
 - 4. Deliberate and serious violation of the rights and freedom of fellow faculty members, administrators, or students;
 - 5. Conviction of a crime directly related to the faculty member's fitness to practice his/her profession;
 - 6. Serious failure to follow the professional ethics of one's discipline;
 - 7. Falsification of credentials and experience;
 - 8. Failure to follow standards of the institution in respect to guidelines within this Handbook after written warnings.

The Promotion and Tenure Committee will serve in an advisory capacity to the President on such matters. The President makes the decision. In every instance, dismissal procedures will include the following steps:

- a. Written notice to the faculty member from the Chief Academic Officer that a recommendation for dismissal for cause will be made to the President. This notice will contain a written statement of the grounds upon which recommendation is to

- be made, and a brief summary of information supporting such grounds; made, and a brief summary of information supporting such grounds;
- b. A reasonable opportunity for the faculty member to meet with the Chief Academic Officer to present his/her defense to the dismissal recommendation before a decision is made;
 - c. A reasonable opportunity for the faculty member to meet with the President to present his/her defense to the dismissal recommendation if it is accepted by the President.

In any case involving dismissal for cause, the burden of proof that just cause exists will be on the University, which proof will be by clear and convincing evidence in the record considered as a whole.

The decision of the President may be the basis of a grievance before the Grievance Review Committee, which will review the case and make a recommendation to the President in accordance with procedures established in the Grievance Policies and Procedures of this Handbook.

Action Short of Dismissal

1. Depending on the circumstances, the President may elect to impose a disciplinary action short of dismissal, for causes listed in Dismissal for Cause, such as suspension for a period of time without pay and/or withdrawal of faculty privilege. In unusual circumstances, the President may take disciplinary and/or withdrawal of faculty privilege without previous citation or warning.
2. Suspension may also be the temporary separation of a faculty member from the University when it is determined by the President that there is a strong likelihood that the faculty member's continued presence at the University poses an immediate threat of harm to the University, or to individual members of the University community. Such suspension will be with pay and will last only so long as the threat of harm continues or until dismissal for cause occurs.
3. In view of the past merits of the faculty member, final action by the President may take a milder form of temporary suspension rather than outright dismissal. Such suspension may not last beyond a full year, but may entail the total or partial discontinuance of all salaries and benefits, the suspension of all promotion and salary increments, and the temporary suspension or withdrawal of all faculty privileges.
4. The Promotion and Tenure Committee will serve in an advisory capacity to the President on such matters and will be called upon to review cases where the faculty member questions the decision. The President's decision after such a review will be final.

Progressive Discipline of Faculty Members

1. Discharge for cause should, in normal circumstances, be preceded by a written admonition by the appropriate administrative officer describing the alleged problem and warning that the faculty member's contract status is in jeopardy. The warning must also stipulate a period of time within which correction of the alleged problem is expected. If the faculty member does not contest the allegation and fulfills his/her duties, the matter is settled. If the faculty member fails to correct the negligence, dismissal procedures or a lesser sanction may be applied.
2. Actions resulting in Action Short of Dismissal and Progressive Discipline of Faculty Members are grievable through the procedures found in the Grievance Policies and Procedures of this Handbook.

Policy on Exit Procedures

When an employee terminates employment from the University, regardless of the reason, the chairperson or dean of the school or supervisor should inform the Human Resources Office of the termination immediately. A Termination of Employment Form will be sent to the chairperson or dean of the school, or supervisor requesting the following information:

- 1) Employee's written termination notice,
- 2) Employee's name,
- 3) School/department,
- 4) Date terminated (last day of actual work),
- 5) Reason for termination (explain),
- 6) All other significant facts related to the termination,
- 7) Would you re-hire?,
- 8) Signature and date of the chairperson or Dean of the school, or supervisor.

The employee is responsible for returning all University property and equipment no later than the final day of work. If an employee fails to return University property, equipment, or keys assigned to them, the employee will be responsible for any costs associated with replacing equipment or providing for necessary security. The chairperson or Dean of the school, or supervisor should feel obligated in seeing that the following checklist is completed:

1. All keys returned,
2. books and equipment purchased by the department or academic division or loaned from the Cardinal Meyer Library returned or paid for,
3. Any other outstanding debts owed to the University paid,
4. University ID card, parking permit, credit card and telephone calling card returned,
5. Employee Handbook returned,
6. Arrangements to clear their desk or office,
7. Time Off Report Form for final month of employment,

8. All student grades registered with the Registrar and the necessary provisions made for awarding grades that may be incomplete with the Vice President for Academic Affairs and the chairperson or Dean of the school
9. Leave a forwarding address.

The completed Termination of Employment Form should be returned to the Human Resources Office before the final paycheck is released.

Grievance Policy

Intent

The University recognizes and endorses the importance of academic due process and of addressing grievances properly without fear of prejudice or reprisal. Accordingly, the university community encourages the informal and prompt settlement of grievances, and the orderly processes which are explained below.

All grievance procedures, whether they be formal or informal, will be declared suspended when a governmental agency with jurisdiction over the university (e.g. filing of legal documents, EEOC, DPI, etc.) becomes involved, unless there is evidence that such a hearing would facilitate resolution of the complaint. Furthermore, any such complaint that has been filed and resolved by a governmental agency, as noted above, cannot then be presented as a grievance.

Definition

An allegation by a fulltime, part-time or adjunct faculty member, or a group of faculty members that there has been a claimed breach, misinterpretation, misapplication of university policy or procedure as set forth in the Faculty Handbook; or a claimed infringement of the rights of a faculty member, as set forth in the Faculty Handbook or other university publications, which is related to such concerns as compensation, appointment or reappointment, tenure, promotion, dismissal, suspension, or policies regarding interpersonal relations.

Statement on Informal Resolution of Problems

The university encourages the resolution of issues or disputes through informal means and discussion in keeping with the collegial atmosphere of academia and the core values of Marian University. It is the hope of Marian University that faculty who feel they have a grievance against another faculty member, administrator, or staff member can find a satisfactory resolution to their grievance through open direct communication among the affected parties. When such options cannot be used, or if the grievant prefers, the Marian University Faculty Senate offers trained faculty to act as advisors to help informally mediate the situation or assist the faculty member through the formal grievance process. The use of a faculty advisor is voluntary, and the advisor is required to treat these consultations and any materials generated, as confidential.

Informal Resolution Procedure: Advisor Program

The Advisor

Each spring the Executive Committee of Faculty Senate will initiate a request for interested faculty to volunteer to become trained Advisors. Training will include but not be limited to mediation, and conflict resolution. The names of faculty subsequently completing the training, and who then so desire, will be listed as Advisors. The list will be published annually in a method deemed appropriate by the Executive Committee and this list will also appear on the official university list of committee assignments. Advisors who wish to continue for additional years must, as a condition of continuing in this role, receive training on an annual basis. At the end of each academic year, each advisor will report to the Chair of the Grievance Committee the number of contacts made under this policy during the Academic year. No other information will be collected from advisors.

Availability

Any fulltime, part-time, part-time-pro-rata, or adjunct faculty member may make use of the services of an advisor. Both the grievant and the respondent may request the services of an advisor. Such faculty members are free to select the advisor they believe may best serve their needs. If at any time the faculty selected as advisor must recuse themselves, the grievant may select another advisor with no loss of rights under this program.

Relation to the Formal Grievance Process

Faculty members who attempt to seek the redress of a grievance through the use of an advisor retain the full rights to file a formal grievance and may elect to begin the formal grievance process at any time. (See current Grievance process section 2.16). Filing a formal grievance with the Grievance Committee ends the informal mediation process.

Process

The informal mediation process begins when the grievant selects and meets with an advisor. At the first meeting the advisor will describe the informal mediation process and gather information from the grievant regarding

- 1) the nature of the conflict
- 2) the person(s) against whom the grievance is directed
- 3) a description of the condition(s) giving rise to the dispute
- 4) the remedy being sought
- 5) any prior attempts at obtaining a resolution

For clarity and objectivity it is required that the grievant have responses to these points in writing at the time of this initial meeting.

The advisor will discuss with the grievant whether the conflict is in fact grievable, the prospects of successful resolution, the role of the advisor, and an overview of both the informal process and formal grievance processes.

If the grievant believes an informal process may result in a satisfactory resolution, the advisor will seek to mediate the dispute using any techniques suggested by training or the grievant that may seem to offer a reasonable chance of a mutually acceptable resolution between parties.

Either party in the conflict or advisor may at any time declare the informal mediation process to have failed. Also, if the informal process does not produce a satisfactory result after 30 days, unless extended by mutual consent of the involved parties, the informal process will be declared to have failed. Under either of these circumstances the advisor will so certify in writing to all parties involved in the dispute that informal process has failed. Such failure will be considered without prejudice to either party with respect to the formal grievance process.

If the mediation process produces a satisfactory result, the grievant's advisor will obtain the signatures of both parties on a resolution document detailing the outcome. This signed document will be given to the grievant and the other party. No other copies will be kept.

Regardless of whether the Informal Resolution Procedure has produced a resolution or has failed, at its conclusion, all original documents will be returned. Any documents other than the Resolution Document, which have been created during the process will be destroyed.

Formal Grievance Procedure

In the event that informal resolution is not possible or has failed, the following formal procedures will be utilized.

Grievance Committee

Composition:

- 3 tenured faculty, elected at large by Faculty Senate during Spring election
- Members of the Grievance Committee may not simultaneously serve on the Promotion and Tenure Committee

Term of Office:

- Staggered three year terms with unlimited renewal

Officer:

- Chairperson, selected by the three elected members before the conclusion of the Spring semester

Meeting Times:

- As determined by the chairperson

Duties:

- Solicit and provide training for advisors
- Obtain training for and make available training for completion of the formal grievance process
- Members of the committee are expected to respond and carry out their responsibilities in a timely manner as set forth in this process.
- Annually collect the number of contacts made from advisors and report to Faculty Senate
- Respond to requests for recusal from faculty chosen to sit on the Formal Hearing Teams
- Maintain strict confidentiality regarding all aspects of the proceedings

Grievances begun during Summer term

If a grievance is filed during Summer break the following procedure will be followed. It is expected that grievances will be filed in a timely manner so that it can be concluded prior to the end of the regular academic year. In the extraordinary case, where the grievance cannot wait until the beginning of the next academic year, the Grievance Committee chair or another member of the committee in the chair's absence will begin the grievance process.

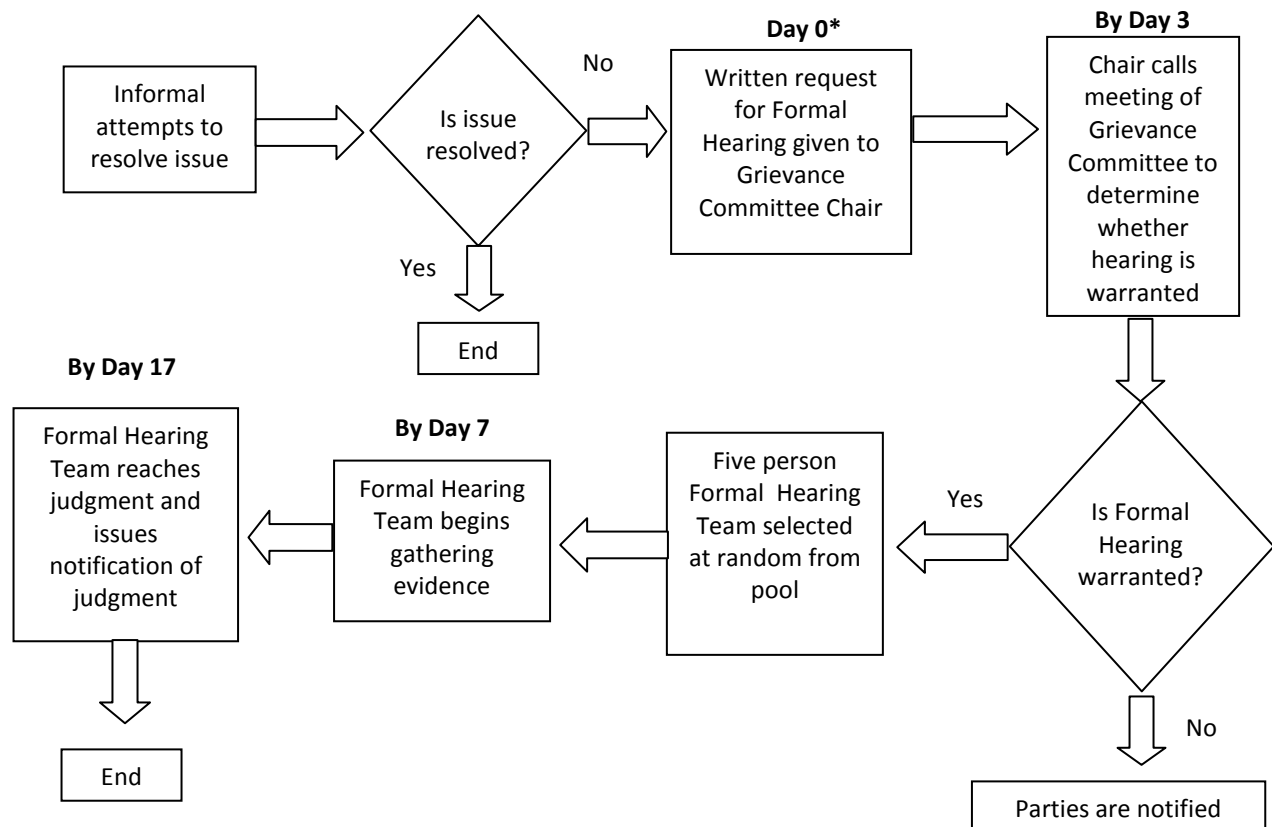
Process

The Grievance Process begins when the grievant submits a request for a Formal Hearing to the Chair of the Grievance Committee.

The request must include:

1. A description of the acts or conditions which gave rise to the issue and the dates upon which the acts or conditions occurred
2. An explanation of the ways in which the acts or conditions constitute unfair treatment or violation of rights or otherwise are injurious to the grievant
3. Evidence to support statements in 1 and 2 above
4. A statement of the relief sought by the grievant

Grievance Process Overview



* The date on which the written request for the Formal Hearing is submitted is considered Day 0 and begins the formal Grievance Process. For the purposes of this entire policy and procedure, a “day” is defined as a day on which traditional classes are held. If the grievance process takes place during the summer, the faculty on the formal hearing teams will be paid an amount equal to one fiftieth of the current undergraduate adjunct 3-credit course salary per day.

All deadlines are relative to that date. For example, the Grievance Committee must meet within 3 days of the submission of the written request for the Formal Hearing and the entire process should not take more than 17 days. The committee may extend the deadline if any of the three parties (grievant, respondent, or the hearing team) provides justifiable or verifiable reasons, or by mutual consent.

5. An account of the informal efforts, if any, undertaken to remedy the issue and if applicable, an explanation of why the grievant considers any such efforts to have been unsuccessful

Within 3 days of submission, the Grievance Committee will meet to determine whether a Formal Hearing is warranted. If a Formal Hearing is not warranted, the Chair of the Grievance Committee will notify the grievant and provide a written explanation for the decision.

If the Formal Hearing is warranted, the Grievance Committee will choose a member of the Grievance Committee to serve as chair of the Formal Hearing Team and preside over the formal hearing. The Committee will then generate a list of tenured faculty arranged in a random order. Any faculty person who served as advisor in the informal process in the case under consideration will be automatically excused. The Chair of the Grievance Committee will begin with the first name on the list and contact faculty members to be on the Formal Hearing Team. Faculty can recuse themselves from serving on the Formal Hearing Team for cause with the consent of the chair of the Grievance Committee.

After four faculty members have been identified, a preliminary meeting will be called by the chair of the Formal Hearing Team to delineate the procedures to be followed throughout the formal hearing.

Within 7 days of the request for a formal hearing, the Formal Hearing Team will begin gathering evidence. Both the grievant and the respondent will be able to meet with the team to offer evidence. At the first meeting, the Formal Hearing Team must clearly explain to the participants the formal grievance procedure.

The Formal Hearing Team may make written requests for documentation from any member of the Marian University faculty, staff, or administration or outside sources. The documentation must be submitted within 3 days of the request.

Within 17 days of the request for a Formal Hearing, the Formal Hearing Team must submit their judgment to the President of the University, the grievant, and the respondent. Judgment is determined by a majority vote of the Formal Hearing Team. If the President of the University is the respondent or has played an integral part in the grievance, the written judgment will be submitted to the President of the Board of Trustees.

Failure to Produce Documentation, Appeal at Meetings, or Adhere to Timelines

It is expected that the grievant produces requested documents in a timely manner, appears at meetings in which his or her presence was specifically requested in writing, and adheres to the timelines included in this policy. Failure to do so without a verifiable or justifiable reason will result and Dean of the Faculty

Inclusion of Representatives of the Administration

In cases in which the respondent is a member of the administration or where the policy or procedure involved in the issue is contained in the university-wide handbook, the administration may place up to two representatives on the Formal Hearing Team with a concomitant reduction of faculty members. The administrative representative(s) should be chosen in a manner similar to that of the faculty representatives and is subject to all of the policies, procedures and timelines set by the Grievance Policy. If the administration fails to appoint representatives by the time the Formal Hearing begins, the Chair of the Grievance Committee will appoint faculty members to ensure that the Formal Hearing Team consists of five members.

Disposition of Materials from the Formal Hearing

Within thirty days after completion of the grievance process, the mediator (advisor) or chair of the committee convened to hear the case will destroy all materials used save only a record of the final disposition. If any appeals or legal action have ensued, the thirty day period will commence at the end of the decision reached by those bodies and the destruction will be overseen by the chair of the Grievance Committee.

Duties and Responsibilities

Faculty responsibilities

Marian University does not wish to impose a rigid body of codified rules upon faculty members. The university does, however, have certain legitimate expectations concerning the conduct of professional academics. The following statements outline in a general way the obligations incumbent on faculty members of Marian University. A faculty member's primary responsibility lies in the area of educating students. However, there is also a responsibility to give continued application of time and talents to improve one's education and teaching, to seek professional achievement in one's discipline, to support a liberal arts education, and to support the mission of Marian University.

Adherence to University Regulations

An organization can operate effectively and consistently only if it has policies and rules to guide it and its members. Each faculty member has a responsibility to know these regulations and to make every reasonable effort to adhere to them. If questions of interpretation arise, clarification should be sought from the chairperson or Dean of the school, the Faculty Senate Executive Committee, or the Chief Academic Officer. The material in this Faculty Handbook represents an attempt to summarize those current regulations pertaining directly to the faculty. Any new or amended policies developed between this edition of Faculty Handbook and its next revision will be approved by the Faculty Senate, Administration and the Board of Trustees. Changes will be disseminated in writing to the University Community.

Principal Occupation

A faculty member is appointed with the expectation that she/he will be principally occupied with the academic growth and development of students during the academic year. Teaching will normally be the primary concern and occupation. Direction of individual learning projects is encouraged, but not to the detriment of the classroom teaching, student advising and governance duties.

Course Offerings and Content

All course offerings should be in accord with the general requirements of Marian University, the needs of the academic division majors, and the needs of the student body. Each instructor is responsible for planning and presenting the assigned course material; establishing course objectives and requirements and making them known to students; selecting and ordering texts and supplemental materials; preparing, administering, and grading papers and examinations; and assigning grades

Absences

Faculty members are expected to meet their classes punctually. If a faculty member is unable to meet a class, notification should be given the dean and the secretary of the academic school. Extended absences of five days or more should be approved by the Dean of the school.

Office hours

Faculty members are required to maintain regular office hours. While the University does not specify the number of hours per week during which a faculty member must be available to students, it expects that the number of hours be adequate with reference to the number of students assigned to the faculty member for academic advising and to the number of students in her/his class(es). The Department Chair or Program Director or Dean of the school and/or the Chief Academic Officer may request a faculty member to increase her/his office hours if a need arises.

Procedure

1. During the first class meetings, faculty members will announce his/her regular office hours.
2. Faculty member will submit a copy of their office hours to the Dean of their school. The dean of the school will prepare and maintain a master list of faculty office hours of faculty within their respective school available for reference.
3. Faculty members are required to inform their students and the dean of their school of any permanent changes in their regular office hours.
4. On occasions that a faculty member is unable to hold office hours, the Dean is to be informed. For anticipated absences, faculty members should post a notice on their office doors. The Dean's office will post notices regarding unanticipated absences.

Student Advising

Since the fundamental objective of Marian University is to assist students to develop their interests in order to reach their full personal and professional potential, the University emphasizes the role of its faculty in the advising of students.

Guidelines for Student Advising

Although there are other offices that provide specialized counseling, such as the Counseling and Career Center and Campus Ministry to which the student may be directed for professional and personal assistance, the faculty member has a special and unique mentorship role that may take these forms:

- a. Advising of the student with regard to the student's work in classes taught by the faculty member;
- b. Serving as program advisor in the student's major area to assist the student in setting academic goals, and to help insure that University and school requirements are met and understood by the student, and that electives are planned to coincide with the student's personal and career objectives;
- c. Recognizing when the student needs professional assistance with problems of a personal nature or resulting from academic skill deficiencies and directing the student to the appropriate office or person from whom such assistance is available.

The faculty member is not authorized to make representations or commitments on behalf of the University that are contrary to or not supported by authorized University policies, regulations or procedures.

Governance

Faculty members share responsibility for the governance of the University and are expected to regularly attend academic school (or library) and Faculty Senate meetings. Faculty should be available to serve on school and University committees.

Service to the University Community

Faculty are encouraged to participate in on-campus community service including summer registration of freshman students, involvement in University testing programs, and emergency teaching or proctoring duties. Faculty are required to take part in major academic events such as commencement and University convocations.

Academic Cooperation

While members of the faculty have a primary responsibility to their own department, they are also members of the larger collegial community and should, therefore, make a sincere effort to work cooperatively with members of other academic divisions.

Use of Copyrighted Material

Faculty are responsible for knowing and observing the laws concerning the use of copyrighted material. Section 107 of the Federal Copyright law Revision of 1978 provides that "fair use" of a copyrighted work, including use by reproduction in copies, for purposes such as "teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright." The four statutory criteria used to determine whether the use made of a work in any particular case is a fair use include:

1. The purpose and character of the use, including whether such use is of commercial nature or is for non-profit educational uses;
2. The nature of copyrighted work;
3. The amount of substantiality of the portion used in relation to the copyrighted work as a whole; and;
4. The effect of the use upon the potential market for or value of the copyrighted work. Multiple copying for classroom use cannot exceed the number of pupils in a class; must meet strict tests of brevity, spontaneity, and noncumulative effect; and must include a notice of copyright. "Brevity" is defined in strict and arbitrary volume terms, e.g., no more than 250 words from a poem, between 500 - 1,000 words of prose but up to 2,500 words of a complete article.

"Spontaneity" requires permission. "Cumulative effect" limits copying by each instructor of a given item to only one course in the school, not more than nine instances of multiple copying for one course during one class term, and not more than one item from the same author nor three from the same collective work or periodical volume during one class term. Under the guidelines copies may not: 1. be used as a substitute for anthologies, compilations or collective works; 2. be made of "consumables" such as workbooks; 3. be a substitute for purchases, 4. Be directed by higher authority, 5. be repeated with respect to the same item by the same professor from term to term; 6. be the subject of a charge to the student beyond actual copying cost.

Recording of television programs for classroom use from commercial television programming should be tested by the above statutory criteria for fair use. Before recording television programs for classroom use from a public broadcasting agency, the institution should contact the local broadcasting station as to the list of programs that schools may record off-the-air.

Institutional employees desirous of using copies of material created by others are responsible for determining its copyright status and should obtain written permission for the copyright owner before using the material except when the "fair use" criteria state above are met. Any questions regarding this policy should be directed to the Director of Libraries.

Deadlines

Each faculty member is responsible for meeting the appropriate deadlines established by the Chief Academic Officer, the Office of the Registrar, and the Campus Bookstore.

Academic Freedom

Academic freedom is a hallmark of an academic institution which allows faculty and students to explore ideas and issues necessary to intellectual development.

Marian University is a Roman Catholic institution sponsored by the Congregation of the Sisters of Saint Agnes. While members of its faculty are free to present and discuss positions (in their respective disciplines) contrary to the defined position of the Church, they are expected to respect its position. As role models, Marian University faculty members are expected to show respect for the religion and religious values of others.

Faculty are entitled to full freedom in research and in the publication of results, subject to the adequate performance of his/her other academic duties.

Faculty are entitled to freedom in the classroom in discussing academic issues, but should be careful not to introduce controversial matters that have no relation to the topic being taught. This freedom must be integrated with the right of the students to voice opinions and the rights of the institution to have its accepted aims respected.

When faculty members speak, write or act as citizens, they are free from institutional censorship or discipline, but they should be cognizant of their affiliation with Marian University and make every effort to show that they speak, write, or act as individuals and not institutional spokespeople.

Academic Freedom for Librarians

Academic freedom, as defined above is accorded to all professional librarians because they are often present at the point of student contact with ideas. Librarians are free from fear of dismissal or reprisal for carrying out job-related tasks such as those listed below, and particularly for those duties that are carried out only after consultation with the teaching faculty, such as a.
and b. below:

- a. the selection of publication, including determination of what to discard from an existing collection and what to accept or refuse from donors;
- b. determination of restrictions on circulation or on access with regard to library materials;
- c. the determination of the degree of prominence in the shelving of selected library materials;
- d. the issuing of bibliographies that might include controversial publication; and
- e. the advising of students as to what to read or study.

Code of Professional Ethics

Although no set of rules or professional code can either guarantee or take the place of the faculty member's personal integrity, Marian University believes that the "Statement of Professional Ethics" promulgated by the American Association of University Professors in 1990 may serve as a reminder of the variety of obligations assumed by all members of the academic profession. Marian University endorses the Association's "Statement" in the Faculty Handbook that is stated below in abbreviated form.

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As professors, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective professors and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their University. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Plagiarism by Faculty

Every professor should be guided by the following:

1. In his or her own work, the professor must scrupulously acknowledge every intellectual debt for ideas, methods, and expressions-by means appropriate to the form of communication.
2. Any discovery of suspected plagiarism should be brought at once to the attention of the affected parties and, as appropriate, to the profession at large through proper and effective channels typically through reviews in or communications to relevant scholarly journals.
3. Professors should work to ensure that their universities and professional societies adopt clear guidelines respecting plagiarism, appropriate to the disciplines involved, and should insist that regular procedures be in place to deal with violations of those guidelines. The gravity of a charge of plagiarism, by whomever it is made, must not diminish the diligence exercised in determining whether the accusation is valid. In all cases the most scrupulous procedural fairness must be observed, and penalties must be appropriate to the degree of offense.
4. Scholars must make clear the respective contributions of colleagues on a collaborative project, and professors who have the guidance of students as their responsibility must exercise the greatest care not to appropriate a student's ideas, research, or presentation to the professor's benefit; to do so is to abuse power and trust.

5. In dealing with graduate students, professors must demonstrate by precept and example the necessity of rigorous honesty in the use of sources and of utter respect for the work of others.

The same expectations apply to the guidance of undergraduate students, with a special obligation to acquaint students new to the world of higher education with its standards and the means of ensuring intellectual honesty.

Academic Honesty Policy

Purpose

A policy of academic honesty speaks to the Mission Statement of Marian University by ensuring academic integrity and thereby furthering the personal, moral, and intellectual development of the learning community.

The intent of this policy is to establish consistency and to heighten the moral responsibility of the entire university community (faculty, staff, and students) by identifying areas that would violate the concept of academic honesty.

Little distinction is made between the student who is actually guilty of academic dishonesty and anyone who aids the student (i.e. by providing a copy of a stolen exam, or by writing a paper for another student). An instructor and the University can change a student's grade at any time, even after a course has been completed, if the student has violated the Academic Honesty Policy.

The University has identified three major violations of academic honesty, including plagiarism, cheating, and intentional misrepresentation of the truth. All rules and standards of academic honesty apply equally to all electronic media, particularly all intranet and internet activities.

Plagiarism

Plagiarism is presenting another person's work as one's own. Plagiarism also includes paraphrasing or summarizing the works of another person without acknowledgement, or taking any work, in whole or in part, including the Internet or other computer-based resource without properly referencing the source.

- A. Third degree plagiarism is the occasional use of words or ideas from outside sources without documenting those sources. This includes failure to cite properly an Internet source. Consequences are at the discretion of the instructor and may range from an "F" on the paper or referral to the Writing Center.
- B. Second degree plagiarism is extensive copying of words or ideas from outside sources without documentation. This includes submitting as one's own part of a paper obtained from an Internet source. Possible penalties range from receiving an "F" on the assignment to receiving a grade of "F" for the course.
- C. First degree plagiarism is purchasing work done by another, having another person do the work, or submitting, as one's own a paper obtained from an Internet source. Possible penalties: The student may be suspended from the University for one semester or may be asked to leave Marian University permanently.

Cheating

Cheating is the attempt, whether successful or not, to give or receive aid and/or information by illicit means in meeting any academic requirements.

- A. Third degree cheating is occasional copying from another's paper during an exam. A possible penalty would be receiving an "F" on the exam.
- B. Second degree cheating is using "crib" notes or extensively copying from another's exam. Unless approved by the instructor, this includes, during an examination, using electronics equipment, such as cell phones and PDAs, consulting with others, or using other unauthorized materials. Possible penalties range from the student receiving an "F" on the exam or receiving a "WF" or "F" for the entire course.
- C. First degree cheating is using a stolen exam or having another person take the exam. Possible penalties: The student may be suspended from the University for one semester or may be asked to leave Marian University permanently.

Intentional Misrepresentation of the Truth

- A. Forgery or falsification of academic documents or records.
- B. Engaging in conduct aimed at making false representation of a student's academic performance, history, and/or achievements. Possible penalties: The student may be suspended from the University for one semester or may be asked to leave Marian University permanently.

Procedure for addressing Misrepresentation of the Truth

The following process will be used to investigate violations of this policy and to implement the suggested penalties.

- A. An investigation may be initiated by the instructor or a student or parties who have reason to believe that an offense has taken place. Students or others need only notify the instructor, the chairperson or dean of the school, either verbally or in writing that they think a violation has taken place. The names of those supplying information will be held in strictest confidence by the University.
- B. The instructor may pursue the matter either informally or formally. The Chief Academic Officer or designee needs to be informed and will keep a record of all violations of academic honesty. The Chief Academic Officer or designee will notify the student's advisor, department chair of the course and dean of the school in which the infraction took place of all violations of academic honesty. After discussing the matter with the Chief Academic Officer or designee, the instructor may confront the student with the charge informally and suggest a penalty that the instructor feels is appropriate.

The student may either accept the penalty or may request a hearing before the Academic Misconduct Committee.

C. Formal: The instructor may pursue the investigation formally through the Chief Academic Officer or designee. The Chief Academic Officer or designee will initiate an Academic Misconduct Committee, which consists of three faculty as appointed by the Chief Academic Officer or designee, and chaired by the Chief Academic Officer or designee, ex officio without vote. This method is suggested for those charged with first-degree cheating, first degree plagiarism, and all misrepresentation of the truth.

1. The Chief Academic Officer or Designee will give notice to the individual(s) involved and convene the committee.
2. The committee will determine guilt or innocence in each case. In those cases where the student is guilty, the committee will apply a penalty taken from these guidelines, taking into consideration the recommendation of the instructor. If the committee determines that a third incident of academic dishonesty has occurred, the student will be dismissed from the University; her/his readmission is unlikely.
3. The student may appeal the ruling of the Academic Misconduct Committee to the Academic Appeals Committee within 12 weeks of notification. For cases of academic dishonesty at the undergraduate or the graduate level, the committee will be convened by the Chief Academic Officer or designee.
4. After reviewing the student's request and any evidence, the committee forwards its recommendation to the Chief Academic Officer, who notifies the student and the instructor of the committee findings within seven days of the completion of the written report
5. The student may appeal the decision of the Academic Appeals Committee to the Chief Academic Officer within one week of notification. This request must provide specific grounds for a subsequent appeal, which are the following: a) Due process was not followed; and/or b) Policy was incorrectly applied; and/or c) Important evidence was missing.
6. Decisions of the Chief Academic Officer are final.

D. The Chief Academic Officer will have the responsibility of referring students who have multiple violations of academic honesty to the Academic Misconduct Committee.

Grade Appeals

Preventing Grade Appeals: Faculty members can greatly reduce the necessity for grade appeals by carefully planning and communicating to students clear criteria for the evaluation of student work and the assigning of grades. Some of the areas that seem especially crucial are the following:

1. Class attendance policy,
2. Number of written assignments,
3. Criteria for evaluating written assignments,
4. Number or type(s) of examinations,
5. Clear time-lines for assignments and exams,
6. Relative importance of each area being evaluated (e.g., papers, participation, exams)
7. Frequent and open communication with students regarding their grade status at various points of the course,
8. Accurate records.

Appealing Grades on Assignments and Exams

If, during a grading period, a student believes he/she is being evaluated unfairly, the student first consults the instructor of the course to explain his/her objection and to understand better the instructor's evaluation. If no resolution is achieved, the student may consult the chairperson or dean of the instructor's academic school. When a difference centers on (a) specific grade(s) given to paper(s), exam(s), or other records of the student's work, a second opinion from a competent colleague of the instructor may be sought.

Appealing Final Grades

If a student believes that the final grade received in a course is unjust, he/she follows the formal policy and procedure for Grade Appeals as follows:

Grades submitted to and recorded by the Registrar, with the exception of "I" or Incomplete, are considered final. Only in extraordinary situations may recorded grades be changed. Extraordinary circumstances are confined either to

1. Clerical error on the part of the instructor in submitting the grade; or
2. Clear or apparent major inconsistency or injustice due to "arbitrary and capricious" grading on the part of the instructor in assigning the grade.

Based on this, the student is limited to specific grounds for appeal. If a student simply disagrees with the faculty member's judgment about the academic quality of the student's work, this does not constitute valid grounds for appeal.

Valid grounds for a charge of major inconsistency or injustice include the following:

1. The terminal grade was based on something other than performance in the course;
2. The instructor applied standards that were more exacting or demanding than those applied to other students in that course
3. The terminal grade was a result of significant, unannounced, and unreasonable departures from those articulated in the course syllabus distributed at the beginning of the course.

Procedures for Formal Grade Appeal

Prior to filing a formal grade appeal, the student must discuss the terminal grade with the instructor and seek resolution. If no resolution is achieved, the student must contact the chairperson or dean of the instructor's school within 8 weeks after the official grade was issued. If this does not take place within the specified time, the case is closed and the grade shall stand.

If the chairperson or dean cannot achieve a resolution between the instructor and the student, the student may file a formal grade appeal with the Chief Academic Officer for undergraduate programs, or the Dean of Graduate Studies for graduate programs.

A formal grade appeal must be filed within 12 weeks after the end of the semester in which the grade was given. Students may lose the right to appeal if they fail to adhere to the timelines delineated in this policy. The University officials, noted above, may extend the timelines under extraordinary circumstances. When clerical error is claimed, evidence may be requested. If evidence shows that clerical error was made, the appropriate university official, as noted above, directs the Registrar, in writing, to correct the recorded grade.

The formal grade appeal procedure should be utilized only for terminal grades; it is not to be used to challenge grades on individual assignments. Upon receipt of a Grade Appeal request charging major inconsistency or injustice, the appropriate University official, as noted above, shall convene an academic appeals committee to consider the request if it is determined that the appeal meets the criteria, involves a palpable issue, and is supported by evidence capable of sustaining rational argument. In appealing a grade, the burden of proof rests with the student.

Upon receipt of the written request, the hearing will be held within one month, or as designated by the Chief Academic Officer. The Academic Appeals Committee notifies the student and the instructor of the time and place of the hearing. The hearing will be closed and all parties will maintain confidentiality.

The committee reviews the student's written request and any other evidence the student presents. Committee members may ask for clarification and for other information. They consult the instructor to ascertain his/her view of the situation. The hearings are recorded and minutes kept.

When the committee has all the evidence necessary or available, it writes a report with its recommendations. The report states and summarizes the issues involved, the sources of data received, factors involved that were weighted and analyzed and its recommendations. On the basis of its evidence, the Committee may recommend either:

1. that the grade be re-determined, or
2. that the grade stand.

If the committee recommends that the grade be re-determined, it may further recommend how a more just grade is to be determined. The committee may request the opinion of other competent evaluations if records of student work are available. The committee forwards its recommendation to the Chief Academic Officer, who notifies the student and the instructor of the committee findings within seven days of the completion of the written report.

The student or instructor may appeal the decision of the Academic Appeals Committee to the Chief Academic Officer within one week of notification. This request must provide specific grounds for a subsequent appeal, which are

1. Due process was not followed; and/or
2. Policy was incorrectly applied; and/or
3. Important evidence was missing.

Decisions of the Chief Academic Officer are final.

Note: All involved in the grade appeal process must be apprised of the following:

1. A grade, even when a major injustice or inconsistency is determined, may nonetheless be the grade earned.
2. A reevaluation of an inconsistently or unjustly determined grade could result in a raised grade, the same grade, or a lowered grade.
3. The faculty member involved is usually the only person capable of fairly evaluating the student's actual performance or work since only he/she has observed the student throughout the grading period.

Confidentiality

Employees are prohibited from discussing confidential matters of the University with outsiders. Inappropriate discussion of confidential matters is considered cause for disciplinary action up to and including termination. Employees are also expected to maintain salary information as confidential.

Sexual Harassment Policy

In an effort to promote quality education within the Judeo-Christian tradition, the University believes that it is necessary to ensure an atmosphere in which all employees and students are respected. The sexual harassment of any employee or student by supervisors, faculty, co-workers or students is not in harmony with the type of Christian atmosphere that we are trying to develop and maintain.

The following policy is established, therefore, to make it clear that sexually harassing conduct is impermissible and unprofessional conduct subject to disciplinary action.

Sexual harassment is defined as: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or status as a student.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic standing affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or academic progress, or creating an intimidating, hostile, or offensive working or academic environment.

Reporting Sexually-Harassing Conduct:

Given the often personal nature of sexual harassment, this policy will only be effective if appropriate personnel are informed of all incidents of sexually harassing conduct. All employees and students have a duty and a right to immediately notify any Vice President for the University, the Director of Human Resources, or the President of the University of the occurrence of any conduct prohibited by this policy. Such complaint may be oral or written but must contain enough detail to allow the University to properly investigate all reports.

The University will take steps to assure that no persons will suffer any harm solely because he or she files such a report. All steps will be taken to protect the reputation of all parties involved. This procedure will then follow the Grievance Policies and Procedures found in the Faculty Handbook.

Employee Assistance Program

The University is vitally concerned with the health and well-being of its employees. Because of these concerns, the University provides confidential help to employees experiencing a wide range of personal concerns such as alcohol, drug, and other substance abuse, medical and emotional difficulties or disorders as well as help for job stress, financial matters, and marital or family problems. Counseling and referral services are available through Employee Resource Center. Contact the Human Resources Office, Student Development Center, Health Services.

Solicitation and Distribution

Except for causes approved by the University, selling products or services to employees while they are working is not permitted. Employees may not distribute written materials on University property as it results in littering, disturbance to other persons using the facilities, or safety problems. Off duty employees and non-employees may not come on Marian University property to solicit or distribute literature on behalf of any cause that is not in the course of normal Marian University business operations or that does not have the prior approval. To receive approval or report such an instance, please contact the Director of Human Resources.

Faculty Development

Faculty Development is the process through which individual full-time faculty members, as well as schools are encouraged to grow personally and professionally as members of the Marian University Community. Faculty Development opportunities are designed to facilitate faculty growth in teaching, expertise in subject matter concentration and contributions to expanding the general base of knowledge and scholarship.

Marian University encourages and provides faculty development opportunities on a university-wide, school and individual basis. The University has a Faculty Development Committee that is a Standing Committee of the Faculty Senate. Its purpose is to provide direction for the administration of the Faculty Development opportunities at Marian University at the following levels:

1. University Level

1. Sabbatical Leave
2. Faculty Scholarship Release Time
3. Educational Improvement Leave
4. Faculty Development Grant Program
5. Faculty development workshops and in-service opportunities

2. School Level

1. Fees and some travel paid for attending conferences, professional meetings and conventions
2. Stipends for workshop attendance
3. Syllabus Development and Revision
4. Assistance with equipment and materials for individual projects
5. Content area program development
6. Mentor Program

3. Individual Level

1. Writing and presenting papers at conferences
2. Publishing in journals, magazines and books
3. Ongoing research projects
4. Equipment and supplies for individual projects
5. Content area program development
6. Creative works

Sabbatical Leave Policy

A sabbatical leave is a privilege granted to eligible faculty members for the mutual benefit of the University and the person granted the leave. By providing a period of released time for study, research or other creative activity, sabbaticals enable faculty members to develop areas of academic specialization, to improve their professional skills, to strengthen their teaching effectiveness, and to increase the quality of their future service to the University and to higher education.

Sabbatical leaves shall be granted to tenured members of the faculty who can demonstrate that their leave will be pursued according to one or more of the goals listed in the rationale. Tenured faculty shall be eligible to apply for a sabbatical leave in the seventh year of full-time teaching at Marian University. The number of tenured faculty members granted sabbatical leave in any given year shall be limited to three percent of the total full-time faculty. Eligible persons not granted a sabbatical leave for which they have applied in a given year may continue to apply for such leave in subsequent years. No individual shall receive more than one sabbatical leave during a seven year period.

Faculty on nine month appointment may be granted sabbatical leaves for one or two semesters. The University will pay 50% of the faculty member's annual salary for a period of two semesters, or full salary for a period of one semester. Faculty on ten month appointment may be granted a sabbatical for a period of ten months at 50% salary or for a period of five months at full salary. The amount paid by the University is a percent of the faculty member's annual salary for the year in which the leave is granted.

To supplement salary paid by the university a faculty member may apply for grants from sources outside of the university. The amount received from outside sources shall not reduce the amount paid by the university. Faculty members on sabbatical shall not accept employment for compensation during the sabbatical leave period unless such an arrangement is contracted and approved by the Chief Academic Officer prior to the employment. Time spent on sabbatical leave shall count toward eligibility for promotion. Persons on sabbatical shall receive full fringe benefits for which they are eligible.

Upon return they shall be granted increment increases that were given during their leave. They shall be required to give one year of service to the university or work out a mutual negotiated accommodation should they not return. This mutual accommodation should be arranged with the Chief Academic. If a mutually negotiated accommodation cannot be reached, the faculty member could be required to pay back monies received.

Sabbatical Leave Procedure

Seven copies of the application for Sabbatical Leave (available from the Chief Academic Officer shall be submitted to the Dean of the school to an individual is assigned and the chair of the academic department in which the faculty member teaches on or before October 15 of the year preceding the proposed leave. The dean and chairperson shall evaluate applications in terms of:

1. The goals and design of the leave experience
2. The merit of the applicant, i.e. the applicants' involvement in the work of the program, school and university (committee work, research, publications, grants, etc.)
3. The impact the leave will have on the ability of the program or school to function (availability of replacement faculty, number of leaves being requested for the next academic year, etc.)

The evaluation and the application are then forwarded to the Faculty Development Committee on or before November 1. The Committee shall evaluate the applications in terms of the goals, the applicant's qualifications, and the needs of the institution. The

Committee's recommendation shall be forwarded to the Chief Academic Officer on or before November 15. The Chief Academic Officer will make the final evaluation and forward a recommendation to the President on or before December 1. The Chief Academic Officer shall notify the applicant, the dean of the school and chairperson of the academic department in which the faculty person teaches and the Faculty Development Committee chairperson in writing of the President's decision on or before January 15.

Faculty Scholarship Release Time

Overview: The purpose of this policy is to provide faculty with release time to do scholarly work intended for dissemination outside the University. As Marian has moved to a University structure, it is an expectation of faculty that they are active scholars.

Up to a maximum of six credits of release time per faculty member will be available per every 72 credits of full-time load. This can be taken over one or two semesters. In any semester where faculty get release time for scholarship, their total load for courses and release time cannot exceed the fulltime expectation for their position.

All full-time faculty members who have completed three years of service to Marian University are eligible to apply.

Procedure:

1. The request must include the measureable goal for the Scholarship release time, the intended method for disseminating the results, and any other approvals, e.g. IRB, that may be needed.
2. The faculty member will discuss the request with his or her Dean, bearing in mind the availability of adjuncts to cover the release time and the feasibility of the proposed project. Within five working days of the request, the Dean will provide a written response either supporting the request or denying it, citing reasons for the denial.
3. After permission is granted, the faculty member will apply for a Scholarship Release Time through the Faculty Development Committee, which may serve as the source for funds from the University.
4. The completed approved request must be submitted to the Faculty Development Committee by November 15th for scholarship release time in the next academic year. The Committee will review the application and forward the approved application to the Chief Academic Officer for final consideration. The Chief Academic Officer will notify the applicant within ten working days of the decision.

Educational Improvement Leave

Purpose

The purpose of educational improvement leave is to provide an opportunity for faculty members to pursue a doctoral degree in their discipline or, in certain circumstances, to pursue a Masters Degree in a related field, with a specific rationale to benefit the University.

Policy

All grant requests will be processed through the office of the Provost.

Tuition: Tuition and fees will be paid by the University up to a maximum not to exceed the per credit hour graduate tuition at Marquette University. Tuition will be paid as reimbursement on successful completion of courses.

Salary: Educational Leaves for nine month faculty members shall be for not more than two semesters at 8% of the salary that would have been paid on full-time employment, for each academic year of full-time service up to a maximum of 50% of salary, or not more than six months at 16% of the salary that would have been paid on full-time employment up to a maximum of 100% of salary.

Educational Leaves for twelve-month faculty members shall be for not more than twelve months at 8% of the salary that would have been paid on full-time employment, for each full year of consecutive full-time service up to a maximum of 50% of salary, or not more than six months at 16% of the salary that would have been paid on full-time employment, for each full year of consecutive service up to a maximum of 100% of salary.

Other Benefits: Upon return from Educational Improvement Leave, faculty members shall be returned to their former positions or be assigned to positions of like nature and status, and shall be granted increment increases that were given during their leave. They shall be considered for merit increases as if they had served at the institution during such period. They shall maintain tenure, insurance benefits, and other benefits. If the faculty member is on less than 50% compensation, credited service for retirement is not accumulated during the period of such leave.

Service Commitment: All faculty members receiving Educational Improvement Leaves are required to return to the University for at least two academic years of full-time service, or to refund the full salary and institutional costs of tuition and fringe benefits received while on leave. If a faculty member returns, but fails to perform his/her full two-year return-to-service obligation, then his/her repayment obligation shall be pro-rated. Any repayment obligation shall be due in full one calendar year after the end of the leave period or any subsequent, successive leave periods. A faculty member, who cannot perform his/her return-to-service obligations due to death or permanent or total disability, shall have his/her estate released of all repayment obligations. Determination of a faculty member's permanent or total disability to perform shall be made by the Board of Trustees.

Criteria for Selection

1. The number of faculty members on Sabbatical and Educational Improvement Leave shall not exceed six percent of the full-time faculty members in any one year.
2. The merit of the faculty member's objectives as they relate to improving the University's program and enhancing the professional growth of the applicant.
3. Evidence of the faculty member's acceptance into a program of study.
4. Years of teaching at the University.
5. Number and length of previous leaves.
6. Distribution of applicants by academic area.
7. Applicants may not apply for a sabbatical leave at the same time.

Procedure for Educational Improvement Leave

1. Complete an application for Educational Improvement Leave (available from the Chief Academic Officer's office) .
2. Submit eight copies of the application on or before October 15 of the year preceding the proposed leave.
3. Channels for approval will proceed in the following order:
 - a. The chairperson or Dean of the school evaluates the application in terms of
 - The goals and design of the leave experience
 - The merit of the applicant, i.e. the applicants' involvement in the work of the program, school and University (committee work, research, publications, grants, etc.)
 - The impact the leave will have on the ability of the program or school to function (availability of replacement faculty, number of leaves being requested for the next academic year, etc.)

The evolution and the application are then forwarded to the Faculty Development Committee on or before November 1.

- b. Faculty Development Committee reviews the application based on the established criteria and makes a recommendation to the Chief Academic Officer on or before November 15.
- c. The Chief Academic Officer will make a final evaluation and forward a recommendation to the President on or before December 1.
- d. The Chief Academic Officer shall notify the applicant, Dean of the school, and the chair of the Faculty Development Committee in writing of the President's decision on or before January 15.

Faculty Grant Policies

Faculty Development Grant Program

Rationale - Faculty development grants are used to enable faculty members to respond effectively to professional challenges such as applying new technologies in teaching, advancing knowledge in a particular field, addressing changes in student needs, and developing programs for the University's academic growth.

Faculty Development Grant Policy - Faculty development grants are provided for full-time faculty. Part-time pro-rata faculty members that have completed the equivalent of one year of full-time service are also eligible to be awarded grants. Individuals receive financial remuneration up to a predetermined annual figure for planned professional study/activity that promises to benefit the faculty member professionally and enhance the University's capacity to meet its mission. The predetermined annual figure shall be the limit per faculty within an academic year unless additional funds are available for the grant program. Ownership of equipment and software purchased with faculty development grant funds must be defined in the grant proposal. The following program areas of study/activity are supported by money from Marian University in accordance with Federal ethical guidelines related to projects using human subject, etc. (See the Institutional Review Board above)

1. Research
2. Professional Development
3. Curriculum, and
4. Community Service

Faculty Development Grant Procedures - Application for faculty development grants (available from the Chief Academic Officer) shall be submitted to the Chair of the Faculty Development Committee no later than September 15 and November 15 for fall, February 15 for spring and April 15 for summer preceding the commencement of the study/activity. The Faculty Development Committee will review the application according to the guidelines and approve the funding for the study/activity. Applicants will provide the Chief Academic Officer or designee with the purchase order, and receipts/documentation before the check is issued. Follow-up reports to the committee are required and the committee will determine if further dissemination is needed.

Faculty Development Workshops and In-service Opportunities

Purpose - The purpose of such programs is to foster the professional development of faculty.

Policy - The Faculty Development Committee will plan group workshops and/or in-services specifically targeted to the needs of faculty. The Faculty Development Committee will evaluate the Faculty Development Workshops and in-service opportunities. Results and recommendations will be communicated to the Chief Academic Officer.

Faculty Mentor Program

The Mentor Program is an in-service opportunity for new faculty in which the junior faculty member receives information and guidance from a senior faculty member to assist with role development. Developing the mentor role is also a growth opportunity for the senior faculty member. The relationship has the potential to provide for mutual growth of the faculty members involved.

Faculty Mentor Policy

1. On employment, the new faculty member will be assigned a mentor by the dean of the school. The mentor preferably shares the same discipline as the new faculty member. The mentor relationship shall continue in its formal sense through the first academic year of employment for the new faculty member.
2. The Faculty Development Committee oversees and provides resources and support for mentors to assist them in carrying out their role.
3. The Faculty Development Committee shall formally evaluate the Mentor Program and make recommendations to the Chief Academic Officer
4. Questions and concerns that arise during the mentor relationship should be directed to the Faculty Development Committee.

Faculty Mentor Procedure

1. On employment of a new faculty member, the dean of the school will offer the mentor role to a senior faculty member.
2. The new faculty member is informed of the assigned mentor.
3. The mentor shall contact the new faculty member as soon as possible to have an initial meeting in which to discuss:
 - The purpose of the relationship
 - A plan and to schedule of meetings
 - Address the needs/concerns of the new faculty member
4. Periodic meetings are held between the mentor and the new faculty member. The mentor provides information and guidance based on the needs of the new faculty member. Examples of areas that may be addressed include:
 - Teaching techniques and effectiveness
 - Grading
 - University resources and services
 - Committee service
 - Annual Self Evaluation and Individual Growth Plan
5. The Faculty Development Committee provides support to mentors through the following services:
 - Planned group in-services that focus on the mentor role
 - Planned group meetings to share concerns and issues between mentors.
6. On completion of the first academic year of employment, the Faculty Development Committee shall request a written evaluation from both parties in the mentor relationship. Written evaluations are reviewed by the Faculty Development Committee and recommendations are made to the Chief Academic Officer.

Educational Improvement Grant

Purpose - To provide assistance to full-time or part-time pro-rata faculty pursuing an advanced degree from an accredited program while maintaining full-time or pro-rata teaching responsibility. The advanced degree may be a doctorate, post doctorate, a second masters, or professional certification where it is determined to be of benefit to both the individual and the University

Educational Improvement Grant Policy - All grant requests will be processed through the office of the Chief Academic Officer. All stipulations shall be formalized through contractual agreement.

Faculty Research Grant

Overview of Policy and Guidelines - The purpose of the Marian University Faculty Research Grant program is to provide support for faculty members conducting research consistent with the mission statement of the University throughout the year. The program is designed to support otherwise unfunded research and to supplement outside funding sources. It is not intended to be used for research that is part of a faculty member's degree obtaining program. Grants will be up to \$1,500 based on availability of funds.

Faculty members are invited to submit research proposals to the Chief Academic Officer by April 15 for the Fall semester and October 15 for the Spring semester. Completed applications are reviewed and evaluated by the Faculty Development Committee, who forwards its recommendations to the Chief Academic Officer. Approval and funding decisions are announced to applicants by May 15 and November 15 respectively. If an award is made, a Final Report must be submitted to the Chief Academic Officer upon completion of the project. A public presentation, planned in cooperation with the Faculty Development Committee, must be given to the University community.

Faculty Research Grant Policy - Eligibility: All full-time faculty members who have completed one full year of service to Marian University by the beginning of the grant period and who will remain at the University for at least one year after the award are eligible to apply. Faculty members are eligible to apply for up to the maximum award of \$1,500.

Amount and Duration of Award - The maximum award is \$1,500 from July 1 to the following June 30. The applicant should specify the nature and projected duration of their work and adjust the budget request accordingly. Grantees are encouraged to supplement Marian University awards with outside funding.

Faculty Research Grant Procedure

Application and Review Process:

1. Read thoroughly this statement of policy and procedures. A cover page, program checklist, sample review form (used by the Faculty Development Committee), and final report form are included the packet. Packets are available from the Chief Academic Officer.
2. The applicant should consult with the Dean of their school before the proposal is finalized. The signature of the Dean is required on the cover page of the application.
3. The applicant should obtain a letter of recommendation from a colleague (internal or external to Marian University) who has expertise in the research discipline. The letter should address the significance of the proposed research, the applicant's qualifications, and the likelihood of completion of the project. Ample time should be allowed for review and discussion by the recommending colleague. This letter should be included with the application.
4. The proposal should then be submitted to the Institutional Review Board, if necessary, and a copy of approval of the research in the packet of materials submitted to the Faculty Development Committee
5. Contact the Chief Academic Officer or a member of the Faculty Development Committee for additional information regarding the requirements of the grant, the appropriateness of the proposal, or any aspect of the review process.
6. The proposal is then submitted along with all supporting materials to the Chief Academic Officer no later than April 15 for the Fall semester and October 15 for the Spring semester. Only those applications that are complete and have been submitted on time will be reviewed. Incomplete applications will not be considered. It is the sole responsibility of the applicant to insure that required materials are submitted on time.
7. The Faculty Development Committee will evaluate applications using the review form. Proposals are evaluated solely on their merit. In the unlikely event that two proposals are given identical evaluations, priority will be given to individuals not funded by a Marian University Faculty Research Grant in the prior year and to more senior faculty members. Decisions for approval and funding will be communicated by Faculty Development Committee applicants no later than May 15 for the Fall semester and November 15 for the Spring semester.
8. Recipients of Research Grants are required to complete a final report and submit it to the Chief Academic Officer upon completion of their research project.

Service Load

Academic Work Year

The academic work year will begin the Thursday prior to the arrival of new freshmen in August and ends the Friday following May commencement. When classes are not scheduled the faculty are not required to be on campus except to attend meetings scheduled by the Faculty Senate Executive Committee, Standing Committees of the Faculty Senate, Academic divisions, or administration.

Contractual obligations agreed upon by the faculty member and chairperson or dean of the academic division will override the above criteria for academic work year in the event that differences occur.

Teaching Load

The standard teaching load for faculty is 24 load hours for undergraduate professors per academic year and 18 load hours for graduate professors per academic year in addition to their scholarly research. There will be three kinds of time (hours) for each course:

1. Teaching load hours that equal the number of hours a professor receives for the course
2. Contact hours that equal the number of hours that the professor is with the student
3. Credit hours that are the number of hours students receive for the course

The following guidelines will be used throughout the University unless an exception is authorized by the Chief Academic Officer:

1. Lecture courses will equal one credit hour and one load hour for each credit.
2. Lab time will be determined by academic division
3. Clinicals/student teaching will be determined by academic division
4. For outreach/evening and weekend courses the teaching load will be equal to the percentage of clock (contact) hours for each course compared to the traditional course
5. Team taught course load is determined pro-rata, as determined by the Department Chair or Program Director, or Dean of the school.

No faculty member will be involuntarily assigned to teach more than the standard load during the fiscal year. Variation in standard schedule must be approved by Dean of the school.

In order to equitably assign teaching loads, equivalencies between many diverse activities, class sizes, and non-teaching responsibilities must be established and approved by the Chief Academic Officer. Each school will establish or revise these equivalencies on or before February first for the up-coming academic year, taking into account the following considerations:

1. The number of different course preparations as compared to the number of credit or contact hours
2. The preparation of new courses or substantial revision of old courses
3. Obvious discrepancies in the scope and difficulty of courses, e.g. performance courses
4. The size of classes
5. The required written work

6. Special instruction arrangements--namely, mutually directed study, special topics, independent study, directed study, field study, or cooperative education supervisor.
7. The involvement of a faculty member in unusual service to the University, unusual professional activities and extraordinary research efforts, e.g. Heritage Festival of the Arts chair, chairing annual university events.
8. Special assignments, such as administrative responsibilities, unusual advising loads, level coordination, and program director/coordinator.
9. Driving time to and from off-campus teaching assignments.
10. Assigned substitution for faculty who become disabled or other special considerations.

Teaching Duties

In addition to the teaching load hours as set in Faculty Duties, faculty members may be assigned advisees.

Faculty members are expected to be available for consultation in their offices on a regular, announced basis.

Non-teaching Duties

The normal non-teaching duties and activities of the faculty may include the following:

1. Professional self-improvement activities, such as, research, writing, membership in professional societies, artistic performances and presentations.
2. Participation in University, faculty and departmental meetings, committees and activities.
3. Representing the University to other educational groups when called upon to do so
4. Writing letters of recommendation for students both past and present
5. Examination of library holdings in one's field and recommendation of purchases
6. Service as advisor to various clubs and organizations

School Policies

Each academic division shall establish and maintain a workload policy that maintains the standards and reflects the considerations set forth in the section entitled Teaching Load, unless exempted by the Chief Academic Officer. Any such policy may incorporate distinctions at the school or departmental levels. When needed, the Personnel Committee of the Faculty Senate will serve as advisor to the Chief Academic Officer for the purpose of insuring balance in academic divisional workload policies.

Overload

Faculty with rank shall be given preference for teaching courses for which they are qualified and that exceed the normal teaching load of the faculty members within a academic division. Graduate and undergraduate faculty members shall not teach more than 8 load credit hours per academic year, including, but not limited to, continuing education and evening/weekend courses without written permission from the faculty's Dean and the Chief Academic Officer.

All faculty members shall not exceed 3 load hours for Summer Session I, and 9 load hours for Summer Session I and II combined without written permission from the Chief Academic Officer.

Per course faculty from other institutions employed full or part-time may not exceed the standard set for Marian University faculty.

Other Compensation/Conflict of Interest

The University does not want to control the personal affairs of any employee, or regulate the use of individuals' own time. However, holding another job, operating a private business or doing consulting in addition to a full time position at the University may interfere with efficiency, promptness or overall performance, as well as create a possible conflict of interest situation. Should the employee choose to be engaged in an outside job or business, they must request written permission from the President and it may not conflict with University job responsibilities.

All University employees must notify their supervisor in writing, of any financial or operating interest they, or any member of their immediate family hold in any organization that may constitute a conflict of interest with their work role at Marian University.

Copyright/Patent Rights

It is the policy of the University not to interfere with the longstanding and traditional rights of the employee to write, create, produce or otherwise generate works or products which are copyrightable, patentable, or of commercial value on their own initiative. Any such materials written, created, produced or otherwise generated by an employee will remain the exclusive property of the employee and that person will have the sole right of ownership and disposition, unless the materials are written, created, produced or otherwise generated "for hire".

Materials written, created, produced or otherwise generated "for hire" are defined as inventions, creations, manuscripts, or other works or things of commercial value which are written, created, produced or otherwise generated by persons including but not limited to employees who are either engaged by the University specifically to write, create, produce or otherwise generate such materials or to conduct the research or other activity which produced materials included in the work or product, are released from other University responsibilities in order to write, create, produce or otherwise generate the materials, or engage a substantial use of University resources in the writing, creation, production or generation of the materials. Any copyrightable, patentable or otherwise commercially valuable materials written, created, produced or otherwise generated "for hire" will belong completely and exclusively to the University.

Copyrightable materials include but are not limited to books, pamphlets, brochures or other printed materials; films, video or audio tapes; computer programs or computer-based instructional materials; musical compositions; and any and all other copyrightable materials covered by the copyright laws of the United States or any foreign government, as amended. Patentable works include but are not limited to inventions, creations and any and all things patentable under the patent laws of the United States or any foreign government, as amended. Materials of commercial value are any materials which the University, in its sole discretion, determines to have commercial value.

Materials written, created, produced or otherwise generated pursuant to or under the sponsorship of an outside agency or governmental grant will be subject to the copyright, patent and exploitation terms and conditions of said grant, contract or agreement. If no such terms and conditions are stated, then the materials produced by the employee will be subject to the terms of this policy.

Employees who write, create, produce or otherwise generate copyrightable, patentable or other commercially valuable materials using University resources will be governed by the following principles in terms of what constitutes substantial use of resources.

A. The following resources may be used by employees for their creative and/or intellectual pursuits at institutionally authorized levels without accounting for "substantial use" under this policy:

1. Personal office space
2. Local telephone calls
3. Typewriters (but not secretarial service)
4. Personal computers
5. Library facilities
6. Other employees as consultants

B. The following resources, when used by the employee for the writing, creation, production or generation of a copyrightable, patentable, or commercially valuable material, will constitute "substantial use" of University resources and the employee will keep accurate and detailed records reflecting his/her use of the resources. Records of

utilization must include actual hours or quantity of use and estimated or actual cost or value of each resource used:

1. Marian University secretarial services
2. Plant and animal specimens
3. University supplies including but not limited to paper, copying costs, etc.
4. Chemical supplies
5. Long distance telephone calls
6. "WATS" line telephone calls
7. Electronic recording equipment
8. TV studio (personnel and supplies)
9. Postage
10. Mainframe computer
11. Computer software,
12. Video / audio recordings
13. Blank media and electronic storage devices
14. Electronic music synthesizers
15. Any other University resource not included in Section A above or any resource used at greater than institutionally authorized levels.

Any employee who writes, creates, produces or otherwise generates any copyrightable, patentable or potentially commercially valuable materials while in the employ of the University, and who takes action to determine the commercial value of said materials, will submit a written statement, at the earliest reasonable time subsequent to that action, to the Institutional Review Board, describing the circumstances under which the University resources have been or will be utilized, the extent of the utilization, the necessity for the utilization of University resources, and an accurate accounting of the costs of the resources used in the writing, creation, production or generation of the copyrightable, patentable or commercially valuable materials.

The Institutional Review Board will, within 30 calendar days following the submission of the written description, make a decision and notify in writing the employee member whether the materials were written, created, produced or otherwise generated "for hire." If the Committee finds that the materials were not written, created, produced or otherwise generated "for hire", the University will have no rights as to the materials. In such a case, the University will relinquish all of its rights to the materials by a written waiver of right signed by the President of the University or his/her designated agent.

If, however, the Committee finds that the materials were written, created, produced or otherwise generated as works "for hire," the materials will then become the property of the University according to the terms and conditions of this policy. The employee will assign all of his/her rights to the University by a written assignment, and, in the case of a refusal to sign, does, as a condition of employment, appoint the President of the University, as his/her attorney, in fact, to execute an assignment of the behalf of the employee in accordance with the terms of this policy. The employee, upon such assignment or rights, will be entitled to receive 50% of the net profits (amount received by the University less all costs attributable to the writing, creation, production generation

and/or exploitation of the materials) derived from any commercial exploitation or dissemination of the materials.

An employee may voluntarily offer or dedicate materials to the University for the securing of the copyright or patent and/or the subsequent exploitation of the materials under Marian University aegis. If such an offer or dedication is accepted by the President through the recommendation of the Institutional Review Board, the employee will assign all of his/her rights to the materials to the University and will thereafter be entitled to receive 75% of the net profits, as defined herein above, if any, derived from the commercial exploitation or dissemination of the materials.

Length of Agreement

Marian University has determined that for its purposes only, when the University has obtained rights of whatsoever kind or nature in the copyrightable, patentable, or commercially valuable materials which have been written, created, produced or otherwise generated by employees, the terms and condition of this policy will be binding upon all parties in regard to the copyrightable, patentable or commercially valuable materials until one of the following conditions have been met:

1. The University has recovered all the expenses and costs attributable to the writing, creation, production, generation and/or exploitation of the materials;
2. The employee is no longer employed by the University plus an additional two calendar years from the calendar date of cessation of employment for whatever reason has elapsed.

Income (Copyright)

Any income received by the University in accordance with the provisions of the policy will be placed in a special fund for research or creative grants which will then be made available by application only, to employees in order to promote research, publication, or other creative efforts.

Special Provisions and Limitations

Employees often create materials in which they hold commercial interest and which might be used in courses or programs which the employee is teaching or administering for the University. It is the policy of the University that:

Employees may require students to purchase materials in which the employee holds a commercial interest for courses taught or programs administered by employee. In this situation, however, the employee will assign all income rights for all the materials sold to the University, its students and employees. Any income thus received will be placed in a special fund for research or creative grants which will then be made available by application only to all employees in order to promote research, publication, or other creative efforts (See Copyright/Patent Rights).

Leaves

Holiday Leave

Marian University recognized ten paid holidays each year as follows

- January 1st – New Year's Day
- Good Friday before Easter
- Memorial Day (Last Monday in September)
- Fourth of July (July 4th)
- Labor Day (First Monday in September)
- Thanksgiving (Fourth Thursday in November)
- Friday after Thanksgiving day (Fourth Friday in November)
- December 24 - Christmas Eve Day
- December 25 – Christmas Day
- December 31st – New Year's Eve Day

Funeral Leave

- Faculty members are allowed sufficient time to grieve and attend to the matters related to funeral services and after-death concerns upon the death of immediate family, including parents, spouse, children, grandparents, parents, parents-in-law, grandparents-in-law, grandchildren, sisters, brothers or other members of the faculty members' households.
- Amount of paid leave will be determined by the Department Chair or Program Director, and Dean of the school with the approval of the Chief Academic Officer

Civil Duty Leave

- Marian University believes that serving on a jury is everyone's privilege and duty.
- A faculty member who during regularly scheduled class hours is summoned to serve as a juror, or summoned or subpoenaed to appear in a judicial forum or compelled to appear before a judicial, legislative or administrative body with civil power will be entitled to receive leave with pay for the period of time necessary for such appearance.
- Civil Duty Leave must be reported in advance to the faculty member's Dean.
- The faculty member along with his/her Dean and with the approval of the VPAA will discern an appropriate means to accommodate the teaching duties and any administrative responsibilities held by the faculty member based upon the length of anticipated absence.
- Civil Duty Leave does not include appearances as an expert witness for a party to a litigation.

Military Leave

- A faculty member who is inducted into, or called to active duty in the Armed Forces of the United States, National Guard, the organized militia, or a reserve component

of the Armed Forces of the United States, who leaves to perform training and service and is discharged from the same (other than dishonorably) must be reemployed if

- He/she applies for reemployment within 90 calendar days after release from military service (or hospitalization continuing after discharge for a period of not more than one year).
 - He/she is still qualified to perform the duties and responsibilities of the teaching position
 - The University's circumstances have not changed as to make it impossible or unreasonable to reemploy the individual
 - The military service was not for more than four years, unless extended by law or the United States Presidential / Executive order.
- The faculty member will be reemployed with the same rank and tenure-status. If due to a disability sustained during military leave the faculty member is no longer qualified to perform the duties because of a disability sustained during military leave but still qualified to perform the duties of any other position for the employer, be offered employment that the individual is qualified to perform that will provide him/her with like or nearest approximation of seniority status and pay, and without loss of seniority.
 - Active duty is defined as participation in assemblies or annual training or attendance at service schools conducted by the Armed Forces for a period not to exceed 90 calendar days in any one year.

Implications of the Family and Medical Leave Acts for Faculty Members

- Faculty members who encounter situations that are not addressed by the Family and Medical Leave Act may request resolution of issues through the offices of the Department Chair or Program Director and the Dean of the School with approval by the VPAA

Implications of Maternity Leave for Faculty

- Arrangements with respect to starting and returning dates and coverage, accommodation of teaching responsibilities and other duties will be made by the faculty member and School leader, dean of the school with the approval of the VPAA.
 - A memo of understanding regarding these arrangements must be submitted by the faculty member to the school leader for approval
 - Upon approval, the original memo will be sent to the Human Resources Office
 - Copies of the memo will be given to the faculty member, the Department Chair or Program Director, Dean of the School, and the VPAA.

Benefits for Members for the Congregation of the Sisters of St. Agnes

Benefits for members of the Congregation of the Sisters of Saint Agnes, employed by the University are negotiated with the Congregation on an annual basis.

Statutory Benefits

The University provides workers' compensation insurance coverage for faculty in accordance with Wisconsin law. Faculty are required to report any job-related illnesses or injuries to their school advisor immediately and to fill out an accident/injury report.

- The Director of Human Resources will provide details concerning coverage and benefits.

Unemployment Compensation

- The University provides unemployment coverage for employees in accordance with Wisconsin law
- The local Unemployment Compensation Office (920-929-3950) will provide details concerning coverage and benefits.

Social Security

- The University pays social security taxes on behalf of employees in accordance with Federal law.
- The local Social Security Administration office (920-921-7561) or the Human Resources Office at the University will provide details concerning coverage and benefits.

COBRA

- Upon termination of employment, Federal law ensures continuation of group health insurance coverage for most employees, spouses, former spouses, and dependent children.
- The Human Resources Office will provide details concerning coverage and benefits.

Carrier Benefits

- The following carrier benefits are provided to University employees. The descriptive statement provided for each benefit is a summary statement. Details of coverage and benefits will be provided by the Human Resources office.
 - In the event of any conflict between the information contained in the Faculty Handbook and the information that appears in the master plan documents, the master contract / documents will govern.
 - The University reserves the right to modify coverage, change carriers, or terminate benefits as is determined appropriate in the best interests of employees and the University.

Group Life Insurance

- The University pays 100% of the cost of the Group Life Insurance.
 - The death benefit amount approximates two times current year's base salary to a maximum of \$200,000.
 - Accidental death and dismemberment provides are included.
- Ranked, full-time faculty are eligible.

Group Long-Term Disability

- The University pays 100% of the cost of the Group Long Term Disability Insurance.
- This benefit pays 60% of base salary after a 90-day elimination period.
- Ranked full-time faculty are eligible.

Short-Term Disability

- Full-time faculty members will receive 100% of base salary up to 90 days under the Universities self-insured short term disability plan for personal illness or injury.

Group Health Plan

- The University pays a portion of the cost for participation in the Group Health Plan. Information regarding specific amounts is available from the Human Resources office.
- Employee contribution is made on a pre-tax basis.
- Three plan options are available: Gold, Silver and Bronze
- There are six provider networks from which to choose: Deductible, co-pay and annual out-of-pocket amounts depend upon the plan option selected.
- Prescription drugs are available through a prescription drug card program, including an optional mail order service.
- Ranked full-time and pro-rata faculty are eligible

Pension Plan

- After satisfying the participation requirement, the employee can contribute a percentage of base salary to the TIAA/CREF retirement saving plan to receive a percentage of base salary by the University. Information regarding the current percentage amounts is available from the Human Resources office.
- Employees must request additional tax-deferred withholdings.
 - Tax regulations place limits on the maximum contributions
- Ranked full-time and pro-rata are eligible

Self-pay Group Insurance Plans

- Self-pay dental insurance, vision insurance, cancer insurance, and short term disability insurance coverage are available at competitive group rates with premiums paid from pre-tax earnings.
- Group universal life insurance coverage is available on an after tax basis.
- Ranked full-time and pro-rata faculty are eligible.

Flexible Spending Accounts

- Pre-tax funding for unreimbursed medical expenses, deductibles and co-insurance amounts, and for dependent care expenses is available through the University's Flexible Spending Accounts.
- Ranked full-time and pro-rata faculty are eligible.

Tuition Remission

Full-time employees, spouses, and dependent children are eligible for the University's tuition remission program after one year of full-time employment. The tuition remission will be effective at the beginning of the next semester or regularly scheduled term providing regular admission qualifications are met. Any additional fees (i.e. general, application, matriculation, course, lab, clinical, mutually directed or directed study, overload, graduation, etc.), books, and housing are the responsibility of the student.

Dependent children are defined as dependents claimed on employee's federal income tax return. A copy of the employee's federal income tax return may be required.

An Application for Tuition Remission and financial aid forms must be filed before the tuition remission is granted. All applicable federal or state aid will be deducted from the tuition remission grant. Also, the student must utilize any tuition reimbursement program they may be eligible for.

Full-time employees may be enrolled in only one three-credit course, per semester, that occurs during the employee's normally scheduled work hours. The Application for Tuition Remission form for this course must be approved and signed by the supervisor, with arrangements for making up the time outlined.

Full-time employees must submit annually, by November 1st, their anticipated tuition remission needs for the next academic year. Failure to respond to this request, and return when due, may result in the tuition remission benefit being denied.

Basic health and immunization records are required for all full- and part-time students. This includes employees, spouses and dependents participating in the tuition remission program.

Should a full-time employee die or become permanently disabled while in active service to the University, their spouse and/or dependent children are eligible for tuition remission.

Dependent children of full-time employees eligible for the tuition remission program who participate in the Harlaxton program will receive tuition remission equal to one semester's fulltime tuition. Room and board, activity fees, and tuition in excess of the remission amount are the responsibility of the student. This policy covers one semester of attendance only. There is a limit of two tuition remission students per semester.

Graduate Studies Programs

Tuition remission is limited for the number of courses and the number of tuition remission students in a given class for graduate studies programs and courses. Approval of tuition remission for graduate studies programs and courses for employees and spouses must be obtained from the Dean of the Faculty.

Salary Philosophy

The initial salary for faculty members at Marian University is determined based upon a salary range established for ranked faculty members by rank as well as market conditions. Thereafter, adjustments may be made based upon professional attainment, promotion, position in salary range, and cost of living increases.

Professional Advancement Increases

Marian University encourages the attainment of advanced educational credentials by granting salary increases for persons advancing from master's degree level to doctorate, provided that the degree advancement is in the area of the person's discipline or other acceptable area as determined by the University, and that the credential attainment is from a program that is accredited by a regional accrediting association (e.g., North Central, Middle States, Southern, etc.).

Faculty members are required to notify the Chief Academic Officer upon attainment of the advance status. The salary increases applicable to each advancement level is established from time to time by the Board of Trustees with recommendation from the Personnel Committee of the Faculty Senate through the President. Adjustments to salary under this section will be paid in accordance with the normal payroll policies of the University. The increase will be effective with the beginning of the next payroll period after approval by the Chief Academic Officer. No retroactive increases will be allowed.

Promotion Increments

Marian University provides salary increases to ranked faculty members who are promoted to the Assistant Professor, Associate Professor or Professor ranks. The amount of the increase at each level is established by the Board of Trustees with recommendation from the Personnel Committee of the Faculty Senate through the President.

Pay Periods/Payday

Pay periods run from the first of each month through the 15th and from the 16th through the last day of the month. Paychecks/vouchers are normally distributed on the 15th and last day of the month. However, when the normal payday falls on either a weekend or a holiday, paychecks/vouchers will be distributed on the working day immediately prior to the weekend or holiday.

Remuneration for University-Related Education and Travel

Faculty who perform University approved speaking engagements will be reimbursed for expenses necessarily incurred at rates established by the University. Faculty are required to submit a request for reimbursement on forms approved by the University and provided through the Business Office. Reimbursement is subject to compliance with the reimbursement policies of the University.

Garnishment

Garnishment is a court order to an employer (the garnishee) to withhold a sum of money from an employee's earning for payment of a debt. The Federal Consumer Credit Protection Act (15 U.S. Code 1673), which regulates garnishment, covers all employees.

Under federal law, an employer may not discharge an employee because of wage garnishment "for any one indebtedness." Under Wisconsin State Law 425.10, an employer may not discharge an employee for any number of garnishments for consumer credit.

Overload Pay

Full-time faculty of the University will receive compensation for teaching in excess of their required standard teaching load. The compensation for this overload will be based on contact hours with hourly rates contingent on the rank and qualifications of the faculty member. Standard teaching load for the purposes of computing overload pay will conform to the language expressed in the Overload section of the Faculty Handbook.

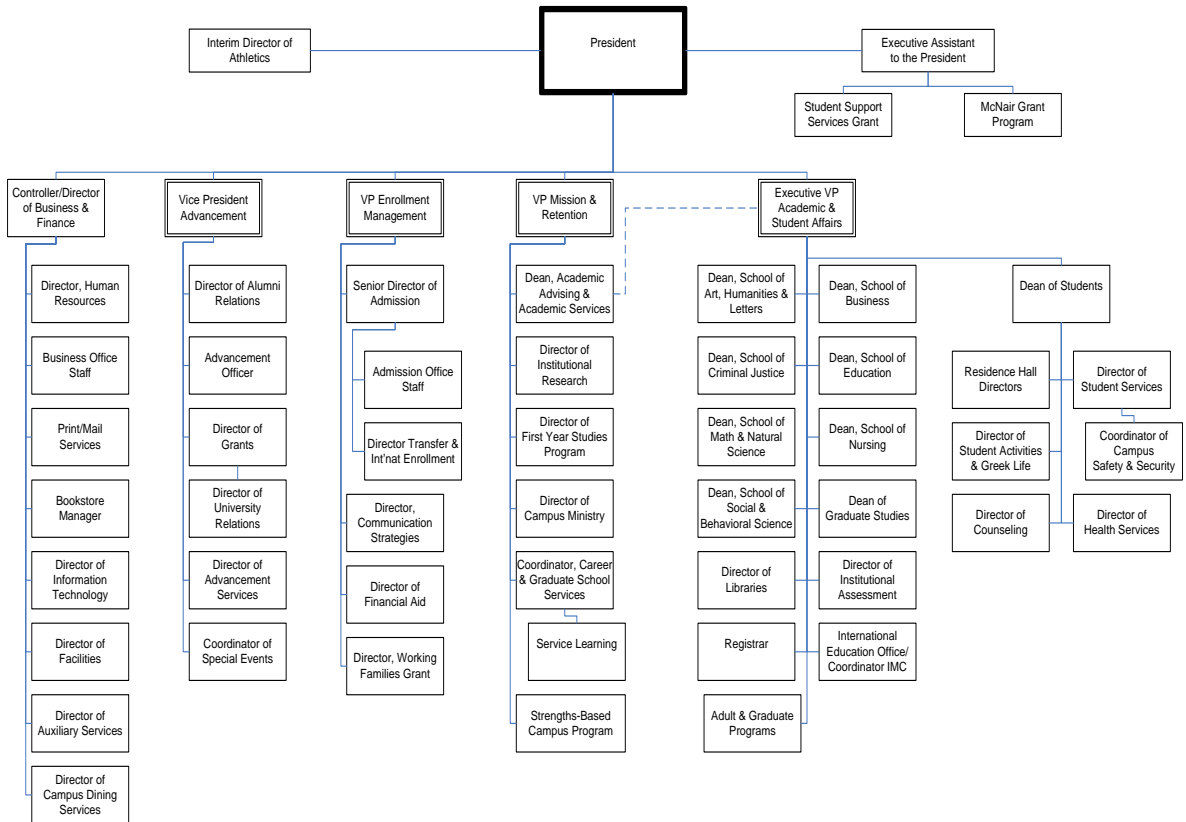
For each academic year, the decision adopted by the Board of Trustees with recommendation from the Personnel Committee of the Faculty Senate through the President regarding the range of hourly rates for overload pay will be included on the Faculty Senate website.

Summer School

For each academic year, the pay scale decision adopted by the Board of Trustees with recommendation from the Personnel Committee of the Faculty Senate through the President will be included on the Faculty Senate website.

Appendix A

Marian University Organization Chart To Director/Major Function Level 2011–2012



You are logged in as Goran Trajkovski (Log out)

MARIAN UNIVERSITY Online 2

[Log out](#)[Marian](#)[SabreNet](#)[Faculty/Staff Email](#)[Student Email](#)[Home](#) ▶ [My courses](#) ▶ [Miscellaneous](#) ▶ [TTC](#)[Turn editing on](#)

Welcome!

Welcome to the Teaching Commons!

By joining the Teaching Commons, you have automatically been enrolled as a Teaching Assistant. This allows you to add material.

Below are topics that you identified in the Faculty Development Survey (2012) as being of high or very high interest. (A Table of Contents with Hyperlinks is on the right hand side)

Some have resources already posted. Feel free to post more resources under the appropriate topic. To add a link or upload a document, just click on the "Turn Editing On" and then click on "Add an Activity or Resource" in the topic box. Please provide a descriptive name to save the time of other Commons users.

Use the same process to start a discussion about the topic.

For each topic box, there is a forum to rate the resources in the box. You can help direct people to the resources you found most helpful by posting your feedback to that forum.

If you have any questions or concerns, please contact Mary Gross (mgross@marianuniversity.edu)

 [News forum](#)

Faculty Development Websites

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Activities



Rate resources in this topic

-  National Institute for Learning Outcomes Assessment
-  Internet Resources for Higher Education Outcomes Assessment
-  The Sloan Consortium
-  Tomorrow's Professor Blog
-  UWEX - Distance Teaching and Learning
-  Professional and Organizational Development Network in Higher Education
-  International Society For The Scholarship Of Teaching & Learning
-  The International Higher Education Teaching and Learning Association
-  Humanities, Arts, Sciences, Technology Alliance and Cooperation
-  Society for Teaching and Learning in Higher Education
-  Teaching Society for Management Teaching
-  Society for the Teaching of Psychology
-  Society for College Science Teachers
-  Society for Information Technology and Teacher Education
-  Higher Education Best Practices from the NEA

Best Practices in Teaching



Rate resources in this topic

-  "A Brief Summary of the Best Practices in Teaching," Tom Drummond, North Seattle

Community College, 1994, 2002.



Indiana University SOTL Bibliography.



Best Teachers Website Resources. MERLOT ELIXR (Multimedia Educational Resource for Learning and Teaching Online).



Enhancing Education (Carnegie Melon University).



Teacher Behaviors Inventory, Harry G. Murray



Definition of "Learner Centered"



Learner-Centered Psychological Principles



"Navigating the Bumpy Road to Student-Centered Instruction," Richard M. Felder



"Review and Summary of Learner-Centered Teaching by Maryellen Weimer," Bill Peirce

Journals and Conferences About Teaching and Learning



Rate resources in this topic

Journals



Tomorrow's Professor



Faculty Focus



Teaching and Learning Together

Conferences

Constructivist Learning Techniques

Constructivist Learning is learning that is designed to actively engage students in their own learning.



Rate resources in this topic

General



Confessions of a Converted Lecturer



Active Learning, Peer Learning, Assessment Driven Learning



Active and Cooperative Learning, R.M. Felder.



"Active Learning: Creating Excitement in the Classroom," Charles C. Bonwell & James A. Eison.



Active Learning for the College Classroom, Donald R. Paulson & Jennifer L. Faust.



Centre for Active Learning (CeAL)

Experiential Learning



From the Classroom to the Community: Fostering Engaged Learning Through Experiential Education



David A. Kolb on Experiential Learning, Mark K. Smith



Experiential Learning and Experiential Education, James Neill



National Society of Experiential Education

Discovery Based Learning

Socratic Seminars

Stanford University's "Teachers on Teaching" series has two presentation on using Socratic Seminars. They are available through iTunes U. To access these presentations, open iTunes on your computer or other device (you may need to download it) and enter the title in the "search" box. The titles are:

- The Socratic Method
- The Power and the Pitfalls of the Socratic Method in Teaching

Using Games and Simulations

Stanford University's "Teachers on Teaching" series has two presentation on using Simulations and Games in the classroom. They are available through iTunes U. To access these presentations, open iTunes on your computer or other device (you may need to download it) and enter the title in the "search" box. The titles are:

- Simulations and Simulations: Getting Students Interested in International Relations
- Playing as Pedagogy

Using Case Studies



Teaching by the Case Method



"Teaching with Case Studies,"



Resources for Using Case Studies in the Classroom and Online



Using Cases in Teaching



National Center for Case Study Teaching in Science



"Case Based Learning in Your Classes," Margaret A. Waterman and Ethel D. Stanley.

Using Clickers in the Classroom



Teaching with Clickers for Deep Learning



Best Practices for Clicker Use

Group Learning




Resources for Better Use of Group Work




Doing Collaborative Learning

 "Designing Effective Group Activities: Lessons for Classroom Teaching and Faculty Development," Larry K. Michaelson, L. Dee Fink, and Arletta Knight

 "The Case for Student Centered Instruction via Collaborative Learning Paradigms," Ted Panitz

 Ted Panitz's Cooperative Learning and Writing Across the Curriculum Website

 Team-Based Learning

 "Collaborative Versus Cooperative Learning: A Comparison of the Two Concepts Which Will help Us Understand the Underlying Nature of Interactive Learning," Ted Panitz

 Teaching Disciplinary Thinking Through Small Group Activities

Pair and Share

 "Using Think-Pair-Share in the College Classroom," Susan Ledlow

Problem Based Learning

 Resources for Using Problem Based Learning

 Leap into Problem-based Learning


 Problem-Based Learning

 Rubric to Assess a PBL

 Problem-Based Learning Clearinghouse

Service Learning

 National Service-Learning Clearinghouse: Higher Education

 Service-Learning: Faculty Development and Integrating Service with Academic Study










 101 Ideas for Combining Service and Learning

 8 Inquiries

Course Design

 Rate resources in this topic




General Course Design


-  [Designing Integrative Learning](#)
-  [Cutting Edge Course Design Tutorial](#)
-  [Four Tutorials from Brown University](#)
-  [Course Design Tip-Sheet \(Harvard University, Derek Bok Center for Teaching and Learning\).](#)
-  [Designing and Teaching a Course," Speaking of Teaching, Stanford University](#)
-  [Designing Better Learning Experiences.](#)
-  [Getting Results : A Professional Development Course for Community College Educators](#)
-  ["Designing Effective and Innovative Courses," Barbara J. Tewksbury and R. Heather Macdonald](#)
-  [Hitchhiker's Guide to Course Development](#)

Classroom Based Course Design

-  [Flipping the Classroom Panel Discussion](#)

Online Course Design

-  [Designing University Teaching for the 21st Century](#)
-  [Principles of Online Design Checklist](#)
-  [10 Easy Steps to Creating Your Online Course](#)

 [Universal Design for Learning Online Training Module](#)

 [Instructional Design Tips for Online Learning](#)

 [Rubric for Online Instruction](#)

Blended or Blend Ed Course Design


Designing Learning Experiences: Aligning Goals, Methods, and Assessment

Developing Course Objectives

 [How Learning Objectives Can Save Your Class](#)

Designing Learning Activities

Designing Assignments

 ["Planning, Designing, and Evaluating Student Assignments" \(University of North Carolina\)](#)

 ["Structuring Assignments for Success," Deborah DeZure](#)

Curriculum Design

 Rate resources in this topic

 ["Designing a College Curriculum," Lion F. Gardiner](#)

 [Curriculum Design Guide](#)


 [Concept Mapping and Curriculum](#)

 [Understanding by Design by Wiggins and McTighe: A Summary](#)

 [The College Curriculum Renewal Project](#)

Using Data to Improve Teaching




 Rate resources in this topic

 [The Scientific Approach to Teaching - Using Classroom Data to Improve Teaching and Learning](#)

Assessment

 Rate resources in this topic

General Assessment

-  [Course-Based Review and Assessment Handbook](#)
-  [Assessment Terminology: A Glossary of Useful Terms](#)
-  [Assessment of Teaching & Learning](#)

Online Assessments

-  [Quality Matters Rubric Standards 2008-2010.](#)
-  [Quality Online Course Initiative Rubric and Checklist \(Illinois Online Network\).](#)
-  [Online Course Development Guide and Rubric](#)
-  [Online Course Evaluation Project](#)
-  [Online Course Development Guidelines and Rubric](#)
-  [Criteria for Evaluating the Quality of Online Courses](#)
-  [Evaluation for Distance Educators](#)



Online Course Assessment Tool (OCAT) and Peer Assessment Process

Developing Group Work Assessments

Developing Writing Assessments

Developing Rubrics for Assessing Assignments and Projects

Designing and Responding to Student Self-Assessments

Classroom Assessments



Sample Classroom Assessment Techniques



Field-tested Learning Assessment Guide (FLAG) for science, math, engineering, and technology instructors



A Handbook for Student Management Teams, Edward Nuhfer

Summative and Formative Assessments



Formative v.s. Summative Evaluation



Formative and Summative Evaluation



The Assessment of Teaching and Learning

Institutional and Programmatic Student Outcomes Assessment



Nine Principles of Good Practice for Assessing Student Learning



Assessment and Evaluation in Higher Education: Some Concepts and Principles



Internet Resources for Higher Education Outcomes Assessment

Multiple Choice Exams



“How to Prepare Better Multiple-Choice Test Items: Guidelines for University Faculty,” by

Steven J. Burton, Richard R. Sudweeks, Paul F. Merrill, and Bud Wood

 Authentic Assessment Toolbox, Jon Mueller


 Writing Multiple Choice Questions that Demand Critical Thinking

 "Writing Good Multiple-Choice Exams" by D.M. Zimmaro

Poster Presentations

 "Creating Effective Poster Presentations," George R. Hess

 Assessing Poster or Electronic Presentations


 "Using Posters in Case Studies: The Scientific Poster as a Teaching Tool," Charles R. Fournier, Mary Bisson, and Christopher A. Loretz

 Rubric for Evaluating a Poster

Rubrics

 RubiStar.

 Assessment and Rubric Information

 Links to Examples of Scoring Rubrics

 The Critical Thinking Rubric

 Selected Rubric Reference Sites, Chris Guenter

Portfolios


 Authentic Assessment Toolbox: Portfolios, Jon Mueller (North Central College)

 "Researching Electronic Portfolios and Learner Engagement," Helen C. Barrett

 Electronic Portfolio Action and Communication (EPAC).

Testing and Grading

 [Testing and Grading Issues](#)

 [“How to Prepare Better Tests: Guidelines for University Faculty,” by Beverly B. Zimmerman, Richard R. Sudweeks, Monte F. Shelley, and Bud Wood](#)

 [Characteristics of a Good Grading](#)

 [Grading Systems](#)


Teaching Online


 [Rate resources in this topic](#)


General

 [Merlot II](#)

 [Teach Online](#)

 [SUNY Teaching, Learning, and Technology](#)


 [Sloan-C/The Sloan Consortium: A Consortium of Institutions and Organizations Committed to Quality Online Education](#)


 [e-Learning Centre](#)

 [World Lecture Hall](#)

 [Deakin Studies Online: Contemporary Online Teaching Cases](#)

 [Illinois Online Network: Online Education Resources](#)

 [The TLT Group: Teaching, Learning, and Technology](#)

 [“Seven Principles of Effective Teaching: A Practical Lens for Evaluating for more effective online instruction.](#)



"(My) Three Principles of Effective Online Pedagogy," Bill Pelz



Quality Matters: Inter-Institutional Quality Assurance in Online Learning.



"Moving from a Face-to-Face to an Online Learning Environment," Jim Julius and Kevin Kelly



"Active Learning on the Web," Bernie Dodge



eCollege Teachers Blog



Campus Technology



The Virtual Vortex: Managing Your Online Course Without Losing Your Mind, Jennifer McLean

Facilitating Learning and Discussions of Controversial Issues



Rate resources in this topic

The following are presentations from Stanford University's "Teachers on Teaching" program which deal with teaching controversial issues. They are available through iTunes U. To access these presentations, open iTunes on your computer or other device (you may need to download it) and enter the title in the "search" box.

- Leading and Discussing Small Group Methods Controversy and Social Commitment
- Addressing controversial issues
- Talking about Killing, Torturing, and Letting Die
- Moral Commitments, Emotional Identification, and Historical Evidence: Teaching the Arab-Israeli Conflict





Discussing Challenging Issues





Stimulating Class Discussions

 Rate resources in this topic

Stimulating Classroom Discussions

-  [How to Have a Good Classroom Discussion](#)
-  ["Handbook for Instructors on the Use of Electronic Class Discussions," Nancy Chism](#)
-  [Frequently Asked Questions about Discussion, Joan Mittendorf and Alan Kalish](#)
-  [Discussion in the Classroom](#)
-  [The Guided Discussion](#)
-  [Discussion Guidelines](#)
-  [Facilitating-Effective-Discussions Wiki.](#)

Stimulating Online Discussions

-  [Improving the Use of Discussion Boards](#)
-  [Staying "In-the-moment" in Asynchronous Online Interaction, Nancy White](#)
-  [Strategies for Effective Use of Chat: When, Why, and How to Make It Work,](#)
-  [Strategies for Promoting Discussion in Your Online Course,](#)

Effective Lecturing







 Rate resources in this topic

-  [How to Give a Lecture](#)
-  [Promoting Learning and Engagement in a Large Gateway Course](#)




Learning for Students with Disabilities

 Rate resources in this topic




Universal Design

-  [An Introduction to Universal Design for Learning](#)
-  [Equal Access: Universal Design of Instruction](#)
-  [CAST, Center for Applied Special Technology: Transforming Education through Universal Design for Learning](#)
-  [FacultyWare: Tools for the Universal Design of Instruction](#)
-  [Examples of Universal Design in Online and Blended Courses](#)
-  [Accessible Instructional Multimedia Library \(EnACT\).](#)

Resources for Visually and Hearing Impaired Students

-  [Class Act: Promoting Access for Deaf and Hard-of-Hearing Students](#)
-  [Adaptive Technology and Accessibility Centers—IUB and IUPUI.](#)
-  [Perkins School for the Blind Teaching Resources.](#)

Web Accessibility

-  [Introduction to Web Accessibility](#)
-  [WAVE Accessibility Tool](#)
-  [University Web Accessibility Policies: A Bridge Not Quite Far Enough, Paul Ryan Bohman](#)

Creative Solutions

 Rate resources in this topic



Imaginative Curriculum Resources Archive



"Problem Solving and Creativity," Chapter Five from Teaching Engineering, Wankat and Oreovicz



On Creativity: An Index, Leslie Owen Wilson



Creativity Techniques

Questions - Answering and Asking

 Rate resources in this topic



"Asking and Answering Questions" Deborah DeZure



Asking and Answering Questions (Library, University of Texas at Austin).



Teaching Tip #5 - Asking and Answering Questions



"Emphasis on Teaching: The Importance of Questions," Marshall Brain.

Student and Classroom Management


 Rate resources in this topic

Effective Techniques for Motivating Students



Motivating Students' Best Work (University of California, Berkeley).


 Motivating Your Students (Princeton University, The McGraw Center for Enhancing Teaching and Learning). Part One: Methods for motivating students because they value what they are learning.

 Part Two: Methods for motivating students because they believe they can learn new material and succeed in the course.

Students in Crisis

 "Dealing with Students in Crisis" (New York City College of Technology).


 Tips for Recognizing Troubled Students (Buffalo State College).

 Tips for Faculty and Staff in Dealing with Students in Emotional Distress (California State University at Chico).

 Assisting the Emotionally Distressed Student (California State University, Long Beach)

 Responding to Distressed Students (University of California, Santa Barbara, Counseling Services)

The First Days

 "Quick Before It Dries: Setting the Pattern for Active Participation from Day One," Steve Adams

 "101 Things You Can Do the First Three Weeks of Class," Joyce T. Povlacs


 Learning Students' Names

Dealing with Difficult Students

 "Classroom Management," Lisa Rodriguez

 Scenes from a Classroom: Managing Conflict





 Managing Classroom Conflict

 Difficult Behaviors in the Classroom

Teaching for Social Justice and Civic Engagement

 Rate resources in this topic

Civic Engagement

-  Campus Compact
-  Strategies for Creating an Engaged Campus (Campus Compact).
-  Civic Engagement
-  "Civic Engagement," Thomas Ehrlich

Promoting and Supporting Integrative Learning

 Rate resources in this topic

Cognitive, Moral, and Emotional Development of Students

-  Perry Network and Center for the Study of Intellectual Development, William S. Moore, Coordinator
-  Reflective Judgement, Patricia M. King
-  Strengthening Practice with Theory By Martha E. Casazza
-  Moral Development and Moral Education: An Overview, Mary Elizabeth Murray,
-  Carol Gilligan's In a Different Voice, Chuck Huff
-  "Diversity and Higher Education: Theory and Impact on Educational Outcomes," Patricia Gurin, Eric L. Dey, Sylvia Hurtado, Gerald Gurin (University of Michigan). Harvard Educational Review, Vol.72, No. 3, Fall 2002.

 [Journal of College and Character](#)


 [Emotional Intelligence Information, John D. Mayer](#)


Learning Styles/Teaching Styles/ Multiple Intelligences

 [Learning Styles and Preferences](#)


 [Learning Styles.](#)

 [Learning Styles take your free test](#)

 [VARK \(visual, aural, read/write, kinesthetic\): a guide to learning styles.](#)


 [Index of Learning Styles Questionnaire, Barbara A. Solomon and Richard M. Felder \(North Carolina State University\).](#)

 [MBTI \(Meyer Briggs Type Indicator\) Personality Test: Understanding Your MBTI.](#)

 [David Kolb's Learning Styles Model and Experiential Learning Theory \(businessballs.com\).](#)

 [Learning Styles.](#)

Integrative Learning

 [A statement on integrative learning from the Association of American Colleges and Universities and the Carnegie Foundation for the Advancement of Teaching](#)

 ["Integrative Learning: Mapping the Terrain," Mary Taylor Huber and Pat Hutchings](#)

 [Association for Integrative Studies \(AIS\).](#)

 [Greater Expectations \(Association of American Colleges and Universities\).](#)

 ["Integrative Learning and Assessment," Ross Miller.](#)

 ["Integrative Learning? Why Now?" Debra Humphreys.](#)

Promoting and Supporting Interdisciplinary Teaching and Learning

 Rate resources in this topic

Team Teaching

Interdisciplinary Teaching

Stanford University's "Teachers on Teaching" series has two presentation on interdisciplinary teaching. They are available through iTunes U. To access these presentations, open iTunes on your computer or other device (you may need to download it) and enter the title in the "search" box. The titles are:

- Teaching Outside the Walls
- Standing at the Abyss: Teaching in an Interdisciplinary Context

Learning Communities


 [Learning Communities: National Learning Commons--Frequently Asked Questions](#)

 [Learning Communities: National Learning Commons \(Washington Center\)](#)

 [Learning Communities Journal \(Miami University of Ohio\).](#)

Promoting and Supporting Critical Thinking in the Disciplines

 Rate resources in this topic

 [Critical Thinking Source](#)













 [Critical Thinking Across the Curriculum Project](#)

 [Reasoning Across the Curriculum Program at Prince George's Community College.](#)

 [The Critical Thinking Community](#)


 Mission: Critical**Diversity and Inclusion** Rate resources in this topic

Teaching Diverse Populations

-  [How to Teach to a Diverse Audience \(Online Teaching Information Center\).](#)
-  [Achieving Excellence in Multicultural Instruction](#)
-  [“Selected References on Infusing Diversity in Teaching and Learning”](#)
-  [Diversity Web: An Interactive Resource Hub for Higher Education.](#)
-  [Teaching Strategies: Creating an Effective Learning Climate](#)
-  [Teaching Strategies: Multiculturalism/Diversity in Teaching](#)
-  [Multicultural Teaching & Learning Resources](#)
-  [Teaching in Racially Diverse College Classrooms](#)
-  [“Creating Inclusive College Classrooms,” Shari Saunders and Diana Kardia. \(University of Michigan, Center for Research on Learning and Teaching\).](#)
-  [Illinois Cultural Diversity Association \(Western Illinois University\).](#)
-  [Recognizing and Addressing Cultural Variations in the Classroom](#)
-  [How to Teach to a Diverse Audience \(Online Teaching Information Center\).](#)

Bring Multi-cultural Content into Your Teaching

-  [Multicultural Curriculum Transformation](#)

 "Effective Multicultural Curriculum Transformation in "Advanced" Mathematics and "Hard" Sciences," Christine Clark

 Center for Curriculum Transformation

 Diversity Web: Diversity Innovations: Curriculum Change.

 Achieving Excellence in Multicultural Instruction: Sample Syllabi

 Multicultural Teaching & Learning Resources


 Student Diversity-Teaching Culturally Diverse Classrooms.

First Year Students

 Rate resources in this topic

 Best Practices for Teaching First-year Undergraduates


 Teaching First Year Students


 National Resource Center for the First-Year Experience and Students in Transition, NRCFYE

Insights into Traditional Student Populations

 Rate resources in this topic

Millenials

 "Is It Age or IT: First Steps Toward Understanding the Net Generation," Diana Oblinger and James Oblinger.

 "The Millennial Learner: Challenges and Opportunities," Sandra Y. McGuire



"The Next Generation Learner," Diana Oblinger



"Educating the Net Generation,"

First Generation Students

Under-Prepared Students



Beloit College Mindset List.

Effective Teaching for UG Adult Learners



Rate resources in this topic

Prior Knowledge



"What They Don't Know Can Hurt Them: The Role of Prior Knowledge in Learning,"
Marilla Svinicki



"Learning in Interactive Environments: Prior Knowledge and New Experience," Jeremy
Roschelle



Recognize Who Your Students

Supervising Undergraduate Research



Rate resources in this topic









Council on Undergraduate Research (CUR).



"Creative Activity and Undergraduate Research across the Disciplines," Lori Bettison-Varga.



"Undergraduate Research as the Next Great Faculty Divide," Mitchell Malachowski

-  ["What Undergraduate Research Can Tell Us About Research on Learning," David Lopatto](#)
-  [Web Guide to Research for Undergraduates](#)
-  [The Journal of Young Investigators: An Undergraduate, Peer-Reviewed Science Journal.](#)
-  [Research Experiences for Undergraduates, REU Program, \(National Science Foundation\).](#)
-  [Undergraduate Research Conferences National Conferences on Undergraduate Research \(NCUR\).](#)
-  [Council on Undergraduate Research \(CUR\) Posters on the Hill.](#)

Improving Student Writing

 [Rate resources in this topic](#)

[Designing Effective Writing Assignments](#)

[Instructing Students about Plagiarism](#)

[Providing Feedback and Grading Writing Assignments](#)

 [Tools You Can Use to Mark Students' Papers](#)

[Integrating the Writing Process into Your Teaching](#)

[Instructing Students on the Use of Citation Styles \(MLA, APA, Chicago Manual\)](#)

Encouraging Academic Integrity

 [Rate resources in this topic](#)

[General](#)

 [Research & Scholarly Integrity](#)

 [Academic Dishonesty Links](#)

 [Designing Online Courses to Discourage Dishonesty, Barbara Christie](#)


 [The Center for Academic Integrity](#)

Plagiarism

 [Detecting and Preventing Plagiarism \(Online Education.com\).](#)

 [Cheating 101: Paper Mills and You](#)

 ["Plagiarism and Anti-Plagiarism," Heyward Ehrlich](#)

 [Plagiarism, Sharon Stoerger.](#)

 [Plagiarism.org.](#)


 [Avoiding Plagiarism](#)


The Science of Learning and Its Implications


 [Rate resources in this topic](#)

[Multiple Ways of Learning and Implications for the Classroom](#)


[How People Learn: Implications for Cognitive Science Research for Teaching](#)

 [Learning Theory, Mark K. Smith, the encyclopedia of informal education](#)

 [Explorations in Learning and Instruction: The Theory Into Practice Database \(TIP\).](#)

 [About Learning \(Funderstanding\).](#)


 [Learning Theories Knowledgebase](#)

 [Theories of Learning, Lee Dunn](#)


 [Constructivism, Martin Ryder](#)

 ["Bloom et al.'s Taxonomy of the Cognitive Domain," W. Huitt](#)

 ["Ripples on a Pond Model," Phil Race](#)

 [How People Learn](#)

Teaching Students How to Learn

 [Study Guides and Strategies](#)

 [Helpful Study Skills Links](#)

 [Study Guides and Strategies maintained by Joseph F. Landsberger.](#)

 [Useful Links: On-Line Study Skills Assistance, Class/Subject Specific On-Line Assistance, ESL Resources On-Line](#)


 ["Learning to Learn" by Karl R. Wirth and Dexter Perkins](#)

Scholarship of Teaching and Learning

 [What is the Scholarship of Teaching and Learning?, University of Central Florida](#)

 [SoTL: The Legacy of Ernest Boyer](#)

 [A SoTL Tutorial from ISSOTL](#)

 [How could I do scholarship of teaching & learning?: Selected Examples of Several of the Different Genres of SoTL," Craig Nelson](#)

 [The Gallery of Teaching and Learning](#)

 [SoTL: Designing and Beginning](#)



[Disciplinary Examples of Scholarship of Teaching and Learning](#)



[The Carnegie Academy for the Scholarship of Teaching and Learning \(CASTL\).](#)



[International Society for the Scholarship of Teaching and Learning \(ISSOTL\).](#)



[Website for Developing Faculty and Professional Learning Communities \(FLCs\) to Transform Campus Culture for Learning](#)

How People Learn: Implications for Cognitive Science Research for Teaching



[Rate resources in this topic](#)

Identifying and Maximizing Your Teaching Style



[Rate resources in this topic](#)

Building Rapport/Productive Relationships with Your Students



[Rate resources in this topic](#)

Stanford University's "Teachers on Teaching" series has two presentation on building rapport with students. They are available through iTunes U. To access these presentations, open iTunes on your computer or other device (you may need to download it) and enter the title in the "search" box. The titles are:

- Relating to Your Students
- Some Tricks of the Trade: Connecting with your students



[Teaching Strategies: Creating an Effective Learning Climate](#)



"Establishing Rapport: Personal Interaction and Learning," Neil Fleming



"Breaking the Ice and Establishing Rapport: Learning Students' Names," Joanne Holladay

Teaching Students How to Learn



Rate resources in this topic

Teaching - Tenure and Promotion



Rate resources in this topic

Documenting Teaching

Conducting Peer Teaching Evaluations



Resources for Improving Peer Evaluations



Peer Review of Teaching



"Preparing for Peer Observation: A Guidebook"

Writing Reflective Statements/Teaching Philosophy Statements

Evaluating Teaching



Considering Evaluation: What Can Be Evaluated:



"Faculty Evaluation" by Michael Theall

Student Evaluations



Student Evaluations



Student Evaluation of Teaching



"Dealing with Hurtful Student Comments," Nancy Givens, Editor (Western Kentucky University, Faculty Center for Excellence in Teaching).

Developing a Teaching Portfolio



"The Teaching Portfolio," Matthew Kaplan (Occasional Paper #11, 1998, University of Michigan, Center for Research on Learning and Teaching). Adobe Acrobat/PDF.



"Developing a Teaching Portfolio



Teaching Portfolio Resources

Global and National Issues



Rate resources in this topic

Teaching Global Competence

Promoting Engaged Citizenship

Working with Graduate Students



Rate resources in this topic

Mentoring



Research & Scholarly Integrity



"How to Mentor Graduate Students: A Guide for Faculty in a Diverse University"



"Mentor and Graduate Student: Strategies for Success"



Mentoring

Teaching Graduate Students



Combining Professional Development with Academic Learning in Graduate Seminars,” Angela Garcia, University of Cincinnati. Radical Pedagogy, 2006.



Resources for Graduate Education, Derek Bruff, Vanderbilt University, Center for Teaching.

Syllabus Writing and Design



Rate resources in this topic



Tips on Writing and Designing a Syllabus



Syllabus Tutorial



Syllabus Template



Guide to a Course Outline



Designing a Course Syllabus: A Self-Guiding Tour



“The Promising Syllabus” by Ken Bain



Designing Better Learning Experiences



Research & Scholarly Integrity

















Optimizing Your Syllabus for Online Students

Use of Technology to Enhance Teaching Effectiveness




Rate resources in this topic

General Technology Usage

-  [Using Technology and Collaboration to Engage Students](#)
-  [Making Learning Visible: Technology and Teaching for Understanding](#)
-  [Technologies to Consider to Support Learning Activities](#)
-  [Teaching Strategies: Using Technology in Teaching](#)
-  [Instructional Technology](#)
-  [ITeach Professional Development Center](#)
-  [Teaching with Technology](#)
-  [Learning Through Technology](#)
-  [e-Learning Centre](#)
-  [Using Online Technology to Break Classroom Boundaries.](#)
-  [Teaching, Learning, and Technology](#)
-  [Teaching and Learning on the Web](#)
-  [“Putting the Learning Back into Learning Technology,” Barry McMullin.](#)
-  [Technologies to Consider to Support Learning](#)

iPads

Podcasting

-  [Seven Things You Should Know About Podcasting](#)

Google Docs/Google Wave

-  [Using Shared Documents for Collaborative Learning in Small Groups](#)

Wikis



Wikis in University Teaching



Wikis in Higher Education



“Wide Open Spaces: Wikis, Ready or Not,” Brian Lamb



Seven Things You Should Know About Wikis

Making YouTube Like Videos

Using Surveys

Blogs



Bloggging to Apply Disciplinary Concepts and Critically Analyze Current Events



“Exploring the Use of Blogs as Learning Spaces in Higher Education,” Jeremy B. Williams



Blogs for Learning



Seven Things You Should Know About Blogs



E-Journaling: Achieving Interactive Education Online, Jonnie Jill Phipps

Evaluating Online Resources



“The Good, the Bad, & the Ugly, or Why It’s a Good Idea to Evaluate Web Sources,” Susan E. Beck



“ICYouSee: T is for Thinking: A Guide to Critical Thinking About What You See on the Web” John R. Henderson




“Thinking Critically about World Wide Web Resources,” Esther Grassian




Evaluating Web Pages: Techniques to Apply and Questions to Ask

 Librarians' Internet Index: Websites You Can Trust

 "Evaluating Information Found on the Internet," Elizabeth E. Kirk

 Assessing the Credibility of Online Sources

 Transcriptions: Evaluating and Citing Online Resources


Powerpoint

 Active Learning with Powerpoint

 "A Flexible Alternative to PowerPoint,"

 ViewMetBuilder

Web Quests

 WebQuest Evaluation and Use, Annette Lamb

 A Rubric for Evaluating WebQuests

Learning Materials

 Rate resources in this topic

 Textbooks, Handouts, and Other Materials: Which are Effective

Cool Stuff from Conferences

Often we are most energized while at conferences and reviewing our notes. Use this space to post notes and share ideas you have gained at conferences. Be sure to use the topic of the conference and your name in the title.

 [Rate resources in this topic](#)

Looking for Some Inspiration?

Use this space to post videos, websites, and other materials that have provided your with inspiration or view others' posts to re-energize and feel inspired.

 [Rate resources in this topic](#)

 [The Joy and Responsibility of Teaching - L Dee Fink](#)

Give and Take Space

This area is open for posting policies, rubrics, and other materials that you have found useful in your own classes. It is like the little tray at the convenience store marked "take a penny, leave a penny."

 [Rate resources in this topic](#)

Read Any Good Books Lately?

There are so many books on education, there is no way each of us can read them all. However, if you have read books on learning, teaching, academia, etc., take some time to provide a review and a recommendation here.

 [Rate resources in this topic](#)

Topic 43

Topic 44

Topic 45

Topic 46

Topic 47

Topic 48

Topic 49

Topic 50

Topic 51

Topic 52

MARIAN UNIVERSITY Online 2

Navigation

Administration

Activities

[Log out](#)[Marian](#)[SabreNet](#)[Faculty/Staff Email](#)[Student Email](#)[Home](#) ▶ [My courses](#) ▶ [Miscellaneous](#) ▶ [Marian Online 2 Student Tutorials](#)

WELCOME TO THE MARIAN ONLINE 2 STUDENT TUTORIALS

General Information

[Checklist: Getting Ready to be an Online Learner](#)[Students' Expectations of Professors](#)[Professors' Expectations of Students](#)[Keys to Success](#)

Navigating Marian Online





Layout of the Screen



Docking and Undocking Blocks



Hiding And Unhiding Blocks And Expanding Block Content



Your Personal Settings

Discussions - Forums



Posting to a Discussion Forum



Discussion Tips

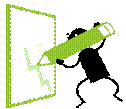


Check Your Knowledge - Practice Discussion



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Assignments



Submitting Assignments



[Reviewing Graded Assignments](#)



[Check Your Knowledge - Practice Assignment](#)



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Quizzes - Exams



[How to Avoid Problems Before Taking a Quiz](#)



[Taking a Quiz](#)



[Check Your Knowledge - Practice Quiz](#)



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Marian Technology



[Email Calendar](#)



[Password Manager](#)



Marian E-mail



File Storage in the Cloud



SabreNet



My Marian



Step-by-step guide to accessing the library from off-campus [printable PDF]



Accessing the Library from Off-Campus



Digital Resources



Check your Knowledge - Marian Technology



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Essentials



Checking Your Grade



Sending a Message to Your Instructor



Tracking Your Progress



Marian Writing Services



[How Do I Get My TextBooks?](#)



[Plagiarism Quiz](#)



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Policies



[Marian University Student Handbook](#)

Click on the above link. Once it has opened, click on the bottom right icon to expand your view.



Frequently Asked Questions

Why is the forum, assignment or quiz title gray and I can't click on it?

How do I stop getting so many emails from my course?

What happened to my **Navigation** or **Administration** blocks?

Why do I keep getting disconnected when I take a quiz?

.....
Derived from works by Porterville College.



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[Home](#) ► [My courses](#) ► [Miscellaneous](#) ► [Marian Online 2 Student Tutorials](#) ► [WELCOME TO THE MARIAN ONLINE 2 STUDENT TUTORIALS](#) ► [Checklist: Getting Ready to be an Online Learner](#)

Checklist: Getting Ready to be an Online Learner

Is online learning for you? Take this [short self evaluation](#) and find out. - Used with permission from ION.

If you are new to online learning, here is a handy checklist of things you should consider as you begin.

Technical Considerations

1. **Have access to an Internet connection.** Online learning is exactly how it sounds, learning online. Having access to a reliable, high-speed Internet connection is the key component to learning online.
2. **Have access to a reliable computer.** An up-to-date computer will allow you to access course content, view multimedia files and engage in online forums and discussions with a minimum of trouble.
3. **Have current software.** Viewing multimedia files is an important part of online learning. Older computers may not have the appropriate software that allows these types of files to be downloaded quickly or viewed at all. You will also be expected to use Microsoft Word (not Works) to complete some written assignments. You have access to a free version of Microsoft Word, PowerPoint and Excel through your OneDrive account. Check your course syllabus for each class to see if any special software is required. Take a moment to make sure your computer is set to deliver all aspects of your course to you.
 - If you are using a PC, make sure your Microsoft Windows is up-to-date. Direct link - [> windowsupdate.microsoft.com/](http://windowsupdate.microsoft.com/)
 - Have Adobe Reader installed so you can open, read and print pdf documents. Direct link - [> get.adobe.com/reader/](http://get.adobe.com/reader/)
 - Ensure that you have the latest Shockwave and Flash players installed. Direct link -

> get.adobe.com/shockwave/ Direct link -> get.adobe.com/flashplayer/

- Have Microsoft Office installed on your computer. If you do not own it, you may purchase it for less than \$100 because you are a Marian University student, using this link: <http://www.journeyed.com/WAICU>
- Turn off pop-up blocker for Marian Online. If you are unsure of how to do this, or any other of these steps, please contact the Helpdesk by phone (920.923.8793) Monday - Friday 8:00 - 6:30 or Saturday 8:00 - noon; or by email (helpdesk@marianuniversity.edu)
- **Browsers and Browser Settings**
 - Recommended minimum browsers:
 - Google Chrome 11 or higher
 - Firefox 4 or higher
 - Safari 5 or higher
 - Internet Explorer 8 or higher. (Note: IE 10 required for drag and drop of files from outside the browser into Marian Online.)
 - Cookies need to be enabled in your browser to maintain your Moodle session (Usually cookies are enabled by default.)
 - JavaScript must be enabled in your browser. Usually JavaScript is enabled by default, but you or someone else might have changed this setting.

Materials

1. **Have current textbooks as indicated by the instructor.** Most instructors have a textbook (or more) that they ask students to read, and will refer to throughout the course. Whether some or all of the class is online, you must still keep up with the reading materials.

Study Environment

1. **Set aside a place that provides an environment conducive for studying.** Find a place that is well lit, well ventilated, and is free from distractions. If this place is at your residence and you have roommates, consider making a sign for your door that indicates you are studying or taking an online test.
2. **Procrastination will not make things easier.** Inevitably, there will be one assignment that seems harder than the rest. If you are really having trouble, contact the instructor or your support group immediately, to share your thoughts and to devise a strategy for tackling the assignment.

Organization

1. **Organization is an important part of online learning.** Being organized is the key to online learning. Planning and organizing will lead to less stress and confusion especially when multiple assignments and projects are due.

2. **Follow the syllabus.** Know the due dates. Break larger assignments into smaller pieces and complete them by or before the designated deadlines.
3. **Make the appropriate time commitment and manage your time wisely.** A good rule of thumb is that a typical, 3-credit course should take approximately three hours of class time per week plus an additional six hours of study time per week. In other words, you should be dedicating about nine hours per week to each course. Your online courses are no different in this regard.

Support

1. **Have access to a support group.** There will be times when some tasks seem confusing. It is during these times that being able to talk with the instructor will help make things clearer. At other times having family, friends, or other students to talk things over with will help relieve stress or confusion.
2. **Make use of Marian's Writing Center.**
3. **Enroll in Password Manager.** If you have not already done so, enroll in Password Manager so you can always unlock your account, and reset your password without having to wait until the Helpdesk is open.
4. **Know how to get technical help.** Marian's Helpdesk can be reached by email: helpdesk@marianuniversity.edu or by phone: 920.923.8947.

To leave this page and return to the main course page, click the name of this course in the navigation bar as shown in the figure below.



Home ► My courses ► Miscellaneous ► **Marian Online 2 Student Tutorials** ► General Information ► Checklist: Getting Ready to be an Online Learner

Last modified: Friday, April 11, 2014, 9:47 AM



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MARIAN UNIVERSITY Online 2

Students' Expectations of Professors

You can rely on your professor to adhere to these expectations:

- I will check my email at least daily and I will respond to your email within 48 hours.
- I will only send email to your Marian University email address.
- I will keep you posted on how you are doing in the course, through the Marian Online and provide feedback on your assignments.
- You may call me at the office as well as email me. If you would like to set up some time to meet face-to-face, that is always a possibility as well.

Last modified: Tuesday, April 15, 2014, 8:18 AM

MARIAN UNIVERSITY Online 2

Professors' Expectations of Students

Your professor will expect the following of you:

- Check the course homepage, assignments and your email every day.
- Purchase books early. Classes start discussing material the first day of the course. It is very easy to fall behind if you don't have your text or other materials.
- Keep up with your reading assignments, posting and writing assignments. If you procrastinate and try to do everything the night it is due, you will not be as successful.
- Answer emails within 48 hours.
- Use ONLY your Marian University email account so that no emails will accidentally get bounced or marked as spam and discarded.
- Submit and/or post assignments by the deadline.
NOTE: ALL DEADLINES ARE CENTRAL TIME.
- Stay in contact and report any problems or issues quickly so that they can be resolved in a timely manner.

Last modified: Tuesday, April 15, 2014, 8:19 AM

MARIAN UNIVERSITY Online 2

Keys to Success

- **Set aside a specific time during each day for this course** - the best time that fits your schedule. Use this time for preparation (reading and studying) and for participation (reading, writing assignments, taking quizzes, posting discussion content, etc.)
- **Don't put off the work** - you need to keep up so you can more effectively participate in group and class discussions, make informed decisions, and apply critical thinking to your learning process. This course is time-condensed and accelerated so it will require that you work on it each day, depending upon your level of existing skills. Logging into the class and working on your assignments frequently will keep you engaged, on-track, and moving steadily toward your goal!
- **Don't be afraid to ask questions** - just like in a face-to-face class, there are probably several others who are wondering the same thing that you are. Let me know about any problems you are having right away so we can resolve them quickly.
- **Have Fun !!!**

Last modified: Friday, December 21, 2012, 12:03 PM

J. Refund Policy

Provide evidence that the institution adheres to the Principles of Good Practice for online education as outlined in COMAR 13B.02.03.22(C);

(Please note that each section of the Good Practices requirements must be completed by the institution. Faculty handbooks and other materials may be submitted to support your narrative; however, supplemental materials may not be submitted in lieu of the narrative.)

University Refund policy

Drop before first class	100% refund	No notation on transcript
Non-attendance/no drop/no show	90% refund	WD on transcript

All students withdrawing from the University or changing enrollment status are issued tuition refunds based on the scale below:

Length of class	Amount of refund	Academic Notation
------------------------	-------------------------	--------------------------

14 weeks or longer:

1 st or 2 nd week (add/drop period)	100%	No notation on transcript
3 rd or 4 th week	75%	WD on transcript
5 th or 6 th week	50%	WD on transcript
After 6 th week	None	WD on transcript
After the 10 th week	None	WF on transcript

7 to 13 weeks:

1 st week	90%	WD on transcript
2 nd week	75%	WD on transcript
3 rd week	50%	WD on transcript
After 3 rd week or up to 69% of course completed	None	WD on transcript
70% or more of course completed	None	WF on transcript

1 to 6 weeks or more than 2 course meeting days:

10% of course completed	90%	WD on transcript
11 to 25% of course completed	75%	WD on transcript
26 to 40% of course completed	50%	WD on transcript
41% to 69% of course completed	None	WD on transcript
70% or more of course completed	None	WF on transcript

2-Day Courses:

1 st day	50%	WD on transcript
2 nd day	None	WF on transcript

IMPORTANT

The official date of university withdrawal or course drop/withdrawal for purposes of determining refund and academic action is the day upon which properly completed withdrawal or course drop forms are received in the Registrar's Office.

- The Financial Aid Office has a separate Refund Policy for returning aid when a student withdraws.
- Students who are suspended or expelled for disciplinary reasons receive no refund on tuition.
- Fees for courses dropped after the add/drop period are not refunded, but drop forms must be filed in the Registrar's Office in order to avoid receiving an F for the course.

- Room charges are non-refundable.
- Board refunds are made, with appropriately approved exceptions, on a pro-rated basis.
- No student will receive a diploma or an official academic transcript until all accounts have been paid.
- The University, through the appropriate action of its Board of Directors and Administration, reserves the right to make changes in the above as financial and operational considerations may require. Changes in tuition or fees after publication of this Bulletin are printed separately and are made available to all current and prospective students.

K. Affidavit from CEO/President

Provide a notarized affidavit from the CEO/President affirming:

- that the institution has not filed for bankruptcy protection,
- willingness to abide by the provisions for online education established by the Education Article, § 11-202.2, Annotated Code of Maryland and COMAR 13B.05.01 of the Code of Maryland Regulations, and
- that the institution will promptly notify the Maryland Higher Education Commission of all matters referenced in COMAR 13B.05.01.11.

Affidavit

State of Wisconsin, County of Fond du Lac

I, Interim President Robert Fale, swear or affirm that Marian University

1. has not filed for bankruptcy protection.
2. will willingly abide by the provisions for online education established by the Education Article, § 11-202.2, Annotated Code of Maryland and COMAR 13B.05.01 of the Code of Maryland Regulations.
3. will promptly notify the Maryland Higher Education Commission of all matters referenced in COMAR 13B.05.01.11

I hereby state that the information above is true, to the best of my knowledge. I also confirm that the information here is both accurate and complete, and relevant information has not been omitted.



Signature

7/21/14

Date



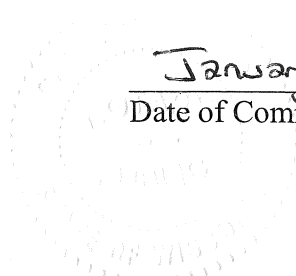
Notary Public

NOTARY PUBLIC

Title and Rank

January 16, 2017

Date of Commission Expiry



L. Student Complaint Process

Provide information describing the process for the filing and resolution of student complaints, including informing students that the institution is subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission. Complaints should be directed to:

Maryland Attorney General
Consumer Protection Division
200 St. Paul St.
Baltimore, MD 21202
410-528-8662/888/743/0823 (toll free)

Complaints Process—Marian University

Introduction

Beginning July 1, 2011, the U.S. Department of Education regulations to improve the integrity of programs authorized under Title IV of the Higher Education Act (HEA), as amended (the “Program Integrity Rule”), take effect. The Program Integrity Rule requires, among other things, that each college or university authorized to offer postsecondary education in one or more States ensure access to a complaint process that will permit student consumers to address the following:

1. Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
2. Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
3. Complaints relating to the quality of education or other State or accreditation requirements.

Marian University, as an institution authorized to provide postsecondary education in the State of Wisconsin, is committed to full compliance with the Program Integrity Rule, and provides the following confirmation to all current and/or prospective students:

The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Marian University. You may review the University’s accreditation documents at: <http://www.marianuniversity.edu/accreditation/>

Process

Marian University seeks to resolve all student concerns in a timely and effective manner. To that end, this complaint process serves as an ongoing means for students to discuss concerns or register formal complaints that pertain to alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising; alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and complaints relating to the quality of education or other State or accreditation requirements.

The Offices of the Executive Vice President for Academic and Student Affairs, Admissions, Business and Finance, Registrar, and Financial Aid all provide specific administrative means to address and resolve most, if not all of the questions and concerns you may have. The contact information for each of these Offices is provided below.

- Executive Vice President (academic programs, accreditation)
Phone: (920) 923-7604/E-mail: ckawleski@marianuniversity.edu
- Student Affairs (student and campus life)
Phone: (920) 923-7666/E-mail: bfstobb37@marianuniversity.edu
- Admissions (admissions eligibility)

- Phone: (920) 923-7650/E-mail: admission@marianuniversity.edu
- Business and Finance (tuition/fee payments)
Phone: (920) 923-7611/E-mail: jcdoherty65@marianuniversity.edu
- Registrar (academic records)
Phone: (920) 923-7618/E-mail: jlhammock66@marianuniversity.edu
- Financial Aid (loans, scholarships, grants)
Phone: (920) 923-7614/E-mail: finaid@marainuniversity.edu

It is expected that students will fully utilize any/all of the University's administrative procedures to address concerns and/or complaints in as timely a manner as possible. On occasion, however, a student may believe that these administrative procedures have not adequately addressed concerns identified under the Program Integrity Rule. In those select cases, the following independent procedures are provided:

1. The Division of Trade and Consumer Protection of the Wisconsin Department of Agriculture, Trade and Consumer Protection (the "Division") is prepared to receive and review student consumer complaints regarding alleged fraudulent or abusive practices by a college or university in the delivery of postsecondary academic programs and activities, including, for example, fraud or false advertising. Complaints may be filed with the Division in written or electronic form by accessing the following link:
http://datcp.wi.gov/Consumer/Consumer_Complaints/index.aspx.
2. The Office of the Attorney General for the State of Wisconsin is authorized to investigate and prosecute violations of State consumer laws, including laws relating to deceptive advertising, credit, charitable solicitations, telecommunications, telemarketing and sales. The Office cooperates with other States, the Federal Trade Commission and other federal agencies in addressing national consumer protection issues. Further, the Wisconsin Department of Justice Office of Consumer protection litigates cases that are referred to the Department by other States agencies. Complaints may be filed with the Wisconsin Department of Justice Office of Consumer Protection at the following link:
http://www.doj.state.wi.us/dls/ConsProt/cp_complaints.asp.
3. The Higher Learning Commission ("HLC") of the North Central Association of Colleges and Schools is an independent body responsible for the accreditation of programs offered by Marian University. HLC relies on constant contact with the University to ensure quality higher learning. Accredited institutions are required to submit progress reports, monitoring reports, contingency reports, and annual reports, as well as to participate in focus visits. Each year, HLC receives a number of complaints from students or other parties. When a complaint raises issues regarding an institution's ability to meet accreditation criteria, HLC will forward a copy of the complaint to the institution and request a formal response. Complaints may be filed with Higher Learning Commission at the following link: <http://www.ncahlc.org/information-for-the-public/complaints.html>.
4. A variety of other State agencies or State Boards, which are involved in the evaluation and approval of institutional programs, or in the granting of professional

certification or licensure, may also be contacted. These agencies include, but may not be limited to, the following:

Accounting Examining Board:

http://www.drl.state.wi.us/board_detail.asp?boardid=61&locid=0

Board of Nursing:

http://www.drl.state.wi.us/board_detail.asp?boardid=42&locid=0

Department of Public Instruction (teacher preparation programs)

licensing@dpi.wi.gov

Physical Therapists Affiliated Credentialing Board

http://www.drl.state.wi.us/board_detail.asp?boardid=47&locid=0

Wisconsin Supreme Court (legal education)

If you are currently enrolled, or anticipate enrollment, in an educational program that requires State agency or board authorization and/or licensure and do not see it listed here, please contact the Office of the Executive Vice President for Academic and Student Affairs at (920) 923-7604.

M. Web Page Posting Requirements

Provide a copy of the web page that is responsive to the posting requirements specified in Education Article, § 11-202.2(c)5, Annotated Code of Maryland.

Make public and post on the institution website:

- Information on its registration with the Commission: and
- The process for Maryland students to make complaints about the institution.

Distance Education

Student Complaint Process

In compliance with the U.S. Department of Education (USDOE) Higher Education Act (HEA), institutions offering distance education are required to provide enrolled and prospective students the contact information to file complaints with the institution's accrediting agency and with an appropriate state agency in the student's home state.

Marian University seeks to resolve all student concerns in a timely and effective manner. To that end, the [Marian University complaint process](#) serves as an ongoing means for students to discuss concerns or register formal complaints that pertain to alleged violations of state consumer protection laws that include but are not limited to fraud and false advertising; alleged violations of state laws or rules relating to the licensure of postsecondary institutions; and complaints relating to the quality of education or other state or accreditation requirements. In the unlikely event that a student concern cannot be resolved by Marian University, students may file a complaint with their [state licensing authority](#) or the [Higher Learning Commission of the North Central Association of Colleges and Schools](#) once all internal avenues have been exhausted.

Request
Information



Apply
to Marian



Schedule
a Tour



Donate
to Marian



Summer
Registration



Fun Fact

96% of Marian students participate in educationally driven internships and research in their majors, giving them experience that can be applied after graduation.

Campus Info

Marian University - Main Campus
45 S. National Ave.
Fond du Lac, WI 54935-4699

CALL: **1-800-2-MARIAN** (1-800-262-7426)

EMAIL:
admission@marianuniversity.edu

[All Locations](#)