Section 3 – Academic Affairs Policies

3.1 Academic Structure

3.1.1 College of Arts and Sciences
The College of Arts and Sciences is administered by its Dean. The undergraduate program is administered by department chairs, who are appointed by the Provost upon the recommendation of the Dean of the College. The graduate program of the College of Arts and Sciences is administered by the Dean of the College assisted by others whom he/she appoints. The College is accredited by the American Chemical Society and the National Council for Accreditation of Teacher Education. Meetings of the faculty of the College of Arts and Sciences are called by the Dean of the College who is the presiding officer. The President of the University or his/her appointee also may convene the faculty of the college. See the Bylaws and Policy Manual of the College of Arts and Sciences for other information concerning policies and procedures of the college.

3.1.2 School of Business Administration
The School of Business Administration is administered by its Dean and organized through departments, committees, and other organizational units. The graduate program is administered by the Director of Graduate Studies who is appointed by the Dean. The School is accredited by AACSB International—The Association to Advance Collegiate Schools of Business. See the Bylaws and Policy Manual of the School of Business Administration for other information concerning policies and procedures of the School.

3.1.3 School of Music
The School of Music is administered by its Dean and Associate Dean. It is structured by areas of instruction. The School is an accredited, institutional member of the National Association of Schools of Music. See the Faculty Handbook and Music Handbook for the Mission Statement, Bylaws, and operating policies and procedures of the School of Music.

3.1.4 College of Law
The Stetson University College of Law, founded in 1900, is Florida's oldest law school. For more than half a century it was located in DeLand on the University's main campus. In 1954, the college was relocated to St. Petersburg. Its separate campus in the Tampa Bay area places it within easy access of the many educational opportunities afforded by a heavy concentration of legal firms and courts. The college is approved by the American Bar Association and has been a member of the Association of American Law Schools since 1931.

The college is administered by its Dean, who reports directly to the Provost and Vice President for Academic Affairs. The College of Law, although on the St. Petersburg campus, is an integral part of the University, functioning under the President and Board of Trustees. See the Stetson University College of Law Catalog for further information.

3.1.5 Library
The library is administered by the Dean of the Library and Information Technologies. Librarians are
members of the University faculty. The Library faculty collaborate with faculty members in the College and Schools to support the academic program of the University. The College of Law is served by the Dolly & Homer Hand Library on the Gulfport Campus and the Tampa Law Library at the Tampa Law Center.

3.1.6 Graduate Program
Graduate study at Stetson University is under the supervision of the College or School that awards the degree. Each school/college has a Graduate Studies Committee, which, with their Deans and in accordance with directives from the faculty they represent, establishes admissions standards, programs of study, and degree requirements, and supervises the graduate programs. Coordination of these programs at the University level is through the Provost. See the Graduate Studies section of the University Catalog for more information.

3.1.7 Celebration
Academic offerings on the Celebration campus are administered by the Academic Deans through departmental faculty coordinators and department chairs, with general administrative oversight from the Associate Vice President for Boundless Learning. Faculty teaching on the Celebration campus are members of the appropriate department/program on the DeLand or St. Petersburg campus.

3.1.8 Continuing Education
The Continuing Education program is administered by the Director of Continuing Education who reports to the Associate Vice President for Boundless Learning.

3.2 The Faculty (revised August 2010)
The University faculty is composed of the President, Provost, the Deans of all colleges and schools, and all persons whose letters of appointment confer the title of full-time faculty of Stetson University. The faculty of each College or School is composed of the President, Provost, the Dean of that College or School, and the full-time faculty members who teach in that School or College.

3.2.1 Academic Ranks

3.2.1.1 Professor
A full-time tenure-track position. Stetson University's highest rank. Generally, a terminal degree in the area in which the individual teaches is required.

3.2.1.2 Associate Professor
A full-time tenure-track position. Generally, a terminal degree in the area in which the individual teaches is required.

3.2.1.3 Assistant Professor
A full-time tenure-track position. Generally, a terminal degree in the area in which the individual teaches is required.

3.2.1.4 Lecturer
The title lecturer recognizes the faculty member whose assistance with the academic program in a full-
time position merits this recognition. Appointment is normally for one academic year. Lecturers are full-time temporary faculty who are eligible for regular employee benefits. Lecturers do not acquire tenure.

3.2.1.5 Visiting
The term "visiting" may be added to any of the ranks of professor, associate professor, assistant professor, or lecturer to indicate an appointment for one academic year. Visiting faculty do not acquire tenure.

3.2.1.6 Visiting Research Professor
Visiting Research Professors are accomplished persons in their disciplines of study who continue their research on campus and contribute to campus culture. They typically have no assigned teaching or service responsibilities. Visiting Research Professors do not acquire tenure.

3.2.1.7 Senior Professor
Tenured faculty members who are in a full-time teaching status and who have completed five years of service at Stetson University, upon official retirement, shall be eligible to apply for Senior Professor Status. Granting of this status shall be contingent upon (1) available resources and review of Departmental need, (2) the recommendation of the appropriate department head, the Dean, and the Provost, and (3) the approval of the President. Their title will be their highest rank achieved at Stetson University preceded by "Senior." Senior Professors are appointed for a term of up to two years, which may be renewed annually thereafter. Criteria for consideration of renewal include review of departmental/programmatic need, financial feasibility, an analysis of the Faculty Annual Review (FAR), and other relevant factors. Faculty members who have Senior Professor status shall:

1. Retain official faculty status with full voting privileges as members of the faculty;
2. Be entitled to an office space and the secretarial and other services normally provided faculty members;
3. Teach a reduced load as agreed upon with the academic dean;
4. Fulfill University responsibilities as agreed upon with the academic dean;
5. Retain retiree benefits on the same basis as other similarly situated retirees;
6. Be entitled to a negotiated salary based on load and funding available. Salary must be approved by the Dean of the College/School, Provost and the President.


3.2.1.8 Adjunct Faculty
The title adjunct faculty identifies an expert whose primary place of employment is not Stetson University or whose primary employment within the University is not in a faculty capacity. An adjunct faculty member is an expert in a special field appointed to give instruction on a part-time or discontinuous basis. Appointment is on a course-by-course basis for one academic semester with the possibility of reappointment as needed. Adjunct faculty are part-time temporary faculty who are not eligible for full-time employee benefits. This is a non-tenure track position.
3.2.1.9 Emeritus/a Faculty
Upon a faculty member's retirement, the designation emeritus/a may be added to his or her title in recognition of distinguished service to the University. The procedure for nominating and selecting emeritus/a professors requires a recommendation from an appropriate department chair to an appropriate academic Dean (or directly from the academic Dean), who submits the nomination to the President through the Provost. The President reports the appointment to the Board of Trustees. The person named should normally:

- Be held in high regard by colleagues and students;
- Have devoted a significant length of service to Stetson University;
- Have received recognition on the basis of professional accomplishments;
- Have a distinguished record as a teacher, a campus leader, and an actively concerned member of the community beyond Stetson; and
- Qualify for official retirement or be at least 62 years of age.

3.2.2 Classroom Teaching Responsibilities
[To be revised once faculty workload policy is fully defined]

Teaching responsibilities at Stetson University are determined at the individual college/school level. There are certain University standards that do apply, however. These standards operate on the undergraduate level and are as follows:

1. The normal teaching responsibility is twelve credit hours or the equivalent per semester. Efforts are made to reduce the individual faculty member's teaching responsibility to nine hours, but considerable variation will continue to exist for some time to come.
2. Variations in teaching responsibility occur based on the number of preparations, the nature of instruction, the substance of material, or the extent to which the individual is engaged in research, and certain committee assignments.
3. As a practical matter, in some instances, enrollment or the number of students taught may also affect the teaching responsibility.
4. More particular guidelines exist at the individual college/school level and may be found in the particular policy manuals.
5. Judgments about teaching responsibility in particular cases are made by the respective academic Deans, in consultation with the Provost, as appropriate and at the initiative of the Dean.
6. In addition to classroom teaching responsibilities, faculty are expected to pursue an active scholarly/creative life, to participate in the advising program, to be available to students, to contribute to university life through work on committees and by attendance at major university and college/school events.

3.2.3 University Faculty Meetings
The University Faculty meets on a regular basis (at least twice a year) with an agenda published seven days in advance by the Provost. By petition or resolution, the University Faculty and/or the Faculty
Senate may have items placed on the agenda for full discussion and vote. The President, Provost, or his/her designee presides at all meetings of the University Faculty, and meetings may be called by the President or Provost, by resolution of the University Faculty, or by resolution of the Faculty Senate.

3.2.4 Committee Appointments

Members of the University Faculty serve on university committees, appointed by the Provost or by the University Faculty Senate. The Schools/Colleges also have committees of their faculties. The objectives and responsibilities of the committees are set out by the appointing authority. In addition to standing committees, ad hoc committees may be appointed in a similar manner. Unless otherwise specified, faculty members of university committees and committee chairs are recommended to the Provost by the Executive Committee of the Faculty Senate and the Council of Deans each summer. Some committee service is by election by the faculty. For a list of University-wide committees and their responsibilities, see sections 2.4 and 2.5. Lists of members of University committees and Faculty Senate committees are published each year.

3.2.5 Faculty for Graduate Instruction

Selection of Faculty for Graduate Instruction

Stetson University does not have a separately designated Graduate Faculty. Chairs in consultation with departmental faculty assign graduate teaching duties for each semester. Members of the tenured and tenure-track faculty and specially appointed adjunct faculty are eligible for assignment to graduate courses. Graduate instructors must have sufficient credentials, including the appropriate terminal degree and if required, certification, as well as a record of scholarship and teaching excellence commensurate with the expectations of the graduate programs. In cases where professional achievement is clear and their expertise compelling, adjuncts or visiting faculty who do not hold the terminal degree may also be assigned to graduate classes with appropriate justification and documentation. All graduate teaching assignments are reported each semester to the appropriate graduate studies council and are approved by the Dean of the College or School.

3.3 Faculty Employment Policies

3.3.1 Recruitment of Faculty

- Revised 10-31-2012

The Office of Academic Affairs works in conjunction with the Office of Human Resources to assure that University policies are followed in the recruitment of faculty so that:

- Faculty recruitment strengthens the academic mission, fulfills curricular needs, complies with strategic advancement, and can be supported by required resources;
- Diversity is sought in all searches;
- Candidates being considered evidence excellence in teaching or librarianship; the potential for research, creative and professional activities, and service; and commitment to advancing the Stetson University mission, vision, and values.
All tenure-track searches are conducted at the national level, with the goal of having a robust inclusive pool of teacher-scholar candidates committed to the advancement of the University; and
Recruitment costs for open positions are reasonable and within budget.

Recruitment of full-time faculty is coordinated through the Office of Academic Affairs upon recommendation from the appropriate Dean and approval of the Provost. Once budgetary support for the position has been verified, a recruitment plan is formulated with the Dean and forwarded to the Provost for approval. Please follow the steps outlined in Faculty Recruitment and Hiring Checklist (FRHC) for Full-Time Faculty and the Guidelines for Proposal for Full-Time Faculty Positions.

Recruitment of adjunct faculty (Section 3.3.3 of University Policies and Procedures) may be handled at the department level, but requires compliance with University Policies and Procedures and must have the approval of the appropriate Dean. The Office of Academic Affairs serves as a resource if assistance is needed or if recruitment funding is requested.

**Faculty Recruitment Overview for Full-Time Faculty**
The Faculty Recruitment and Hiring Checklist (FRHC) for Full-Time Faculty outlines the specific steps to be followed for recruitment of full-time faculty.

**Faculty Line**
The Provost approves requests to allocate existing or new faculty lines upon recommendation by the respective Dean, following steps outlined in the Guidelines for Proposal for Full-Time Faculty Positions.

**Search Committee**
The respective Dean works with the Department Chair (Associate Dean in the School of Music and Library) in appointing a search committee comprised of a robust, inclusive pool of colleagues who are able to represent the department and the University community and who are able to assess the qualifications of the candidates as related to position requirements. Search committees will include at least one faculty member from a program other than the host (or primary) program.

**Advertisements**
Advertisements should be placed where they will attract the most attention for the respective discipline, utilizing discipline journals and listservs whenever possible, and also in venues with proven viewership by women and candidates from historically under-represented groups. Departments are encouraged to consult with the Office of Human Resources to identify venues that reach the targeted applicant pool, and they must work with the Office of Academic Affairs when placing advertisements to assure compliance with University policies and for proper payment of such services. The Faculty Recruitment Ad Template gives guidance on writing recruitment advertisements and on including the University EOE statement.

**Campus Visits**
Generally three candidates for a position will be invited to campus. These candidates must be approved by the appropriate Dean and an interview with the Provost should be scheduled in advance of
confirming travel dates. While on campus, candidates should have the opportunity to meet with
colleagues outside the hiring department who share similar interests and/or commitments, as well as
faculty actively involved in advancing the University's values and commitment to inclusive excellence.

**Convention Travel**
In some disciplines, it is customary to attend a professional convention or conference to interview
candidates for a position. If this is a meeting which would normally be attended by the faculty member,
then the expenses should be paid through the regular professional travel funding process. If the trip is
expressly for recruitment, then faculty should petition their Dean to seek funding approval from the
Provost in advance of making any travel arrangements.

**Travel Reservations and Expenses**
Airline reservations (for conference interviews and campus visits) are the responsibility of the traveler,
and eligible expenses will be reimbursed by the Office of Academic Affairs upon presentation of
itemized receipts and, for the candidate, submission of a completed W-9 form.

**Housing**
Contact the Office of Academic Affairs for assistance and guidance in reserving accommodations at local
hotels. Corporate rates are available at most local hotels, and a DPO authorized by Academic Affairs may
be used for direct-billing at participating hotels following University Finance Policies.

**Meals**
University funds may be used during the campus interviews to pay for meal costs of the candidate and
hosting faculty (restricted to two faculty members per meal). Efforts should be made to keep these costs
reasonable. Faculty may utilize a DPO authorized by Academic Affairs for direct billing at local
participating restaurants (please consult with the Finance Department to verify participation).
Otherwise, itemized receipts attached to the completed form should be submitted to Academic Affairs
following University Finance Policies.

**Reimbursements**
All reimbursements associated with recruitment should be processed through the Office of Academic
Affairs upon submission of itemized receipts attached to completed form following University Finance
Policies.

**3.3.2 Faculty Appointments**
All full-time appointments to the ranked faculty shall be either (1) term-limited appointments or (2)
tenure-track appointments that lead to continuous tenure. Prior to tenure, all tenure-track faculty
contracts are for one year.

The terms and conditions of every appointment to the faculty will be stated or confirmed in writing, and
a copy of the appointment document will be supplied to the faculty member. Any subsequent extension
or modification of an appointment, and any special understanding, or any notices incumbent on either
party to provide, will be stated or confirmed in writing, and a copy will be given to the faculty member.
Tenure-track faculty members will be advised in writing, at the time of initial appointment, of the substantive standards and procedures generally employed in decisions affecting renewal and tenure. Any special standards adopted by the faculty member's department or school will be clearly stated in writing. Any changes of renewal, tenure, and promotion procedures will be communicated in writing.

Written notice from the Provost that a tenure-track appointment is not to be renewed will be given to the faculty member at the earliest possible date, but no later than:

- March 1 before the date of termination of an initial one-year contract;
- December 15 before the date of termination of a second one-year contract;
- May 11 before the date of termination of a contract after two or more years of service in the institution.

### 3.3.3 Policy for Employment of Adjunct Faculty

The University makes use of the services of adjunct faculty on occasion for a variety of reasons. The expertise added by such faculty members adds a new and exciting dimension to our curriculum. They are employed to make it possible for our full-time faculty to take advantage of sabbatical leave and other enrichment opportunities which would take them from campus. In addition, they serve the University by teaching courses that are beyond the loads of our full-time faculty.

The need for adjunct faculty is re-examined each semester and thus adjunct faculty appointments are considered to be one-semester course-specific appointments without expectation of renewal. Adjunct faculty are provided information about their responsibilities and general University rules and regulations which affect them through the Information for Adjunct Faculty brochure, the University Policies and Procedures, and the University Catalog. In addition, the individual colleges/schools also have information for adjunct faculty specific to their area.

The hiring of adjunct faculty follows these general guidelines.

#### 3.3.3.1 Procedures for Recruitment of Adjunct Faculty (Revised July 2012)

1. The department chair requests adjunct assistance.
2. The dean/library director considers the request on the merits of the case and the existing budget as reviewed and approved by the Provost.
3. If the request is approved, the dean/library director is provided certain information by the department chair:
   a. A position description
   b. A recruitment plan which generally focuses on the local area. The committee must consult with the University diversity advisor to ensure that the recruitment plan includes steps to develop an appropriately diverse applicant pool.
4. The department chair conducts the search with the assistance of faculty from the department. After, examination of the dossiers of candidates, top candidate(s) are brought to campus for interview. Campus interviews with candidate(s) include meeting with department members and other colleagues, an interview with the dean/library director, and a classroom presentation in
the presence of faculty and students whenever possible.

5. The Department Chair advises candidates of University policies which affect adjunct faculty and of general University academic policies.

6. The department chair brings a recommendation for the finalist to the dean for approval.

7. The dean/library director makes the final recommendation to offer the teaching appointment to the candidate after consultation with the department chair. Recommendations are reviewed and approved by the Provost. The Provost can make adjunct faculty appointments more expediently as circumstances warrant.

3.3.3.2 Policy on Adjunct Teaching by Exempt Staff
Exempt staff may teach on an adjunct basis with the approval of the immediate supervisor, the appropriate academic department chair, the academic dean, and the Provost. Such teaching must not interfere with the effective exercise of the person's primary responsibility, and must not be done on a regular basis without the approval of the Provost and the Vice President of the administrative area in which the person works as documented by completing the Adjunct Status Request for Staff Member form that is available from Human Resources. Adjunct teaching should be outside of normal office hours. If adjunct teaching is scheduled during normal office hours, the staff member is required to define a plan, to be approved by the supervisor, to offset the absence from regularly assigned duties during the day by working compensating hours on regular duties. Compensation shall be at the normal University adjunct rate for those staff at or below Director level. Teaching by administrators above the Director level shall be considered service to the University and such teaching shall be without additional compensation.

3.3.3.3 Access to Adjunct Faculty
Stetson University is proud of its tradition of personal attention to student needs. To that end, it is important that all adjunct faculty make themselves available to provide assistance to students outside of class. The supervisor is responsible for helping adjunct faculty find time and space to accomplish this goal.

3.3.4 Tenure and Promotion Policy
(Approved May 11, 2018)

Below are the procedures regarding Tenure and Promotion for the College of Arts and Sciences, the School of Music, the School of Business Administration and the duPont-Ball Library at Stetson University (hereafter referred to as “University” procedures). Each of the Schools, Divisions of the College of Arts and Sciences, and the Library articulates in writing a separate disciplinary interpretation of the tenure and promotion standards for scholarship and creative activities, consistent with the University standards. For candidates applying for tenure and promotion to Associate Professor, the disciplinary articulation of standards for scholarship and creative activities that were in effect at the time of their initial appointment applies. Candidates applying for promotion to Professor can choose to be evaluated by the 2010 standards for promotion to Professor and the disciplinary articulation of standards for scholarship and creative activities originally adopted to supplement the 2010 Promotion and Tenure policy or by the standards for promotion to Professor and disciplinary articulation of standards for scholarship and creative activities in effect at the time of their application for promotion to
Professor. Candidates applying for tenure will be evaluated by the standards for tenure and promotion and disciplinary articulation of standards for scholarship and creative activities in effect at the time of their hire. Associate Professors and Professors – those hired at advanced rank – who are applying for tenure will be judged by the criteria for tenure and promotion (from Assistant to Associate) in effect at the time of their initial appointment. Any special circumstances that may have been negotiated at the time of initial appointment and that are relevant to subsequent tenure and promotion considerations, or any that may have been subsequently renegotiated, need to be clearly articulated in a letter from the Provost; that letter should be shared with the candidate, and a copy will become part of the candidate’s tenure and promotion portfolio.

Periodically, the University will sponsor informational workshops providing specific details about the tenure and promotion process and procedure.

Section I: Procedures for Pre-Tenure Review

A. Principles for Pre-Tenure Review

The purpose of the pre-tenure review is to (i) provide tenure-track faculty feedback on progress toward tenure, (ii) identify areas needing improvement, and (iii) provide guidance in preparing the professional portfolio to support the review for tenure. All tenure track faculty members shall also comply with discipline-specific expectations developed by each School, Division, and academic department or Library.

1. Pre-tenure Review is a formative and evaluative process based on review of the candidate’s second-year and fourth-year portfolios. All letters of evaluation must include a candid, thorough, and constructively critical evaluation of the candidate’s effectiveness and accomplishments in the areas of teaching/librarianship, scholarship/creative activity, and service, with explicit reference to how they relate to tenure and promotion standards – disciplinary and University-wide – and the degree to which the candidate is on track towards meeting them (as supported by the evidence).

2. Pre-tenure Review evaluations and related conversations are intended to be not merely summative, but explicitly suggestive as to how the candidate can improve upon his/her professional performance and prospects for tenure.

3. An important goal of the Fourth-Year Review is a clear assessment of the candidate’s potential for success in the subsequent tenure and promotion process. If any questions emerge about the candidate’s potential for success in that process, the candidate may request advice from the Department Chair (or the appropriate alternate, as described below) and/or the Dean about his/her options moving forward.

B. Preparation for Pre-Tenure Review:

1. A timeline for the pre-tenure review process will be announced at the beginning of the academic year by the Office of Academic Affairs.

2. The Department Chair, Dean, and/or Provost may initiate a pre-tenure review during any pre-tenure
appointment year that they deem appropriate, but typically they are initiated and conducted in the 2\textsuperscript{nd} and 4\textsuperscript{th} years of pre-tenure service.

3. Department Chairs typically conduct pre-tenure reviews. In the unusual event of an untenured candidate who is serving as Department Chair, the Dean or Associate Dean appoints an alternate Chair for the Pre-Tenure Review and any other ad hoc faculty appointments deemed necessary in accordance with appropriate Faculty Annual Review policies on the Academic Affairs web site. Subsequent references to “Chair” in this document are intended to incorporate such alternate arrangements when and where they apply.

4. Chair Coordinates Peer Observations of Teaching:

a. Department Chairs are responsible for coordinating and scheduling peer observations of teaching for pre-tenure members of their Department. There should be a minimum of one peer observation per semester until the candidate is either tenured and promoted, or has received her/his one-year terminal appointment. Peer observations should be conducted across a representative sample of courses taught by the candidate, and should be done by different peer observers.

b. Peer observers are selected from among tenured members of the candidate’s department; for small departments or for candidates with interdisciplinary or joint appointments, peer observers may include other tenured faculty colleagues who possess unique and valuable expertise in the candidate’s discipline.

c. Peer observations are carried out in accordance with the guidelines specified in the document, “Guidelines for Peer Observation of Teaching,” posted on the Academic Affairs tenure and promotion website.

i. Peer observation reports should include a descriptive account of the observed teaching/learning sample, candid critical analysis of the strengths and weaknesses of the candidate’s teaching effectiveness (with reference to University standards for teaching, as appropriate), and constructive suggestions for improvement.

ii. The observer/evaluator sets up a meeting with the candidate within two weeks following the original observation. The meeting should be based on a draft of the written report of the observer/evaluator, made available to the candidate prior to the meeting. These meetings provide an opportunity to share perspectives, to offer constructive feedback, and to consider strategies for addressing classroom challenges.

iii. The candidate has the option to respond in writing to peer observation reports.

iv. Final peer observation reports must be signed by the observer/evaluator and forwarded to the Chair.

d. Peer observation reports and the candidate’s responses, if applicable, are included in the candidate’s FARs and thereby become part of the candidate’s Pre-tenure Review portfolio.

5. Candidate Assembles Pre-Tenure Review Portfolio
Policies and Procedures – Section 3 – Academic Affairs Policies

The candidate must prepare a portfolio and submit it to the Chair by the date specified in the tenure and promotion calendar. The portfolio should include evidence that demonstrates the candidate is on track towards meeting the appropriate University and disciplinary standards for tenure and promotion. Portfolios must include the following information, complete since the date of employment:

a. An introductory section:

i. A copy of the letter from the Provost appointing the candidate to his/her current position and rank. Any alternative tenure and/or promotion plans and/or timelines under which the candidate’s application is to be considered must be spelled out in this letter of appointment. Salary and other personal information should be redacted.

ii. An updated curriculum vitae.

iii. All Faculty Annual Reviews (FARs), Department Chair responses to the FARs, and the candidate’s responses (if applicable). All these items should be placed together in the portfolio in chronological order. In the case of a candidate who serves as Department Chair, appropriate Faculty Annual Review policies on the Academic Affairs web site apply.

iv. A copy of the relevant disciplinary articulation of University standards for tenure and promotion (downloadable from the Academic Affairs web site).

b. A section on teaching/librarianship, which includes:

i. A thoughtful, introspective narrative (no more than 2,500 words long) on the candidate’s teaching/librarianship in the context of his/her discipline. Candidates are encouraged to discuss intersections between their teaching/librarianship, research/creative/scholarly work, and service/leadership.

ii. Complete student teaching evaluations, including all written student comments, for all courses taught during the pre-tenure period at Stetson University. All these items should be placed together in the portfolio in chronological order.

iii. Representative course syllabi from all courses taught during the review period and other evidence of effective teaching/librarianship, e.g. assignments, grading rubrics, presentations, and other materials. All these items should be placed together in the portfolio in chronological order. For courses which are duplicated over multiple sections or offerings in different semesters, the candidate may choose to include only the most recent syllabus as the representative example.

iv. All written and signed peer teaching observation reports.

c. A section on research/scholarship/creative activities, which includes:

i. A thoughtful, introspective narrative (no more than 2,500 words long) on the candidate’s scholarship/creative activities in the context of the discipline. Candidates must describe or quantify their specific contributions to any co-authored work, publication, or grant. Candidates are encouraged to discuss intersections between their research/creative/scholarly work, teaching/librarianship, and service/leadership.
ii. Copies of all pertinent research/scholarship/creative activities material. All these items should be placed together in the portfolio in chronological order.

d. A section on service/leadership, which includes:

i. A thoughtful, introspective narrative (no more than 2,500 words) on the candidate’s service/leadership activities in the university, the candidate’s field, and the community. Candidates are encouraged to discuss intersections between their research/creative/scholarly work, teaching/librarianship, and service/leadership.

ii. Documented evidence of service (department, College/School/Library, University, professional, and civic engagement), noting the candidate’s level of contribution to each service activity. All these items should be placed together in the portfolio in chronological order.

6. Candidate Presents Pre-Tenure Review Portfolio to Chair

a. The candidate presents the completed portfolio to the Chair by the date specified on the University calendar. From this point on, no new materials may be added to the portfolio by the candidate.

C. Department-level Pre-Tenure Review

1. The Chair writes a list of all members participating in the Departmental-Level Pre-Tenure Review and adds it to the portfolio. Only tenured faculty may participate in the Department-level Pre-Tenure Review.

2. The Chair circulates the candidate’s portfolio among the faculty participating in the Department-level Pre-Tenure Review.

3. The Chair solicits evaluation letters from all tenured department/program colleagues and, if applicable, from ad hoc outside members of the Department-level Pre-Tenure Review.

   a. These letters should assess the candidate’s performance on each University and divisional standard and provide justification for that assessment by explicitly referencing, drawing on, and citing pertinent evidence from the portfolio.

   b. The Chair writes his/her own letter of evaluation.

4. The Chair coordinates at least one meeting of all members of the Department-level Pre-Tenure Review to discuss the candidate’s progress toward meeting the standards for promotion and tenure. Discussion should be based, at least in part, on the initial drafts of evaluation letters written by members of the Department-level Pre-Tenure Review.

   a. Following the Department-level Pre-Tenure Review meeting(s), members turn in a final draft of their letters of evaluation to the Chair.

   b. The Chair adds the letters of evaluation to the confidential section of the portfolio and does not share them with the candidate.
5. Chair writes summary recommendation from Department-level Pre-Tenure Review.

a. The Chair prepares a written summary of the departmental colleague letters and the meetings of the Department-level Pre-Tenure Review committee. The summary letter must make explicit reference to University and divisional standards and pertinent evidence. To ensure confidentiality, this summary letter is not shared with other members of the Department. The Chair’s summary letter must culminate in one of the following recommendations to the Dean:

i. Renew the candidate’s tenure-track appointment

ii. Renew the candidate’s tenure-track appointment and recommend another review during the next year to address areas of weakness

iii. Discontinue the candidate’s tenure-track appointment and issue a one-year terminal contract

b. The Chair shares this letter with the candidate.

c. The University tenure and promotion calendar will allow the candidate a minimum of three business days and a maximum of five business days to respond in writing, if desired.

d. The Chair forwards the portfolio, his/her Pre-Tenure Review summary letter, and the candidate’s response (if applicable) to the Dean.

D. College-Level Pre-Tenure Review

1. The Dean responds to the candidate’s Pre-Tenure Review portfolio in writing— with explicit reference to University and divisional standards and pertinent evidence— by the date indicated on the University calendar. The Dean should write his/her letter before discussing the matter with the Provost or the President. The Dean’s letter must culminate in one of the following recommendations to the Provost:

a. Renew the candidate’s tenure-track appointment

b. Renew the candidate’s tenure-track appointment and recommend another review in the following year to address areas of weakness

c. Discontinue the candidate’s tenure-track appointment and issue a one-year terminal appointment

2. The Dean shares this letter of recommendation with the candidate.

3. The University tenure and promotion calendar will allow the candidate has a minimum of three business days and a maximum of five business days to respond in writing, if desired.

4. The Dean forwards the portfolio, the Dean’s letter of recommendation, and the candidate’s response (if applicable) to the Provost.
E. University-level Pre-Tenure Review

1. Upon considering the evidence in the pre-tenure review portfolios of all Pre-Tenure Review candidates, the Provost consults with the appropriate Deans and Chairs regarding those candidates whose pre-tenure reviews reflect deficiencies in the areas of teaching and/or scholarship and/or service.

2. The Provost informs the candidate in writing – with explicit reference to University and divisional standards and pertinent evidence – of the personnel decision(s) resulting from the pre-tenure reviews by the date indicated on the University calendar. The Provost’s response must culminate in one of the following decisions:

   a. Renew the candidate’s tenure-track appointment

   b. Renew the candidate’s tenure-track appointment and require a review in the following year to address areas of weakness

   c. Discontinue the candidate’s tenure-track appointment and issue a one-year terminal appointment

3. The Provost retains the confidential letters of recommendation for candidates whose tenure-track contracts are terminated as a result of pre-tenure review. For candidates whose tenure-track contracts are renewed, the Provost returns these confidential letters to the Dean, who retains the letters and adds them to the candidate’s subsequent Tenure and Promotion portfolio.
Section II: Procedures for Application for Tenure and Promotion to Associate Professor or Promotion to Professor

A. Principles for Tenure and Promotion

1. The following procedure articulates the responsibilities of the agents involved in the processes of applying for promotion and/or tenure and reviewing such applications, and it enumerates the steps through which each application will pass.

2. Reviewers at each stage of the application procedure must evaluate fully an application for tenure and/or promotion, unless the candidate has withdrawn the application.

3. Letters of evaluation are written by members of the department-level review and submitted to the Chair of the department-level review. In this document they are also referred to as evaluation letters or letters of evaluation. All letters of evaluation will be structured into sections:
   - teaching/librarianship
   - scholarship/creative activities
   - service/leadership.
In each section, the evaluator will provide a candid, thorough, and critical assessment of the candidate’s effectiveness and accomplishments in each area, and the degree to which the candidate has met standards for tenure and promotion to Associate Professor or promotion to Professor.

4. Reviews of applications for tenure and/or promotion are summative only. Thus, suggestions for improving performance are not appropriate in these reviews.

5. Recommendations whether to tenure and/or promote are written by Chairs of department-level reviews, members of College/School/Library Tenure and Promotion committees, members of the University Tenure and Promotion committee, Deans, and the Provost. In this document they are also referred to as summary recommendations and as written recommendations. All recommendations whether to tenure and/or promote must contain explicit reference to University standards, disciplinary articulations, and pertinent evidence provided in the portfolio, and culminate in one of the following recommendations:

   a. Recommendation to award tenure and promotion to Associate Professor or promotion to Professor

   b. Recommendation to deny tenure and promotion to Associate Professor and issue a one-year terminal appointment

   c. Recommendation to deny promotion to Professor

B. Preparation for Tenure and Promotion Application

1. Candidate Initiates the Application for Tenure and/or Promotion One Year in Advance
a. Each year, the Office of Academic Affairs will announce a timeline for the tenure and promotion process (tenure and promotion calendar).

b. Faculty members are welcome to discuss opportunities for tenure and/or promotion with Department Chairs and Deans at any time.

c. Candidates considering an application for promotion to Professor need to notify the Department Chair and Dean of this possibility at least one year in advance so that faculty participating in the department-level review can be notified. If circumstances necessitate (e.g. the Department Chair is untenured or the candidate is the Chair), the Dean or Associate Dean will appoint an alternate Chair for the department-level review and any other ad hoc faculty appointments in accordance with appropriate policies found on the Academic Affairs website. Subsequent references to the “Chair” are intended to incorporate such alternate arrangements when and where they apply.

d. Candidates are responsible for making their own best cases in support of a positive tenure and/or promotion decision. Candidates may withdraw their applications at any point in the process. While candidates applying for promotion to Professor may reapply at a later date, candidates for tenure (with or without promotion) may not.

e. Associate and Professors – those hired at advanced rank – who are applying for tenure will be judged by the criteria for tenure and promotion (from Assistant to Associate) in effect at the time of their initial appointment.

2. Chair Coordinates Peer Observations of Teaching

a. The Chair will coordinate peer observations of the candidate’s teaching to ensure that a sufficient number of observations have been completed. Peer observations should be conducted across a representative sample of courses taught by the candidate, and should be done by different peer observers. Peer observations will be carried out in accordance with the guidelines specified in the document Peer Observation of Teaching posted on the Academic Affairs tenure and promotion website (e.g. only tenured faculty may conduct peer evaluations). Peer observation reports and the candidate’s responses, if applicable, will be included in the candidate’s FARs.

b. For candidates for tenure and/or promotion to Associate Professor, a minimum of one peer observation per semester should be completed. For such pre-tenure faculty, peer observers will be selected from among the tenured faculty members who are participating in the department-level review as defined above.

c. Applications for promotion to Professor must include a minimum of three peer observations that have been completed during semesters that precede the application for promotion, with at least two of these peer observations occurring during different semesters. Ordinarily, peer observers for candidates applying for promotion to Professor should include tenured faculty members who are participating in the department-level review, but can also include other tenured faculty colleagues who possess unique and valuable expertise in the candidate’s discipline.
3. Candidate and Chair Solicit External Evaluation of Scholarship/Creative Activity

a. Candidates applying for promotion to Professor are required to have their scholarship/creative activities evaluated by two or more external reviewers. All external reviews will be carried out in accordance with the guidelines specified in the document *External Review of Scholarship and/or Creative Activities*, maintained on the Academic Affairs tenure and promotion website.

i. To initiate the external review process, the candidate must submit to the Chair the names of 4-5 faculty or professionals with relevant disciplinary expertise, external to Stetson University, who may serve as potential reviewers for the scholarship/creative work portion of the portfolio. The Office of Academic Affairs will publish the date by which the candidate must submit names to the Chair each year in the tenure and promotion calendar. The candidate should recommend potential external reviewers with whom he/she has no personal or professional ties that could compromise the review.

ii. The Chair will contact individuals from the submitted list of names and will identify at least two who are willing to serve as external reviewers. The Chair will place letters written by external reviewers in the portfolio prior to the department-level review. External review letters will not be shared with the candidate.

b. Applications for tenure and promotion to Associate Professor do not require external reviews of scholarship or creative activity, but candidates are welcome to request that the Chair solicit external reviews in support of the application; in such cases, the external letter process must follow all the guidelines above.

4. Candidate Assembles Portfolio

The candidate must prepare a portfolio and submit it to the Chair by the date specified in the tenure and promotion calendar. The portfolio should include evidence that demonstrates the candidate has met or exceeded the appropriate University standards for tenure and promotion. Portfolios must include the following information, complete since the date of employment or date of last promotion:

a. An introductory section:

i. The portfolio checklist (downloadable from the Academic Affairs tenure and promotion website). The candidate is required to sign the portfolio checklist, confirming that all required items are present, or that an explanation why required items are missing has been offered. All such explanations will be appended to the portfolio checklist.

ii. A copy of the letter from the Provost appointing the candidate to his/her current position and rank. Any alternative tenure and/or promotion plans and/or timelines under which the candidate’s application is to be considered must be spelled out in this letter of appointment. Salary and other personal information should be redacted.

iii. An updated curriculum vitae.
iv. All Faculty Annual Reviews (FARs), Department Chair responses to the FARs, and the candidate’s responses (if applicable). All these items should be placed together in the portfolio in chronological order.

v. A copy of the relevant disciplinary articulation of University standards for tenure and promotion (downloadable from the Academic Affairs web site).

b. A section on teaching/librarianship, which includes

i. A thoughtful, introspective narrative (no more than 2,500 words long) on the candidate’s teaching/librarianship in the context of his/her discipline. Candidates are encouraged to discuss intersections between their teaching/librarianship, research/creative/scholarly work, and service/leadership.

ii. Complete student teaching evaluations, including all written student comments, for all courses taught during the pre-tenure period (or the period since the candidate’s last promotion) at Stetson University.

iii. Representative course syllabi of all courses taught at Stetson during the period presented in the portfolio, as well as other evidence of effective teaching/librarianship, e.g. assignments, grading rubrics, presentations, and other materials. For courses which are duplicated over multiple sections or offerings in different semesters, the candidate may choose to include only the most recent syllabus as the representative example.

iv. All written and signed peer teaching observation reports by colleagues, as defined in the “Peer Observations of Teaching” section above.

c. A section on research/scholarship/creative activities, which includes

i. A thoughtful, introspective narrative (no more than 2,500 words long) on the candidate’s scholarship/creative activities in the context of the discipline. Candidates must describe or quantify their specific contributions to any co-authored work, publication, or grant. Candidates are encouraged to discuss intersections between their research/creative/scholarly work, teaching/librarianship, and service/leadership.

ii. Copies of all pertinent research/scholarship/creative activities material.

d. A section on service/leadership, which includes
i. A thoughtful, introspective narrative (no more than 2,500 words) on the candidate’s service/leadership activities in the university, the candidate’s field, and the community. Candidates are encouraged to discuss intersections between their research/creative/scholarly work, teaching/librarianship, and service/leadership.

ii. Documented evidence of service (department, College/School/Library, University, professional, and civic engagement), noting the candidate’s level of contribution to each service activity.

5. Candidate Presents Portfolio to Chair

a. By the date specified in the University tenure and promotion calendar, the candidate must present the completed portfolio to the Chair.

b. The Chair is required to sign the portfolio checklist, confirming that all required items are present, or that an explanation why required items are missing has been offered. All such explanations will be appended to the portfolio checklist. Once the chair has signed the checklist, the only items that may be added to the portfolio by any party are those letters identified in the review process outlined in this policy.

C. Department-Level Review

1. The Chair will write a list of all members participating in the Department-Level review and add it to the portfolio.

2. Chair Solicits and Accepts Evaluation Letters from Candidate’s Colleagues

a. The Chair will solicit written, signed letters of evaluation from all faculty participating in the Department-Level Review (these letters will not be shared with the candidate).

b. Letters from other members of the University community, attesting to knowledge of the candidate’s work outside the Department, should be submitted to the Chair by the date specified on the University tenure and promotion calendar.

c. For cases where external evaluation has been carried out, the Chair will collect all letters written by external reviewers and label each on the first page “External Review.”

d. The Chair will also write and sign his or her own letter of evaluation (this Chair’s letter will not be shared with the candidate).

e. The Chair adds all evaluative letters to the confidential section of the portfolio and does
not share them with the candidate.

3. Chair Circulates Portfolio and Coordinates Meetings

a. The Chair circulates the portfolio among the faculty participating in the Department-Level Review.

b. The Chair will coordinate at least one meeting of this faculty review group to discuss the candidate’s progress toward meeting the relevant standards for promotion and tenure. Additional meetings will be scheduled as needed.

4. Chair Writes Summary Recommendation from Department-Level Review

a. The Chair will prepare a separate written summary recommendation of the department-level review, which addresses both evaluative letters and meetings held as part of the review. To ensure confidentiality, this summary letter is not shared with other members of the department-level review. The Chair’s written summary recommendation will be shared with the candidate. The Chair’s written summary recommendation must contain explicit reference to University standards, disciplinary articulations, and pertinent evidence provided in the portfolio, and culminate in one of the following recommendations:

i. Recommendation to award tenure and promotion to Associate Professor or promotion to Professor

ii. Recommendation to deny tenure and promotion to Associate Professor and issue a one-year terminal appointment

iii. Recommendation to deny promotion to Professor.

5. Chair Forwards Portfolio with All Materials from Department-Level Review to Dean

a. The Chair will add to the portfolio his/her summary recommendation and all the evaluative letters written by members of the Department-Level review. The Chair will share only the chair’s written summary with the candidate.

b. The Chair is required to sign the portfolio checklist and must append a list enumerating each evaluative letter included in the portfolio; the Chair will include explanations of any discrepancies between the initial list of members of the Department-Level review and the list

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1 In less common situations where candidates were hired at the level of Associate Professor or Professor and are applying only for tenure, the recommendation here and in parallel sections of this policy would be to award tenure.

2 In less common situations where candidates were hired at the level of Associate Professor or Professor and are applying only for tenure, the recommendation here and in parallel sections of this policy would be to deny tenure and issue a one-year terminal contract.
of evaluative letters. The Chair’s signature confirms that all required items are present, or that an explanation why required items are missing has been offered. All such explanations will be appended to the portfolio checklist.

c. The Chair will forward the portfolio to the Dean.

D. College-Level Review

1. For candidates who are applying only for tenure and promotion to Associate Professor, the Dean will add to the portfolio copies of the pre-tenure review letters listed below (these letters are kept on file by the Dean after each pre-tenure review):

   Chair’s summary letter.

   Dean’s summary letter.

   Responses from the candidate (if applicable).

2. Dean Forwards Portfolio to College/School/Library Tenure and Promotion Committee.

   The Dean will forward the portfolio, with requisite letters, to the College/School/Library Tenure and Promotion Committee for a written recommendation.

3. College/School/Library Tenure and Promotion Committee Reviews Portfolio

   a. The College/School/Library Tenure and Promotion Committee will review the portfolio forwarded from the Dean and formulate a written recommendation concerning the candidacy. The College/School/Library Tenure and Promotion Committee’s written recommendation must contain explicit reference to University standards, disciplinary articulations, and pertinent evidence provided in the portfolio, and culminate in one of the following recommendations:

      i. Recommendation to award tenure and promotion to Associate Professor or promotion to Professor

      ii. Recommendation to deny tenure and promotion to Associate Professor and issue a one-year terminal appointment

      iii. Recommendation to deny promotion to Professor.

   b. The College/School/Library Tenure and Promotion Committee will add its written recommendation to the portfolio.
c. The Chair of the College/School/Library Tenure and Promotion Committee is required to sign the portfolio checklist, confirming that all required items are present, or that an explanation why required items are missing has been offered. All such explanations will be appended to the portfolio checklist. The College/School/Library Tenure and Promotion committee will forward the portfolio to the Dean.

4. Dean Reviews Portfolio

The Dean will review the portfolio forwarded from the College/School/Library Tenure and Promotion Committee and formulate a written recommendation concerning the candidacy. The Dean’s written recommendation must contain explicit reference to University standards, disciplinary articulations, and pertinent evidence provided in the portfolio, and culminate in one of the following recommendations:

i. Recommendation to award tenure and promotion to Associate Professor or promotion to Professor

ii. Recommendation to deny tenure and promotion to Associate Professor and issue a one-year terminal appointment

iii. Recommendation to deny promotion to Professor.

5. Dean Shares College-Level Review Recommendations with Candidate

a. The Dean will share with the candidate the College/School/Library written recommendation, the Dean’s written recommendation, and the portfolio checklist to date.

b. The candidate will have a maximum of five business days to respond in writing, if desired.

6. Candidate May Respond to College/School/Library-Level Recommendations

The candidate may respond to correct factual errors; however, no other new material may be submitted. The candidate’s written factual correction (if applicable) must accompany the portfolio through the remaining steps of the review process. A written response by the candidate at this stage of the review process does not constitutes an appeal.

7. Dean May Meet with Candidate

The Dean has the option to meet with the candidate to discuss his/her candidacy.

8. Dean Forwards Portfolio to the University Tenure and Promotion Committee

a. The Dean will add his/her written recommendation, as well as the written recommendation from the College/School/Library-Level review, to the portfolio, along with the candidate’s written factual correction (if applicable).
b. The Dean forwards the portfolio to the University Tenure and Promotion Committee.

E. University-Level Review

1. Provost Meets with University Tenure and Promotion Committee

The Provost will meet with the University Tenure and Promotion Committee to review its application of University standards, in order to ensure consistency.

2. University Tenure and Promotion Committee Reviews Portfolio

a. The University Tenure and Promotion Committee will review the portfolio forwarded from the Provost and formulate a written recommendation concerning the candidacy. The University Tenure and Promotion Committee’s written recommendation must contain explicit reference to University standards, disciplinary articulations, and pertinent evidence provided in the portfolio, and culminate in one of the following recommendations:

i. Recommendation to award tenure and promotion to Associate Professor or promotion to Professor

ii. Recommendation to deny tenure and promotion to Associate Professor and issue a one-year terminal appointment

iii. Recommendation to deny promotion to Professor.

b. The University Tenure and Promotion Committee will add its written recommendation to the portfolio.

3. University Tenure and Promotion Committee Forwards Portfolio to Provost

a. The Chair of the University Tenure and Promotion Committee is required to sign the portfolio checklist, confirming that all required items are present, or that an explanation why required items are missing has been offered. All such explanations will be appended to the portfolio checklists.

b. The University Tenure and Promotion Committee forwards the portfolio to the Provost.

c. The University Tenure and Promotion Committee also shares its written recommendation with the candidate.

4. Provost Meets with Candidates Not Recommended for Tenure and/or Promotion
In consultation with the Dean and Chair, the Provost will meet with candidates who are not recommended for tenure and promotion to Associate Professor or for promotion to Professor.

5. Provost Reviews Portfolio

a. The Provost will review the portfolio forwarded from the University Tenure and Promotion Committee and formulate a written recommendation concerning the candidacy. The Provost’s written recommendation must contain explicit reference to University standards, disciplinary articulations, and pertinent evidence provided in the portfolio, and culminate in one of the following recommendations:

i. Recommendation to award tenure and promotion to Associate Professor or promotion to Professor

ii. Recommendation to deny tenure and promotion to Associate Professor and issue a one-year terminal appointment

iii. Recommendation to deny promotion to Professor.

6. Provost Forwards Portfolio to President

a. The Provost will add his/her written recommendation to the portfolio.

b. The Provost will forward the portfolio to the President.

7. President Reviews Portfolio

a. The President will review all recommendations and the candidate’s response (if applicable) and will make the final administrative decision. The decision will be

i. to award tenure and promotion to Associate Professor or promotion to Professor

ii. to deny tenure and promotion to Associate Professor and issue a one-year terminal appointment

iii. to deny promotion to Professor.

b. The President will communicate the decision to the candidate in writing by the date specified in the Tenure and Promotion Calendar.
Standards for Tenure and Promotion to Associate Professor

The granting of tenure ensures the academic freedom that is essential to the search for truth and attainment of excellence which are central to the University's mission to provide an excellent education within a creative community where learning and values meet, and to foster in students the qualities that will prepare them to reach their full potential as informed citizens of local communities and the world and to meet lifelong intellectual, ethical, and career challenges. In recognizing a candidate's potential long-term value to the institution, the granting of tenure is one of the most important personnel decisions made by the University. Tenure will be granted to faculty members whose potential for effective, long-term performance and achievement in serving the University's mission and whose demonstrated professional conduct and high personal and professional integrity warrant the institution's reciprocal long-term commitment.

For candidates hired at the rank of Assistant Professor, tenure and promotion to the rank of Associate Professor will be awarded simultaneously. Tenure and promotion to Associate Professor will be granted only to those candidates who meet or exceed the standards specified below.

For candidates applying for tenure and promotion to Associate Professor, the divisional articulation of standards for scholarship and creative activity that were in effect at time of initial appointment should be included and should accompany the portfolio at all stages of evaluation.

For candidates hired at the rank of Associate Professor or Professor, any alternate timetable for tenure must be specified in writing in the initial letter of appointment (refer to relevant sections of the policies and procedures).

Teaching/Librarianship

Because Stetson University considers itself to be an institution centered on powerful student engagement and learning, teaching/librarianship effectiveness is considered an essential element for tenure and promotion to Associate Professor. The effective teacher will inspire and challenge students realizing significant disciplinary and liberal learning. The effective librarian will acquire, organize, and disseminate the appropriate resources required to support the teaching and learning mission of the University, and will provide effective research assistance and research methods instruction for those resources. Candidates must provide evidence of effective teaching/librarianship and demonstrate the likelihood of continued effectiveness throughout his/her Stetson career.

Standards for teaching/librarianship effectiveness

- **Command of Subject Matter:** Across the University, command of subject matter is considered essential. The candidate must demonstrate competency in his/her discipline, must be able to integrate scholarship into the classroom (for teaching faculty), and must maintain currency in the chosen field.

- **Organization:** The candidate must demonstrate that he/she has an organized plan for each course, has clearly defined learning outcomes/objectives and appropriate assessment mechanisms, and clearly communicates expectations to students. The librarian candidate must demonstrate the ability to organize and disseminate physical and electronic information resources effectively.
• **Rigor**: The candidate must demonstrate high standards of teaching as applied to course design, implementation, student evaluation, and assessment of student learning outcomes. The candidate must ensure sufficiently challenging course content. The librarian candidate must demonstrate that all appropriate professional standards are met in the development of physical and electronic collections that serve the curricular needs of the University. In addition, the librarian candidate must demonstrate high standards of research assistance, research methods instruction, the dissemination of information, and the development of the information fluency of students.

• **Evolution**: The candidate must demonstrate growth as a teacher, achieving a sustained record of teaching effectiveness. The candidate is expected to develop and master a repertoire of teaching techniques that facilitate effective student learning, and is also expected to address and improve techniques that are not as successful. The candidate will be expected to develop new courses and/or enrich existing courses as the discipline evolves. The librarian candidate must demonstrate growth as a librarian. The librarian candidate is expected to maintain current professional standards for collection development, research assistance, and research methods instruction, and must demonstrate the use of evolving technology to organize and disseminate information effectively.

• **Engagement**: The candidate must be an involved teacher both in the classroom and beyond, encouraging the intellectual engagement and development of each student. As teacher/scholars, the candidate must involve students in scholarly and/or creative activities and/or participate in teaching-related student activities. Effective advising, mentoring, and availability to students as well as timely and quality feedback to students are important components of teaching engagement and effectiveness. The librarian candidate is expected to be informed of the current curriculum in order to meet the evolving information needs of the University community, and to stay involved in professional development to ensure competency in advancements in resources, research and instruction techniques, and technology.

*Evidence of teaching/librarianship effectiveness*

Multiple forms of evidence must be provided to support and evaluate teaching effectiveness. The candidate may provide any evidence that demonstrates the standards for teaching/librarianship effectiveness have been met. Letters from current students may not be provided as evidence.

The following evidence is required of all candidates:

• Quantitative reports and all written student comments from student evaluations of teaching effectiveness (required for candidates with teaching responsibilities) for all courses taught during the pre-tenure period at Stetson University

• FARs

• Department Chair’s and Dean’s responses to FARs

• Pre-tenure reviews (maintained by the Dean and added to the portfolio when it is forwarded to the College/School Promotion & Tenure Committee)
  - Department Chair’s summary letter and recommendations
  - Response from the candidate, if applicable
  - Dean’s recommendations and response from the candidate, if applicable
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- Written and signed peer observation reports by tenured departmental colleagues (required for candidates with teaching responsibilities).
- Syllabi from all courses taught during the pre-tenure period at Stetson University
- Classroom observations of teaching by tenured departmental colleagues and, if applicable, members of ad hoc committee at pre-tenure reviews (required for candidates with teaching responsibilities)

The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Unit or divisional comparative reports of teaching evaluations from the Office of Institutional Research
- External non-confidential letters from non-Stetson faculty and professionals who have observed the candidate’s teaching and engagement with students and can provide professional comment on teaching and learning effectiveness
- Documentation of scholarly/creative activities with students, including resulting publications, conference papers, and other outcomes
- Study of curricular, mentoring, and pedagogical issues, sharing the information with others (e.g., presentations, documents, publications), and applying results to curriculum revision, pedagogy innovations, and/or advising and mentoring.
- Professional development activities to enhance teaching effectiveness
- New course development
- Significant course revisions/redesigns
- Engagement in student learning outcomes assessment (at program, departmental, College/School, and/or University level) and incorporating findings in curriculum revision
- Contributions to the General Education Program and liberal learning
- Contributions to University curricular development, interdisciplinary programs, and/or collaborative learning projects
- Evidence of innovative use of technology that enhances teaching effectiveness
- Evidence of innovative use of engaged pedagogies and high-impact learning practices
- Teaching-related awards
- Teaching-related grants / grant proposals (e.g., curriculum development, teaching innovation)
- Documentation of alumni/ae success related to their Stetson University experience
- Documentation of effective advising/mentoring

Scholarly and Creative Activities

Because of its vital role in keeping faculty members abreast of new trends and ideas, and in establishing and maintaining the University’s national reputation, active engagement in scholarship and/or creative activities that support the University’s mission of excellence in teaching and learning is essential for
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achieving tenure and promotion to Associate Professor. Stetson University recognizes all forms of scholarship that meet the standards described below and adhere to the tenets of the candidate’s discipline. For tenure and promotion to the Associate level, the candidate must demonstrate that she/he is actively and consistently contributing to the discipline, is producing high quality work, and is highly likely to continue doing so.

Standards for effectiveness in scholarly and creative activities

- **Rigor:** To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.

- **Engagement:** The candidate must demonstrate active participation with and contribution to her/his discipline, and/or interdisciplinary activities that emphasize the candidate’s disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.

- **Evolution:** Scholarly and creative activities must reflect the incorporation of current practices within the discipline and demonstrate that the candidate is developing his or her own line of scholarship since arriving at Stetson.

- **Consistency:** The candidate must demonstrate commitment to the discipline by providing evidence of continued participation in scholarly or creative activities. Though quality of scholarship and creative activity is more significant than quantity, candidates for tenure and promotion must demonstrate an involvement in ongoing scholarly and/or creative work and the ability to complete and communicate high quality work. Generally speaking, consistency is demonstrated by some form of scholarly contribution and/or creative expression every year. However, it is recognized that there are sometimes legitimate reasons for periods of inactivity with regards to scholarly or creative activities. These should be explained in the narrative. It is possible, for instance, to stop the tenure clock for a year under Stetson’s parental leave policy. In such cases, there is no expectation that faculty will present an extra year’s scholarship or creative activity.

Evidence of effectiveness in scholarly and creative activities

The form of scholarship varies by discipline and those who react to scholarly/creative activities critically will also vary. Thus, the candidate may provide any evidence that demonstrates that the standards for effectiveness in scholarly and creative activities have been met. In order to be considered, scholarly and/or creative activities must be primarily completed since the time of initial employment at Stetson. Works in progress (e.g., under review, under contract, submitted for publication) will not be considered as publications but may be provided as evidence of ongoing scholarly and/or creative activities. The candidate should be mindful that evaluators may not be familiar with terminology, professional associations, journals, acronyms, certifications, and other language of a particular field. Thus, providing evaluators an understanding of one’s professional competence and achievements is critical. The candidate must describe his or her specific contribution to any co-authored work.
Candidates are strongly encouraged to consult the relevant disciplinary articulation of the university standards for scholarship, which will be posted on the Academic Affairs website. While an academic unit may articulate a minimum level of scholarly or creative production using numbers, no specific number of scholarly or creative products is, in itself, a guarantee of tenure and promotion. Scholarly and creative products are also evaluated for quality, and candidates must meet standards in the areas of teaching (or librarianship) and service as well.

The following evidence is required of all candidates:

- FARs
- Responses to FARs
- Pre-tenure reviews (maintained by the Dean and added to the portfolio when it is forwarded to the College/School Promotion & Tenure Committee)
  - Chair’s summary letter and recommendations
  - Responses from the candidate, if applicable
  - Dean’s recommendations and responses from the candidate, if applicable
- External peer reviewed publications, exhibitions, shows, or performances. Include annotations that describe publication/scholarly outlets and individual contributions to collaborative work
- Conference presentations/participation

The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Peer reviewed publications (books, journal articles, textbooks, essays, poems, book reviews, accepted/in press publications). Include annotations that describe publication outlets and individual contributions to collaborative work
- Peer reviewed publications (books, journal articles, textbooks, essays, poems, book reviews, accepted/in press publications) with student co-authors. Include annotations that describe publication outlets and individual contributions to collaborative work
- Conference presentations/participation with student co-authors
- Performances, exhibitions, shows and productions
- Grants/Grant proposals
- Scholarly/professional service to one’s discipline (e.g., reviewing/refereeing grant applications or journal articles)
- Awards for scholarship/creative activity

Service

Service is expected of all faculty members at the University and includes a broad range of activities supplemental to teaching and research. Through active participation in service, faculty members share in the essential work of maintaining and enhancing the teaching and research mission of the institution. While participation in University life is expected, new faculty members must achieve a balance between service to the University, teaching expectations, and developing a scholarly and/or creative program.
Thus, service contributions for newly hired faculty should ideally involve a period of moderate and willing participation mainly at the departmental level followed by limited opportunities to participate in endeavors with a broader scope.

**Standards for Service**

- **Campus Engagement:** The candidate must willingly and effectively participate in service activities. Service responsibilities should be limited initially and should, after a reasonable period, evolve into activities that support the Departmental/School/College/Library/University mission to a greater extent.

- **Civic Engagement:** While not required, community service contributions included as evidence for tenure and promotion should bear a relationship to the candidate’s field of expertise and the mission of the University. Civic engagement that is noted in portfolios should be integrated with teaching and scholarship.

**Evidence for Service**

The candidate may provide any evidence that demonstrates that service has been performed and has been effective.

The following evidence is required of all candidates:

- FARs
- Pre-tenure reviews (maintained by the Dean and added to the portfolio when it is forwarded to the College/School Promotion & Tenure Committee)
  - Chair’s summary letter and recommendations
  - Responses from the candidate, if applicable
  - Dean’s recommendations and responses from the candidate, if applicable

The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Committee chair evaluations of committee work
- Committee reports
- Letters from faculty or professionals external to Stetson University who have interacted with the candidate in the context of professional service and who can comment on the effectiveness of the candidate’s service involvement/provision.

**Standards for Promotion to Professor**

Promotion to Professor is the highest distinction the University can bestow on an individual and is not earned solely by time in rank. Although candidates may apply for promotion during the sixth year of service at the Associate level, candidates are encouraged to apply only after they can demonstrate that every standard has been met or exceeded. Candidates may seek promotion to Professor with less than six years of time in rank only if an alternative timetable was specified in writing in the initial letter of appointment.

**Teaching/Librarianship**

Excellence in teaching/librarianship is considered an essential element for promotion to Professor. The
successful candidate for promotion will demonstrate not only substantial accomplishments in teaching since the award of promotion to Associate, but that his/her teaching has matured and expertise in pedagogy has developed. The effective teacher will inspire and challenge students, realizing significant disciplinary and liberal learning. The effective librarian will demonstrate that he/she has mastered the skills to acquire, organize, and disseminate the appropriate resources required to support the teaching mission of the University, and that he/she provides effective research assistance and research methods instruction for those resources. Candidates must provide evidence of continued effective teaching/librarianship as evidenced by multiple sources of documentation since promotion to Associate Professor.

**Standards for teaching/librarianship effectiveness**

The candidate is required to demonstrate continued **Command of Subject Matter, Organization, Rigor, and Engagement** as outlined as standards for tenure and promotion to Associate Professor. In addition, promotion to Professor requires the following demonstrated standards:

- **Maturity:** The candidate must demonstrate a level of expertise in his/her teaching that is informed by years of teaching experience and growth as a teacher/scholar. The candidate must demonstrate a consistent level of teaching effectiveness enhanced by improved and innovative teaching techniques and currency in his/her discipline. The librarian candidate must demonstrate a level of maturity and expertise in his/her position that is informed by years of experience and growth as a librarian. The librarian candidate must demonstrate a consistent level of effectiveness enhanced by improved and innovative use of evolving professional standards and technology.

- **Impact:** The candidate must demonstrate that his/her classroom teaching and engagement in the teaching process has had a positive effect on students and junior colleagues. Direct evidence of learning outcomes including alumni success is especially encouraged. The librarian candidate must demonstrate that his/her expertise has had a positive effect on the development of the library and its utility to users, as well as a positive effect on junior colleagues.

**Evidence of teaching/librarianship effectiveness**

Multiple forms of evidence must be provided to support and evaluate teaching effectiveness. The candidate may provide any evidence that demonstrates the standards for teaching/librarianship effectiveness have been met (letters from current students may not be provided as evidence). In most cases, evidence should be provided for the time period since the last promotion. Evidence that demonstrates particular achievements over the entire Stetson career, however, may also be presented. The following evidence is required of all candidates:

- Quantitative reports and all written student comments from student evaluations of teaching effectiveness (required for candidates with teaching responsibilities) for all courses taught since promotion to Associate Professor
- FARs
- Department Chair’s and Dean’s responses to FARs
- Written and signed peer observation reports by tenured departmental colleagues (required for candidates with teaching responsibilities)
- Syllabi from all courses taught since promotion to Associate Professor
The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Unit or divisional comparative reports of teaching evaluations from the Office of Institutional Research
- External non-confidential letters from non-Stetson faculty and professionals who have observed the candidate’s teaching and engagement with students and can provide professional comment on teaching and learning effectiveness
- Documentation of scholarly/creative activities with students, including resulting publications, conference papers, and other outcomes
- Study of curricular, mentoring, and pedagogical issues, sharing the information with others (e.g., presentations, documents, publications), and applying results to curriculum revision, pedagogy innovations, and/or advising and mentoring.
- Professional development activities to enhance teaching effectiveness
- New course development
- Engagement in student learning outcomes assessment (at program, departmental, College/School, and/or University level) and incorporating findings in curriculum revision
- Documentation of student success and direct evidence of learning outcomes facilitated by the candidate: GEAC guidelines, senior exit interviews, self-administered assessment, alumni/ae success, etc.
- Contributions to the General Education Program and liberal learning
- Contributions to University curricular development, interdisciplinary programs, and/or collaborative learning projects
- Significant course revisions/redesigns
- Evidence of innovative use of technology that enhances teaching effectiveness
- Evidence of innovative use of engaged pedagogies and high-impact learning practices
- Teaching-related awards
- Teaching-related grants / grant proposals (e.g., curriculum development, teaching innovation)
- Documentation of mentoring junior faculty

**Scholarly and Creative Activities**

**Standards for excellence in scholarly and creative activities**

The candidate is required to demonstrate continued **Rigor and Engagement** as outlined in the standards for tenure and promotion to Associate Professor. In addition, promotion to Professor requires the following demonstrated standards:

- **Maturity**: The candidate must demonstrate intellectual growth in scholarly and creative activities since tenure/promotion to Associate Professor and over time.
- **Development of expertise**: Scholarly and creative activities must have sufficient focus that
demonstrates that the candidate has distinguished herself/himself by becoming an expert in some aspect(s) of her/his field and making meaningful contributions to the field.

- **Recognition**: The candidate must demonstrate that her/his contributions to the discipline have been acknowledged as significant by peers/peer review and/or prestigious organizations.

- **Consistency**: While it is recognized that there are often legitimate reasons for periods of inactivity with regards to scholarly or creative activities, the ability to meet other standards (e.g., maturity and development of expertise) requires consistent scholarly or creative output. Thus, significant gaps in productivity should be addressed in the narrative, and the candidate must demonstrate that she/he has a lifetime record of scholarly or creative achievement that is highly likely to continue. Thus, sufficient time must elapse following periods of inactivity to demonstrate a solid resumption of activity that is highly likely to continue beyond promotion.

**Evidence of excellence in scholarly and creative activities**
The candidate may provide any evidence that demonstrates that the standards for excellence in scholarly and creative activities have been met. While scholarly activity and accomplishment that has been completed since tenure/promotion to Associate Professor should be emphasized, the candidate may include evidence of longer-term accomplishment that effectively shows the scholarly rigor, engagement, development of expertise, consistency, maturity, and recognition required for achievement of promotion to Professor – e.g., long-term projects begun before promotion to Associate Professor and completed since then. The candidate should be mindful that evaluators may not be familiar with terminology, professional associations, journals, acronyms, certifications, and other language of a particular field. Thus, providing evaluators an understanding of one’s professional competence and achievements is critical. The candidate must describe his or her specific contribution to any co-authored work.

Candidates are strongly encouraged to consult the relevant disciplinary articulation of the university standards for scholarship, which will be posted on the Academic Affairs website. While an academic unit may articulate a minimum level of scholarly or creative production using numbers, no specific amount of scholarly or creative products is, in itself, a guarantee of tenure and promotion. Scholarly and creative products are also evaluated for quality, and candidates must meet standards in the areas of teaching (or librarianship) and leadership as well. The following evidence is required of all candidates:

- FARs

- Responses to FARs

- External peer reviewed publications, exhibitions, shows, or performances. Include annotations that describe publication/scholarly outlets and individual contributions to collaborative work.

- Conference presentations/participation

- Letter(s) from external reviewer(s) that are not to be shared with the candidate, as per the process defined in Section I (confidential letter to be included in the candidate portfolio by the Department Chair after the candidate submits the portfolio).

The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Peer reviewed publications (books, journal articles, textbooks, essays, poems, book reviews, accepted/in press publications). Include annotations that describe publication outlets and
individual contributions to collaborative work

- Peer reviewed publications (books, journal articles, textbooks, essays, poems, book reviews, accepted/in press publications) with student co-authors. Include annotations that describe publication outlets and individual contributions to collaborative work
- Conference presentations/participation with student co-authors
- Performances, exhibitions, shows and productions
- Grants/grant proposals
- Awards for scholarship/creative activity
- Fellowships
- Invitations to conferences based on expertise
- Invitations to publish/present/preside/exhibit/consult based on expertise
- Scholarly/professional service in one’s discipline (e.g., as reader, editor, editorial committee member, grant reviewer/evaluator)
- Mentoring successful students and alumni

Leadership

Standards for Leadership

The candidate is required to demonstrate continued Campus Engagement as outlined in the standards for tenure and promotion to Associate Professor. In addition to continuing to meet standards of service necessary for tenure and promotion to Associate Professor, the candidate for promotion to Professor must also demonstrate leadership. Leadership will be demonstrated by increasing engagement at the School/College/Library and University level, impact across the University, and maturity.

- **Engagement:** The candidate must demonstrate that the breadth of service contributions has expanded from that expected of an Assistant Professor to broader areas of focus, importance, and effectiveness across the University.
- **Impact:** The candidate must demonstrate significant participation in service activities that have a positive effect on University life.
- **Maturity:** The candidate must demonstrate the ability to complete complex service tasks successfully, to communicate across disciplines, and to work with faculty and administrators effectively.

Evidence of Effective Leadership

The candidate may provide any evidence that demonstrates that effective leadership has been performed.

The following evidence is required of all candidates:

- Chair evaluations of committee work
- FARs
- Departmental chair evaluations
The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Committee reports
- Letters from:
  - Colleagues
  - Administrators
  - Committee members
  - Faculty or professionals external to Stetson University who have interacted with the candidate in the context of professional service and who can comment on the effectiveness of the candidate’s service involvement/provision
- Leadership in scholarly/professional organization
- Service-learning and other community-engaged learning
- Administrative service (e.g., Department Chair/program director)
- Documentation of successful student recruitment/advising
- Letters from alumni/ae that describe mentoring
- Documentation of continuing education for professional certifications/licensure
- Mentoring junior faculty
Appendix A: Sample Checklists

Portfolio Checklist: Pre-Tenure, Tenure, and/or Promotion Review

The portfolio checklist must be signed by the candidate as indicated below and placed in the front of the portfolio prior to the department-level evaluation. Full expectations associated with each portfolio item are described in the Stetson University Tenure and Promotion policy.

<table>
<thead>
<tr>
<th>Pre-tenure</th>
<th>Tenure and Promotion to Assoc. Prof.</th>
<th>Promotion to Professor</th>
<th>Items added to the portfolio by the candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>A copy of the current appointment letter from the Provost</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Updated curriculum vitae</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Representative syllabi for all courses taught</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Complete student teaching evaluations, including written student comments, for all classes since date of employment or last promotion</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Written and signed peer teaching observation reports (see T/P policy for how many must be included)</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>All Faculty Annual Reviews (FARs) since date of employment or last promotion</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Chair’s (or Dean’s) responses to all FARs</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Narratives on teaching/librarianship, scholarship/creative activity, and service/leadership</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Copies of all pertinent research/scholarship/creative activity material</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Information about specific contributions to co-authored works, publications, and grants</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Documented evidence of service/leadership</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>A copy of the relevant disciplinary standards</td>
</tr>
</tbody>
</table>

By signing below, I attest that all of the items listed above have been included in my portfolio or that a satisfactory explanation has been offered in the portfolio narrative(s) for why one or more required items are missing.

___________________________________________
Signature of Candidate
### Policies and Procedures

#### Section 3

- **Academic Affairs Policies**

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<table>
<thead>
<tr>
<th>Pre-tenure</th>
<th>Tenure and Promotion to Assoc. Prof.</th>
<th>Promotion to Professor</th>
<th>Confidential items added to the portfolio by the Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>A list of all members participating in Department-level review (list A)</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>A list enumerating each evaluative letter in the portfolio (list B)</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>An explanation of any discrepancies between list A and list B</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>‘Extra-departmental’ evaluation letters if received (added before department-level review)</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>External evaluation letters (added before department-level review)</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Department-level review evaluation letters</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Chair’s summary letter</td>
</tr>
</tbody>
</table>

#### Confidential Items added to the portfolio by the Dean

- ✓ Pre-tenure reviews letters
- ✓ Dean’s evaluation letter

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### Documentation Verification Checklist

By signing the following checklist, I confirm that all required items are present, or that an explanation why required items are missing has been offered and appended to this checklist.

<table>
<thead>
<tr>
<th>Responsible Party</th>
<th>Printed Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair (after receipt from Candidate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair (following department review)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Tenure and Promotion Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Tenure and Promotion Committee Chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.3.6 Appeals of Tenure and Promotion Decision

3.3.6.1 Requests for Reasons for Non-tenure or Non-promotion
Upon receiving written notice of non-tenure or non-promotion, the faculty member may request from the President the reasons that contributed to the non-tenure or non-promotion decision. The faculty member should carefully consider whether to request an oral or written report of the reasons. As the AAUP REDBOOK notes, that while a written report, particularly in the case of non-tenure, may avoid misunderstandings, the existence of a written report may obligate the faculty member to "divulge them to the appointing body of another institution if required. Similarly, a written record is likely to become the basis for continuing responses by the faculty member's former institution to prospective appointing bodies" (17).

3.3.6.2 Procedure for Appeal of Tenure or Promotion Decisions
1. The faculty member must make written appeal to the Tenure and Academic Freedom Committee of the Faculty Senate within four weeks of receiving notification of non-tenure or non-promotion. The faculty member must indicate what is contended, and provide specific evidence that supports contention. The faculty member must agree in writing that he/she understands that the institution will present evidence in support of its decision. Evidence may include:
   a. Extenuating circumstances;
   b. Procedural mistakes;
   c. Factual errors made by decision-making bodies;
   d. Discrimination;
   e. Inadequate consideration.
2. It is understood that all information shall be held in confidence by all parties involved in the process.
3. The Tenure and Academic Freedom Committee will review the faculty member's tenure file in the Office of Academic Affairs.
4. The Tenure and Academic Freedom Committee can invite any person involved in the decision to appear before the committee. Even if the faculty member has asked for written documentation, it may be necessary for the chairs of the decision-making bodies to speak on behalf of their recommendation to the Tenure and Academic Freedom Committee.
5. The Tenure and Academic Freedom Committee will provide an opportunity for the faculty to personally appear before the committee. The time and place will be mutually agreed upon by the Tenure and Academic Freedom Committee and the faculty member. The faculty member may be accompanied by another faculty member who is an observer and will not participate.
6. The Tenure and Academic Freedom Committee should determine whether the case has sufficient grounds for appeal, with the understanding that the Tenure and Academic Freedom Committee should not substitute its judgment on the merits of the case for that of the decision-making bodies.
7. The Tenure and Academic Freedom Committee will provide copies of its report and recommendation to the faculty member and the President within four weeks of the date of the
faculty member's written request for appeal. The Faculty Senate will receive a copy of the committee's recommendation.

8. Upon the recommendation of the Tenure and Academic Freedom Committee, the President shall request reconsideration by the relevant decision-making bodies. The President shall communicate the grounds for reconsideration. The decision-making bodies will follow the decision-making procedure described in section 4.3.

9. The President makes the final decision following the appeal process and will notify the faculty member in writing of that decision.

Grievance Procedures. See Section 4.3.

3.3.7 Faculty Evaluation
1. Each year, each faculty member is expected to submit a self-evaluation (the Faculty Activity Report) to the dean/library director, detailing their professional activity, their goals, and their assessment of their progress to their goals. The department chair responds in writing to the information in the FAR and presents both items to the dean. The dean examines the FAR and department chair response and responds also in writing. This information becomes a part of the faculty member's file.

2. Students are invited to participate in the evaluation process through the process of course evaluation which takes place in each college/school.

3. Periodic reviews for tenure (see 3.3.4.3)

4. Tenure review (see 3.3.4)

5. Promotion review (see 3.3.5)

3.3.8 Annual Salary Adjustments
When funds are available and approved by the President's Cabinet, determination of salary increases will be based on evidence listed in 4.10.10.3.3 Evidence for Tenure and 4.10.10.4.3 Evidence for Promotion as summarized in the Faculty Activity Report and evaluated by the Department Chair, Associate Dean, and/or Dean. Equity and compression issues are examined annually by the University Committee on Faculty Compensation.

3.3.9 Professional Development
Stetson University has a program of professional development to provide opportunities for the professional growth and development of members of the faculty and other professional employees. Professional Development awards are made on the basis of University-wide competition. The program is administered by the Office of Academic Affairs with the authorization from the Provost. Opportunities are published annually in the "Faculty Professional Development Opportunities" handbook, which is available through the Office of Academic Affairs. The Provost makes the final decision concerning grants, awards, and other professional development support after receiving recommendations from the Deans of the Colleges/Schools, the Faculty Development Committee and the Associate Provost.

3.3.9.1 Sabbatical Leave
Tenured faculty members are eligible for a sabbatical leave after each six years of service at Stetson. The
leave may be for one semester at full salary or for one academic year at half salary. The University will continue full fringe benefits in either case, and the faculty member will be continued in seniority and other considerations. The sabbatical leave is available as an opportunity for professional growth and enrichment, and a tenured faculty member who is granted a sabbatical leave will be required to commit, before the sabbatical begins, to return to full-time teaching for at least one academic year (fall and spring) following the end of the sabbatical leave. Detailed guidelines for sabbatical leave applications are published each year by the Office of Academic Affairs. The faculty member is asked to justify the request, detailing how the time will be utilized, and the applications must be filed prior to the announced deadline during the academic year preceding the requested leave. Applications are submitted through normal administrative channels prevailing in departments and Colleges/Schools/Library and forwarded with recommendation for supplemental funding, if required, to the Office of Academic Affairs for review by the Professional Development Committee. The Professional Development Committee forwards recommendations concerning the proposed plan of study or scholarly endeavor to the Associate Provost for Faculty Development, who in turns forwards cumulative recommendations to the Provost, who confirms the awards.

3.3.9.2 Summer Grants
Stetson has a summer grant program with funds budgeted for the purpose each year by the University. The program is administered by the Office of Academic Affairs upon the advice of the Professional Development Committee. Each application is considered on its individual merits, for the individual and for the University. Stetson does not, for example, award summer grants for work toward a terminal degree, but does encourage scholarly research or curricular planning efforts. Detailed guidelines and deadlines are published by the Office of Academic Affairs in the fall preceding the summer involved. Applications are submitted by the published deadlines to the Office of Academic Affairs, department chairs, and Deans/Director, after which they are forwarded to the Professional Development Committee. Late applications will not be considered unless the Committee unanimously recommends that an exception be made. The Committee’s recommendations are sent to the Associate Provost for Professional Development who makes the final decisions and awards.

3.3.9.3 Faculty Workshops
The Professional Development Committee develops a series of workshops for professional development. The plan is presented to the Associate Provost for Academic Affairs with a budget for approval.

3.3.9.4 Other Development Funds
The Provost designates funds to supplement the travel and research funds of professional personnel specifically to present papers, participate in programs, hold leadership positions, and/or engage in other endeavors of a professional nature that will make an obvious contribution to the professional growth to the individual and to the University. Applications for these funds are made through the department chair and appropriate Dean/Library Director with final approval by the Provost. Application guidelines are published each fall by the Office of Academic Affairs.
3.3.10 Leaves of Absence
A leave may be granted for up to one year without pay upon proper application to the Dean/Director of the appropriate School or College/Library, recommendation of the Provost, and approval of the President.

3.3.11 Contracts and Resignations
Faculty members will receive written annual notification detailing rank and salary, by the first week in April of the previous academic year. A faculty member's decision not to return for the following year should be transmitted to the appropriate Dean at that time if possible, and in any event not later than 90 days preceding the beginning of the contract period.

3.3.12 Dismissal
Dismissal is a severance action by which the University ends its professional relationship with a tenured faculty member for adequate cause. It is also the means by which the University removes, for adequate cause, a non-tenured faculty member before the end of his/her appointment. Dismissal proceeding may be instituted for the following reasons:

a. Professional incompetence;
b. Continued neglect of academic duties in spite of written warnings;
c. Grave personal misconduct;
d. Deliberate and grave violation of the rights and freedoms of fellow faculty members, administrators, or students;
e. Conviction of a felony.

Prior to dismissal, the Provost will give the faculty member involved a written statement of reasons, framed with reasonable particularity. Because of the nature of dismissal, no fixed time can be specified for notice; however, such action is usually not taken without prior discussion and written warnings to the faculty member.

3.3.13 Termination
Termination is a severance action by which the University terminates the services of a tenured faculty member. Prolonged mental or physical illness, financial exigency, or changes in the education program are the only causes for termination of tenured faculty.

a. Prolonged Mental or Physical Illness: Termination for medical reasons will be based upon clear and convincing medical evidence. The decision to terminate for such reasons will be made only after the faculty member or his/her representative has been informed in writing on the basis of the proposed action and has been afforded an opportunity to respond to the proposed action. If the faculty member so requests, the evidence will be reviewed by the Tenure, Grievance, and Academic Freedom Committee elected by the Faculty Senate.
b. Financial Exigency: In the event of financial exigency, the President and the Board of Trustees will officially announce that such a state exists. Should such an emergency arise, the President and the Board of Trustees will take such measures as are deemed necessary to cope with the
crisis, after consultation with the Provost and proper Dean and faculty of the area concerned. In taking such measures, a primary concern will be the retention of viable academic programs. If faculty reductions are required, tenure rights will be protected in so far as possible.

3.3.14 Outside Employment
Permission must be obtained from the University by application to the appropriate Dean in order for a full-time faculty member to accept part-time outside employment. The Stetson faculty believes that no member should engage in any outside activity that is beneath the dignity of the professional community, or so time-consuming as to detract materially from his/her ability to carry out his/her duties as a member of the faculty. Wanton and persistent disregard of this principle shall be deemed grounds for dismissal.

3.3.15 Contract and Grant Proposals
Any faculty member who desires to apply for a contract or submit a proposal for support of any special project must provide to the Development Office a completed Grant Approval Form. These forms are available from the Development Office and the Dean's Office of each college/school. In essence, completion of the form insures that the University is aware of and in agreement with the requirements of the granting or contracting agency before University approval is given. This is particularly true if University matching funds or office space and equipment are required.

3.3.16 Faculty Sick and Vacation Leave
Please refer to Section 4, Part 5: Employee Leave.

3.3.16.1 Faculty Parental Leave Policy (Approved 12-12-05)
A full-time faculty member may request Parental Leave with reduced pay for up to one academic semester for either of the following reasons:

1. To exercise primary responsibility for the care of the infant for the period immediately following birth.
2. To exercise primary responsibility for the care of a child placed with a faculty member for adoption or foster care immediately following placement.

Pursuant to the University Personnel Policies, birth mothers would be required to complete the necessary paperwork for Short-Term Disability (See Section 4.5.8.A of the University Policies and Procedures) and the Family Medical Leave Act (See Section 4.5.17 of the University Policies and Procedures). Birth mothers and parents who do not qualify for Disability leave should also notify, in writing, the Dean of their College or School.

The faculty member requesting Parental Leave would be granted six weeks of leave with no duties. During the first four weeks of leave, the faculty member would be paid at 100% of his/her regular base salary. The salary for the following two weeks of full leave would be 80% of the faculty member's base salary. To avoid disruption to the academic environment of the classroom, the faculty member returning to work at the end of six weeks would not be expected to resume teaching. Rather, he/she would resume non-teaching duties such as committee work, administrative work, academic advising and
supervision of senior work. The faculty member would be compensated for these duties at the rate of at least 60% of his/her salary for the remainder of the academic semester.

A faculty member planning to take advantage of the Parental Leave Policy must, when possible, notify the appropriate Dean 3 months in advance of the anticipated start of leave, in order that the Dean and Department Chair can work together to accommodate the teaching needs of the Department.

Faculty members, who prefer a full leave with no university responsibilities for the remainder of the semester or an unpaid leave of absence for a period not to exceed 1 year, may make application to the appropriate School or College Dean. Such requests ultimately require recommendation from the Provost and approval of the President.

If both parents or partners are employed as tenure-track or tenured faculty by the university, only one parent or partner may make use of the Faculty Parental Leave Policy for each birth or adoption event.

The University recognizes that the birth or placement of a child will likely impede a faculty member's ability to make progress toward tenure. Therefore, the tenure clock can be stopped for one year for the birth or placement of a child, even if leave is not taken. To stop the clock, the faculty member must submit a request in writing to the appropriate Dean/Library Director by the following fall of the year in which the birth or placement takes place. This option can be exercised up to two times during the tenure-track period. Guidelines regarding a delay in tenure decisions are given in the Faculty Handbook (Section 4.d. of Appendix A).

3.3.17 Faculty Exchange
The University provides a program for faculty exchange with the Paedagogische Hochschule in Freiburg.

For information on exchanges with faculty in other countries, contact the Director of International Learning and with other institutions within the United States, contact the Associate Provost for Faculty Development.

3.4 Academic Policies and Support
Many academic policies for graduates and undergraduates are provided in the Stetson University Catalog and Connections: Campus Life Handbook. Summaries of certain policies are provided here for convenience.

3.4.1 Course Syllabus
The teacher of each course must provide the students with a syllabus summarizing basic information about the course. This syllabus may take many forms but must include information on the following:

1. Goals and requirements
2. Nature of the Course Content
3. Methods of instruction to be used
4. Attendance policy
5. Instructor’s office hours
Please refer to the College/School Policy Manual for additional information on syllabi.

### 3.4.2 Class Attendance

Individual professors may establish their own class attendance requirements. However, professors should make their policies known to students at the beginning of each term. The University has no general attendance rule; the individual colleges and schools may establish attendance regulations.

Faculty members should notify the Vice President for Campus Life of a student’s excessive class absences. The primary purpose of this notification is to enable the Dean to make sure the student has not disappeared from the campus without explanation. Faculty members, therefore, should contact the office of the Vice President for Campus Life on the day that a student misses his/her third successive MWF class or second successive TT class. There are no "excused" absences. The practice of listing student absences in The Newsletter (because of special trips they will be taking or activities they will be engaged in) is intended only to provide information to the instructor.

Preliminary class rolls are provided the first day of classes. A student who enters a class after these lists are prepared must present an "add" card for the instructor's signature or a class schedule stamped "Cleared by the Finance Office." A student whose name is on the preliminary class list but who drops the class must present a "drop" card for the instructor's signature. Any discrepancy (i.e., a student who enters or leaves a class except by the procedure outlined above) must be reported to the Office of the Registrar.

### 3.4.3 Field Trips

(Revised September 2003)

A professor sponsoring a field trip must notify the appropriate academic Dean's office at least one week prior to the field trip. Students must make their own arrangements for any class absences resulting from the trip.

The "Field Trip/Travel Acknowledgement & Release Form," available electronically on the Academic Affairs website ([http://www.stetson.edu/academic-affairs/](http://www.stetson.edu/academic-affairs/)) or in hard copy from Risk Management must be completed prior to the trip and kept in the department file for a minimum of one year. Professors should complete the "Special Activities/ Risk" information and then have students complete and sign signifying their acknowledgement and release of liability.

If students are traveling by University-provided transportation to include rental vehicles, all drivers must be approved through the Office of Risk Management (386-822-7701) at least one week prior to the trip.

A professor sponsoring a course related trip outside of the U.S. must contact the Center for International Education and comply with current requirements.

### 3.4.4 Change of Registration (Drop/Add)

See current Stetson University Catalog.

During the first few days of each term, an opportunity is accorded students to make changes in their
class schedules. The exact dates for this period are published in the official University calendar included in this Catalog. The necessary change-of-registration forms are available in the Office of the Registrar. Within the drop/add period, a certain initial period of time is allowed for students to add as well as drop courses, followed by a period of time in which students may only drop courses without academic penalty. It is imperative that students consult the University calendar for the exact dates provided each term for adding or dropping courses. A change of registration after the "add" period does not reduce charges. A course dropped after the drop period carries a grade of X or XF as determined by the student’s academic dean. No course may be dropped during the last two weeks of classes in any given term.

3.4.5 Pass/Fail
See current Stetson University Catalog.

A student has the option of taking on a pass/fail basis a total of two courses not ordinarily pass/fail. To exercise this option, students must obtain a pass/fail form from the Office of the Registrar, have the form signed by the faculty advisor, and return it to the Registrar prior to the end of the add period. Once initiated, the pass/fail option may not be changed.

For students majoring in the College of Arts and Sciences or the School of Music, the pass/fail option may be used only for courses which are not applied toward a major or minor and not applied toward Foundation Requirements (Part I) for the Arts and Sciences General Education program, or toward the English, mathematics, and communications course requirements for Music School degrees.

For students majoring in the School of Business Administration, the pass/fail option may be used only during the junior or senior year and may be used only for courses that are beyond all School of Business Administration requirements, not applied toward a minor, and offered outside the School of Business Administration.

3.4.6 Academic Honors
See current Stetson University Catalog.

Undergraduate students who have attended Stetson University only and whose cumulative grade point average (GPA) is between 3.50 and 3.69 are graduated Cum Laude; if it is between 3.70 and 3.89 they are graduated Magna Cum Laude; and if it is 3.9 or higher they are graduated Summa Cum Laude. Undergraduates who have attended other academic institutions and have earned 60 or more credit hours at Stetson are also eligible for all academic honors. In such cases the academic requirements for honors must be met both on all graded work taken at Stetson, and on all the combined graded work taken at Stetson and at all previous institutions.

The Honor Roll includes undergraduates with a 3.0 GPA based on twelve hours work attempted with no grade below a "C." The Dean’s List includes undergraduates with a 3.5 GPA based on twelve hours of work attempted and no grade below a "B."
3.4.7 Grade Inventories
Once each semester, at mid-term, unsatisfactory grades are reported. This report is called a grade inventory. Only grades less than "C-" are reported, and these are not recorded on the student's permanent record. They are simply to give the student an idea of progress up to the time of the inventory. Copies are sent to the student, their academic advisor, and their academic dean. It is the student's responsibility to arrange for conferences with the instructor, faculty advisor, Campus Life staff, Counseling Center staff, or anyone else the student feels may be of help.

3.4.8 Interpretation of Grades and Quality Points
See current Stetson University Catalog.

Grades and quality points represent the instructor's final estimate of the student's performance in a course. The grade of A (+ or -) may be interpreted to mean that the instructor recognizes exceptional capacity and exceptional performance. The grade of B (+ or -) signifies that the student has gained a significantly more effective command of material than is generally expected in the course. The grade of C or C+ is the instructor's certification that the student has demonstrated the required mastery of the material. A student is graded C- or D (+ or -) when his/her grasp of the course essentials is minimal. The F grade indicates failure to master the essentials and the necessity for repeating the course before credit may be earned.

Quality points are values assigned to letter grades. Students' cumulative grade-point averages are based on a four-point scale. Letter grades are assigned the following numerical equivalents per semester hour:

- A+ = 4.00
- A = 4.00
- A- = 3.67
- B+ = 3.33
- B = 3.00
- B- = 2.67
- C+ = 2.33
- C = 2.00
- C- = 1.67
- D+ = 1.33
- D = 1.00
- D- = 0.67
- F = 0.00
- XF = 0.00

The grade-point average is determined by dividing the total quality points earned by the total hours attempted, including all courses failed. Only courses taken at Stetson will be used by the University in computing the student's cumulative grade-point average. Recognize, however, that other universities, agencies, and employers may calculate GPA's using all grades that appear on the transcript, including
the forgiven Fs.

- **I = incomplete.** This is the grade given when a student cannot complete the work of the course because of illness or other extenuating conditions, and the instructor's academic dean has approved an extension of time for the completion of a course. The work of the course must be completed two weeks prior to the last day of classes in the next academic session of enrollment (excluding summer term); but in all cases, except graduate thesis courses, it must be removed within 24 months from the date issued regardless of enrollment status; otherwise the I becomes an F. An I grade cannot be removed by repeating the course.
- **P = credit, no quality points earned, does not affect grade-point average.**
- **W = an approved withdrawal from the University before mid-term.** See Academic Calendar for actual date. No credit or quality points are earned and the grade-point average is not affected.
- **WP = an approved withdrawal from the University after mid-term.** The grade is given according to the instructor's evaluation. No credit or quality points are earned and the grade-point average is not affected.
- **WF= an approved withdrawal from the University after mid-term.** The grade is given according to the instructor's evaluation. No credit or quality points are earned, but the grade WF is treated as hours attempted and the grade-point average is affected.
- **X = the grade received for late drop of a course without academic penalty.** No credit or quality points are earned and the grade-point average is not affected. The grade must be approved by the student's academic dean.
- **XF = the grade received for late drop of a course with academic penalty.** No credit or quality points are earned, but the grade XF is treated as hours attempted and the grade-point average is affected. The grade must be approved by the student's academic dean.

### 3.4.9 Examinations
Examinations are given in all courses at the end of each academic term. If a student misses an examination without prior permission from the Dean of the applicable School or College, the student will be graded "F" in that course.

### 3.4.10 Academic Withdrawal
Official withdrawal from the University can be granted only after proper clearance from the Dean of the College/School concerned, the Office of Campus Life, and the Office of Student Financial Planning. For further information, see the current *Stetson University Catalog*.

### 3.4.11 Academic Honesty
*Revised 2003-2004 academic year*

As an institution of higher learning, Stetson University depends upon its members—students, faculty, staff, and administration—to uphold the highest standards of academic integrity. Without a commitment to this ideal, the foundation of our educational mission is undermined, and truth—the ultimate goal of our pursuits at the university—loses its meaning and force. The Honor System seeks to nourish a vital campus culture, one where students, faculty, administration, and staff are mutually
committed to pursuing truth in a spirit of cooperation and respect. Laws and rules exist to protect a society and its members, but truly to flourish, a community relies upon the individual to take responsibility for his or her actions and to uphold certain bedrock principles. The Honor System specifies actions that are harmful to the community and establishes ways of dealing with those who violate basic standards. But the primary justification for the Honor System is that it challenges individuals to reflect upon the ethical issues they face as members of a university and encourages them to take positive steps to maintain the integrity of themselves and their community. Moreover, by affirming student self-governance in the form of an Honor Council, this Honor System underscores the central roles that both students and faculty play in upholding academic integrity.

The Honor Pledge
The Honor Pledge is a promise made by undergraduates to uphold high standards of integrity and honesty in their academic work. By enrolling in Stetson University, students commit themselves to abide by the principles and spirit of the Honor System. They will be asked to demonstrate that commitment by signing a written pledge that will be kept on file by the Honor Council.

The Pledge:
As a member of Stetson University, I agree to uphold the highest standards of integrity in my academic work. I promise that I will neither give nor receive unauthorized aid of any kind on my tests, papers, and assignments. When using the ideas, thoughts, or words of another in my work, I will always provide clear acknowledgement of the individuals and sources on which I am relying. I will avoid using fraudulent, falsified, or fabricated evidence and/or material. I will refrain from resubmitting without authorization work for one class that was obtained from work previously submitted for academic credit in another class. I will not destroy, steal, or make inaccessible any academic resource material.

By my actions and my example, I will strive to promote the ideals of honesty, responsibility, trust, fairness, and respect that are at the heart of Stetson's Honor System.

The Honor System in its entirety is found at [http://www.stetson.edu/honor-system/](http://www.stetson.edu/honor-system/).

3.4.12 Buckley Amendment/FERPA
The Family Educational Rights and Privacy Act of 1974 (FERPA), commonly referred to as "The Buckley Amendment," may affect a faculty member's activity and relationship with students in several areas. The Act gives students and/or parents certain rights of access to, and control over, certain educational records. In particular, the student (18 years of age or over) has acquired the right to exclude information which the student believes to be misleading, inaccurate, or unfairly damaging to the student's interests. The following general comments are intended to provide a superficial review of the relevance of the Act to faculty members. More detail may be found in Connections: Campus Life Handbook.

1. Personal References and Recommendations: Such letters or forms which become a part of a student's permanent file are available for the student to inspect, if they were prepared after December 31, 1974. A student may choose to waive the right of access by signing an
appropriate statement; however, such a waiver possibly would not prevent the latter's being subpoenaed in the event of legal proceedings (e.g., the student is denied admission to a school and institutes civil action).

2. Access to Information About Students: The law states that persons with a "legitimate educational interest" may look at a student's records without the prior consent of the student. This implies that if a faculty member believes that he or she can help a student academically by knowing, for example, the student's SAT scores or grades or other information contained in University records, the faculty member may request such information from the appropriate office, and that request may be given consideration by the responsible persons. The student's permission for release of such data to the faculty member is not required. The faculty member may not release this information to a third party.

3. Grade Books: The Act indicates that the student has no right to demand to inspect the grade books or other notes about the student which the faculty member keeps strictly for his or her own use.

4. Grades: The regulations pertaining to the execution of the Act provide that a student has the right to challenge a grade and to request a hearing before a University official regarding such a challenge. If the hearing upholds the grade, the student still has the right to place a statement in his/her academic file indicating disagreement with the grade. This provision suggests that the faculty member would be well-advised to retain adequate information regarding the giving of grades and to keep in the file copies of the final exams of students for at least twelve (12) months after the administration of the exam. This right to a hearing applies to all educational records which the student believes to be inaccurate, misleading, or in violation of his or her rights.

5. Directory Information may be unconditionally released without the consent of the student, unless the student has specifically asked that prior consent be obtained. Directory Information includes the student's name, campus and home address, and telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational institution attended by the student.

3.4.13 Advising and Counseling
All faculty members share in the guidance offered to students. Some guidance is appropriate in the classroom, but most of this assistance is given outside of class, either formally as a faculty advisor or informally as a faculty friend. To this end, faculty members are expected to maintain regular office hours.

The more serious cases and special problems should be referred to the appropriate administrative officer and/or the Director of the Counseling Center.

3.4.13.1 The Faculty Advisor Program
Each undergraduate student entering the University is assigned to a member of the faculty who serves as his/her advisor. In general, students are assigned to advisors in the student's major field or in a field
in which the student has expressed an interest. Undeclared students are assigned to advisors in the Discovery Program. In the event of a change in the student's major, the student should consult the Dean of the appropriate College/School for a change of advisor. The student may consult his/her advisor at any time in regard to both academic and personal matters.

3.4.13.2 Registration Advising
The student will particularly need to consult the advisor during registration periods. Faculty members are expected to be available as much as possible during these periods to advise students. The advisor's approval is necessary before a student can register.

The Office of the Registrar provides both advisor and student with an up-to-date "check sheet" for each student. This outlines the requirements of the student's major and records his/her progress toward the degree. The "check sheet" is set up according to the major that is recorded for the student in the Registrar's records. These "check sheets" are sent to the faculty advisor at the time of registration. For regulations on academic load and graduation requirements, the advisor should consult the Stetson University Catalog and the appropriate school or college policy manual. See also Summer Registration (section 12.9.015).

3.4.13.3 Registration Advising of International Students
All new international students must present their passports with visas to the Center for International Education on the Saturday of Orientation weekend. Once the information has been recorded, students may register for courses. Faculty members advising new international students should remind their advisees of this requirement.

3.4.13.4 Counseling Center
The Counseling Center is committed to providing services for effectively dealing with those issues relevant to personal growth and development as it relates to the students' university education. Services include: personal counseling, group counseling, career and life planning, study skills training, testing programs (e.g., CLEP, SAT, GRE, CLAST), outreach programming, training in interpersonal relations, and graduate studies in counseling. Although services are directed towards the undergraduate students, graduate students, faculty, and staff may also call for an appointment or for information regarding current offerings.

3.4.14 Orientation for New Students
An orientation program is provided at the beginning of each semester to assist incoming freshmen and transfer students in understanding Stetson's policies, academic requirements, social regulations, and University facilities. The orientation program is planned by the Student Success Center in conjunction with Campus Life staff. Participation in these activities is beneficial to students in anticipation of entering the University community.

3.4.15 Curriculum Policies
University-wide undergraduate curriculum policies are voted on by the University Faculty. The Academic Affairs Committee of the Faculty Senate (composed of one senator chosen by each undergraduate
college/school, a faculty representative from the Curriculum Committee of each undergraduate School/College) has the responsibility of coordinating curricular matters among the three undergraduate schools. Recommendations for changes in such policies are brought before the University Faculty for decision.

Each College/School has specific curriculum policies and its own structure for curricular matters. These are found in the policy manuals of the particular College/School. Copies of these manuals are available in the Library and in the Deans' offices.

3.4.16 Student Work Study Program
The availability of student help is determined by the financial planning program of the University. Work study is assigned on a priority basis, with University-wide needs (e.g., cafeteria, library) considered first.

If a faculty member has departmental work that can be done by a student, he/she should furnish the Office of Student Financial Planning the following information: (1) the job description; (2) the name of student, if a particular student is requested. Rates of pay and number of hours to be worked are set by the Office of Student Financial Planning. For further information, contact the Director of Student Financial Planning.

3.4.17 University Master Calendar
The University Calendar of Events is posted online. Before scheduling any event on campus, especially events which students are required to attend, the faculty member should check the University Calendar so that serious conflicts can be avoided.

3.4.18 Continuing Education and Related Programs
The Office of Continuing Education, under the direction of the Director of Continuing Education offers various non-credit programs designed to serve the educational needs of the part-time adult learner. Faculty members are invited to participate in the planning and teaching of these programs. A special pay scale is in effect for teaching these courses. For further information, contact the Director of Continuing Education.

3.4.19 Library
The University's collections of books, journals, government documents, microforms, audio-visual materials, scores, and recordings are housed in the duPont-Ball Library. The Library also provides numerous electronic full-text resources, including streaming video and audio resources. All electronic resources are available from off-campus through the email/network login assigned to each faculty member, student, and staff member. For more information about the library and its services and resources, see http://www.stetson.edu/library/. The College of Law is served by the Dolly & Homer Hand Library on the Gulfport Campus and the Tampa Law Library at the Tampa Law Center.

3.4.19.1 Orders for Library Materials
Faculty input in the development of the collection is highly encouraged, and each academic department is allocated funds based on historical spending patterns and use. Faculty members may request that a
book, journal, video, or other item be ordered for the Library's collection by clearing the expenditure with his/her department chair or Library liaison and sending the request to the Library's Head of Technical Services through campus mail (Unit 8418) or by email.

3.4.19.2 Interlibrary Loan Service
Interlibrary loan is a service available to Stetson University faculty, students, and staff. The Library will borrow from other libraries items not held locally. Requests may be made using print forms available at the Library or using the online interlibrary loan forms for books or journal articles linked from the Library's website at [http://www.stetson.edu/library/](http://www.stetson.edu/library/). Some of the Library's databases include an "ILL" link, and that link may also be used to request that item.

3.4.19.3 Reserve Materials
Faculty wishing to put items on reserve in the library are asked to complete the Faculty Reserves Submission Form at [http://www2.stetson.edu/library/about-us/ departments/reserves/](http://www2.stetson.edu/library/about-us/departments/reserves/) or to pick up copies of the form at the Circulation Desk. Faculty members are responsible for pulling their own books and making their own copies to place on reserve, submitting them with the forms at the Circulation Desk. Any item to be assigned to several students should be placed on reserve before the assignment is made. Most reserve materials are "Library Use Only" for two hours, although a 24-hour checkout from the building may be specified. Many articles or books may be available in one of the Library's electronic databases, in which case that link may be used, and reserves will not be needed.

3.4.19.4 Library Instruction
The Library offers a wide range of classes on library resources, evaluation of materials, research methods, and instruction in the use of electronic databases. These are taught at the request of individual instructors, and all presentations are tailored to the specific course. Faculty and students may also request one-on-one instruction on specific research topics. Contact the Coordinator of Library Instruction for more information or to schedule instruction classes.

3.4.20 Information Technology Services
The Stetson University Office of Information Technology is located on ground floor of the Lynn Business Center and provides the academic community with technology services in both the areas of instruction and research. The Associate Vice President and Chief Information Officer and an experienced staff are available to assist faculty members in the use of technology in their investigation and research. For routine technology support, academic community may call the Help Desk at 386-822-7217.

3.4.21 Gillespie Museum of Minerals
The Gillespie Museum of Minerals, located on the corner of Amelia and Michigan Avenues, was established at Stetson in 1958 as a gift of Mr. and Mrs. Thomas B. Gillespie. The collection of minerals, one of the largest in existence, is used in teaching and research and The Museum is open to the public.

3.4.22 Textbooks
All textbooks are to be ordered through the University Bookstore. Normally, order forms are sent to each instructor after the schedule for the coming term has been set. Desk copies cannot be issued or
loaned to faculty members. It is the responsibility of the faculty member to order desk copies directly from the publisher. The Bookstore should be notified when a textbook will be used more than one semester. It is less expensive to hold books over than to return them to the publisher only to reorder again. Class and laboratory materials produced by University staff and printed by the University Print Shop are sold to students through the Bookstore under a policy which provides uniform costing and pricing for similar materials.