Message from the Provost

Dear Faculty,

I am pleased to present you the Florida Southern College Faculty Handbook for 2012-13. I urge you to review the handbook and especially invite new faculty to read it in great detail.

I also encourage you to offer constructive suggestions for the handbook’s improvement in future years. After all, the Faculty Handbook should work not only for Florida Southern College’s academic administrators but also for you, the members of Florida Southern College’s faculty.

I hope this handbook will be a useful guide to you, and I thank you for the privilege of working with you.

Sincerely,

Kyle Fedler
Provost and Vice President for Academic Affairs
A Guide to Your Faculty Handbook

The purpose of the Faculty Handbook is to define your roles and responsibilities in the working environment at Florida Southern College, to outline administrative procedures and employment policies that affect you, and to record the working rules used in your role in college governance. The handbook provides a lot of highly specific information regarding situations encountered in the course of your academic career at Florida Southern, as well as resources available to help you. In short, reading this handbook will help you to use your time more effectively and enjoyably. We have done our best to put everything you need to know in one place. If you don't find it here, we'll tell you where to find it. And if we haven't told you where to find what you need, please feel free to ask!

Of course, you should familiarize yourself thoroughly with the Faculty Handbook and other documents of the college such as the Employee Handbook, the Student Handbook and the Academic Catalog. The Employee Handbook is very important as a companion to this handbook because everything in that guide, available online at www.flsouthern.edu/insidefsc/hr/PDF/StaffHandbookFinalFloridaSouthernCollege7-25-07.pdf, applies to you. We encourage you to pay special attention to the anti-harassment policy that is included in the Employee Handbook, and the anti-fraternization policy that is available online at www.flsouthern.edu/insidefsc/HR/policies/pdf/PolicyonAnti3.pdf. Reading over the Student Handbook, available online at https://www.flsouthern.edu/insidefsc//HR/PDF/EmployeeHandbookFSC-3-24-10w-Pic1.pdf, will let you in on how your students live at the college and what is expected of them in the way of rules for community living. The Academic Catalog, available online at www.flsouthern.edu/academics/catalogs.htm, contains everything you need to know about our academic offerings and some additional information in the back about you and your colleagues—where you got your degrees and how long you have been at our college.

This edition of the handbook replaces all previous editions, and the version of this edition of the handbook posted online at www.flsouthern.edu/insidefsc/facstaff/faculty/academics/fachandbook.pdf is the official version. Policies, procedures, and forms mentioned in the handbook will be available online if not included here. The Provost maintains the handbook, and the President or the Board of Trustees of Florida Southern College may require the Provost to change the handbook at any time. The Faculty Handbook and the policies stated in the handbook are guidelines for college operation. The Faculty Handbook does not create an employment contract or modify the relationship between Florida Southern College and its employees. Other policies adopted by the Board of Trustees may be published from time to time as faculty memoranda. You should consider them part of your Faculty Handbook.

Finally, we will be using some conventions in the handbook. We have used acronyms for the names of some organizations and defined certain terms in a glossary. Comments regarding the style of the handbook are located along with the glossary at the back of the handbook, just in front of the index.

Welcome, and happy reading!
# TABLE OF CONTENTS

## INTRODUCTION: OUR FRAMEWORKS

<table>
<thead>
<tr>
<th>Our Nature, History, and Culture</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Mission Statement</td>
<td>1</td>
</tr>
<tr>
<td>A Brief History</td>
<td>1</td>
</tr>
<tr>
<td>The Florida Conference</td>
<td>2</td>
</tr>
<tr>
<td>Additional Helpful Observations</td>
<td>3</td>
</tr>
<tr>
<td>Our Accreditations</td>
<td>4</td>
</tr>
<tr>
<td>Our Organization</td>
<td>5</td>
</tr>
<tr>
<td>The College</td>
<td>6</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>7</td>
</tr>
</tbody>
</table>

## YOUR ROLES AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Academic Freedom</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Publication</td>
<td>11</td>
</tr>
<tr>
<td>Freedom of Speech in the Classroom</td>
<td>11</td>
</tr>
<tr>
<td>Rights and Responsibilities in Regard to Freedom of Speech</td>
<td>11</td>
</tr>
<tr>
<td>Relating to Your Colleagues and the College</td>
<td>12</td>
</tr>
<tr>
<td>Absences</td>
<td>12</td>
</tr>
<tr>
<td>The Instructional Week</td>
<td>12</td>
</tr>
<tr>
<td>Student Evaluation of Your Teaching</td>
<td>12</td>
</tr>
<tr>
<td>Working on Committees</td>
<td>13</td>
</tr>
<tr>
<td>Your Role in Curriculum Development</td>
<td>13</td>
</tr>
<tr>
<td>Human Subject Research</td>
<td>16</td>
</tr>
<tr>
<td>Relating to Your Students</td>
<td>16</td>
</tr>
<tr>
<td>Advising</td>
<td>16</td>
</tr>
<tr>
<td>Teaching</td>
<td>17</td>
</tr>
<tr>
<td>Class Procedures</td>
<td>17</td>
</tr>
<tr>
<td>Beyond the Classroom</td>
<td>22</td>
</tr>
<tr>
<td>Beyond the Campus</td>
<td>24</td>
</tr>
<tr>
<td>Student Privacy Rights</td>
<td>24</td>
</tr>
<tr>
<td>Representing FSC to Others</td>
<td>24</td>
</tr>
<tr>
<td>Gifts and Donations</td>
<td>25</td>
</tr>
</tbody>
</table>

## PERSONNEL POLICIES AND PROCEDURES

<table>
<thead>
<tr>
<th>The FSC Employee Handbook</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searches</td>
<td>27</td>
</tr>
<tr>
<td>Search Considerations and Criteria</td>
<td>27</td>
</tr>
<tr>
<td>Search Procedures</td>
<td>28</td>
</tr>
<tr>
<td>Academic Ranks, Appointment Categories, and Contractual Status</td>
<td>29</td>
</tr>
<tr>
<td>Ranks</td>
<td>29</td>
</tr>
<tr>
<td>Appointment Categories</td>
<td>30</td>
</tr>
<tr>
<td>Contractual Status</td>
<td>32</td>
</tr>
<tr>
<td>Faculty Emeriti</td>
<td>32</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>The Renewable Faculty Contract System</td>
<td>34</td>
</tr>
<tr>
<td>Introduction and Definitions</td>
<td>34</td>
</tr>
<tr>
<td>Initial Renewable Faculty Appointment</td>
<td>34</td>
</tr>
<tr>
<td>Reappointment for a Second Academic Year</td>
<td>35</td>
</tr>
<tr>
<td>Reappointment for Third and Subsequent Academic Years</td>
<td>35</td>
</tr>
<tr>
<td>Reappointment Criteria and Review Procedures</td>
<td>35</td>
</tr>
<tr>
<td>Promotion</td>
<td>36</td>
</tr>
<tr>
<td>Termination</td>
<td>39</td>
</tr>
<tr>
<td>The Tenure System</td>
<td>42</td>
</tr>
<tr>
<td>Introduction</td>
<td>42</td>
</tr>
<tr>
<td>Criteria for Award of Tenure and Promotion to the Rank of Associate Professor</td>
<td>43</td>
</tr>
<tr>
<td>Promotion and Tenure Process</td>
<td>48</td>
</tr>
<tr>
<td>Review in the Sixth Year: Application for Promotion and Tenure</td>
<td>51</td>
</tr>
<tr>
<td>Post-Tenure Reviews</td>
<td>53</td>
</tr>
<tr>
<td>Promotion to the Rank of Professor</td>
<td>54</td>
</tr>
<tr>
<td>Termination</td>
<td>55</td>
</tr>
<tr>
<td>Tenure in the Transition</td>
<td>58</td>
</tr>
<tr>
<td>Overview for Current Faculty Members</td>
<td>58</td>
</tr>
<tr>
<td>Options for Current Faculty Members</td>
<td>58</td>
</tr>
<tr>
<td>Transitional Tenure Eligibility</td>
<td>59</td>
</tr>
<tr>
<td>Transitional Tenure Review Process</td>
<td>50</td>
</tr>
<tr>
<td>Promotion without Application for Tenure in the Transition</td>
<td>61</td>
</tr>
<tr>
<td>Contracts</td>
<td>65</td>
</tr>
<tr>
<td>Terms</td>
<td>65</td>
</tr>
<tr>
<td>Rules Regarding External Work, Endorsements, Sponsorships, and Payments to Faculty Members</td>
<td>65</td>
</tr>
<tr>
<td>Employment Period</td>
<td>65</td>
</tr>
<tr>
<td>Work Assignment</td>
<td>65</td>
</tr>
<tr>
<td>Summer Sessions, Evening Sessions, and Extra Teaching Assignment</td>
<td>66</td>
</tr>
<tr>
<td>Leaves</td>
<td>66</td>
</tr>
<tr>
<td>Resignation</td>
<td>66</td>
</tr>
<tr>
<td>Release from Duties</td>
<td>66</td>
</tr>
<tr>
<td>Salaries</td>
<td>68</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>68</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>68</td>
</tr>
<tr>
<td>Professional Development</td>
<td>70</td>
</tr>
<tr>
<td>Faculty Support Program</td>
<td>70</td>
</tr>
<tr>
<td>Professional Development Funds</td>
<td>71</td>
</tr>
<tr>
<td>Summer Stipends</td>
<td>71</td>
</tr>
<tr>
<td>Summer Faculty-Student Collaborations</td>
<td>72</td>
</tr>
<tr>
<td>Sabbaticals</td>
<td>74</td>
</tr>
<tr>
<td>Flexible Schedule/Assignment Reductions</td>
<td>75</td>
</tr>
<tr>
<td>Leaves for Special Work</td>
<td>76</td>
</tr>
</tbody>
</table>
GOVERNANCE PROCEDURES AND RULES

College-wide Faculty Meetings .................................................................................. 78
  Purpose .................................................................................................................. 78
  Time ....................................................................................................................... 78
  Procedures ............................................................................................................. 78
Faculty Senate ........................................................................................................... 81
  Purposes and Procedures ...................................................................................... 81
  Composition .......................................................................................................... 81
Committees .................................................................................................................. 84
  Membership ............................................................................................................ 84
  Selection of Chairs and Secretaries ...................................................................... 87
  Meetings and Minutes ............................................................................................ 87
  Committee Service Assignments ......................................................................... 87
  Open Meetings and the Right to Speak ............................................................... 87
  Standing Committees: Charges and Procedures ............................................... 89
  Special Committees ............................................................................................... 97

HANDBOOK STYLE ................................................................................................. 98

GLOSSARY ................................................................................................................. 99

LIST OF APPENDICES .............................................................................................. 101

INDEX ....................................................................................................................... 102

LIST OF FIGURES

1. College Organization ............................................................................................... 6
2. Academic Affairs Organization ........................................................................... 8
3. Curriculum Development Process ..................................................................... 13
4. Promotion and Tenure Process ......................................................................... 48
5. Tenure Process in the Transition ....................................................................... 58
6. Faculty Support Program Organization .......................................................... 70
7. Faculty Senate and Committee Composition ............................................... 85
I. INTRODUCTION: OUR FRAMEWORKS

I.A. Our Nature, History, and Culture

First, a word concerning what you are about to read: Every institution has its own special history and traditions. Florida Southern College is no different, with a rich and remarkable history all its own. The mission statement that you will read just below is the first and probably most important thing that you are going to read, since our mission statement guides everything that we do. The rest of this part of the handbook, and indeed, the rest of the book, will share the whole story with you and give you information that will empower you, enlighten you, and equip you for your work as a faculty member at Florida Southern College.

I.A.1. Our Mission Statement

Florida Southern College is committed to educational excellence and is a selective, comprehensive, private United Methodist affiliated college with a strong liberal arts core and signature programs. The college enrolls a talented student body and includes an accomplished faculty who are dedicated to teaching excellence. Outstanding opportunities for engaged learning, student-faculty collaborative research and performance, service learning, study abroad, internships, and honors study are distinctive features of the academic program at Florida Southern. The college offers exceptional student life programs, including a championship athletic program.

I.A.2. A Brief History

The oldest private college in Florida, we have been affiliated with the Methodist Church since its founding in 1883 in Orlando as South Florida Institute. Soon after, the institute moved to Leesburg under the sponsorship of the Methodist Episcopal Church South. A college curriculum was added in 1885, and the college was opened to both male and female students, highly unusual in that era. In 1901, the growing college moved to Sutherland (now known as Palm Harbor) on the Gulf coast and in 1906 was renamed Southern College. The college remained at Sutherland until fires in the early 1920s forced the school to move temporarily to Clearwater Beach. Finally in 1922, the college moved to the shores of Lake Hollingsworth in Lakeland, and in 1935 the Board of Trustees officially adopted “Florida Southern College” as the institution’s name.

The Florida Southern campus of over 100 acres features a mix of traditionally styled college buildings, twelve remarkable structures designed by Frank Lloyd Wright, and a number of 21st century building projects containing state-of-the-art technology and student-friendly amenities. Additional information about Wright’s relationship with Florida Southern College is available from the college’s “Child of the Sun” Visitors Center and the Sarah D. and L. Kirk McKay, Jr. Archives Center, and is available online at www.flsouthern.edu/fllwctr.

Dr. Anne B. Kerr, who became our 17th President in June 2004, and our Board of Trustees have made significant efforts to transform the college into a more dynamic, even revolutionary, educational institution, nationally recognized for producing graduates who will make positive and
consequential contributions to our world. In a short period, substantial restoration of the Wright structures and modernization of the campus has been carried out, and Dr. Kerr and the Board of Trustees, aided by the talents and contributions of current students and alumni, current and former faculty members, and the college’s many friends in the community, state, and nation, have lifted Florida Southern College to a new level of excellence. Whether you are a returning faculty member or a new colleague, we think that you will agree that Florida Southern is a college on the move.

I.A.3. The Florida Conference

The Florida Conference of the United Methodist Church is part of the United Methodist Church, a worldwide Protestant denomination of Christianity. The high value placed on higher education is expressed in the church’s Book of Discipline, and echoed in its Division of Higher Education’s principal objectives. Among other things, the objectives express the church’s determination to “engage effectively in higher education throughout the world” by nurturing institutions of higher education and campus ministry programs, and by promoting Christian ideals such as “a fully humane society committed to freedom and truth, love, justice, peace, and personal integrity.” For more information, you are invited to refer to excerpts from “The Social Principles of the United Methodist Church” found in Appendix A, available online at www.flsouthern.edu/academics/faculty/appendices.htm.

Just as United Methodism at its highest levels has supported the idea of higher education generally, and nurtured our college in particular, the United Methodists of Florida have supported Florida Southern enthusiastically over the years because of their belief that education is an integral part of the Christian mission of the church. This conviction encourages our college community to guide students in Christian understanding and responsibility as they seek to relate themselves to the world. Further, Florida Southern College maintains a liberal arts core because, among other things, the founders believed that a broad education of the whole individual best equips graduates to meet the changing needs of the present and future. That remains a core belief of Florida Southern College.

The financial contribution of Florida United Methodism to our institution continues to be greatly appreciated. The Florida Conference is committed to annual appropriations to the college as well as scholarship funding. These contributions, together with income from the endowment, defray a portion of our annual expenditures.

Florida United Methodists also aid our recruitment of students, with the church constituency being an important source of students and faculty members. When founded, the institution now known as Florida Southern College was intended primarily for the young Methodists of Florida. However, in keeping with United Methodism’s long-standing ecumenical outlook, students and faculty members of other faiths and geographic regions have been and continue to be welcome and encouraged to come. Thus, the college has a richly diverse campus community.

Florida Southern College continues to affirm its historic, vital, and close relationship with one of the most vigorous and productive annual conferences in all of United Methodism, The Florida Conference.
I.A.4. Additional Helpful Observations

The Carnegie Foundation lists Florida Southern College as a “baccalaureate-general institution” because the college grants more than half of its undergraduate degrees in disciplines and minors that are not traditionally defined within the liberal arts and sciences (e.g., business, education, and nursing). Several other external agencies categorize our institution in other ways. (See Section I.B., “Our Accreditations” on the next page.)

These external classifications aside, Florida Southern College’s special distinctiveness is rooted in its particular history. The abiding spirit of the institution—love of learning, God the Creator, and the creation; belief in the rationality of humanity, the intelligibility of the universe, and the meaningfulness of life; certainty that God reveals truth and informs reason; that virtues and truths are eternal; that good and evil exist and can be distinguished from each other; and finally, conviction that personal and institutional integrity are possible—is manifested on the campus today.

For example, the Honor Code (Appendix B, available online at www.flsouthern.edu/academics/faculty/appendices.htm), which states that instances of academic dishonesty, cheating, and plagiarism may be cause for suspension, expresses the high value placed on personal and professional integrity. The Cornerstone, FSC’s student code of conduct, informs the development of students as members of a diverse community of teachers and learners. (The Cornerstone is found in the Student Handbook, available online at www.flsouthern.edu/student_life/studenthandbook/.) The Faith and Life Convocation Series, with attendance required of all regularly enrolled students, provides frequent opportunities for students and faculty members alike to hear from leaders in the world beyond the borders of our campus, reminding all of us that what is shared and learned here has meaning beyond ourselves.

In addition, it will be helpful for you to know that Florida Southern sponsors various wellness programs, and emphasizes learning about health and wellness for our students as part of a complete education. Faculty members are encouraged to provide good examples for our students by following college policies and supporting our health and wellness efforts.
I.B. Our Accreditations

The two sentences in italics that you are about to read below contain the language that the Southern Association of Colleges and Schools (SACS) stipulates regarding the most important accreditation held by Florida Southern College. Every decade, Florida Southern College undergoes a rigorous multi-year process in which we assess every aspect of the college and are visited by a committee of reviewers from other colleges and universities around the southeastern U.S. The college recently engaged in this intensive, college-wide effort and achieved reaffirmation of our SACS accreditation in December 2008. The SAGA plan (Student Awareness Generates Action), which uses campus-wide themes to increase student and faculty member awareness of societal problems, leading to action, was developed as part of the SACS reaccreditation process.

Florida Southern College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Florida Southern College.

Florida Southern College is also accredited by the University Senate of the United Methodist Church, and has a State of Florida-approved undergraduate program for Florida teacher certification. Our baccalaureate degree in athletic training is accredited by the Commission on Accreditation of Athletic Training Education. Florida Southern College’s baccalaureate degree in nursing is accredited by the Commission on Collegiate Nursing Education, and fully approved by the Florida Board of Nursing. Our music program is accredited by the National Association of Schools of Music.
I.C. Our Organization

I.C.1. The College

Florida Southern College’s independent Board of Trustees, consisting of about 40 business and community leaders, church leaders, alumni, and certain *ex officio* trustees, sets broad policy and provides financial oversight for our college. Reporting directly to the Board of Trustees, the President is responsible in the broadest sense for implementing board policies and operating the college. The President appoints the Provost and Vice President for Academic Affairs (henceforth “Provost”) and several Vice Presidents to assist in carrying out this work and to provide the President with recommendations and advice. The Provost is a member of the President’s cabinet of senior administrators and is responsible for carrying out the academic mission of the college. Other members include the Vice Presidents for Advancement, Enrollment Management, External Relations, Finance and Administration, as well as the Athletic Director/Dean of Wellness, and the Chaplain. Additional information about the overall organization of the college is given in Figure 1 on the next page.
I.C.2. Academic Affairs

Florida Southern College’s current academic organization is based on a Provost and Deans administrative structure similar to those found at most academic institutions.

The Deans of FSC’s four schools report to the Provost, who under the direction of the President organizes the faculty in a manner that will ensure achievement of student learning outcomes. The organization of academic affairs is shown in Figure 2 on the next page.
Figure 2: Academic Affairs Organization

- Provost
  - Associate Provost
    - Assistant Dean of Academic Instruction & Technology
    - Director of Career Center
    - Director of Honors Program
    - Director of SAGA
  - Dean of the School of Arts & Sciences
  - Dean of the School of Business & Free Enterprise
  - Dean of the School of Education
  - Dean of the School of Nursing & Health Sciences
  - Dean of Student Success
  - Dean of the School of Business & Free Enterprise
  - Dean of the School of Education
  - Dean of the School of Nursing & Health Sciences
  - Dean of Student Success
  - Director of Roux Library
  - Registrar
  - Director of Institutional Research
  - Dean of Academic Marketing & Professional Education (Evening)
  - Librarians
II. YOUR ROLES AND RESPONSIBILITIES

Now that you have an overall picture of Florida Southern College (FSC), we would like to focus on your roles and responsibilities. First of all, you are no doubt aware that in accepting a faculty appointment at FSC, you are accepting responsibilities extending beyond teaching and/or administrative work. In addition, we will expect you to support the stated mission of the college, and to understand and to carry out your roles within the college community. In regard to roles, you should understand that the Board of Trustees is assigned the responsibility of making policies for FSC, and administrators, faculty members, and staff members are responsible for carrying out those policies. (More information about that is found in Section III., “Personnel Policies and Procedures.”)

This section of the handbook outlines your responsibilities not only to FSC, but also to segments of the FSC community. Nothing in the handbook specifically refers to faculty members’ responsibilities toward members of the college’s staff, but we know that you will treat all members of the FSC community—your students, your colleagues, administrators, and staff—with respect and courtesy.

As a reminder before we continue, the term school refers to each of the four constituent parts of FSC’s teaching body—arts and sciences, business and economics, education, nursing and health sciences—delineated for administrative purposes. Faculty members in each of these schools report to a Dean who in turn reports to the Provost. The term division will be used to refer to the five constituent parts of the arts and sciences school—communication, fine and performing arts, humanities, natural sciences and mathematics, social and behavioral sciences. While the position of division chair ceased to exist in 2012, the divisional structure continues to operate for the purposes of representation on specified faculty committees.

When we talk about roles and responsibilities, it is inevitable that we will think about rights. You may be asking yourself what rights you have, along with your responsibilities. The fundamental right of faculty members, one that is essential for unbiased intellectual inquiry, is academic freedom. We want to give you information on FSC’s academic freedom policy right up front. After that, we will cover information that you need to know to carry out your day-to-day work of teaching and advising. Additional information about basic functioning in the work environment at FSC, as well as detailed information about one of the teacher-scholar’s most valuable resources, the library, is provided in Appendix C, “FSC 101: Guide to the Roux Library and More,” available online at www.flsouthern.edu/academics/faculty/appendices.htm.
II.A. Academic Freedom

FSC voluntarily chooses to follow the definitions of academic freedom and responsibility quoted immediately below under the headings for Sections II.A.1., 2., and 3 from the “1940 Statement of Principles on Academic Freedom with 1970 Interpretative Comments” (contained in Policy Documents & Reports, 10th ed. Washington, D.C.: AAUP, 2006) as endorsed by the Association of American Colleges and Universities, the American Association of University Professors (AAUP), and more than 200 other associations of higher education as of 2006. To supplement your understanding of academic freedom at FSC, the Faculty Senate’s statement, “Controversies in the Classroom: Teaching Tolerance and Understanding through Dissonance,” adopted by the faculty in March 2005, appears in Appendix D, available online at www.flsouthern.edu/academics/faculty/appendices.htm.

II.A.1. Research and Publication

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

FSC’s policy regarding intellectual property is given in the Employee Handbook, available online at https://www.flsouthern.edu/insidefsc//HR/PDF/EmployeeHandbookFSC-3-24-10w-Pic1.pdf

II.A.2. Freedom of Speech in the Classroom

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

Additionally, from the “1970 Interpretative Comments”:

The intent of this statement is not to discourage what is “controversial.” Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.

II.A.3. Rights and Responsibilities in Regard to Freedom of Speech

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for
the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

II.B. Relating to Your Colleagues and the College

You are expected to participate in all regularly scheduled and called faculty meetings, special formal convocations, commencement exercises, and regularly scheduled faculty workshops. Requests to be absent from any of these functions should be directed in advance to your Dean. We encourage you to attend the Faith and Life Convocation series, and we expect you to help maintain FSC’s standards for student life and discipline as set forth in the current Student Handbook (available online at www.flsouthern.edu/student_life/studenthandbook/).

II.B.1. Absences

Ordinarily, we expect that you will hold all classes as scheduled. However, if you foresee that you will be absent from class for any reason, you should complete a faculty absence from class form (available online at www.flsouthern.edu/academics/faculty/Forms.htm), explaining the reason for the absence and how the class or classes are to be professionally covered in your absence. You are also expected to comply with all provisions in the Employee Handbook regarding absences (see the information under the headings “Time Not Worked” and “Leaves of Absence,” available online at https://www.flsouthern.edu/insidefsc//HR/PDF/EmployeeHandbookFSC-3-24-10w-Pic1.pdf). Such absences should be approved in advance by the appropriate Department Chair (if applicable) or Dean.

Full-time faculty members away from classes for several days due to prolonged illness should contact the human resources director to provide appropriate documentation to that office, and if appropriate to obtain short- or long-term disability information and application. Faculty members should also contact their Department Chair (if applicable) or Dean to ensure coverage of classes.

II.B.2. The Instructional Week

For the traditional academic program, the academic week begins on Monday morning at eight o’clock and continues through Friday afternoon. The official academic week may be extended through the weekend. FSC reserves the right to make assignments for teaching responsibilities at any class or laboratory hour throughout the week.

II.B.3. Student Evaluation of Your Teaching and Advising

All faculty members are evaluated by their students in all courses except individual lessons, directed study courses, independent study courses, field experiences, and internships. Faculty members are also evaluated annually as advisors by their student advisees. For your information, the student evaluation forms are available online at www.flsouthern.edu/academics/faculty/Forms.htm.
Reports of student evaluations are made available to the Provost, and your Dean, and you, and they are considered to be part of your annual employment review. You will receive statistical data and student comments for each course surveyed as well as your work as an advisor.

II.B.4. Working on Committees

Faculty members are responsible for curriculum, instruction, and aspects of student life related to the educational program. The complete fulfillment of these responsibilities necessitates committee work; thus you are obligated, although perhaps not every year, to participate in the work of committees and always to take seriously FSC’s commitment to shared governance. Your presence and your active and constructive engagement are expected at all meetings of committees on which you serve. A complete list of standing committees, with the charge and composition of each, is included in your handbook in the section on faculty governance. From time to time, special committees may also be created to address a particular issue or task.

II.B.5. Your Role in Curriculum Development

You are well aware of what a curriculum is—an integrated course plan for achieving student learning outcomes, all those essential skills, knowledge sets and attitudes necessary for success in college and, even more importantly, for life after graduation. The word derives from the Latin for “race course” and refers to the whole set of educational activities and experiences that empower young people to mature into thriving adults. Thus, even though the curriculum is supplemented by co-curricular and extra-curricular programs aimed at educating the whole person, the curriculum itself is at the heart of what we are engaged in at FSC. As is true of many higher educational institutions, FSC’s curriculum is divided into a set of general education courses, courses in the undergraduate majors and minors, and courses in graduate programs. The faculty is responsible for developing the curriculum and does so through work carried out by the members of three standing committees: the General Education Committee, the Curriculum Committee, and the Graduate Council. Under certain circumstances, special committees may be appointed to assist the standing committees with the curriculum development process. Faculty member service on these committees is vital to the continued excellence of FSC’s academic program.

You as an individual faculty member, or you and colleagues in your discipline, or any other member of the campus community with faculty status, may initiate proposals for undergraduate and graduate curricular change (new courses; new programs; revisions to existing courses, programs, and degree requirements).

Resource-neutral curriculum change proposals proceed straight to the Curriculum Committee (for all undergraduate course and program changes) or the Graduate Council (for all graduate course and program changes). Any needed change in resources—for example, for personnel, funding, facilities, or revenue—requires the approval of both the Provost and the Vice President of Finance and Administration before proposals may be submitted to the Curriculum Committee or Graduate Council.
With the added step of approval by both the Provost and the Vice President of Finance and Administration included if necessary, the curriculum development process then unfolds as follows:

After you (or perhaps you and your colleagues in an academic program) propose a curricular change:

- It should be forwarded to the department chairperson.
- The department chairperson shall forward a copy of the proposal to the Department Chairpersons and to the Dean of the School.
- The Dean of the School shall forward the proposal to the Curriculum Committee (undergraduate level), or to the Graduate Council (graduate level) with his or her recommendation for approval or denial.
- The proposal goes to the Curriculum Committee where it is given a first and second reading.
- The Curriculum Committee will forward any proposals to be incorporated into the Cornerstone Curriculum to the General Education Committee for readings and approval.
- If approved by the Curriculum Committee or the General Education Committee or the Graduate Council, the proposal is forwarded to the Provost, who in turn makes a recommendation to the President. At any step, the proposal may be modified or rejected.

If curriculum change proposals involve the institution of new majors, or other significant alteration in resource allocation, or curricular inconsistency with the institutional mission, the Board of Trustees will exercise its right of approval or disapproval. Further review may be necessary by SACS before implementation of a curricular change. Forms for use in proposing curricular changes are available online at www.flsouthern.edu/academics/faculty/Forms.htm and requirements and recommendations for course syllabus format are contained in Appendix E, also available online at www.flsouthern.edu/academics/faculty/appendices.htm. The steps in curriculum development are presented graphically in Figure 3 on the next page.

In general, the following kinds of changes are required to be approved through the curriculum development process, keeping in mind that changes requiring new resources or reallocation of resources require approval by both the Provost and the Vice President of Finance and Administration:

- Creation of a new course
- Revision of an existing course (changing more than one-third of the content, objectives, outcomes)
- Change of course number, prerequisites, course title, course description
- Course deletion
- Modification of program requirements (such as courses or course sequencing)
- Creation of a new concentration, minor, major, degree
- Modification of general education
- Modification of graduation requirements

Special Note: The final deadline for submission of curriculum changes to be considered by the Curriculum Committee is one week prior to the February meeting of the Curriculum Committee.
FIGURE 3: Curriculum Development Process

Faculty propose curricular changes

Deans approve curriculum proposals

Provost and VP of Finance & Administration approve non-resource neutral proposals

Undergraduate curriculum proposals

Curriculum Committee approves undergraduate curriculum proposals

Cornerstone Curriculum proposals

General Education Committee approves courses for the Cornerstone Curriculum

Graduate curriculum proposals

Graduate Council considers graduate curriculum proposals

Curriculum changes approved by Provost, President, Board of Trustees (if necessary), and SACS (if necessary)

Inclusion in the Academic Catalog
II.B.6. Human Subject Research

Any research involving human subjects (including students) requires compliance with FSC’s policies and procedures, given in Appendix F, Human Subject Research, available online at www.flsouthern.edu/academics/faculty/appendices.htm. All research proposals that will involve human subjects are required to be presented to FSC’s Institutional Review Board (IRB). Some proposals may be exempt from a full review. The following forms for use in application to the IRB are available online at www.flsouthern.edu/ faculty/Forms.htm: human subject research application, research proposal review, sample informed consent form, and sample videotape release form.

II.C. Relating to Your Students

You should maintain a professional attitude toward both your work and your students, in and out of the classroom. We expect you to make vigorous efforts to stimulate your students’ learning and intellectual development, and we believe that your experiments in pedagogical techniques and new teaching and learning technologies are an essential aspect of your teaching. You should continually revise, update, and upgrade your instructional strategies and materials. You are encouraged to maintain membership in at least one professional academic organization, as part of the ongoing process of remaining current in your chosen academic discipline in order to convey the freshest information to your students.

II.C.1. Advising

Academic advising is among the most important obligations that you will assume at FSC. We believe that teaching faculty members are far more effective in academic advising than administrative officers whose sole duty is advising, and we also believe that such interactions contribute greatly to the college’s sense of community.

Academic advisement is not limited simply to offering advice on course selection. You have valuable life and work experience that may be usefully shared with students on occasion. Sometimes more personal counseling may reveal the need for you to refer a student to other campus resources. If such a need becomes apparent, you should advise students that other services are available on campus: the Student Solutions Center, the Counseling Center, the Career Center, the Office of Disability Services, and others. Of course, you should not engage in diagnosis and treatment, but rather, you should encourage your students to seek out needed services.

To assist students properly in making the best possible choices, you are expected to remain current in your knowledge of course offerings, program choices, and other relevant information. You should be aware, for example, that all first-year students are expected to have five-day schedules of class meetings. You should also know that extra teaching assignments, course substitutions, and other program alterations require the approval of your Dean. You are expected to attend advising workshops as provided by your Dean or the Dean’s designee unless you have an unavoidable conflict. Given the importance of the advisor-advisee relationship at an institution like ours, you also will receive constructive feedback on your performance as an advisor.
II.C.2. Teaching

Excellence in teaching and advising are of primary importance at FSC. You should refer to Section III.F.2.a., “Teaching,” to inform yourself of the broad expectations for teaching excellence at the institution. In addition, you should be familiar with the policies and procedures—the day-to-day operations related to teaching at FSC—that are laid out for you here.

II.C.2.a. Class Procedures

II.C.2.a.(1) Class Meetings. You are responsible for beginning and ending classes on time. Ordinarily, early or late dismissals are inappropriate. Class meetings are required to begin at appropriate times in assigned class rooms. You do not have the authority to change meeting times and places already published in the online class schedule. Once a class has begun meeting, adjustments to meeting times and places can be proposed to the Registrar and your Dean.

II.C.2.a.(2) Scheduling. Class schedules are drafted initially by program coordinators, Department Chairs, or Deans, in consultation with faculty members in a particular program, proposing a time and place for every class to be offered. Draft class schedules are conveyed to the appropriate Dean. Class schedules are coordinated and adjusted by the registrar and the Deans with oversight by the Provost. The Provost’s office publishes the master schedule for fall, spring, and summer. Changes in the schedule require approval by the appropriate academic Dean.

II.C.2.a.(3) Rolls. Class rolls are also available through the portal (the Jenzabar®, Inc. online course management software used at FSC). Faculty members use class rolls to report attendance. You should pay particular attention to class rolls during the first week of the semester, when schedule adjustments occur, as well as after the final date for withdrawal. Students not shown on the class roll but who wish to be enrolled in the class are required to bring an add notification from the registrar within the first week of classes. After the first week of classes, students may not be added to class rolls (and ordinarily should not be present in the class) without the permission of the appropriate academic Dean, to whom the student should be referred. Students not included on the roll for a particular course will not receive credit for that course.

Faculty members should not volunteer to register a student, complete the drop/add process for a student, or carry out any other adjustments to a student’s registration. Rather, you should promptly notify the registrar’s office of any students who appear incorrectly on the roll—both those who are in attendance but whose names do not appear on the roll, and those whose names appear on the roll but who are not in attendance. Students are ultimately responsible for correct registration, but you can assist the registrar’s office to make sure that errors do not occur.

Report grades electronically through the FSC intranet. The registrar’s office will provide directions about this procedure. Everyone should meet grade reporting deadlines. See also II.C.2.a.(8), “Grades and Grading.”
II.C.2.a.(4) Attendance. Your students are expected to attend all class and laboratory sessions on time and should be absent only for unavoidable documented reasons. Individually and as a group, you and your colleagues will establish course attendance policies and publish them in your course syllabi.

When absences are due to participation in authorized college activities, the directors of the various college activities will send advance notice to all faculty members whose students are involved. Although opportunity to make up the work ordinarily is extended at the discretion of the professor, students absent for one of the above-mentioned legitimate reasons should be allowed, when practical, to complete makeup work. If, in the judgment of the professor, those absences incurred by reason of college activities are placing satisfactory academic performance in jeopardy, the professor should notify the activity’s director, coach, or instructor.

As a matter of information to you, a staff member of the Office of Student Development or the Student Health Center will issue to a student upon request an official explanation of absence when an absence is due to one of the following causes: participation in authorized college activities; or documented, unavoidable, serious personal emergency; or illness treated by the Student Health Center staff. Students are required to request such an Explanation of Absence letter from the Office of Student Development or the Student Health Center and give it to you. This does not necessarily excuse the absence; it only provides information to you. It is the student’s responsibility to inform you no later than one week in advance of any college-sponsored events that will result in absence from class or labs. In general, all missed class activities will be made up at your discretion in accordance with the policies in your course syllabus.

Students having a prolonged period of absences (approximately one week or the equivalent) for any reason are required to obtain written permission to return for the remainder of the current semester from your Dean, who will consult with you before giving permission. A student may, on your recommendation and with your Dean’s approval, be withdrawn from a class. Reasons for withdrawal may include, but are not limited to, lack of attendance or disruptive classroom behavior.

You should report excessive absences to the staff of the Student Solutions Center. You are required to report the total number of absences for each student at the end of the semester.

Field trips generally should be scheduled so as not to interfere with other courses. If this is unavoidable, advance notice of at least one week should be provided to colleagues and to the Department Chair (if applicable) or academic Dean. In addition, notice of field trip plans should be sent to all other academic Deans and to the Vice President and Dean of Student Development. A student unable to attend a field trip due to a class conflict may not be penalized in any way for missing the field trip.

II.C.2.a.(5) Syllabi. You are expected to design and distribute appropriate syllabi for your courses and to post your syllabi online on the FSC portal. You should issue syllabi in the first class period or very early in the semester. Your syllabus should reflect the scope and content of the course; course requirements; student learning objectives; grading practices, grading scale and means of
assessment (schedule of examinations, papers, and projects); your attendance policy; the college statement on accommodations for disabilities; a statement on the Honor Code; and a week-by-week outline of topics and expectations. Full requirements and suggestions for writing effective syllabi are given in Appendix E, available online at www.flsouthern.edu/academics/faculty/appendices.htm.

II.C.2.a.(6) Examinations. Students need indicators of progress. Infrequent evaluations or long delays in returning graded papers deprive students of valuable feedback and can contribute needlessly to student anxieties. For semester-long courses, you should give progress examinations at least three times during the semester in addition to a final examination at the assigned time period during the week of final examinations. On occasion, you may substitute papers or projects for progress examinations with the understanding that you indicate such a substitution clearly in the course syllabus. You are not obligated to seek out students who miss examinations. If a student misses or is going to miss an examination, it is the student’s duty to inform you, the academic Dean, or the Vice President and Dean of Student Development.

You should publish your policy on make-up examinations, and in regard to that, you should make it your policy to give make-up examinations rarely. The administration of make-up examinations is your responsibility. Sometimes the Testing Center staff may be able to help you by administering a make-up examination on your behalf; however, you are responsible for contacting the Testing Center in advance to find out at what time each week make-up examinations may be scheduled. You are also responsible for taking the examination to, and retrieving the completed examination from, Testing Center staff. Students should complete make-up examinations promptly.

You may not administer examinations during the last week of classes except as follows: final examinations for the laboratory component of courses with regularly scheduled laboratories; and final examinations in one-hour courses in music and physical education.

II.C.2.a.(7) Grades and Grading. In matters of grade determination, FSC relies on your professional ability and experience. Your students should receive grades determined by criteria that have been clearly explained in the course syllabus. You are required to make criteria for grading clear in your syllabi distributed to every class at the beginning of the semester. We expect that there will be reasonable and consistent standards for the awarding of grades within the academic programs and within the college.

Report grades electronically through the FSC intranet. The registrar’s office will provide directions about this procedure. You should report mid-term and final grades for each class as soon as you have completed the grading rather than waiting until you have finished grading all your classes. Doing so will provide the registrar’s office the time needed to process the grades. Meeting grade reporting deadlines is required.

II.C.2.a(7)(a) Third-week grades
You are required to report early reporting grades of “S” or “F” for 1000-level courses only.

II.C.2.a.(7)(b) Mid-term Grades. Mid-term grades are for internal use only. You are required to report (letter) mid-term grades only in 1000- and 2000-level courses. (Note: The course level, not the
student’s classification as freshman or sophomore, currently determines whether or not a mid-term grade will be posted.) You are encouraged to talk to students about their mid-term grades, the meaning of those grades, and the resources available to help them improve their performance (Tutor Tables, study skills workshops, Pens Central). Students who receive two grades of D/F in their academic subjects at mid-term are notified by the Dean of the area in which they have declared a major concerning their academic progress, and contacted by a staff member of the Student Solutions Center.

II.C.2.a.(7)(c) Final Grades. You are the only person authorized to correct errors in final grade reports for students in classes that you have taught. You should make such corrections only for reasons of arithmetic miscalculation, recording or transcription error, or other error of judgment on your part. You may not offer extra credit or other preferential treatment to a student after you have posted final grades. You are required to obtain your Dean’s approval for any grade corrections. Grade correction request forms are available online at www.flsouthern.edu/academics/faculty/Forms.htm.

Final grades are determined by you, and they are the only grades that appear on student transcripts, except in an emergency situation and then only with the approval of the Provost. No other persons in or out of the college are authorized to award final grades. However, you should know that FSC has an established process available to students who wish to appeal a grade. See the Academic Catalog (available online at www.flsouthern.edu/academics/catalogs.htm) for FSC’s policy on grade grievance procedures and appeals. The grade appeal process is outlined in Appendix G, available online at www.flsouthern.edu/academics/faculty/appendices.htm.

You may not reveal a student’s final grade to anyone except that student and the registrar. When grades are submitted electronically they appear immediately in students’ central records and are available to FSC-authorized administrators who may need to see them. The registrar also has the authority to distribute grade information and transcripts to other agents of the college on a “need to know” basis and to external parties as designated and requested in writing by students or former students.

II.C.2.a.(7)(d) Incomplete Grades. A student seeking a grade of “Incomplete” (I) in a course is required to meet both of the following criteria: first, the student should have completed most work in the course with a passing grade, and second, the student is required to produce documentary evidence of one of the following: serious illness or medical condition, an emergency, or (in special cases) the inability of the student to complete an internship or practicum through no fault of the student. If both of these conditions are met, then you should submit an incomplete grade request form (available online at www.flsouthern.edu/academics/faculty/Forms.htm) to your Dean for approval and transmittal to the registrar for posting. Furthermore, the grade of I should be removed by the end of the succeeding semester or term, at which time the grade of I becomes a grade of F if the student has not completed the work of the course. Exception to this may be made if you and your Dean have agreed to an extension of time for the grade of I to remain on the student’s transcript. See also the section on final examinations, II.C.2.a.(9).
II.C.2.a.(7)(e) Deferred Grades. If you teach multi-semester continuing courses, for example, honors in the major, some internships, some graduate research courses, you may use the letter G for a deferred grade. You may not use grades of G in lieu of grades of I.

II.C.2.a.(8) Final Examinations. You should administer final examinations or acceptable alternatives in all courses. The subject matter and objectives of certain courses may suggest alternate assessment measures that might replace final examinations. You should report such substitutions in writing to your Department Chair or Dean. If you teach multiple sections of the same course, you are required to give separate, unique examinations for each section except in the case of nationally normed exams.

You are required to administer all final examinations at the time designated in the examination schedule. Locations for final examinations are announced in a special bulletin to the faculty released just before the last week of classes in each semester. Changes in the time or place of final examinations should not be made for your convenience or for the convenience of your students.

In the spirit of collegiality, cooperation, and support of academics as the heart of our mission, faculty members, schools and divisions, and other units of the college should avoid scheduling events during final examination week that interfere with the primary importance of study or conflict with the scheduling and location of final examinations.

Special note on what you should do when a final examination cannot be taken by reason of either incapacitating illness or personal emergency on the part of the student: The student is required to advise his or her Dean of his or her situation. If the examination can be completed before the close of the semester or term, you and your student will arrange the time and place. If the examination cannot be completed before the close of the semester or term, you may give a grade of I. The I grade should be removed by completion of the examination before the close of the succeeding semester or the grade will be changed to an F.

II.C.2.a.(9) Record-Keeping. Faculty members are obligated to keep careful records of student academic performance, test scores, and class attendance. Faculty members should retain all collected test papers and other assessments, either in their own keeping, or in their program, or school office, for at least one calendar year. All records relevant to evaluation of academic performance should be maintained in grade books to be kept in one's professional files for at least one calendar year following the end of the course. Grade books may be obtained from the program, or school office, or the FSC Bookstore. Grade books may also be kept in electronic form.

II.C.2.a.(10) Appearance and Dress. Faculty members are expected to maintain a professional appearance and dress in classes or during any college-related activities, events, or functions.
II.C.2.b. Beyond the Classroom

II.C.2.b.(1) Honor Code. The Honor Code manifests the FSC academic community’s commitment to honor and integrity in the pursuit of knowledge. As members of this academic community, all students acknowledge responsibility for their actions and pledge themselves to the highest standards of integrity. Through the Honor Code, students make a covenant with FSC not to engage in any form of academic dishonesty, fraud, cheating, or theft.

You are obligated to inform students about the Honor Code (for example, with notices on course syllabi and in advising sessions), although a student’s failure to be aware of the Honor Code or to understand its provisions does not excuse the student from the jurisdiction, process, or penalties of the Honor Code. You and other FSC employees also have the obligation to uphold the Honor Code by holding students accountable for any forms of academic dishonesty, including any act of cheating, assistance in cheating, plagiarism, academic theft, falsification, or misrepresentation. Students have an additional responsibility to report any observed instances of academic dishonesty.

The Honor Code governs all academic activities, those that are course-related as well as those in which students represent FSC or themselves as FSC students (such as competitions, internships, field and practicum experiences, research projects, poster displays), even when classes are not in session. The full text of the Honor Code is supplied in Appendix B, available online at www.flsouthern.edu/academics/faculty/appendices.htm.

II.C.2.b.(2) Office Hours. You should make yourself available to your students for consultation on academic matters. We expect you to be available outside of classes for a sufficient time of at least 5 hours distributed over 4 days to meet your student advising and counseling responsibilities to meet your student advising and counseling responsibilities (in other words, office hours, Day on Campus, pre-registration and registration, and any other times designated for advisement to take place). Under no circumstances should you provide fewer than five office hours per week. Every semester, you should post your office hours on your office door, and you should also provide them to your department chairperson and your Dean.

II.C.2.b.(3) Internships. Forty clock hours of internship work are equivalent to one semester hour of credit; therefore, as a general rule, a three-hour internship requires 120 clock hours of work. A completed and signed request for internship/practicum form, available online at www.flsouthern.edu/academics/faculty/Forms.htm, should be on file in the internship coordinator’s office and registrar’s office (via the appropriate academic Dean) before the beginning of the internship. Students should be registered for the internship when they are earning academic credit.

The request for the internship should include specific information about the academic content of the internship, hosting agency, on-the-job supervisor, requirements, composition of grade, and any other relevant features of the internship. If you are the faculty member of record, you should be in communication with the on-the-job supervisor before and during the internship. FSC has no overall policy concerning paid internships; therefore, academic programs should establish policies regarding paid experiences. However, whether or not internships are paid, students are normally prohibited
from interning with businesses, companies, or other entities by which they are currently employed, or by which they were formerly employed, unless given the express written permission of the dean of school from which the credit is awarded. Possible conflicts of interest and the quality of the internship experience make this an important restriction.

II.C.2.b(4) Student Publications. You may serve as an advisor to a college-sponsored student publication and if so, you should be aware of the context in which you will serve. The Board of Trustees has identified the President, as its representative, as the publisher of all college publications including all student publications. Further, the Board of Trustees has clarified its policy regarding student publications and the position of the President as publisher, as quoted in the text below:

Florida Southern College is recognized as the publisher of all campus news media (newspapers, literary publications, magazines, annuals, radio, television, and any related media including the college-sponsored website); the President is therefore responsible for and has authority over all such media, even though the President may delegate certain responsibilities and duties to individuals or committees.

All materials in campus publications or released through any of the above media, must be accurate and reflect taste and judgment appropriate to a college publication. All campus printing and publications must adhere to the Florida Southern College Graphics Standards Manual [that is, the FSC Style and Graphic Standards Manual, available online at www.flsouthern.edu/insidefsc/FSCLOGO/index.htm]. All of these college media must follow the canons of good journalism. The President shall exercise or delegate whatever supervision over these media is necessary in order to ensure this.

The student publications of the college are considered basic parts of the curriculum in that they serve as laboratories for students under the direction of the faculty of the appropriate department. The selection of editors is based on journalistic ability, experience, and leadership potential. Appointments to places of responsibility in the various student media will be made by the President on the recommendation of the communication program faculty.

Each issue of a campus publication and each program in any other media is considered a teaching-learning experience and shall be evaluated by the appropriate faculty members on the basis of journalistic excellence, literary merit, accuracy of factual material, and artistry in presentation.

II.C.2.b.(5) Study Abroad. If you are considering participating in FSC’s May Option or other international education programs, you should appreciate that teaching, traveling, and living with students in group settings outside the United States can be a richly rewarding experience, but also an intensely high-pressure undertaking. Expectations for faculty members participating in study abroad are given in the Study Abroad Faculty Handbook, available online at www.flsouthern.edu/academics/faculty/Study_abroad.htm.
II.D. Beyond the Campus

II.D.1. Student Privacy Rights

If a parent, guardian, spouse, or other interested party contacts a faculty member to discuss or inquire about academic matters or any other matters regarding a student, that faculty member should not discuss or divulge potentially privileged information. Rather, the faculty member should do the following: (1) refer the inquiring party to the appropriate academic Dean who will determine if the student has provided a waiver to disclose academic information (and to whom); and (2) explain to the inquirer that under federal law (specifically, the Family Educational Rights and Privacy Act, or FERPA), FSC and its agents cannot disclose privileged information until it has been determined that a FERPA waiver has been signed by the student. If the faculty member wishes to engage in conversation with the inquirer, and does not have access to the information regarding the student’s waiver status, he or she should e-mail the appropriate academic Dean to explain the situation and determine the student’s waiver status of student before engaging in any such conversation.

II.D.2. Representing FSC to Others

The President is the sole spokesman for FSC. However, the President may authorize others to represent the college on occasion.

If you represent FSC to audiences outside the college, either in person or in writing, please remember that your speech, bearing, and presentation all reflect on FSC, and act accordingly. Professional behavior is expected. If you are providing information about the college’s programs or sponsored activities you should be accurate and clear.

We commonly think of representation taking place in person or in traditional written form, for example, as a speech or in a newspaper article. In today’s world, though, many other media are used to communicate to people and organizations outside the college: e-mails, instant messages, blogs, tweets, internet community bulletin board postings, listserv postings, and the like. Our policies regarding representation of FSC to those outside the campus extend to all forms of communication, both traditional and modern.

Official materials designed for use off-campus or for an off-campus audience must conform to the guidelines set forth in FSC’s Style and Graphic Standards Manual, available online at www.flsouthern.edu/insidefsc/FSCLOGO/index.htm. If you are preparing information for general dissemination (such as a press release about a college-sponsored public lecture) you should coordinate that work with staff members of the Office of Marketing and Communications and should attach the following official text about FSC to all such information:

Founded in 1885, Florida Southern College is a private, comprehensive United Methodist college with a liberal arts core. The college maintains its commitment to academic excellence through 46 undergraduate majors and distinctive graduate programs in business administration, education, and nursing. Florida Southern has a 14:1 student/faculty ratio, provides strong programs in
student/faculty collaborative research and creative activities, boasts 26 NCAA Division II national
championships, and is ranked by *U. S. News and World Report* as one of the top ten Southern
Comprehensive Colleges-Bachelors. The college is further committed to the development of the
whole student through an intentional student life program that prepares graduates to make a
positive, consequential impact on society. Located on scenic Lake Hollingsworth, Florida Southern is
home of the world’s largest single-site collection of Frank Lloyd Wright architecture.

In addition, official FSC publications are required to include the following statement of non-
discrimination:

> Florida Southern College is committed to non-discrimination based on race, creed, color, gender,
> marital status, religion, age, disability, sexual orientation, and national origin.

If you receive inquiries outside your area of expertise or are asked to comment on college issues or
positions not within your area of expertise, you should refer all such inquiries to the Vice President
of Marketing and Communications. For example, unless you are directly authorized to respond on
behalf of FSC to an outside print or broadcast journalist’s questions about the college’s stance
toward a particular issue, you should refer all such questions to the Vice President of Marketing and
Communications.

Additional important information on the college’s publication policies, approved style, and graphic
identity is located in the *Style and Graphic Standards Manual*, available online at

**II.D.3. Gifts and Donations**

Aided by FSC’s status as a 501(c)(3) charitable organization and led by the President, the staff of
FSC’s Office of Advancement operates a well-planned program of fund-raising for the college’s
programs and capital needs. Fund-raising efforts by individual faculty members, academic programs,
schools, and/or student organizations should be coordinated with the Vice President for
Advancement, both to avoid conflicting with specific fund-raising efforts underway by the
advancement staff and to obtain valuable guidance and help.

Occasionally, you might be in the position of receiving gifts to the college, either gifts of cash or gifts-
in-kind. You should take cash gifts immediately to the advancement office for receipting in a
manner required by the federal government for all charitable donations, and for official and
appropriate acknowledgment by the President or the advancement office staff (though faculty
members, program coordinators, Department Chairs, and Deans are encouraged to express their
own thanks as well). Gifts-in-kind to FSC received by individual faculty members or programs,
divisions, or schools may be kept in the area in which they will be used (for example, theatrical
costumes or musical instruments), but detailed descriptions of the items donated should be
forwarded as soon as possible to the Office of Advancement for appropriate receipting,
acknowledgment, and inclusion in FSC’s inventory.
III. PERSONNEL POLICIES AND PROCEDURES

This section includes information concerning all aspects of the relationship between you as a faculty member and FSC as your employer, matters that need to be explained as clearly and precisely as possible for the benefit of both the employment relationship and relationships among colleagues. Adjunct faculty members should refer to the Adjunct Faculty Handbook (available online at www.flsouthern.edu/academics/faculty/adjhandbook.pdf) for policies and procedures that apply specifically to them.

III.A. The FSC Employee Handbook

All policies and procedures in the FSC Employee Handbook apply to faculty members. The Employee Handbook is available online at https://www.flsouthern.edu/insidefsc//HR/PDF/EmployeeHandbookFSC-3-24-10w-Pic1.pdf. In addition, all policies and procedures posted on FSC’s human resources intranet (www.flsouthern.edu/hr) apply to faculty members. These two sources together contain information about many policies and procedures critical to the employer-employee relationship, for example, policies and procedures regarding employment status and pay, leaves and absences, employee benefits and privileges, harassment and fraternization, and privacy and safety.
III.B. Searches

The purpose of FSC’s faculty search policies and procedures will be to secure highly qualified faculty members that we believe have the potential to be qualified for tenure at FSC, or professional librarians that we believe have the potential to make positive contributions to the library and to the college, all of whom we believe are committed to the mission of FSC.

III.B.1. Search Considerations and Criteria

The type of appointment to be filled will be determined by the Provost, in consultation with the President. (See Section III.C., “Academic Ranks, Appointment Categories, and Contractual Status.”)

In determining qualifications of candidates, the following areas will be considered, mirroring the criteria for tenure given in Section III.F., along with fulfillment of the college’s minimum education requirements for faculty members, described in Section III.C.1., “Ranks”:

- Teaching excellence in regard to the following:
  - Command of the subject area and engagement with current trends in the subject area, demonstrated by past participation in scholarly meetings, presentations, and/or publications in the field
  - Productive engagement with students in and beyond the classroom, for example, past use of or interest in collaborative research and involvement of students in presentations and/or performances
  - Teaching methods, especially past use of or interest in engaged learning pedagogy in the classroom
  - Communication, in particular the ability to communicate the content and relevance of the academic discipline in a dynamic and effective manner
  - Advising, including aiding students as they interpret the significance of their college education and mentoring them for future success, going beyond merely informing them of course prerequisites or degree requirements
  - Modeling critical thinking, as opposed to simply conveying information
  - Organization, as revealed by sample course materials and classroom observations
  - Potential for making contributions to FSC’s overall academic environment by, for example, giving campus-wide lectures or performances beyond the classroom, or organizing symposia or master classes
• Interest in connections among the disciplines, including the capacity and potential to teach interdisciplinary courses and provide leadership in organizing interdisciplinary lectures or symposia

• Collegiality, reflected in respect for colleagues, administrators, staff members, and students

• Ability to set appropriate academic standards

• Ability to self-reflect and self-evaluate

• Scholarly and/or creative excellence, for example, the potential for publishing in scholarly books and journals, artistic performances, compositions, exhibits, and engagement in academic and professional organizations in one’s discipline

• Service excellence, in terms of showing potential for leadership in faculty governance and administration, collaborative work at the college, school, and division levels, grant administration, and volunteer service work in the community that is related to the search candidate’s discipline

• Service orientation to students

Special note regarding searches for professional librarians:
The successful candidate for the position of librarian will possess:

• Appropriate professional preparation

• A record of experience that shows potential for excellence

• Demonstrated familiarity with national standards, current theory, and practice of librarianship

• Command of library-specific information technologies

• Ability to work within a team environment

Successful candidates for all faculty positions will demonstrate the willingness and ability to accept and support the mission of FSC as a selective, comprehensive, private, United Methodist-affiliated college with a strong liberal arts core.

III.B.2. Search Procedures

Once a faculty position has been approved by the President, the Provost notifies the appropriate academic Dean, who will form a search committee. Specific criteria, time lines, and procedures are developed by the committee, consistent with FSC policy (see Guide to Conducting Searches, available online at webpage of Office of the Provost). The committee conducts a national search.
After preliminary screening, including reference checks and phone or video interviews, the committee identifies candidates for on-campus interviews.

Correspondence, tracking, and interview arrangements related to searches are conducted through the academic Dean’s office. Interviews will involve the participation of the President, Provost, Dean, program coordinator (if applicable), faculty members in the discipline, a faculty member outside the discipline, student representatives, and members of the Candidate Interview Committee (see Section IV.C.6.c., “Candidate Interview Committee”). Members of the Candidate Interview Committee will give the Department Chair, Dean, and Provost observations on the candidate’s potential for excellence in certain areas including advising, engaged learning, and leadership at and beyond the division and school levels, using a form that they will complete jointly.

Recommendations for appointment are forwarded from the search committee to the Dean, to the Provost, and then to the President.

III.C. Academic Ranks and Appointment Categories

Every faculty member in the active employment of FSC will be described by one term of rank, one term of appointment category, and one term of contractual status. A term of rank, a term of appointment category, and a term of contractual status will be used in faculty contracts issued annually by the Provost.

The term of rank for each full-time faculty member will be published in FSC’s Academic Catalog. The appointment term “visiting” also will be included in the catalog with the rank in the case of faculty members of any rank having visiting appointment status as described in Section III.C.2.b.

III.C.1. Ranks

Faculty members will hold one of the following seven ranks (Sections III.C.1.a. through g.):

III.C.1.a. Instructor

The instructor has completed a minimum of 18 graduate semester hours in the subject area to be taught and holds the master’s degree, or the equivalent.

III.C.1.b. Assistant Professor

The assistant professor holds the terminal degree in the field of teaching and has met the qualifications and criteria described in Section III.B.1., “Search Considerations and Criteria.” Under ordinary circumstances, the terminal degree is considered to be the doctorate except in special fields where other qualifications may be relevant. The assistant professor not given time toward tenure at the time of hire typically applies in the sixth year for promotion and tenure. For more information, see Section III.F., “The Tenure System.”
III.C.1.c. Associate Professor

The associate professor holds the terminal degree in the field of teaching (except as noted immediately above in Section III.C.1.b.), and has demonstrated excellence in the three main areas of work: teaching and advising, scholarly and/or creative activity, service to the college community. For more information, see III.F. “The Tenure System.”

III.C.1.d. Professor

The professor holds the terminal degree in the field of teaching (except as noted above in Section III.C.1.b.), and continues to demonstrate excellence in the three main areas of work—teaching and advising, scholarly and/or creative activity, service to the college community—with the added expectation that to achieve a promotion to professor, such work will have been accomplished at a substantially higher level. For more information, see Section III.F.6., “Promotion to the Rank of Professor.”

III.C.1.e. Artist/Scholar-in-Residence

The artist- or scholar-in-residence is appointed on the basis of noteworthy experience and credentials in the field of work. At FSC, the faculty member-in-residence may be appointed as visiting faculty, and FSC will contract with such faculty members on the basis of a terminal contract. Artists- or scholars-in-residence are not eligible for tenure.

III.C.1.f. Librarian

The librarian holds the master’s degree in library/information science from a program accredited by the American Library Association, and has met the qualifications and criteria described in Section III.B.1., “Search Considerations and Criteria.” The librarian may apply for promotion to senior librarian in the sixth year of employment as librarian. For more information, see Section III.E.6.b., “Promotion of Librarians.”

III.C.1.g. Senior Librarian

The senior librarian holds the master’s degree in library/information science from a program accredited by the American Library Association and has demonstrated, and continues to demonstrate, excellence in the conduct of professional work. For more information, see Section III.E.6.b., “Promotion of Librarians.”

III.C.2. Appointment Categories

While we recognize that every faculty member may not fit neatly into one category, appointment to the FSC faculty will be in one of the following five categories (Sections III.C.2.a. through e.).
III.C.2.a. Adjunct Faculty

Adjunct faculty members are appointed to teach on a semester-by-semester and course-by-course basis. See Section III.H.1., concerning contract terms. Adjunct faculty members refer to the "Adjunct Faculty Handbook," available online at www.flsouthern.edu/academics/faculty/adjhandbook.pdf, for information about their responsibilities.

III.C.2.b. Visiting Faculty

Visiting faculty members hold professional and/or academic credentials and are appointed to teach or carry out other responsibilities within a school or division at FSC, holding any rank listed above in Section III.C.1. Visiting faculty members are not eligible for tenure, and are normally hired on the basis of a yearly contract with no expectation for renewal. In some cases visiting faculty may be offered two-year contracts. See Sections III.C.3.d., “Terminal Contract,” and III.H.1., “Terms.”

III.C.2.c. Part-time Faculty

Part-time faculty members are appointed to teach on a less than full-time basis. Part-time faculty members are not eligible for tenure, and are hired on the basis of a terminal contract. See Section III.H.1., “Terms.”

III.C.2.d. Full-time Faculty

Full-time faculty members are appointed to teach and advise, carry out scholarly and/or creative activities, and engage in service to the college on a full-time basis. Some full-time faculty members may by agreement with the Provost have a reduction in teaching assignment in order to carry out administrative duties (for example, Department Chairs). Other full-time faculty members may at the pleasure of the President carry out administrative duties for the college on a full-time basis (usually in academic administration, for example, the Deans). These full-time administrators who hold faculty rank may be expected to teach on occasion. Administrative duties and responsibilities for Department Chairs/Program Coordinators can be found in Appendices I and J, available online at www.flsouthern.edu/academics/faculty/appendices.htm.

III.C.2.e. Librarians

Librarians hold faculty rank and may be expected to teach on occasion.

Special note on others who may teach at FSC: Members of the full-time instructional staff who are appointed to carry out duties for the college for which they have professional qualifications and experience, may also teach, although ordinarily more than fifty percent of their time is devoted to carrying out their professional responsibilities. Instructional staff members do not hold faculty rank and as such, are not covered by the Faculty Handbook.
III.C.3. Contractual Status

Faculty members’ contractual status with FSC will be characterized by one of the four following terms (Sections III.C.3.a. through d.): Renewable Faculty Contract, Tenure-track, Tenured, and Terminal Contract.

III.C.3.a. Renewable Faculty Contract

The contract terminates at the end of one academic year with the possibility, but not the guarantee, of renewal. See III.D. below for policies and procedures for renewable faculty contracts.

III.C.3.b. Tenure-track

The contract for every year of the probationary period for tenure is an annual appointment, contingent on submission of the completed Faculty Activity Report (FAR) annually as well as successful completion of all other pre-tenure reviews as described in Section III.F.3., “Promotion and Tenure Process.” The tenure-track faculty member ordinarily will be considered for tenure in the sixth year of employment.

Note: The terminal contract requirement (as outlined III.D) for Renewable Faculty Contracts does NOT apply to tenure-track faculty. Tenure-track faculty who are not making adequate progress towards tenure shall be notified in writing by the Provost or Dean as outlined in III.F.3.b.

III.C.3.c. Tenured

The contract is continuing except in a case where the faculty member is removed from employment for reasons described in Section III.F.7., “Termination,” with renewal every year contingent on submission of the completed FAR and successful completion of all other post-tenure reviews as described in Section III.F.5, “Post-Tenure Reviews.”

III.C.3.d. Terminal Contract

The terminal contract is for one academic year with no expectation of renewal, and notice of non-renewal is not required. Please note that terminal contracts are extended to all those holding appointments as visiting faculty members (see Section III.C.2.b., “Visiting Faculty”).

III.C.4 Faculty Emeriti

The Provost will convene the academic Deans every spring to serve as an advisory body concerning the granting of emeritus status to faculty members who have retired recently or who will retire at the end of that academic year. This body will consider all nominations by the faculties of schools or divisions, by individuals related to FSC, or by faculty members on an individual or group basis, and make recommendations to the Provost, who, subject to his or her own judgment, may
recommend to the President the granting of emeritus status. After reviewing the Deans’ and Provost’s recommendations, the President recommends grants of emeritus status to the Board of Trustees at its regularly scheduled April or May meeting.

The following criteria will apply, although fulfillment of the criteria does not necessarily assure the granting of emeritus status:

- A minimum of fifteen years of service to FSC
- Rank of professor or senior librarian (exceptions to this criterion will be justified with appropriate evidence)
- Record of outstanding service to FSC
- Record of professionalism and the earned respect of the FSC community
- Consistent record of contributions to FSC’s academic programs and the greater campus community
- The high esteem of his or her colleagues

Benefits of emeritus or emerita status will include membership in the Festival of Fine Arts series, use of FSC e-mail and stationery, Roux Library privileges, and other benefits given at the time such status is granted or as may be provided later to all emeriti faculty members.
III.D The Renewable Faculty Contract System

FSC’s contractual relationship with non-tenured and non-tenure track faculty members will be based on either the annual appointment (see Visiting Faculty, III.C.2.b) or the renewable faculty contract.

III.D Renewable Faculty Contract

III.D.1 Definition

Renewable faculty contracts carry the possibility, but no guarantee of renewal, contingent on satisfactory annual evaluations, and the word renewable should not be understood to invalidate or undermine in any way the requirement for this contingency. Renewable faculty contracts by definition have a beginning date and an ending date. Employment at FSC may continue for an additional year or years by means of reappointment(s), but contracts for all such reappointments will specify ending dates.

SPECIAL NOTE FOR TRANSITIONAL PERIOD:

The Renewable Faculty contract is an option for those faculty who were hired prior to the implementation of the tenure system in 2009. Any faculty hired prior to 2009 who does not officially indicate his or her intention to apply for tenure by January 2013 will be classified as being on Renewable Faculty Contract. See III.G.

The President is the final authority on annual reappointment decisions. FSC follows professional guidelines for informing faculty members of termination decisions, as set forth below. As stated in Section III.C.3.b., notice of termination is not required for terminal contracts.

III.D.2. Initial Renewable Faculty Appointment

The Provost will make recommendation regarding the offer of a reappointment contract in the renewable faculty contract system to the President after consultation with the faculty member’s Dean. The Provost’s recommendation will be based on the faculty member’s performance review as described below. In some cases, faculty members may be hired initially with the understanding that their terminal degree will be earned within a specified time frame; therefore, their continued employment may depend on progress toward the terminal degree as specified by the Provost at the time that each contract is extended.

The initial contract period in the renewable faculty contract system is one academic year. Review for reappointment will be conducted in January of the first academic year. A faculty member whose appointment will not be renewed for the following academic year will be notified in writing of non-reappointment no later than March 1st of the initial academic year, except when dismissal is
for cause. A faculty member whose appointment will be renewed will receive a contract for a second academic year of employment no later than June 1.

If the appointment for the first academic year terminates at any time other than the end of the regular academic year, at least three months’ written notice will be given, except when dismissal is for cause (see Section III.E.7.b., “Termination for Cause”).

III.D.3. Reappointment for Faculty in their Second Academic Year

The faculty member will be reviewed in November of the second academic year of employment by renewable faculty contract. A faculty member whose appointment will not be renewed for the following academic year will be notified in writing of non-reappointment no later than December 15th of that academic year, except when dismissal is for cause. A faculty member whose appointment will be renewed for the following academic year will receive a contract for a third academic year of employment no later than May 31.

If a reappointment for a second academic year terminates at any time other than the end of the regular academic year, at least six months’ written notice will be given, except when dismissal is for cause (see Section III.E.7.b., “Termination for Cause”).

III.D.4. Reappointment for Faculty in their Third and Subsequent Academic Years

The faculty member will be reviewed in April of the third or any subsequent academic year of employment by renewable faculty appointment. A faculty member whose appointment will be renewed for the following academic year will receive a contract by May 31 of the third and any subsequent year of employment by renewable faculty appointment. A faculty member in the third and subsequent academic year(s) of employment whose performance is not found to meet FSC’s standards will be notified in writing no later than May 31st of that academic year and offered a terminal contract, except when dismissal is for cause.

If a reappointment for the subsequent academic year(s) terminates at any time other than the end of the regular academic year, at least twelve months’ written notice will be given, except when dismissal is for cause (see Section III.E.7.b., “Termination for Cause”).

SPECIAL NOTE FOR TRANSITIONAL PERIOD:
For those faculty employed by the college prior to 2009 who are under renewable faculty contracts shall receive review and notification as outlined in III.D.4.

III.D.5. Reappointment Criteria and Review Procedures

All faculty members in the renewable faculty contract system are required to file a completed FAR annually by February 15 (form available online at www.flsouthern.edu/academics/faculty/Forms.htm) that includes information on the faculty member’s work since submission of the last FAR in the three areas of teaching and advising,
scholarly and/or creative activity or professional growth, and service to FSC. Teaching excellence
is of primary importance, and faculty members in the renewable faculty contract system are
couraged to consult Section III.F.2. for guidance on the types of evidence that should be
included for the three areas of work, particularly the area of teaching and advising. The completed
FAR is reviewed by the Department Chair, (if applicable), the Dean, and shared with the Provost.

The Department Chair or the Dean will review the FAR with the faculty member and discuss areas
of strength and areas where the faculty member is deficient. If sufficient deficiencies exist that the
Department Chair or the Dean feels that the faculty member is not performing up to FSC
standards and expectations. The Department Chair or the Dean will work with the faculty member
to develop a performance plan for the following year. If the faculty member fails to make
satisfactory progress on his or her performance plan over the course of the next year, the faculty
member may be placed on a terminal contract.

III.E. Promotion and Termination

III.E.1.a. Promotion of Faculty Members

Faculty members wishing to be considered for promotion in rank should follow the application
guidelines below. Only complete applications will be considered.

III.E.1.a.(1) Promotion to Assistant Professor. Faculty members holding the rank of instructor
who successfully complete the terminal degree in their field may apply for promotion from the rank
of instructor to the rank of assistant professor. Proof of achievement of the degree must be
provided, and the promotion will be granted if the faculty member has an otherwise satisfactory
record of progress.

III.E.1.a.(2) Promotion to Associate Professor. Faculty members who are not on tenure-track may
apply for promotion from the rank of assistant professor to the rank of associate professor without
applying for tenure. (For faculty falling under the transitional tenure period guidelines, see III.G.5a
Promotion to Associate Professor without Applying for Tenure). To prepare to apply for promotion, a
faculty member will prepare a promotion portfolio using the criteria outlined in Section III.F.2.
The qualifications for promotion to associate professor will be the same as those for tenure, and the
evaluation process leading to the decision for promotion to the rank of associate professor will be
the same as that outlined in Section III.F.4., with the following exceptions:

- References to application for promotion and tenure or to application for tenure should be
  understood to refer only to application for promotion.
- References to the tenure portfolio should be understood to refer to the promotion
  portfolio.
- References to recommendations for the awarding of tenure should be understood to refer
  to recommendations for promotion to the rank of associate professor.
For academic years in which faculty members apply for promotion to the rank of associate professor, the promotion portfolio will substitute for the annual activity report. Denial of promotion to the rank of associate professor does not preclude subsequent promotion applications unless the faculty member has applied for tenure at the time of the promotion application.

III.E.1.a.(3) Promotion to Professor. Promotion to the rank of professor is available only within the tenure system, or during the tenure transition period as provided for in Section III.G.6.b., “Promotion to Professor without Application for Tenure.”

III.E.1.b. Promotion of Librarians

Librarians wishing to be considered for promotion in rank should follow the application guidelines below. Only complete applications will be considered.

III.E.1.b.(1) Promotion to Senior Librarian. To prepare to apply for promotion, a librarian will prepare a promotion portfolio using the criteria outlined in this section. Librarians may apply for promotion to the rank of senior librarian in their sixth academic year of service at FSC. Librarians who intend to apply for promotion during the next academic year should notify the director of Roux Library no later than the end of spring semester of the current academic year. At the discretion of the Provost and the President, up to three academic years of service at another institution may be credited toward the probationary period at FSC. Credit for previous service at another institution (constructive time) will be determined at the time of the initial appointment and will be indicated in the initial appointment letter. No further negotiations for constructive time may take place after a candidate has accepted the initial appointment offer.

Criteria for Promotion to the Rank of Senior Librarian as well as Style of Submitted Material Librarianship

Education and Continuing Education. The standard degree required for employment as a librarian is a master’s degree from an institution accredited by the American Library Association (ALA). The excellent librarian is committed to ongoing professional education. Evidence includes but is not limited to:

- Completion of an additional graduate degree
- Postgraduate for-credit coursework
- Certificate(s) from symposia, seminars, and workshops sponsored by professional organizations
- Webinars and other continuing education programs

Specialization. The excellent librarian has command of an area of expertise within librarianship, including continued attention to current trends and knowledge. Evidence includes but is not limited to:

- The ability to lead the library and/or archives in special projects
• Participation in scholarly meetings
• Presentations and publications in field
• Webinars and other continuing education programs

Leadership, Supervision, and Management. The excellent librarian demonstrates oversight and coordination of functions, programs, or projects. Evidence includes but is not limited to:
The ability to lead the library and/or archives in special projects
• Demonstrates appropriate supervisory skills as needed
• Counsels and mentors students and interns
• Creativity, Initiative, and Vision.

Collegiality.

Self-Assessment. The excellent librarian conducts ongoing self-assessment of professional effectiveness. Evidence includes but is not limited to:
• Self-evaluation and reflection on effectiveness
• Improved practices based on self-evaluation and feedback

Scholarly and Creative Activity.
Scholarly and creative activity deepens personal and professional development, brings recognition to the college, and, most importantly, enlivens the campus academically. Scholarly and/or creative activity is expected of all members of the faculty. Demonstrating such activity satisfies a component of the criteria for promotion to the rank of senior librarian. FSC’s academic administrators recognize that while scholarly and creative activity should be broadly defined, specific requirements will vary by professional specialization. Evidence of scholarly and/or creative work includes but is not limited to:
• Publications in scholarly books and journals, particularly publications that receive scholarly reviews and that are used in the wider academic community of one’s discipline
• Artistic performances, compositions, and exhibits
• Scholarly presentations, invited lectures, or exhibits delivered or mounted outside FSC
• Lectures and speeches in scholarly symposia and events, and artistic performances, compositions, and exhibits on the FSC campus that contribute to the intellectual and/or artistic life of the college
• Collaborative research and academic activity with students, such as coauthoring papers and presentations, preparing students for artistic events, obtaining summer grants for collaborative research, directing honors theses, and advising students in writing papers for academic meetings
• Meaningful engagement in academic and professional organizations related to one’s discipline
• Meaningful participation in scholarly and professional meetings
• Contribution to the development of scholarly research
• Mentorship of interns or librarians from other institutions
• Professional consultation
• Grant proposal writing and grant administration
Service on accreditation teams to other institutions

Service to the College Community.
Maintaining a community of teaching and learning requires the existence of a significant support structure. Faculty members invest substantial amounts of time, talent, and energy in faculty governance, committee work, academic program work, and the like. In addition, faculty support is critical to the availability and success of academically enriching events that occur outside the classroom. Therefore, all members of the faculty are expected to contribute to this necessary aspect of college life. The degree of participation is considered in determining qualification for promotion to the rank of senior librarian. FSC also recognizes the importance of service in the community beyond the campus that is related to a faculty member’s field of expertise. Evidence of service to the college community includes but is not limited to:

- Service as a liaison to one or more academic department(s)
- Providing leadership in faculty governance and administration
- Performing committee work at the college and within the library, as evidenced by self-reporting and reviews by the committee chair(s) solicited by the Director of the Library
- Acting as a faculty advisor to student groups
- Service as an academic advisor
- Organizing symposia, lectures, and other events that bring respected practitioners to campus, or organizing in-house scholarly events
- Organizing study abroad programs and other contextual learning opportunities
- Administering grants
- Representing the library or the college at college functions (for instance, admissions events)
- Attending student activities, such as artistic performances and exhibits, academic honorary society functions, and athletic events
- Volunteering in service to the community beyond the campus in a way that is related to a faculty member’s field of expertise

Applications for the position of senior librarian are similar to procedures established for faculty promotions. Each candidate should provide a letter of application and a promotion portfolio including materials supporting the qualitative criteria described above. Promotion portfolios will be evaluated on the qualitative criteria described above by the Faculty Professional Interests Committee (FPIC) at its March meeting. The FPIC will add its recommendation to the portfolio and forward the entire portfolio to the Provost, who makes the final decision regarding promotion of librarians.

For academic years in which librarians apply for promotion to the rank of senior librarian, the promotion portfolio will substitute for the annual activity report. Denial of promotion to the rank of senior librarian does not preclude subsequent promotion applications.

III.E.2. Termination
III.E.2.a. Termination Due to Programmatic Reform or Financial Emergency Declared by the Board of Trustees

If reduction in the size of the faculty is necessary because of programmatic reform, annually appointed faculty members will be notified of termination according to the timetable set forth in Sections III.E.2., 3., and 4., unless the Board of Trustees votes to declare a financial emergency. If the Board of Trustees votes to declare a financial emergency, the Board of Trustees may also vote to reduce or eliminate the termination notice periods set forth in Sections III.E.2., 3., and 4. Whether or not FSC adheres to the termination notice periods set forth in Sections III.E.2., 3., and 4., affected faculty members will receive a written statement of the reasons for the programmatic reform or Board of Trustees-declared financial emergency.

A good faith effort will be made to reassign faculty members to vacant positions for which they are qualified by appropriate degrees and experience.

III.E.2.b. Termination for Cause

Any faculty member may be dismissed for cause. Dismissal will not be used to restrain faculty members in the exercise of their academic freedom if that exercise is consistent with FSC guidelines and policies (see Section II.A., “Academic Freedom”).

Reasons for dismissal for cause include but are not limited to:

- Failure or refusal of the faculty member to carry out his or her responsibilities effectively as directed by the Department Chair, Dean, or Provost, or as specified in the Faculty Handbook, in the Employee Handbook, in any other FSC policies and procedures, or in faculty contracts
- Neglect of duty or failure to comply with FSC’s policies as stated in the Faculty Handbook, in the Employee Handbook, in any other FSC policies and procedures, or in faculty contracts
- Dishonesty or other ethical violations in relation to students, faculty members, staff members, or others
- Falsification of a college or professional record, such as qualifications for a position or promotion
- Any misconduct related to the faculty member’s fitness to fulfill the obligation to teach and advise, accomplish scholarly or creative work, or perform service
- Any action detrimental to the mission or reputation of FSC
- Theft or misappropriation of college funds, property, or other resources
- Sexual harassment or any other unlawful harassment of employees or students
- Commission of or a plea of nolo contendere or guilty or withholding of adjudication to any felony, or to a misdemeanor that is related to moral turpitude

If faculty members are dismissed for any cause listed above, they are entitled to a hearing of the case by the FPIC. The FPIC will make a recommendation regarding dismissal to the Dean, who
will forward the FPIC’s recommendation along with his or her own recommendation to the Provost. The Provost will make an evaluation and recommendation to the President, who will make the final determination regarding dismissal. Pending a hearing, any subsequent appeal, and the final determination by the President, the faculty member may, at the discretion of the Provost, be relieved of all duties.

Upon such a determination by the President, the faculty member will be immediately discharged and the faculty member’s employment agreement will be terminated. Cases involving sexual harassment will follow FSC’s established procedures (see the Employee Handbook, available online at https://www.flsouthern.edu/insidefsc//HR/PDF/EmployeeHandbookFSC-3-24-10w-Pic1.pdf), which take precedence over the guidelines in this section.

III.E.2.c. Termination Due to Disability

Situations involving the faculty member who becomes disabled to such an extent that he or she can no longer fulfill the essential duties of his or her position will, as in similar situations for all college employees, follow FSC’s disability policy, which adheres to all applicable laws. See the FSC Employee Handbook (available online at https://www.flsouthern.edu/insidefsc//HR/PDF/EmployeeHandbookFSC-3-24-10w-Pic1.pdf), specifically, the text under the heading “Disability Policy under the Rehabilitation Act and the Americans with Disabilities Act.”
III.F. The Tenure System

In recognition of the importance of tenure as an aspect of college life, FSC’s Board of Trustees voted in November 2009 to reinstitute a tenure system. Tenure assures academic freedom in teaching, research, and those extramural activities associated with the practice of a faculty member’s academic discipline. Tenure protects the institution and its faculty by establishing a probationary period for new members of the faculty to ensure that they are suitable for the institution. Awarding tenure does not constitute a guarantee of continuous employment. Rather, it is a commitment by the college that as long as the faculty member fulfills the criteria for tenure as well as other contractual obligations and there is a need for his or her specialty, employment will continue.

The Board of Trustees or the President may from time to time set limits on the number and type of tenured positions available—in total or within any school or division—and may from time to time determine which faculty positions will be filled by tenure-track or tenured faculty members and which will be filled by faculty members on renewable contracts, by visiting faculty members, or by adjunct faculty members. All tenure-track and tenured faculty members will be counted as tenured positions in any computation of the number of existing tenured positions. No limit on tenured positions set by the Board of Trustees or the President will be used to eliminate tenure-track or tenured positions already granted at the time that the limit is set by the Board of Trustees or the President. The Board of Trustees or the President may express limits on the number of tenured and tenure-track positions either in absolute numbers or percentages. Once set, any such limits may not be exceeded except by a majority vote of the Board of Trustees.

III.F.1. Introduction

The award of tenure and promotion to the rank of associate professor customarily occur at the same time. Both of these career advancements usually require six years of successful work at FSC, and application for both is usually made during the sixth year. Newly appointed tenure-track faculty members are given one-year contracts during the probationary period pending satisfactory completion of all pre-tenure reviews. At the discretion of the Provost and the President, up to three years of service at another institution may be credited toward the probationary period at FSC. Credit for previous service at another institution (constructive time) will be determined at the time of the initial appointment and will be indicated in the initial appointment letter. No further negotiations for constructive time may take place after a candidate has accepted the initial appointment offer. For substantial cause (for example, illness or an addition to one’s family), a member of the faculty may request a one-year extension of the probationary period, which may be granted only once by the Provost with the concurrence of the President. A faculty member should make such a request prior to her or his application for tenure.

Note: Although librarians in the college’s employ are considered members of the faculty, they are ineligible for tenure.
III.F.2. Criteria for Award of Tenure and Promotion to the Rank of Associate Professor as well as Style of Submitted Material

Because the tenure award and the promotion to associate professor are ordinarily connected, the criteria for both are the same. The criteria include holding an earned terminal degree in one’s academic discipline. Certain criteria imply expenditures by FSC. If financial resources are not available for such expenditures, tenure candidates will not be held to those particular criteria. However, faculty members are encouraged to be creative in finding ways to meet all criteria.

To assist the candidates in preparing their material, the following observations will be helpful. They come from the prior experience of the FPIC and others in reviewing materials.

Whenever required materials associated with specific tenure criteria are included in the faculty member’s tenure materials, the originals MUST be included for reference and verification. While the use of edited, tabulated, and/or otherwise summarized results and comments is useful and consistent with the spirit of the review process, without the original data or source documents to use for reference, there will always be a question of veracity. In addition, the format for all originals should be consistent and include rotation of 90 degrees to facilitate comprehension by the reviewer.

When required materials are not present in the faculty member’s tenure materials, reviewers have no obligation to track them down. Often reviewers are up against a time deadline and do not have sufficient time to collect such materials.

The format for presentation of tenure materials is Chalk and Wire. This format is the most easily reviewed, the most portable (with no need to wait for lengthy downloads), allows for the most flexibility in presenting different media formats, and is designed to ensure the integrity and security of the materials. Faculty unfamiliar with this format will be provided assistance by the Director of Instructional Technology.

Most of the tenure-related materials submitted should be limited to the preceding five year period. Examples include student evaluations, peer reviews, and advising evaluations. For other tenure criteria such as Creative and Scholarly work, the emphasis should be on work accomplished while serving on the faculty at Florida Southern College. While work completed earlier in one’s career, and/or completed at other institutions is relevant and valid, the preponderance of evidence should reflect the faculty member’s performance at FSC.

III.F.2.a. Teaching

The primary focus of FSC’s faculty is to create and foster a dynamic teaching and learning community for students. Whatever other criteria are used to determine acceptability for tenure, commitment to and demonstration of teaching and learning excellence are primary. The faculty member is responsible for presenting sufficient evidence for a well-informed tenure decision. Criteria for excellent teaching include but are not limited to the following, with examples of
performance indicators provided. Required performance indicators are noted below. Other listed performance indicators are neither required nor expected, but are provided as useful examples.

**III.F.2.a.(1) Command of Subject Area.** The excellent teacher has a command of the chosen subject area, including continued attention to current trends and knowledge. Evidence includes but is not limited to:

- Peer review—**required** for the tenure portfolio
- Student evaluations of faculty—**required** for the tenure portfolio
- Participation in scholarly meetings
- Presentations and publications in field
- External review
- Scholarly reviews of the applicant’s work

**III.F.2.a.(2) Engagement in the Classroom.** The excellent teacher engages students in the classroom, seeking and refining teaching methods to draw students into the factual and conceptual content of the discipline and into the practice of the methods of the discipline. Evidence includes but is not limited to:

- Peer review—**required** for the tenure portfolio
- Student evaluations of faculty—**required** for the tenure portfolio
- Syllabi evaluation—**required** for the tenure portfolio
- Self-reporting of professional development in pedagogy including methods research, workshop attendance, and the like—**required** for the tenure portfolio
- Video of teaching

**III.F.2.a.(3) Teaching Methods.** The excellent teacher employs pedagogical methods of engaged learning, service learning, study abroad, and faculty-student collaborative research and/or performance. Evidence includes but is not limited to:

- Peer review—**required** for the tenure portfolio
- Syllabi evaluation—**required** for the tenure portfolio
- Self-reporting of use of engaged learning—**required** for the tenure portfolio
- Student evaluations of faculty—**required** for the tenure portfolio (full teaching evaluations for the last three years with summaries for remaining years since the last promotion)
- Evidence of collaborative research and performance
- Video of teaching

**III.F.2.a.(4) Communication.** The excellent teacher has an ability to communicate the content and relevance of the discipline in a dynamic and effective manner. Evidence includes but is not limited to:

- Peer review—**required** for the tenure portfolio
- Student evaluations of faculty—**required** for the tenure portfolio
- Major-field tests
• Area exit exams
• Video of teaching
• Speaking invitations

III.F.2.a.(5) Advising. The excellent teacher adheres to FSC’s commitment to excellent academic advising and mentoring of students. Evidence includes but is not limited to:
  • Colleague and Department Chair and/or Dean evaluation—required for the tenure portfolio
  • Overviews from Faculty Activity Reports—required for the tenure portfolio
  • Student evaluations of faculty – required for the tenure portfolio
  • Participation in professional development activities related to advising

III.F.2.a.(6) Engagement Beyond the Classroom. The excellent teacher engages students beyond the classroom and formal advising, where much teaching, learning, and mentoring take place. Evidence includes but is not limited to:
  • Overviews from Faculty Activity Reports
  • Advising student clubs and organizations
  • Taking students to meetings, performances, academic competitions, and the like
  • Involvement in student activities such as performances, presentations, sporting events

III.F.2.a.(7) Critical Thinking. The excellent teacher is committed to thinking critically and models critical thinking for students. Evidence includes but is not limited to:
  • Peer review
  • Syllabi
  • Video of teaching
  • Research

III.F.2.a.(8) Organization. The excellent teacher possesses the ability to organize a course with a clear and coherent structure. Evidence includes but is not limited to:
  • Peer review
  • Student evaluations of faculty
  • Syllabi
  • Sample course material
  • Video of teaching

III.F.2.a.(9) Contributions to the Academic Environment. The excellent teacher engages in and contributes positively to the academic environment of the college. Evidence includes but is not limited to:
  • Campus lectures, performances, symposia
  • Leadership role in organizing speakers, performances, master classes, symposia
  • Participation in academic honorary societies
III.F.2.a.(10) Connections Among the Disciplines. The excellent teacher displays interest in connections among the disciplines and participates in interdisciplinary dialogue. Evidence includes but is not limited to:

- Teaching interdisciplinary courses
- Syllabi
- Leadership role in organizing interdisciplinary lectures and symposia
- Participation and/or attendance at campus academic events in other disciplines

III.F.2.a.(11) Academic Standards. The excellent teacher sets rigorous academic standards for students that are appropriate to the FSC student body. Evidence includes but is not limited to:

- Student evaluations of faculty
- Syllabi
- Field exams and/or exit exams
- Capstone courses
- Grade distribution in academic courses

III.F.2.a.(12) Collegiality. The excellent teacher exhibits an attitude of collegiality, including respect for colleagues, administrators, and staff members. Evidence includes but is not limited to:

- Self-evaluation—required for the tenure portfolio
- Objective peer assessment by colleagues in one’s academic program – required for the tenure portfolio
- Assessment by Department Chair, committee chair(s), staff members, and administrators solicited by Department Chair and/or Dean

III.F.2.a.(13) Self-Assessment. The excellent teacher conducts ongoing self-assessment of teaching effectiveness and student learning. Evidence includes but is not limited to:

- Self-evaluation and reflection on effectiveness
- Course revision based on self-evaluation and student evaluations
- Pedagogical revision based upon assessment data

III.F.2.b. Scholarly and Creative Activity

Scholarly and creative activity deepens personal and professional development, brings recognition to the college, and, most importantly, enlivens the classroom and campus academically. Therefore, because FSC emphasizes excellent teaching, scholarly and/or creative activity is expected of all members of the faculty. Demonstrating such activity satisfies an essential component of the criteria for receiving tenure. FSC’s academic administrators recognize that while scholarly and creative activity should be broadly defined, specific requirements will vary by academic discipline. Clear guidelines for adequate scholarly and creative activity may be established by departmental faculty, in consultation with the appropriate Dean and approved by the Provost. Particular weight is given to scholarly and/or creative activity that is related to the faculty member’s work as a teacher. Evidence of scholarly and/or creative work includes but is not limited to:
Publications in scholarly books and journals, particularly publications that receive scholarly reviews and that are used in the wider academic community of one’s discipline

- Artistic performances, compositions, and exhibits
- Scholarly presentations and invited lectures delivered outside FSC
- Lectures and speeches in scholarly symposia and events, and artistic performances, compositions, and exhibits on the FSC campus that contribute to the intellectual and/or artistic life of the college
- Collaborative research and academic activity with students, such as coauthoring papers and presentations, preparing students for artistic events, obtaining summer grants for collaborative research, directing honors theses, and advising students in writing papers for academic meetings
- Meaningful engagement in academic and professional organizations related to one’s discipline
- Meaningful participation in scholarly and professional meetings
- Grant proposal writing and grant awards

III.F.2.c. Service to the College Community

Maintaining a community of teaching and learning requires the existence of a significant support structure. Faculty members invest substantial amounts of time, talent, and energy in faculty governance, committee work, academic program work, and the like. In addition, faculty support is critical to the availability and success of academically enriching events that occur outside the classroom. Therefore, all members of the faculty are expected to contribute to this necessary aspect of college life. The degree of participation is considered in determining qualification for tenure. FSC also recognizes the importance of service in the community beyond the campus that is related to a faculty member’s field of expertise. Evidence of service to the college community includes but is not limited to:

- Providing leadership in faculty governance and administration
- Performing committee work at the college, school, division, and program level, as evidenced by self-reporting and reviews by the committee chair(s) solicited by Department Chair and/or Dean
- Acting as a faculty advisor to student groups
- Participating in faculty, school, division, and program work and meetings
- Organizing symposia, lectures, and other events that bring noted scholars and artists to campus, or organizing in-house scholarly and artistic events
- Organizing study abroad programs and other contextual learning opportunities
- Administering grants
- Representing an academic program or the college at college functions (for instance, admissions events)
- Attending student activities, such as artistic performances and exhibits, academic honorary society functions, and athletic events
- Volunteering in service to the community beyond the campus in a way that is related to a faculty member’s field of expertise
III.F.3. Promotion and Tenure Process

During the probationary period described in Section III.F.1., tenure-track faculty members are evaluated through a series of reviews as outlined below. With the approval of the Board of Trustees, the President may grant tenure at any time, including time of hire, but tenure will usually be awarded only after the six-year probationary period. The promotion and tenure process is presented graphically in Figure 4 on the next page, and described in detail in this section and Section III.F.4.
Figure 4. Promotion and Tenure Process

Annual faculty reviews for the first and second years

Third year review leading to promotion and tenure (peer review and pre-tenure portfolio)

Annual faculty reviews for the fourth and fifth years

Sixth year review: application for promotion and tenure (peer review and tenure portfolio)

Review and recommendation by colleagues in the academic program

Review and recommendation by the FPIC

Review and recommendation by the Dean

Positive recommendation

Review and recommendation by the Provost

Negative recommendation

Review and recommendation by the President

Terminal contract rendered

Review by the Board of Trustees

Tenure awarded
III.F.3.a. Reviews in the First and Second Years Leading to Promotion and Tenure

All faculty members are evaluated annually by their academic Dean. If applicable, Department Chairs carry out faculty evaluations and forward them to the Dean for additional comment. Evaluations are based on materials included in the FAR (form available online at www.flsouthern.edu/academics/faculty/Forms.htm). Department Chairs and/or Deans meet with individual faculty members to discuss their evaluation and progress toward tenure.

III.F.3.b. Review in the Third Year Leading to Promotion and Tenure

III.F.3.b.(1) Pre-Tenure Portfolio. Tenure-track faculty members in their third year at FSC will prepare a pre-tenure portfolio during the spring semester of that year, covering performance for the past two and one-half years. This pre-tenure portfolio should document the candidate’s progress in the areas of teaching and advising, scholarship, and service. In preparing the pre-tenure portfolio, the faculty member should refer to the information in Section III.F.4.b.(1), “Tenure Portfolio Guidelines” and employ the tenure criteria given in Section III.F.2. The third-year faculty member is encouraged to consult his or her Department Chair or Dean in preparing this pre-tenure portfolio. This interim step in the six-year review process is designed to provide tenure-track faculty members with valuable information about their progress toward tenure.

III.F.3.b.(2) Peer Review of Teaching. A required element of the pre-tenure portfolio is peer review of the third-year faculty member’s teaching, which will be conducted as follows. The Department Chair (if tenured and if applicable) or a tenured faculty member designated by the candidate’s Dean and two additional tenured faculty members from the same discipline, appointed by the Dean, will make classroom observations. If two tenured faculty members of the same discipline are not available, the Dean will appoint two tenured faculty members from a related discipline. If tenured faculty members from a related discipline are not available, the Dean will appoint other tenured faculty members of his or her choosing to fulfill this role. These peer reviewers will also examine teaching materials and performance indicators, particularly independent measures of success in the achievement of student learning outcomes. The peer reviewers should address the criteria for tenure found in Section III.F.2.a. Then, with the Department Chair (if applicable) or Dean-designated tenured faculty member leading the discussion, the reviewers will produce a summary evaluation indicating strengths and weaknesses. The individual peer reviews and summary evaluation become elements of the tenure portfolio, along with other materials provided by the third-year faculty member.

III.F.3.b.(3) Procedures and Roles of Participants. The Department Chair (if applicable) or the Dean in consultation with the academic program faculty will evaluate the third-year faculty member’s performance as represented by the complete pre-tenure portfolio. Other faculty members may be consulted at the discretion of the Department Chair (if applicable) or the Dean. The Deans will forward the evaluations to Transitional Tenure Committee for review. The Transitional Tenure Committee shall forward the portfolio to the Provost with a written summary of its findings, including an indication of whether the committee has determined that the faculty member is a)
making satisfactory progress towards tenure or b) is making progress towards tenure but has areas in need of significant improvement or c) is not making satisfactory progress toward tenure.

The third-year faculty member will receive by the end of that spring semester a written summary of the evaluation that will include both positive observations and recommendations for areas of improvement. If needed, the Department Chair (if applicable) or the Dean, in consultation with the Provost and the faculty member who is being evaluated, will develop a performance plan. If serious performance issues exist that are unlikely to be resolved, the Dean will recommend to the Provost that the faculty member be terminated.

**Timeline for third-year review:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observation</td>
<td>Fall semester</td>
</tr>
<tr>
<td>Portfolio submitted on Chalk and Wire</td>
<td>January 15</td>
</tr>
<tr>
<td>Classroom Observation review added to portfolio</td>
<td>January 30</td>
</tr>
<tr>
<td>Dean adds letter to portfolio</td>
<td>January 30</td>
</tr>
<tr>
<td>Portfolio reviewed by Tenure Committee with recommendation to Provost</td>
<td>March 1</td>
</tr>
<tr>
<td>Provost notifies faculty member of 3rd year review findings</td>
<td>April 1</td>
</tr>
<tr>
<td>Provost notifies faculty who will not be renewed</td>
<td>April 1</td>
</tr>
</tbody>
</table>

**III.F.3.c. Reviews in the Fourth and Fifth Years Leading to Promotion and Tenure**

The procedures are identical to those for the reviews in the first and second years.

**III.F.4. Review in the Sixth Year: Application for Promotion and Tenure**

**III.F.4.a. Overview**

Qualification for tenure is determined at the end of the probationary period in a process involving faculty colleagues, the Department Chair (if applicable), the Dean, the Faculty Professional Interest Committee (FPIC), the Provost, and the President, who consider the candidate’s teaching, scholarly and creative activities, and service to the college community, as well as the candidate’s potential for future contributions. Application for tenure is usually an application for promotion to associate professor, as stated in Section III.F.2. As in the third-year pre-tenure review, sixth-year faculty members will each prepare a tenure portfolio, covering their work during the whole probationary period. Guidelines for the tenure portfolio are given in Section III.F.4.b.(1) immediately below.

**III.F.4.b. Procedures and Roles of Participants**

**III.F.4.b.(1) Tenure Portfolio Guidelines.** The tenure portfolio should include three sections documenting teaching excellence, scholarly and/or creative activity, and service to FSC during the candidate’s entire time at the college. Wherever technically possible, the tenure portfolio should be submitted electronically. Because those evaluating a tenure application rely heavily on the portfolio’s contents, faculty members should be certain to include all appropriate material in
support of the application, even if all the material cannot be submitted electronically. The faculty member preparing a portfolio should attend most carefully to the criteria for tenure provided in Section III.F.2., being sure to include all elements of evidence required in the portfolio. Other types of evidence may be of significant value to the reviewers. The faculty member is responsible for presenting sufficient evidence for a well-informed tenure decision. Evidence should be on point, well-documented, and complete.

III.F.4.b.(2) Peer Review of Teaching. The faculty member undergoes a second peer review of teaching similar to that performed as part of the third-year pre-tenure review. This second peer review of teaching is carried out during the second semester of the fifth year or first semester of the sixth year. The Department Chair (if tenured and if applicable) or a tenured faculty member designated by the candidate’s Dean and two additional tenured faculty from the same discipline, appointed by the Dean, will make classroom observations. If two tenured faculty members of the same discipline are not available, the Dean will appoint two tenured faculty members from a related discipline whenever possible. These peer reviewers will also examine teaching materials and performance indicators, particularly independent measures of success in the achievement of student learning outcomes. The peer reviewers should address the criteria for tenure found in Section III.F.2.a. Then, with the Department Chair (if tenured and if applicable) or Dean-designated tenured faculty member leading the discussion, the reviewers will produce a summary evaluation indicating strengths and weaknesses. The summary evaluation becomes part of the tenure portfolio, along with other materials provided by the sixth-year faculty member. During this process the tenure candidate’s Dean and/or the Provost also may observe the faculty member in the classroom after arranging a time with the candidate.

III.F.4.b.(3) Review by Colleagues in the Academic Program. The faculty member should submit to his or her Dean by January 15th or the first business day thereafter a tenure portfolio prepared according to the guidelines set forth in Section III.F.4.b.(1). Only complete portfolios will be considered. The completed tenure portfolio is circulated among the members of an evaluation committee consisting of at least five tenured members of the faculty member’s school or division (or, if at least five are not available, the committee may be completed with tenured faculty from a related discipline determined by the candidate’s Dean) and other tenured faculty members selected by the Dean. FPIC members may not serve on the evaluation committee. The Dean will appoint a chair from among the members of the committee (this may be the faculty member’s Department Chair if applicable). After committee discussion of the evidence presented in the portfolio, the chair will produce a summary recommendation to be added to the tenure portfolio, which is then sent to the candidate’s Dean and the FPIC by February 15th or the first business day thereafter.

III.F.4.b.(4) FPIC and Subsequent Review. At its March meeting, the Faculty Professional Interests Committee (FPIC) evaluates the faculty member’s performance as represented by the tenure portfolio. FPIC deliberations are confidential, and only FPIC’s voting members are present during tenure evaluations. The FPIC sends to the candidate’s Dean a confidential, written evaluation and recommendation regarding the awarding of tenure, along with the portfolio by April 1st. The FPIC’s recommendation is shared only with the Dean, the Provost, and the President.
Special note regarding tenured status of FPIC members: Beginning in year 2014-15, only tenured faculty members will be eligible for service on the FPIC.

The Dean adds his or her own recommendation to the portfolio, and sends it to the Provost by April 15th. Then, if the Provost makes a positive recommendation, the Provost adds that recommendation to the portfolio, and forwards the entire portfolio to the President by May 1st. The President makes the final determination for tenure. The President’s positive recommendation is submitted to the Board of Trustees for review at the Board of Trustees’ April or May meeting. The Provost will communicate the Board of Trustees’ final decision to the faculty member in writing no later than seven days after the final decision was made.

If the Provost determines that a positive recommendation for tenure is not appropriate, he or she will inform the faculty member of the denial of tenure. A faculty member may appeal a denial of tenure to the Faculty Appeals Board (FAB) only on the basis of procedural impropriety. The FAB is the sole determiner of whether the appeal, on its face, is appropriate. The appeal process may extend beyond the end of the academic year, if necessary. If the denial of tenure is overturned by the FAB, that conclusion is conveyed to the President. If the President sustains the decision of the FAB, the recommendation for tenure goes to the Board of Trustees at its next regularly scheduled meeting. The Board of Trustees reviews the President’s recommendation. The Provost will communicate the Board of Trustees’ final decision to the faculty member in writing.

Faculty members who are not awarded tenure will receive notice by May 31st of the current academic year that they will receive a terminal contract for the next academic year. (See Section III.C.3., “Contractual Status.”) Faculty members may appeal only on issues of procedure to the FAB.

III.F.5. Post-Tenure Reviews

The purposes of post-tenure reviews—both annual reviews through the FARs and the reviews in greater depth that are conducted every five years after the award of tenure—are to continue tenured faculty members’ accountability to their colleagues and the institution, and to give members of the faculty the opportunity to reflect on past activities and set goals for the future.

III.F.5.a. Annual Reviews

Tenured faculty members will be reviewed through their annual FARs, as are all members of the faculty. Faculty members, including tenured faculty members, who are found to be performing below FSC’s standards will be counseled and may be required to develop a plan for improvement that addresses areas of deficiency and provides a timeline for progress. If required, such a plan will be developed in collaboration with the faculty member’s Department Chair (if applicable) and/or Dean, and the Provost, and the approval of each is required.
III.F.5.b. Five-Year Reviews

Tenured members of the faculty will complete a post-tenure review every five years. To prepare for this, faculty members will prepare and submit by March 1st of the fifth year a report outlining their professional achievements and activities over the past five years. The report should be prepared to meet the same standard expected in the tenure portfolio, and should include evidence of continuing excellence in teaching and advising, continuing involvement in scholarship and/or the creative arts, and ongoing service to FSC, the criteria for tenure outlined in Section III.F.2. For years in which faculty members complete a post-tenure review, the post-tenure five-year report will substitute for the annual activity report.

III.F.5.c. Procedures and Roles of Participants

The post-tenure five-year report will be evaluated by the Department Chair (if applicable) and Dean, and forwarded to the Provost by April 1st of the fifth year. The Department Chair, Dean, and/or Provost may observe the faculty member in the classroom after arranging a time in advance with the faculty member being reviewed. By April 15th of the fifth year, the Provost will communicate his decision regarding the review. If the Provost finds that the review reflects continued satisfactory performance by the faculty member, the review is concluded, and a new five-year cycle will commence the following academic year. If the Provost finds that the faculty member is performing below FSC’s standards, the faculty member will be responsible for developing a plan for improvement that addresses areas of deficiency and provides a timeline for progress. The plan will be developed during the summer following the fifth year, is subject to modification by the faculty member’s Department Chair (if applicable) and Dean, with the approval of each being required. Faculty members may have up to one academic year to meet the terms of the plan, or a shorter period of time as may be set forth in the plan. Tenured faculty members required to develop a plan for improvement as a result of the post-tenure five-year review will do so under the terms of a terminal contract. If faculty members do not fulfill the terms of the plan, the Dean will recommend to the Provost that appropriate action be taken.

A faculty member who disagrees with the imposition of an improvement plan as a result of a post-tenure five-year review is entitled to a hearing before the FPIC by request. FPIC hearings will be carried out according to the procedures in Section IV.C.6.g., “Faculty Professional Interests Committee.” The FPIC will make a recommendation, which may include dismissal, to the candidate’s Dean, who will forward the FPIC’s recommendation along with his or her own to the Provost. The Provost will make an evaluation and recommendation to the President, who will make the final determination. Faculty members may appeal only on issues of procedure to the Faculty Appeals Board (FAB).

III.F.6. Promotion to the Rank of Professor

After five years at the rank of associate professor, tenured faculty members may apply for promotion to the rank of professor. To prepare for this, a faculty member will prepare a promotion portfolio
using the criteria outlined in Section III.F.2. The portfolio should include evidence of continued excellence in teaching and advising, involvement in scholarship and/or the creative arts, and ongoing service to FSC. The portfolio should include only what has been accomplished since promotion to associate professor. Only complete portfolios will be considered.

However, because the rank of professor is the highest rank possible for a faculty member to achieve, fulfillment of the qualifications for promotion to professor should be accomplished at a substantially higher level of achievement in all three areas of work—teaching and advising, scholarship and/or creative activity, and service—than required for promotion to the rank of associate professor. That means, for example (and these are only examples), more success at achieving student learning outcomes, publications with some regional or national renown, recognition as one of FSC’s best advisors, leadership roles on FSC committees, providing support to junior faculty members, and other achievements at a higher level than required for promotion to associate professor.

The evaluation process leading to the decision for promotion to the rank of professor will be the same as that outlined in Section III.F.4., “Review in the Sixth Year: Application for Promotion and Tenure,” with the following exceptions:

- References to application for promotion and tenure or to application for tenure should be understood to refer to application for promotion to the rank of professor.
- References to the tenure portfolio should be understood to refer to the promotion portfolio.
- References to recommendations for the awarding of tenure should be understood to refer to recommendations for promotion to the rank of professor.
- Language in Section III.F.4.b.(3), “Review by Colleagues in the Academic Program,” should be altered to read as follows: The faculty member should submit to his or her Dean by January 15th or the first business day thereafter, a promotion portfolio prepared according the guidelines set forth in Section III.F.4.b.(1). The completed promotion portfolio is circulated among the members of an evaluation committee consisting of at least five tenured members of the school or division holding the rank of professor (or, if at least five are not available, the committee may be completed with tenured faculty holding the rank of professor from a related discipline determined by the candidate’s Dean) and other tenured faculty members holding the rank of professor selected by the Dean.

For years in which faculty members apply for promotion to the rank of professor, the promotion portfolio will substitute for the post-tenure five-year report and the annual activity report. If the application for promotion is successful, the next post-tenure review will be conducted in the fifth year following the promotion, and every five years thereafter as long as the professor is employed at FSC. Denial of promotion to the rank of professor is not a bar to subsequent promotion applications.

III.F.7. Termination
III.F.7.a. Termination Due to Programmatic Reform or Financial Emergency Declared by the Board of Trustees

If reduction in the size of the faculty is necessary because of programmatic reform, tenured faculty members will be notified in writing no later than May 31st and offered a terminal contract, unless the Board of Trustees votes to declare a financial emergency. If the Board of Trustees votes to declare a financial emergency, the Board of Trustees may also vote to reduce or eliminate the termination notice period. Whether or not FSC adheres to the termination notice period for tenured faculty members, affected faculty members will receive a written statement of the reasons for the programmatic reform or Board of Trustees-declared financial emergency. In these cases, FSC will dismiss tenured faculty members in an academic program only after dismissing non-tenured and adjunct faculty members in that program, to the extent feasible. A good faith effort will be made to reassign tenured faculty members to vacant positions for which they are qualified by appropriate degrees and experience.

If a tenured faculty member is dismissed because of programmatic reform or Board of Trustees-declared financial emergency, FSC will not hire another person in the faculty member’s discipline for three years without first offering the position to the dismissed tenured faculty member.

III.F.7.b. Termination for Cause

Any faculty member may be dismissed for cause. Dismissal will not be used to restrain faculty members in the exercise of their academic freedom if that exercise is consistent with FSC guidelines and policies. (See Section II.A., “Academic Freedom.”)

Reasons for dismissal for cause include but are not limited to:

- Failure or refusal of the faculty member to carry out his or her responsibilities effectively as directed by the Department Chair, Dean, or Provost, or as specified in the Faculty Handbook, in the Employee Handbook, in any other FSC policies and procedures, or in faculty contracts
- Neglect of duty or failure to comply with FSC’s policies as stated in the Faculty Handbook, in the Employee Handbook, in any other FSC policies and procedures, or in faculty contracts
- Dishonesty or other ethical violations in relation to students, faculty members, staff members, or others
- Falsification of a college or professional record, such as qualifications for a position or promotion
- Any misconduct related to the faculty member’s fitness to fulfill the obligation to teach and advise, accomplish scholarly or creative work, or perform service
- Any action detrimental to the mission or reputation of FSC
- Theft or misappropriation of college funds, property, or other resources
- Sexual harassment or any other unlawful harassment of employees or students
• Commission of or a plea of nolo contendere or guilty or withholding of adjudication to any felony, or to a misdemeanor that is related to moral turpitude

If tenured faculty members are dismissed for any cause listed above, they are entitled to a hearing of the case by the FPIC. The FPIC will make a recommendation regarding dismissal to the candidate’s Dean, who will forward the FPIC’s recommendation along with his or her own recommendation to the Provost. The Provost will make an evaluation and recommendation to the President, who will make the final determination regarding dismissal. Pending a hearing, any subsequent appeal, and the final determination by the President, the faculty member may, at the discretion of the Provost, be relieved of all duties.

Upon such a determination, the faculty member will be discharged immediately and the faculty member’s employment agreement will be terminated. Cases involving sexual harassment will follow FSC’s established procedures (see the Employee Handbook, available online at https://www.flsouthern.edu/insidefsc//HR/PDF/EmployeeHandbookFSC-3-24-10w-Pic1.pdf), which take precedence over the guidelines in this section.

III.F.7.c. Termination Due to Disability

Situations involving a tenured member of the faculty who becomes disabled to such an extent that he or she can no longer fulfill the essential duties of his or her position will, as in similar situations for all college employees, follow FSC’s disability policy, which adheres to all applicable laws. See the FSC Employee Handbook (available online at https://www.flsouthern.edu/insidefsc//HR/PDF/EmployeeHandbookFSC-3-24-10w-Pic1.pdf), specifically, the text under the heading “Disability Policy under the Rehabilitation Act and the Americans with Disabilities Act.”
III.G. Tenure in the Transition: 2012-13, 2013-14

In Section III.G., the terms current and currently are used to refer to full-time, permanent faculty members in FSC’s employ in the 2009-2010 academic year.

III.G.1. Overview for Current Faculty Members

While there will be no automatic awarding of tenure, a five-year transitional process has been devised to implement tenure for currently eligible professors. The process for awarding tenure during the transitional period involves faculty colleagues, the Department Chair (if applicable), the Dean, the Faculty Professional Interests Committee (FPIC) or the Transitional Tenure Committee (TTC), the Provost, the President, and the Board of Trustees. The options for current faculty members are outlined below.

III.G.2. Options for Current Faculty Members

III.G.2.a. Tenure System Entry

Eligible current faculty members wishing to become tenured are required to apply for tenure during the five-year transitional period, notifying the appropriate academic Dean of that intention in writing no later than January 15th in the year prior to the year of tenure application. (Thus, the last date that a current faculty member may notify the Dean of intention to apply for tenure during the transition is January 15, 2013.) Qualifications for tenure are described in Section III.F.2., “Criteria for Award of Tenure and Promotion to the Rank of Associate Professor.” Eligibility for tenure application during the transitional period is defined below in Section III.G.3, “Transitional Tenure Eligibility.” The transitional tenure application process is described below in Section III.G.4, “Transitional Tenure Review Process.”

III.G.2.b. Renewable Faculty Contracts

Current faculty members’ second option is entry into the renewable faculty contract system. (See Section III.D. “The Renewable Faculty Contract System.”) In the renewable faculty contract option, faculty members choose not to apply for tenure and are employed on the basis of renewable one-year contracts. Faculty members should notify their Dean of their intention to enter the tenure system no later than the dates specified immediately above in Section III.G.2.a., but after those dates, if faculty members have not given notice of such an intention, it will be assumed that faculty members have decided to enter the renewable faculty contract system. Earlier notice of either intention is encouraged. Current faculty members who exercise this option will remain regular faculty members with voting rights, eligibility for committee membership (except the FPIC and the TTC), access to academic funds, and other rights and privileges of faculty members. Faculty members exercising the renewable contract option are subject to the rules and regulations outlined for faculty under the renewable faculty contract system (see Section III.E.).
III.G.3. Transitional Tenure Eligibility

III.G.3.a. Eligibility for Current Faculty Members with Service of Six or More Years

The transitional tenure process is open to all faculty members who hold a terminal degree and have been in FSC’s employ for a minimum of six years including academic year 2009-2010. The order of application for tenure during the transitional period will be determined first by rank and, within each rank, longevity at FSC. During the transition, the process will accommodate up to twenty-five eligible faculty members per year. If the Provost determines that the number of faculty members to be considered for tenure in a particular year is so large that it will burden the evaluators unduly, then the Provost may limit the number who may apply in that year. If a faculty member decides to postpone applying for tenure in the first, second, or third year, the faculty member who holds the next position relative to rank and longevity will be offered the opportunity to apply for tenure that year. A faculty member who decides to postpone tenure application will not lose his or her position relative to rank and longevity for the next year. Faculty members with the rank of assistant professor will usually apply for promotion to the rank of associate professor as part of their tenure application.

III.G.3.b. Eligibility for Current Faculty Members with Service of Fewer than Six Years

Faculty members who have accumulated fewer than six academic years of service to FSC, by and including academic year 2009-2010, may also choose between the tenure system and the renewable faculty contract system. If choosing to enter the tenure system, they will comply with all provisions of Section III.F., “The Tenure System.”

Faculty members who have accumulated fewer than six academic years of service by and including academic year 2009-2010 may enter the tenure system at the point corresponding to their years of service. If they become eligible for tenure during the transitional period, these faculty members will be able to apply for tenure in the order of their position relative to rank and longevity. Even those who enter the process after three years of service are encouraged to consider completing the pre-tenure review. Faculty members granted credit for years of service at other institutions (constructive time) toward promotion in their original appointments may negotiate with the Provost for the application of constructive time to the tenure-track probationary period.
III.G.4. Transitional Tenure Review Process

As previously indicated, the transition to tenure will occur over a five-year period. During that time, the first year is designated for consideration of tenure applications from an initial group of eligible faculty members. Faculty members receiving tenure in that first year will form the faculty committee that considers tenure applications for the latter four years of the transition period, the TTC. When the entire five-year transition period has been completed, the FPIC will review all tenure applications thenceforward, as described in Section III.F.4.b.(4). From that time and thenceforward (that is, commencing in year 2014-15), only tenured faculty members will be eligible for service on the FPIC. The tenure process in the transition is presented graphically in Figure 5 on the next page, and described in detail in the rest of this section and Section III.G.5.
Figure 5. Tenure Process in the Transition

**Year 1:** Provost selects candidates from nominees by each unit and/or division, and two at-large candidates

**Year 1:** Application for promotion and tenure (peer review and tenure portfolio)

**Year 1:** Review and recommendation by colleagues in the academic program

**Year 1:** Review and recommendation by the FPIC

**Years 2-5:** Application for promotion and tenure (peer review and tenure portfolio)

**Years 2-5:** Review and recommendation by colleagues in the academic program

**Years 2-5:** Review and recommendation by the TTC

**All years:** Review and recommendation by the Dean

Review and recommendation by the Provost

Positive recommendation

Negative recommendation

Review by the President

Terminal contract rendered

Review by the Board of Trustees

Tenure awarded
III.G.4.a. Tenure Portfolio

The faculty member applying for tenure will demonstrate his or her qualifications by preparing a tenure portfolio according to the guidelines in Section III.F., “The Tenure System.” A portfolio prepared under the previous contract system may form the basis of the tenure portfolio. However, the faculty member should update that portfolio, and because a portfolio prepared under the previous contract system may reflect only the previous contract period, the faculty member may wish to add material from earlier in his or her career. A peer review of teaching is also required (and the results are to be included in the tenure portfolio). During this process, the tenure candidate’s Dean and/or the Provost also may observe the faculty member in the classroom after arranging a time in advance with the candidate.

III.G.4.b. Review by Colleagues in the Academic Program

The faculty member should submit to his or her Dean by January 15\textsuperscript{th} or the first business day thereafter a completed tenure portfolio. Only complete portfolios will be considered. The tenure portfolio is circulated among a committee consisting of at least five faculty members in the candidate’s academic program with the rank of professor or associate professor. If at least five faculty members of professor associate professor rank are not available, enough faculty members with such rank from related academic programs will be selected by the candidate’s Dean to create a committee with at least five members. TTC members may not serve on this committee. The Dean will appoint a chair from among members of the committee. After committee discussion of the evidence presented in the portfolio, the chair will produce a summary recommendation to be added to the tenure portfolio.

In the first year of the transition period (that is, 2009-2010), the review committee chair then sends the tenure portfolio to the FPIC and the candidate’s Dean by February 15\textsuperscript{th} or the first business day thereafter. In the second and subsequent years of the transition period (that is, 2010-2011, 2011-2012, 2012-2013, and 2013-14), the review committee chair sends the tenure portfolio to the TTC and the candidate’s Dean by February 15\textsuperscript{th} or the first business day thereafter.

III.G.4.c. TTC and Subsequent Review

The TTC evaluates the faculty member’s performance as represented by the tenure portfolio. TTC deliberations are confidential, and only TTC members are present during tenure evaluations. The TTC adds to the portfolio a confidential, written evaluation and recommendation regarding the tenure award and sends the portfolio to the candidate’s Dean by April 1\textsuperscript{st} or the first business day thereafter. The TTC’s recommendation is shared only with the Dean, the Provost, the President, and consultants that the Provost may employ (senior faculty, Deans, Provosts and/or Presidents from other institutions).

The Dean adds his or her own recommendation to the portfolio, and sends it to the Provost by April 15\textsuperscript{th} or the first business day thereafter. Then, if the Provost makes a positive recommendation, the Provost adds that recommendation to the portfolio, and forwards the entire
portfolio to the President by May 1st or the first business day thereafter. The President makes the final determination for tenure. The President’s positive recommendation is submitted to the Board of Trustees for review at the Board of Trustees’ April or May meeting. The Provost will communicate the Board of Trustees’ final decision to the faculty member in writing.

If the Provost determines that a positive recommendation for tenure is not appropriate, he or she will inform the faculty member of the denial of tenure. A faculty member may appeal a denial of tenure to the Faculty Appeals Board (FAB) only on the basis of procedural impropriety. The FAB is the sole determiner of whether the appeal, on its face, is appropriate. The appeal process may extend beyond the end of the academic year, if necessary. If the denial of tenure is overturned by the FAB, that conclusion is conveyed to the President. If the President sustains the decision of the FAB, the recommendation for tenure goes to the Board of Trustees at its next regularly scheduled meeting. The Board of Trustees reviews the President’s recommendation. The Provost will communicate the Board of Trustees’ final decision to the faculty member in writing.

Faculty members who are not awarded tenure will receive notice by May 31st of the current academic year that they will receive a terminal contract for the next academic year. Faculty members may appeal only on issues of procedure to the FAB.

III.G.5. Promotion without Application for Tenure in the Transition

III.G.5.a. Promotion to Associate Professor without Application for Tenure

If during the transition period, a faculty member with the rank of assistant professor becomes eligible for promotion to associate professor and intends to apply for tenure, but may not do so yet, the faculty member may apply for promotion without applying for tenure. The faculty member wishing to pursue promotion in this situation should refer to the guidelines in Section III.E.6.a.(2), “Promotion to Associate Professor.” During the transitional tenure period, the faculty member who is eligible to apply for tenure and associate professor at the same time but who chooses to apply only for promotion to Associate Professor thereby forfeits his or her right to apply for tenure at a later date.

III.G.5.b. Promotion to Professor without Application for Tenure

If during the transition period, a faculty member with the rank of associate professor becomes eligible for promotion to professor and intends to apply for tenure, but may not do so yet, the faculty member may apply for promotion from associate professor to professor without applying for tenure. Note, however, that associate professors who are promoted to professor without applying for tenure will be required to apply for tenure when it becomes possible for them to do so according to their rank and longevity at FSC. Because the rank of professor is the highest rank possible for a faculty member to achieve, fulfillment of the qualifications for promotion to professor should be accomplished at a substantially higher level of achievement in all three areas of work—teaching and advising, scholarship and/or creative activity, and service—than required for
promotion to the rank of associate professor. That means, for example (and these are only examples), more success at achieving student learning outcomes, publications with some regional or national renown, recognition as one of FSC’s best advisors, leadership roles on FSC committees, providing support to junior faculty members, and other achievements at a higher level than required for promotion to associate professor.

To prepare to apply for promotion to the rank of professor without applying for tenure, a faculty member will prepare a promotion portfolio using the criteria outlined in Section III.F.2., keeping in mind the substantially higher levels of achievement expected from those applying for promotion to the rank of professor. The portfolio should include only what has been accomplished since promotion to associate professor. The evaluation process leading to the decision for promotion to the rank of professor will be the same as that outlined in Section III.F.4., with the following exceptions:

- References to application for promotion and tenure or to application for tenure should be understood to refer only to application for promotion.
- References to the tenure portfolio should be understood to refer to the promotion portfolio.
- References to recommendations for the awarding of tenure should be understood to refer to recommendations for promotion to the rank of professor.
- The language in Section III.F.4.b.(3), “Review by Colleagues in the Academic Program” should be altered to read as follows: The faculty member should submit to his or her Dean by January 15th or the first business day thereafter, a promotion portfolio prepared according to the guidelines set forth in Section III.F.4.b.(1). The completed promotion portfolio is circulated among the members of an evaluation committee consisting of at least five members of the school or division holding the rank of professor (or, if at least five are not available, committee membership may be completed with faculty members holding the rank of professor from a related discipline determined by the candidate’s Dean), and other faculty members holding the rank of professor selected by the Dean.

For years in which faculty members apply for promotion to the rank of professor, the promotion portfolio will substitute for the annual activity report. Denial of promotion to the rank of professor does not preclude subsequent promotion applications.
III.H. Contracts

III.H.1. Terms

All contracts for full- and part-time faculty member positions are subject to FSC’s employment policies and procedures as outlined in Sections III.E., F., and G., as well as any other pertinent FSC policies and procedures. Contracts for both adjunct faculty members (arrangements are made on a semester-by-semester basis only; see Section III.C.2.a.) and visiting faculty members (see Section III.C.2.b.) are deemed to be terminal contracts and faculty members entering into such contracts with FSC are not entitled to any notice of termination.

When terminal contracts (see Section III.C.3.d.) are issued to full-time faculty members, employment at FSC ends on the end date specified in the contract without any further notice of termination.

III.H.2. Rules Regarding External Work, Endorsements, Sponsorships, and Payments to Faculty Members

Full-time faculty members as defined in Sections III.C.2.d. and e. should not engage in other enterprises (remunerated or unremunerated) that will in any way restrict the fulfillment of their obligations to FSC. Further, full-time faculty members of FSC generally are not permitted to accept teaching assignments at other institutions of higher education during the academic year.

Other employment during the academic year and summer teaching assignments at other institutions of higher education should be approved in advance by the Provost based on the recommendation of the faculty member’s Department Chair (if applicable) and Dean. Faculty members are required to report all outside employment to their Department Chair (if applicable) and/or Dean. Failure to do so violates the faculty member’s contract.

Endorsements, sponsorships, or any other payments to faculty members by entities outside of FSC, including granting agencies, require the prior approval of the President.

III.H.3. Employment Period

The normal length of employment for faculty members is the academic year of nine months, August 15th–May 15th, as specified in the faculty contract. A few faculty members may be assigned contracts longer than nine months for specified college obligations.

III.H.4. Work Assignment

The established semester hour assignment is 12 credit hours per week. Teaching hours in laboratories, physical education activities courses, and studio courses are generally counted as one-half of a normal credit hour for this purpose. FSC reserves the right to make assignments for teaching duties at any class or laboratory hour in the week. Adjustments may be made for
members of the faculty who are engaged in writing or research, or who have extensive service responsibilities. Such adjustments should be approved in advance by the FPIC and the Provost.

III.H.5. Summer Sessions, Evening Sessions, and Extra Teaching Assignments

Summer school teaching appointments are available to faculty members, with such appointments being contingent on student enrollment. The usual teaching assignment is three to eight hours per four-week summer session. Faculty members may be appointed on occasion to teach evening courses or additional courses in FSC’s day program. Compensation for summer, evening, and extra teaching assignments carries no fixed dollar value but is the subject of annual administrative review. For information on the scale of payment for a particular year, contact the appropriate academic Department Chair (if applicable) or Dean.

III.H.6. Leaves

Policies and procedures for sabbatical leaves and leaves for special work are outlined in Sections III.J.5. and 7. Except as may be required otherwise by law, leaves other than sabbatical leaves and leaves for special work will not be given credit as time in service for determining eligibility for tenure or promotion, salary increases, or seniority.

Leaves due to illness are considered absences and are covered in Section II.B.1., “Absences,” as well as in the Employee Handbook, available online at https://www.flsouthern.edu/insidefsc//HR/PDF/EmployeeHandbookFSC-3-24-w-Pic1.pdf under the headings “Time Not Worked” and “Leaves of Absence.”

Other leaves, such as leave without pay for an indefinite period and leave without pay for family and/or medical reasons, are also considered absences. Policies and procedures for leaves available under the federal Family and Medical Leave Act are covered in the Employee Handbook, available online at https://www.flsouthern.edu/insidefsc//HR/PDF/EmployeeHandbookFSC-3-24-w-Pic1.pdf under the heading, “Family Medical Leave.”

III.H.7. Resignation

Faculty members should submit notice of a resignation effective at the end of an academic year before the end of that year’s fall semester. No resignation becomes effective until accepted by the Provost. Faculty members who abrogate their employment contract by requesting to resign during the academic year, and whose resignation is accepted, will be paid the remainder due to them through the date when the resignation is effective on the regular twelve-month payment basis.

III.H.8. Release from Duties

If a faculty member submits notice of a resignation that is to become effective prior to the end of an academic year, or if a faculty member is terminated for programmatic reform, or if a faculty member is notified that his or her contract will not be renewed, FSC reserves the right to pay that
faculty member the balance of any compensation due to him or her as and when such payments are due, and to immediately relieve that faculty member of all further duties at FSC. FSC will exercise this right at the Provost’s discretion.
III.I. Salaries

III.I.1. Confidentiality

Salaries of all members of the faculty are arrangements between individual faculty members and the institution. Information regarding salary arrangements is held in confidence by members of the Board of Trustees, the President, the Provost, and the Deans.

*Special note on confidentiality:* Salary information is released to credit reporting agencies only on written request of the faculty member concerned. Salary information may be revealed to the state and federal governments in the fulfillment of FSC’s legal obligations as an employer and as a corporation. FSC will not make payroll deductions for garnishment unless under court order.

III.I.2. Policies and Procedures

Initial salaries are based on professional qualifications, training, and experience, as well as market considerations. Salaries may be adjusted every year for all faculty contracts if funds are available. Merit, fringe benefit adjustments, and financial and economic considerations are all factors in annual salary adjustments. (The inability to increase salaries or the necessity to reduce salaries as a result of financial challenges faced by FSC in a particular year carries no negative implications about faculty member performance.) Criteria recommended by the Faculty Senate for the determination of merit are shown below. FARs are required from faculty members annually as a basis for salary adjustments.

Salary is paid in twelve installments on the last working day of each month beginning in September. FSC’s full-time salaried employees are not permitted to receive honoraria for guest lecturing at FSC or stipends for other routine activities in service to FSC during the academic year.

In some years, FSC may be in a financial position that allows merit or other increases to be made. FSC observes a resolution passed by the Faculty Senate that provides criteria for the determination of merit increases in such years. The levels of increase and their corresponding criteria are outlined below:

- **Minimum or no salary increase** (or salary reduction other than across-the-board salary reductions due to FSC financial problems) reflects concerns about teaching and advisement that result in counseling for future improvements.

- **Standard salary increase** reflects good teaching and advisement, involvement in one’s discipline, and participation on a faculty committee.
• **Meritorious salary** increase reflects:
  Superior teaching and advisement
  AND either
  • Contributions to one’s discipline
    OR
  • Significant service contribution to the college community

• **Exemplary salary** increase reflects
  Superior teaching and advisement
  AND either:
  • Notable involvement in campus and/or community service
    OR
  • Significant contributions to one’s discipline
III.J. Professional Development

Expectations for faculty members’ performance in the three areas of teaching and advising, scholarly and/or creative work, and service to the institution, are high. Therefore, FSC’s policy and practice has been to place a high priority on programs and activities that promote the professional growth of individual faculty members, thereby strengthening the effectiveness of the entire faculty.

Faculty members are expected to grow continuously in their potential for effective professional contributions to FSC. Types of faculty development opportunities include grants, summer faculty-student collaborative research and performance, summer stipends, and FSC-sponsored workshops, among others described below. Faculty members are encouraged to read the weekly academic affairs announcements as well as other information on professional development opportunities provided online at www.flsouthern.edu/tlc/. Faculty members are also expected to remain knowledgeable of current trends in teaching by following their own reading program.

III.J.1. Faculty Support Program

The Faculty Support Program will assist faculty members in their efforts to promote a culture of active and engaged learning at FSC. The program’s coordinators will offer assistance with active learning classroom pedagogy, instructional technology, course development for the transformational curriculum, advising, and other aspects of our efforts to make the transition to a new model of teaching and learning. Updates are provided throughout the academic year on the program’s plans and activities. Faculty members are expected to take advantage of these opportunities for professional development, as pursuit of these new skills and new approaches will be critical to individual and collective success in this campus-wide endeavor. The organization of the Faculty Support Program is shown below in Figure 6.
III.J.2. Professional Development Funds

III.J.2.a. Purpose

FSC will attempt to provide funds to assist with the costs of faculty travel to meetings of learned societies and professional associations, and for participation in continuing education programs. Faculty members are encouraged to maintain active membership in at least one professional association; however, FSC does not pay membership fees or dues. Faculty members who are presenting papers as panelists or holding office in professional associations will be given preference in allocation of funds. For more information, contact the appropriate Department Chair (if applicable) or Dean. Applications for professional development opportunities will be considered only if complete.

III.J.2.b. Procedures

Formal requests for the use of travel funds held by the divisions and/or schools should be submitted at least ten days in advance of the travel to the Department Chair (if applicable) or Dean. After returning to the campus from travel, faculty members should submit receipts for reimbursement of travel-related expenses. All requests for reimbursement should be filed on FSC’s travel expense report form (available online at www.flsouthern.edu/academics/faculty/Forms.htm) with all receipts, appropriate signatures, and account numbers supplied. Information about reimbursable items and rates, and reimbursement procedures, is detailed in Appendix C, “FSC 101: Guide to the Roux Library and More,” available online at www.flsouthern.edu/academics/faculty/appendices.htm.

III.J.3. Summer Stipends

III.J.3.a. Purpose

Summer stipends are available to support specific types of professional development of full-time faculty members, including workshops, research-related travel and/or expenses, continuing professional education, creative activities, and/or presentations at conferences. Funds for travel should generally first be sought from division or school funds. Summer stipend funds may then be used to supplement division or school travel funding. Summer stipend applications will be considered for funding only if they are complete.

III.J.3.b. Policies and Procedures

Criteria for summer stipends include the following:

- Clear demonstration of the proposal’s purpose and relevance to the faculty member’s field of study
- Expected outcomes of high value to the institution
• Expenses that are cost effective and documented

Faculty members should submit proposals for summer stipends to their Department Chair (if applicable) or Dean by **the last Friday in January**. Deans will forward summer stipend proposals to the FPIC in time for consideration at the committee’s February meeting. The FPIC will forward its recommendations to the Provost by **March 1st**, and the Provost will notify summer stipend recipients of the decision by **March 15th**. A format for summer stipend application is available online at www.fl souther n.edu/academics/faculty/Forms.htm.

Note that the faculty member’s time spent in research or study, tuition for graduate study, and mere attendance at a conference will not be considered. Conference and professional travel already funded by a school or division is also ineligible for summer stipend funding.

**III.J.4. Summer Faculty-Student Collaborations**

**III.J.4.a. Purpose**

Florida Southern College’s Faculty Student Collaborative program offers highly motivated students the opportunity to work closely with a faculty member on his/her research, scholarship or creative activity. Faculty and students in all academic disciplines are encouraged to apply to the program.

**III.J.4.b. Policies and Procedures**

**General Policies:**

1. **Student Eligibility** – Students must be in good academic standing; their academic advisor will verify overall GPA.

2. **Funding specifics (not to exceed $6000 total)**
   a. Mentors can request up to $2500 for a summer stipend for themselves
   b. Mentors can request up to $2000 for a summer stipend for each of their students.
      We recognize that research is a flexible enterprise and that each week students may work varying hours on their project. Students may elect to work full-time for a shorter duration or part-time for a longer duration. Students cannot work more than 37.5 hours in any given week on their project and cannot work more than 310 hours.
   c. Requests for supplies, travel and other costs must be justified
   d. There is a budget page to the application that needs to be completed.

3. **Other requirements**
   a. The faculty mentors will submit a report to the Dean’s Office no later than August 15th, 2013. The report does not have to be the final one for the project but should list the accomplishments of the summer work.
b. Students supported by the program are required to present their research at either the fall or spring Fiat Lux.

c. Students supported by the program are required to submit a final research/scholarship report to the Office of the Provost within 4 weeks of completion of the project. The paper will be archived in the library for peers and others to access.

Application Procedure:
A complete application includes the following:
   a. A cover sheet
   b. A project narrative
   c. A student statement of interest/intent
   d. A budget page using required form

All four parts of the narrative should be sent together as one document to the appropriate Dean’s office by 5:00pm EST January 15. Applications that do not follow the instructions below will not be considered for funding.

Cover sheet. (See addendum for example) A one page cover sheet should include the following information:
   A. Title of project
   B. Faculty mentor’s name
   C. Student’s name
   D. Date of submission
   E. Both the faculty mentor and the student must sign the cover sheet
   F. Signature of the Dean of the Faculty Member’s School or College
   G. Signature of the student’s advisor with verification of student GPA

Project Narrative The project narrative cannot exceed three pages in length. Standard one inch margins on the top, bottom and left and right sides; allowable fonts include Arial (font size no smaller than 10) and Times New Roman (font size no smaller than 11). The project narrative should be written in jargon-free English and include the following sections:
   A. Project abstract
   B. Project Methodology
   C. Student Learning Outcomes
   D. Brief description of the role of the student in the project
   E. Brief description of the role of the faculty member in the project
   F. Impact of the project on the faculty mentor’s research/scholarship/creative activities (it is okay if the student’s project is only tangentially related to faculty’s scholarship, but researcher will need to explain in this section why s/he is willing to mentor the student if it is not directly related to work)
   G. Impact of the project on the student’s academic development
Student Statement of Interest/Intent. The statement of interest should be written by the participating student, explaining his or her interest in the project and how it relates to his or her academic/professional growth. Further the statement should reflect the intent of the student to commit to the planned project.

Budget page (see example in addendum). Allowable costs include: faculty stipend, student stipend, materials and supplies, travel and other expenses (printing, copying, licensing fees, etc.).

Important dates:
- January 15 - Submission of Summer Collaborative Research Project to the Dean of the appropriate School
- February 1 - Proposals sent for review to FPIC
- February 15 - Recommendations sent to the Provost from FPIC
- March 1 - Notification for acceptance or denial to Faculty and Students

III.J.5. Sabbaticals

III.J.5.a. Purpose

Sabbatical leaves of absence strengthen the faculty by providing opportunities for personal and professional development.

III.J.5.b. Policies and Procedures

A maximum of four sabbaticals will be available in any one academic year. Additional sabbatical leaves without pay will be considered if faculty members can provide funds from outside sources to cover expenses incurred by FSC, including the cost of hiring replacements to teach their classes.

Faculty members should commit to at least one year in the continued employ of the college after a paid sabbatical and should submit a sabbatical report to the Department Chair (if applicable) and/or Dean and the Provost within the first semester following the leave. Faculty members may also be asked to make formal presentations on their sabbatical work.

Faculty members should inform their Department Chair (if applicable) and Dean of an intention to apply for a sabbatical. All sabbatical leaves should be described in writing and should include all terms and agreements relating to the leave. A format for sabbatical applications is available online at www.flsouthern.edu/academics/faculty/Forms.htm. Only complete applications will be considered. Sabbatical requests carrying the endorsements of faculty members’ Department Chair (if applicable) and/or Dean will be reviewed by the FPIC, which will make recommendations to the Provost. The Provost in turn recommends sabbatical leaves to the President.

Applications for sabbatical leaves will be made to the Provost by October 31st in the year that precedes the one in which the proposed sabbatical leave will be taken. The FPIC will review
sabbatical proposals at its November meeting and make recommendations to the Provost, who will forward sabbatical proposals and FPIC recommendations, along with the Provost’s own recommendations to the President by December 5th. The President will render sabbatical decisions by January 1st in that preceding academic year to allow Deans, Department Chairs, and program coordinators enough time to arrange for coverage of all classes in the absence of the faculty member taking a sabbatical. Sabbatical applicants will be notified of the decision as soon after January 1st as possible.

Criteria for sabbatical proposals include the following:

- Seven years of full-time employment at FSC
- Evidence of professional and personal commitment to the proposed project
- Identified benefit to the faculty member and the institution in at least one of the three areas of professional activity—teaching and advising, scholarly and/or creative work, and service
- A defined and measurable outcome

Faculty members are eligible for sabbatical leave every seven years. If a sabbatical request is denied, reapplication may be made at any time and the faculty member will be considered equally with other applicants.

III.J.6. Flexible Schedule/Assignment Reductions

III.J.6.a. Purpose

The purpose of FSC’s flexible schedule/assignment reduction opportunities, by which faculty members may apply for a flexible teaching schedule and/or a reduction in teaching assignment, is to provide faculty members extra time for writing and research, course development, and other professional development activities related to the faculty member’s teaching and research field.

III.J.6.b. Policies and Procedures

Criteria for the successful application for a flexible teaching schedule and/or a reduction in time in one’s teaching assignment are as follows:

- Clear demonstration of the proposal’s purpose and relevance to the faculty member’s field of teaching and research
- Expected outcomes of high value to the institution
- Expenses that are cost effective and documented

Faculty members planning to apply for a flexible teaching schedule or reduction in teaching assignment for a semester should consult their Department Chair (if applicable) and Dean and gain approval for proceeding. Faculty members should submit requests to the FPIC no later than its meeting in the previous November (for spring semester adjustments) or April (for fall semester
adjustments). The FPIC will send recommendations for the granting of a flexible teaching schedule or reduction in teaching assignment for a semester to the Provost. The Provost will notify applicants of the decision by the end of the semester in which the application was submitted.

At the end of the semester in which a faculty member has had a modified schedule or teaching assignment, the faculty member will submit a report on what has been accomplished to his or her program coordinator, Department Chair (if applicable), the Dean, and the Provost. Faculty members granted a modified schedule or teaching assignment are not permitted to perform work as adjuncts or take on any extra teaching assignments. Flexible schedule/assignment reduction applications are available online at www.flsouthern.edu/academics/faculty/Forms.htm.

III.J.7. Leaves for Special Work

III.J.7.a. Purpose

The leave for special work, like the sabbatical, is intended to enhance the overall quality of the faculty by enabling individual faculty members to enhance their teaching abilities and other professional skills. Faculty members may apply to take a leave for special work to pursue graduate studies, independent study, research, writing, scholarly work, or artistic endeavors over an extended period of time with financial support from grants, fellowships, or directly from FSC.

Leaves for special work allow faculty members to have the chance to take advantage of unusual opportunities for professional growth that will benefit the institution—opportunities that might be considered for sabbatical leaves or summer stipends, but that are not available in a way that fits with FSC’s sabbatical or summer stipend policies and procedures.

III.J.7.b. Policies and Procedures

Leave for special work may be granted as FSC’s financial situation allows and will be based on talent and fitness as well as upon years of service. Faculty members who receive support from FSC are expected to continue in FSC’s employ for one year after the special work has been accomplished. In the event that a faculty member assumes another position within one year after the conclusion of the leave, the faculty member is required to repay to FSC all monies advanced.

Faculty members desiring to be considered for a leave for special work should apply in writing to the Provost after having obtained the endorsement of the Department Chair (if applicable) and Dean, who will consider the matter in consultation with the Dean and the Provost. The faculty member should present a plan of the work to be accomplished during the absence from teaching
duties, and should submit a report on the work accomplished to the Department Chair (if applicable) and/or Dean and the Provost within the first semester following the leave.
IV. GOVERNANCE PROCEDURES AND RULES

All actions of the faculty as a body, the Faculty Senate, or any standing faculty committee that affect any significant policy of FSC are deemed to be recommendations to the Provost, and through the Provost, to the President, with the exception of the actions of the Faculty Appeals Board.

IV.A. College-wide Faculty Meetings

IV.A.1. Purpose

Meetings of the faculty are held for two purposes: First, the faculty considers recommendations submitted by the Provost, the Faculty Senate, and faculty committees. Second, meetings are expected to keep faculty members informed of the plans of the college, and to provide opportunities for offering opinions and recommendations for the institution’s welfare and growth.

Special note on faculty meetings in smaller groups: Whenever faculty members meet by school, or division, or committee, their organization and functions may be similar to those described below for the whole faculty. In the absence of the Provost or the President, the highest ranking administrative officer will preside: the Dean, the Department Chair (if applicable), the program coordinator, or the committee chair.

IV.A.2. Time

There will be at least three regular meetings of the faculty during each of the two semesters of the academic year. The Provost will set the dates for the meetings, in consultation with the President. The first meeting will be held during the week prior to the beginning of the fall semester or immediately after the semester begins, by which time the Provost will have notified the faculty of the other meeting dates.

IV.A.3. Procedures

IV.A.3.a. Presiding Officer

The President will preside at meetings of the faculty or may designate the Provost or a member of the faculty to preside.

IV.A.3.b. Agenda and Order of Business

Faculty meeting agendas will be prepared by the Provost. Items for the agenda from the President, the Provost, the Faculty Senate, standing committees, other interested groups, and members of the faculty should be submitted one week prior to the faculty meetings. All items submitted for the agenda will be placed on the agenda or referred to an appropriate committee for consideration.
The order of business at regular faculty meetings will be as follows:

- Invocation
- Minutes of Previous Meetings
- Reports of Officers of the College
- Academic Announcements and Information
- Unfinished Business
- New Business
- Reports of the Faculty Senate
- Reports of Standing Committees
- Other Committee Reports
- Additional Announcements
- Adjournment

The order of business at any faculty meeting may be temporarily suspended by a two-thirds vote of the voting members present when a quorum is present.

IV.A.3.c. Use of Robert's Rules of Order

The rules of procedure for faculty meetings will be those of the latest edition of Robert's Rules of Order, as applicable. At any faculty meeting the rules of procedure may be temporarily suspended by a two-thirds vote of the voting members present when a quorum is present.

IV.A.3.d. Quorum

A quorum will consist of fifty percent of the full-time faculty.

IV.A.3.e. Voice and Voting Privileges

The following have the privilege of both vote and voice at college-wide faculty meetings:

- Tenured faculty members
- Tenure-track faculty members
- Full-time faculty members holding renewable faculty contracts and faculty members on terminal contracts who were employed during the previous year on the basis of renewable faculty contracts
- Professional librarians (see Section III.C.2.e., “Professional Librarians”)
- Officers of the college, that is, the President, the Provost, the Vice President of Finance and Administration, the Vice President and Dean of Student Development, the Vice President for Advancement, and the Vice President for Enrollment Management, as well as all academic Deans
- Artists- or Scholars-in-Residence
The following have the privilege of voice without vote at college-wide faculty meetings:

- The registrar
- Professors emeriti
- Visiting faculty members
- Part-time faculty members

IV.A.3.f. Special Meetings

Special meetings will be called as often as necessary by the President, by the Provost, or by the Faculty Senate upon request by ten or more members of the faculty. Requests by the Faculty Senate should be in writing and should include the purpose of the proposed meeting as well as faculty member signatures. Requests for special meetings should be submitted to the President, who will determine the date, time, and place of the special meeting.
IV.B. Faculty Senate

IV.B.1. Purposes and Procedures

The Faculty Senate is the elected body of the faculty responsible for the review and formulation of policies affecting the faculty. It is the liaison between the faculty and the administration. The Faculty Senate forwards, after two-thirds approval of the entire faculty, issues of concern to the chair of the Board of Trustees and the chair of the Board of Trustees’ Academic Affairs Committee. (The Faculty Senate chair is encouraged to communicate with the Provost and President about this beforehand.) The Faculty Senate chair also may attend meetings of the Board of Trustees at the Board of Trustees’ invitation.

The task of the Faculty Senate is to consider matters of concern to the faculty, and to review the work of the committees, receiving reports and suggestions from them. On the basis of its own deliberations and its responses to the committees’ reports, the Faculty Senate makes recommendations on policy to the faculty and the administration. The Faculty Senate meets at least six times during the academic year. Its meetings are open to all members of the faculty.

Recommendations for committee appointments are made by the Provost to the President after consultation with the Faculty Senate and after members of the faculty indicate their top three preferences for service in the year to come at the final faculty meeting of the year. The Faculty Senate also approves faculty representation on the Anti-harassment Policy Facilitator Committee (APFC). (See the Employee Handbook, available online at https://www.flsouthern.edu/insidefsc//HR/PDF/EmployeeHandbookFSC-3-24-10w-Pic1.pdf).

The secretary of the Faculty Senate will make available the minutes of the Faculty Senate’s most recent meeting to the members of the faculty and the administration no later than 48 hours prior to each regular faculty meeting, with the exception of the first faculty meeting of the year. The minutes will be posted on the Faculty Governance web page on the FSC portal. The Faculty Senate may submit agenda items no later than one week before any regular faculty meeting. The Faculty Senate may call a special meeting of the faculty whenever necessary by following the procedures in Section IV.A.3.f., “Special Meetings.”

IV.B.2. Composition

The Faculty Senate consists of thirteen elected representatives from the full-time faculty with the Provost serving ex officio without vote.

Eight of the thirteen faculty members elected will represent the eight schools and divisions—one each from business and economics; education; and nursing and health sciences; and one each from communication; fine and performing arts; humanities; natural sciences and mathematics; and social and behavioral sciences. These eight senators will be elected by written ballot at school and division meetings prior to the last general faculty meeting of the academic year. The other five senators will be elected at-large by a vote of the general faculty at the last faculty meeting of the
academic year in the process described in Section IV.B.2.a. Librarians and senior librarians are eligible for election to at-large terms. The term of each elected member is three years, and no more than two terms may be served successively. Elections are staggered so that four senators are elected in each of two years, and five senators are elected in the third year of a three-year cycle. The thirteen Faculty Senate positions will be chosen in three year-classes according to the following schedule to provide for staggered terms:

- Class A: business and economics; fine and performing arts; two at-large senators
- Class B: nursing and health sciences; natural sciences and mathematics; two at-large senators
- Class C: communication; humanities; social and behavioral sciences; education; one at-large senator

IV.B.2.a. At-Large and Alternate Member Elections

In addition to the thirteen senators elected, one alternate will also be elected on an at-large basis each year to serve a term of one year. The alternate is expected to attend all meetings of the Faculty Senate, and in the absence of a senator will assume all responsibilities of a senator, including voting. The alternate senator is elected in the same process designed to choose the at-large senators, which is described in the following paragraphs.

Nominations for the at-large position(s) to be elected in a particular year (see classes above in Section IV.B.2.) should be received by the Faculty Senate secretary no later than one week after the next to last faculty meeting of the year. Faculty members may nominate themselves or others (with prior consent) by sending an anonymous memo. An informational ballot will be distributed to members of the faculty one week prior to the last faculty meeting, at which the election will be held.

On any ballot a total number of votes at least equal to a majority of those present and casting a valid ballot is required for the election of a candidate. On the first ballot all candidates receiving such a majority will be declared elected. Ballots cast with either more or fewer names than the number of candidates to be elected are invalid and will not be counted.

In the event that the faculty fails to elect the total number of at-large members required in that year’s class (see classes above in Section IV.B.2.), a second ballot will be conducted. The candidates eligible will be no more than twice the number of persons still to be elected. These candidates will be those receiving the highest number of votes but not elected on the previous ballot. For example, if one person were elected on the first ballot, one more position would still need to be filled. The second ballot would consist of the names of the two persons who received the most votes on the first ballot without being elected. In the event of a tie number of votes among those with enough votes to qualify otherwise, all such candidates would remain eligible. The nominee not elected on the second ballot will serve as the alternate. The alternate to the Faculty Senate is excused from service on standing committees.
IV.B.2.b. Vacancies

A vacancy among senators who represent one of the schools or divisions listed above will be filled by an election held in the school or division. A vacancy in an at-large seat will be filled by a vote of the general faculty. If the vacancy for a school, or division, or at-large seat would leave time in that term of more than one academic year (or the equivalent), the unexpired term to which the senator is being elected will count as a full-term of service as a senator, and would be considered part of the two consecutive term limit.

IV.B.2.c. Restriction

No member of the Faculty Senate may serve simultaneously on the Faculty Professional Interests Committee.
IV.C. Committees

IV.C.1. Membership

At the last regular faculty meeting of every academic year, members of the faculty may express preferences for committee service by identifying three committees on which they prefer to serve. The President, having received recommendations made by the Provost in consultation with the Faculty Senate over the summer, will appoint faculty members to all committees at or before the first regular faculty meeting of the next academic year, with exceptions as noted herein.

The President is an *ex officio* member of all committees of the faculty, the college, and the Board of Trustees. The Provost is an *ex officio* member of all committees and subcommittees of the faculty that relate to academic matters. *Ex officio* members of committees may not vote, unless otherwise indicated herein.

In addition, the Provost will consult with the Vice President and Dean of Student Development and the President of the Student Government Association (SGA), and appoint one or two student members to all standing committees, except the Faculty Senate, the Faculty Professional Interests Committee, the Faculty Appeals Board, and the Academic Appeals Board. With the exception of the Student Accountability and Honor Code Infraction committees, students serve as non-voting members of the committees to which they are appointed. Committee representation is shown in detail on the following pages in Figure 7.
<table>
<thead>
<tr>
<th>FACULTY SENATE AND COMMITTEE COMPOSITION</th>
<th>School/ Division Representatives</th>
<th>At-Large Representatives</th>
<th>Ex Officio Representatives Without Vote Unless Indicated by V</th>
<th>Student Representatives</th>
<th>Alternates</th>
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<tbody>
<tr>
<td>Faculty Senate</td>
<td>8</td>
<td>5</td>
<td>“The President is an ex officio member of all committees of the faculty . . . [and] . . . the Provost is an ex officio member of all committees and subcommittees of the faculty that relate to academic matters.” —Faculty Handbook, Section IV.C.1.</td>
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<tr>
<td>Academic Appeals</td>
<td>8&lt;sup&gt;a&lt;/sup&gt;</td>
<td>0</td>
<td>Associate Provost</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Academic Standards, Assessment, and Improvement</td>
<td>8</td>
<td>2</td>
<td>Academic Deans Registrar Student Solutions Center Representative IR Director Student Development Representative</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Candidate Interview</td>
<td>0</td>
<td>5-7</td>
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<tr>
<td>Curriculum</td>
<td>8</td>
<td>0</td>
<td>Academic Deans Library Director Registrar</td>
<td>2</td>
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<tr>
<td>Faculty Appeals Board</td>
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<tr>
<td>Faculty Enrollment Management</td>
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<td>5</td>
<td>VP for Enrollment Management Admissions Director Associate VP for Student Support IR Director</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Faculty Professional Interests</td>
<td>8&lt;sup&gt;b&lt;/sup&gt;</td>
<td>0</td>
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<td>0</td>
<td>2&lt;sup&gt;b&lt;/sup&gt;</td>
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<tr>
<td>General Education</td>
<td>10&lt;sup&gt;h&lt;/sup&gt;</td>
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<td>Academic Deans Registrar</td>
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<tr>
<td>Graduate Council</td>
<td>3&lt;sup&gt;c&lt;/sup&gt;</td>
<td>1&lt;sup&gt;c&lt;/sup&gt;</td>
<td>Associate Provost Community Education Director Library Director Registrar</td>
<td>1&lt;sup&gt;d&lt;/sup&gt;</td>
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</tbody>
</table>

<sup>a</sup> Includes 2 at-large representatives

<sup>b</sup> Includes 2 at-large representatives

<sup>c</sup> Includes 1 at-large representative

<sup>h</sup> Includes 1 at-large representative

<sup>d</sup> Includes 1 at-large representative
<table>
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<tr>
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<th>Student Representatives</th>
<th>Alternates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Program</td>
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<td>0</td>
<td>Associate Provost</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Library and Archives</td>
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<td>0</td>
<td>Library Director College Archivist CIO</td>
<td>2†</td>
<td>0</td>
</tr>
<tr>
<td>Religious Life</td>
<td>0</td>
<td>3</td>
<td>Provost or Provost’s Designee√ Chaplain√ VP &amp; Dean of Student Development√ Religion Program Coordinator√</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Student Accountability</td>
<td>0</td>
<td>5†</td>
<td>NCAA Faculty Representative√</td>
<td>6†</td>
<td>0</td>
</tr>
<tr>
<td>Technology</td>
<td>9◊</td>
<td>0</td>
<td>VP of Finance &amp; Administration CIO</td>
<td>2</td>
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</tr>
</tbody>
</table>

a. A faculty member whose grade is being appealed may not serve. The Provost may request a faculty member from the discipline of the grade appeal (or a closely related discipline) to attend a meeting.
b. Beginning in 2014-15, all FPIC members and alternates must hold tenure.
c. One each from business, education, nursing and health sciences, all with graduate faculty status; and one from the committee chair’s discipline, also with graduate faculty status.
d. Including one graduate student
e. Including two who have taught in FSC’s honors program
f. Including at least one who teaches in the evening or graduate program
g. Including one librarian
h. In addition to eight school/division representatives, there shall be one laboratory sciences representative and one meaning-and-value representative. The meaning-and-value representative shall be a faculty member who has taught at least one Meaning and Value SLO general education course in the previous year.
i. Student representatives may cast votes on the Student Accountability Committee.
IV.C.2. Selection of Chairs and Secretaries

At its last meeting of an academic year, each committee will elect a chair to serve for the following academic year. The individual elected to serve as chair will be guaranteed a place on the committee during the next academic year. The committee will report the name of the faculty member elected to the Provost before the end of the academic year. Each committee will elect a secretary at its first meeting every academic year. These selections will be made in this manner unless indicated otherwise herein.

IV.C.3. Meetings and Minutes

Every committee should meet as needed, with three times per semester as a minimum guideline. The presence of fifty percent of committee members constitutes a quorum. If a quorum is not met, the committee should reschedule the meeting. Following each committee meeting, the committee secretary should forward to the Senate a report listing all agenda items, motions passed, concerns, and suggestions for the Senate to consider. Copies of the minutes of all the committees, except the Faculty Appeals Board, should also be forwarded promptly to the Provost’s office. Minutes are posted on the FSC intranet under “Faculty Governance.”

Following

Special note regarding Faculty Appeals Board meeting minutes: The Faculty Appeals Board will submit its minutes, reports, and recommendations directly to the President. The President may refer FAB recommendations regarding general policy to the Faculty Senate. The Faculty Senate may make recommendations on such matters to the faculty and the President.

IV.C.4. Committee Service Assignments

Faculty member service on committees is the means for carrying out many kinds of work required to support FSC’s academic and other programs. In addition, committee work is an important mechanism by which faculty members express specific concerns and make recommendations about issues affecting them in the conduct of their work.

Assignments to committees should be made in such a way that the burden of the work is shared equitably, and should take into account the overall responsibilities of faculty members so as not to overburden any one faculty member. Faculty members may serve on more than one committee at the Provost’s or the Faculty Senate’s request.

IV.C.5. Open Meetings and the Right to Speak

Faculty committee meetings are open to all faculty members, except for meetings of the Faculty Appeals Board and the Faculty Professional Interests Committee (if meeting in closed session). Faculty members who are not appointed or elected members of particular committees may speak at their meetings at the discretion of the committee chairs.
IV.C.6. Standing Committees: Charges and Procedures

IV.C.6.a. Academic Appeals Board

The Academic Appeals Board serves as a review board for grade appeals. Procedures for grade appeals are included in Appendix G, available online at www.flsouthern.edu/academics/faculty/appendices.htm.

See Figure 7 for the committee’s composition.

IV.C.6.b. Academic Standards, Assessment, and Improvement Committee

The Academic Standards, Assessment, and Improvement Committee (ASAIC) functions as an advisory body to the Provost to ensure that the college has formulated educational goals consistent with FSC’s mission statement and also to ensure that the schools are meeting stated student learning outcomes through the use of appropriate curricula and teaching techniques. The committee develops procedures for assessing FSC’s progress toward its goals, and uses the results to improve institutional programs, services, and operations. In overseeing academic programs, the committee recommends policies related to academic standards, suspensions, dismissals, grade appeals, and the awarding of academic honors and prizes. The committee also plays a strategic role in preparation for SACS reaccreditation.

In addition to its other functions, the committee elects from among its number four faculty members and one alternate to serve on the Honor Code Infraction Review Board. At the time of this election, which is held at the committee’s first regular meeting of the year, the four members elected choose one of their number to serve as the chair of the Honor Code Infraction Review Board. Service on the Honor Code Infraction Review Board is not term-limited, as long as board members continue to serve on the ASAIC. The hearing process of this board is described in the Honor Code, Appendix B, available online at www.flsouthern.edu/academics/faculty/appendices.htm.

See Figure 7 for the committee’s composition.

IV.C.6.c. Candidate Interview Committee

The Candidate Interview Committee meets as needed to interview candidates for faculty positions and provide the Department Chair (if applicable), Dean, and Provost with confidential observations on candidates’ potential for excellence in advising, engaged learning, and leadership, using a form available online at www.flsouthern.edu/academics/faculty/Forms.htm. Committee members are appointed annually by the Provost.

See Figure 7 for the committee’s composition.
IV.C.6.d. Curriculum Committee

The Curriculum Committee oversees all matters relating to undergraduate curriculum and instruction. Committee members should remain informed about developments in educational policy at FSC as well as at other institutions. The committee monitors the success of FSC’s educational practices, makes appropriate recommendations when necessary, and may refer questions and concerns specifically about the use of appropriate curricula and teaching techniques in order to meet stated student learning outcomes to the ASAIC. The committee makes recommendations concerning degrees offered, graduation requirements, and course offerings in relation to the student learning outcomes in the various areas of study, as well as examining FSC’s long-range educational policies.

See Figure 7 for the committee’s composition.

IV.C.6.e. Faculty Appeals Board

Although many items are referred to the Faculty Appeals Board (FAB) by the FPIC, the FAB does not re-hear the details of issues heard by the FPIC. (FPIC functions are described in detail below, in Section IV.C.6.g.) Therefore, faculty members should not lodge an appeal with the FAB because they are unhappy with a decision rendered by the FPIC. Rather, faculty members should appeal to the FAB only when they believe that a procedural impropriety occurred in an FPIC hearing or during consideration of promotion and/or tenure applications.

The term procedural impropriety refers to a significant failure to follow applicable processes and procedures which results in a demonstrated, material, adverse consequence to the faculty member. Procedural improprieties may include but are not limited to the following examples:

- Failure to provide notice of non-reappointment within required time periods
- Failure of the TTC, the FPIC, or any similar successor body to include in its consideration some portion of the information and/or documentation submitted by a faculty member in support of an application for promotion or tenure
- Failure to follow a procedural step in the tenure review process
- Failure to create a properly constituted peer review group for the promotion or tenure process

FAB members determine whether the alleged procedural impropriety occurred, whether it made a difference in the FPIC’s decision, and whether the faculty member deserves a re-hearing by the FPIC, or other action (for example, in cases of denial of promotion or denial of tenure), as a result.

The FAB hears procedural appeals on issues dealing with the following:

- Termination of employment or placement of a faculty member on a terminal employment contract
Charges of professional incompetence (for example, imposition of a performance improvement plan)

- Violation of academic freedom
- Denial of promotion
- Denial of tenure

IV.C.6.e.(1) Hearing Procedures

IV.C.6.e.(1)(a) Definitions and Overview. For the purposes of describing the FAB’s hearing procedures, the following definitions apply. Petitioner refers to the person filing an appeal, and respondent(s) refers to any personnel making the decision that is being appealed.

All hearings before this committee are held in closed session. A full statement of appeal procedures will be provided to the petitioner before the hearing. Because such hearings are internal, legal counsel may not be present at the hearing(s). Any member of the FAB who has a conflict of interest or cannot render an impartial judgment will be disqualified, and an alternate will hear the particular case. An alternate may also be assigned to a case in the event of conflict of interest. All materials concerning the case will be deposited with FSC’s human resources director.

IV.C.6.e.(1)(b) Filing an Appeal. The following steps occur: Within 30 calendar days of the written notification of an adverse decision, the petitioner is required to supply the human resources director with a written statement of appeal setting forth facts, issues, and arguments in support of the appeal, keeping in mind that appeals are made only regarding alleged procedural errors. The petitioner’s written statement should address only such allegations, not the entire case. The human resources director will send this statement of appeal to the FAB chair. A copy of the statement will be provided to the respondent(s).

Within 15 calendar days of receipt of the petitioner’s written statement of appeal, the respondent(s) and the FPIC chair are required to supply a written response to the FAB chair setting forth facts, issues, and arguments in support of their decision. A copy of the response will be supplied to the petitioner by the FAB chair.

Within the next 15 calendar days, the FAB chair will convene a meeting to review the petition and response. At this meeting, the FAB will determine if there is sufficient cause to believe that a procedural error warranting a hearing has occurred. The FAB chair will notify the petitioner and the respondent(s) of the FAB’s determination.

FAB hearings are required to be held within 30 calendar days of the first meeting of the FAB at which a particular complaint is considered. The FAB chair will notify both parties of the hearing date. The hearing date may be rescheduled one time for cause upon a good faith request of either party.

No later than seven days before the hearing, each party is required to provide the human resources director with a complete list of witnesses and an explanation of their relevance to the case. The
human resources director will then provide the petitioner and the respondent(s) with a list of the witnesses; the human resources director will also notify the witnesses of the time and date of the hearing.

IV.C.6.e.(1)(c) The Hearing. The following rules apply: Each party will have 60 minutes to present his or her case to the FAB. Each party will also be allowed one rebuttal lasting no more than 10 minutes. The petitioner will be heard first, followed by the respondent(s). Witnesses are permitted to be present only when presenting evidence. At any time during the hearing, members of the FAB may direct questions to the parties and/or witnesses.

Within 14 calendar days after the hearing, a recommendation based on a majority vote of five voting members of the FAB will be communicated to FSC’s President. The final recommendation will be provided to both parties. The FAB reserves the right to request additional information from any party before rendering a decision.

IV.C.6.e.(1)(d) Final Recommendation. The FAB may recommend to the President that the original decision of the respondent(s) be upheld, reversed, or modified, and the recommendation should include the FAB’s rationale. Upon request by the President, the FAB will also provide the names of all persons heard during the case and a detailed summary of their individual statements. The President may also meet with the FAB to learn additional details. The decision of the President is final and binding.

IV.C.6.e.(2) FAB Elections. The FAB’s members and alternates are elected by the faculty to one five-year term each, with no consecutive terms. All members and alternates should have served at least seven years as faculty members at FSC. The elections are staggered and carried out by written ballot at the last faculty meeting of each year, with one member and one alternate being elected annually. Academic Deans and current FPIC members are ineligible for FAB membership. A majority of faculty members present and voting is necessary to elect either a member or an alternate (members and alternates are elected separately).

Note: If a member or alternate is not elected on the first ballot, a second ballot will be taken on those with the three highest vote totals, or tied for the three highest vote totals. If a member or alternate is not elected on a second ballot, a third ballot will be taken on the two highest vote total recipients, or on those tied for the two highest vote totals.

See Figure 7 for the committee’s composition.

IV.C.6.f. Faculty Enrollment Management Committee

The Faculty Enrollment Management Committee allows faculty members to engage with staff members regarding the activities of FSC’s enrollment management office. The committee makes recommendations concerning FSC admission policies and monitors and discusses admission data and strategies. The committee reviews retention data and monitors progress on FSC’s retention plan. In addition, the committee discusses and makes recommendations regarding the
achievement of FSC’s overall enrollment goals and discusses ways for faculty members to be involved in FSC’s admissions and retention efforts.

See Figure 7 for the committee’s composition.

IV.C.6.g. Faculty Professional Interests Committee

The Faculty Professional Interests Committee (FPIC) has two significant functions. First, as part of its charge to attend to issues of professional concern, the FPIC develops and recommends policies and procedures governing academic freedom, promotion and tenure, sabbaticals, summer stipends, faculty-student mentorship programs, summer faculty-student collaborations, flexible schedule/assignment reduction requests, and other faculty opportunities and rights. The FPIC also reviews and makes recommendations on portfolios, proposals, and requests with regard to the following: promotion, tenure, summer stipend awards, summer faculty-student collaborations, sabbatical leaves, and flexible schedule/assignment reductions, as described elsewhere in this handbook. If during its study of policies and procedures, the FPIC identifies general matters of concern to the faculty or questions regarding issues of policy that affect the faculty, the committee will refer these matters directly to the Faculty Senate, along with any questions, concerns, and recommendations. The FPIC chair will inform the President and Provost of any such referrals to the Faculty Senate.

Second, the FPIC serves as a hearing body in response to faculty requests on the following issues:

- Termination of employment or placement of a faculty member on a terminal employment contract
- Charges of professional incompetence (for example, imposition of a performance improvement plan)
- Violation of academic freedom

In such cases, the complaining faculty member will provide the FPIC chair with a written statement of concern within 30 calendar days of an event or notification of a decision related to one or more of the above-listed issues. The faculty member’s written statement should include the facts, issues, and reasons for the request for a hearing, as well as any documents that the faculty member will be relying on to make his or her case. Within the next 15 calendar days, the chair will talk with anyone cited in the complaint, and based on the information obtained, will meet with members of the FPIC to determine if grounds for a hearing exist. In making its determination of the need for a hearing, the FPIC may consider the likelihood of an outcome different from what has eventuated if the complaining faculty member’s argument is upheld. The FPIC will notify the complaining faculty member of its decision regarding a hearing.

If a hearing is to be held, it will take place within thirty days of the FPIC chair’s receipt of the written complaint. The petitioner and all persons named in the complaint will be invited to the hearing. The FPIC may also invite other parties whom it judges may be helpful to the committee’s deliberations. Both the complaining faculty member and the subject of the complaint may suggest
other parties to be invited to the hearing. However, parties to the hearing may not be represented in the hearing by lawyers.

No later than seven days before to the hearing, the complaining faculty member and the person who is the subject of the complaint will submit all documents in the case to the FPIC chair. FPIC hearings may be conducted in the same manner as the procedures for hearings outlined for the FAB in Section IV.C.6.e.(1)(c), or may be conducted in such other manner as the chair and members of the committee determine is appropriate, for example, extending additional time for the presentation of the case and any rebuttal and testimony.

Within 15 days after the hearing, the FPIC will provide its decision and the rationale for the decision to the petitioner, the person(s) named in the complaint, and the Provost. (If the person named in the complaint is the Provost, then the FPIC will provide its decision and the rationale for the decision to the petitioner, the Provost, and the President.) If the person named in the complaint is the petitioner’s academic Dean or the Provost, the FPIC will also provide a list of the people heard by the FPIC, a detailed summary of their individual statements, and any written material presented by anyone heard. Should the decision be appealed to the FAB, the FAB chair may also request of the FPIC chair a list of the people heard by the FPIC, a detailed summary of their individual statements, and any written material presented by anyone heard. (The FPIC chair will provide this information to assist the FAB in making a decision on whether to hear an appeal based on procedural questions.)

**FPIC elections are conducted as follows:** The FPIC consists of one faculty member (beginning in 2014-15, one tenured faculty member) elected by each of the schools and/or divisions, and two alternates elected by the entire faculty on an at-large basis. Full and associate professors who have accumulated at least seven years of service as faculty members at FSC are eligible for election to this committee. The five divisions within the arts and sciences school and the three remaining schools elect their representatives by written ballot at the last division or school meeting of the academic year. The school and division representatives are elected to staggered three-year terms, and no FPIC member may serve more than two terms consecutively. Subject to a majority vote of faculty members present, schools and divisions may establish their own rules for conducting their elections in the event that no one is elected by a majority of those voting on the first ballot. In the event of vacancies, elections should be held as needed for either a temporary alternate or a permanent replacement.

The two alternate members are elected every year on an at-large basis by written ballot at the last faculty meeting of the year. The alternate members are nominated by the schools and divisions following the election of their representatives (one nominee from each school and/or division). The nominees are submitted to the Faculty Senate for election by majority vote of faculty present at the last faculty meeting of the academic year.

The committee’s composition is included in Figure 7.
IV.C.6.h. General Education Committee

The General Education Committee oversees all matters relating to the general education curriculum. The committee reviews and makes decisions concerning course offerings in general education, conducts periodic reviews of general education requirements, and recommends methods of assessment to the ASAIC. The committee also assures that requirements are consistent with accreditation standards and best practices in higher education.

See Figure 7 for the committee’s composition.

IV.C.6.i. Graduate Council

The Graduate Council exercises general oversight of FSC’s graduate and related post-baccalaureate programs. The council is concerned with matters relating to the graduate program(s) such as admissions, faculty credentials, all curricular matters (as the standing curriculum committee for graduate programs), syllabi, degree requirements, and academic standards. When dealing with curricular matters, the council will follow the same procedures as the Curriculum Committee.

See Figure 7 for the committee’s composition.

IV.C.6.j. Honors Program Committee

The Honors Program Committee is concerned with all matters relating to the honors program, including recommendations on the design and implementation of the program, selection of interdisciplinary courses, scheduling of honors courses, assessment of individual courses as well as the overall program, and recognitions of students who are members of the honors program. The committee also reviews program proposals for honors-in-the-major and makes recommendations to the Provost regarding such proposals.

See Figure 7 for the committee’s composition.

IV.C.6.k. Library and Archives Committee

The Library and Archives Committee works to improve access to and use of information resources, and to maximize the impact of greater access and use on teaching and learning. Committee members advise and consult the library director, the librarians, and the archivist on matters pertaining to library and archives programs, policies, administration, and use, and share information with the faculty and the student body.

See Figure 7 for the committee’s composition.
IV.C.6.l. Religious Life Committee

The Religious Life Committee considers ways and means of enriching the religious life of the college community, and reviews the activities of campus ministries and their relation to FSC’s mission. The Chaplain is the convener of the committee.

See Figure 7 for the committee’s composition.

IV.C.6.m. Student Accountability Committee

The Student Accountability Committee (SAC) reviews cases of student misconduct that are deemed serious enough to warrant suspension or expulsion from FSC. Additional, more detailed information concerning the committee’s function appears in the Student Handbook, available online at www.flsouthern.edu/student_life/studenthandbook/. The SAC may be used for the following types of cases:

- Cases referred directly to the committee by Office of Student Development staff members
- Appeals after an officer of the college has found it necessary to exercise immediate disciplinary action under unusual circumstances (for example, cases in which a threat is posed to the health or welfare of a student or other member of the FSC community)

Faculty members will hear the cases that come before the committee along with all other members of the committee. Faculty members of the SAC will also form a core group of trained faculty members from which a student may choose an advisor during the hearing process. If a member of the committee is chosen by a student to serve as an advisor, that faculty member will not hear the case, but will participate in the role of advisor only.

Procedures for SAC hearings are outlined in Appendix H, “Student Accountability Hearing Process,” available online at www.flsouthern.edu/academics/faculty/appendices.htm.

See Figure 7 for the committee’s composition.

IV.C.6.n. Technology Committee

The Technology Committee makes recommendations regarding the continued development and maintenance of FSC’s technological infrastructure. The committee seeks the input of the FSC community to help determine FSC’s technology needs and to continue to implement the information technology (IT) master plan. The Technology Committee regularly reviews IT training and makes recommendations regarding additional training opportunities.

See Figure 7 for the committee’s composition.
IV.C.7. Special Committees

From time to time, the President or the Provost may appoint faculty members to special committees created to address specific issues or challenges. Sometimes such committees may have the characteristics of an ad hoc body charged to consider a particular issue in a narrow context without considering the issue’s wider implications. (Therefore, presumably, an ad hoc committee exists for a relatively short time.) On other occasions, such committees may resemble a task force: The group is temporarily assembled under one leader to achieve a certain objective, and depending on the complexity involved in achieving the objective and the need for follow-up action once the objective has been achieved, the group may be active for an extended period of time. The Transitional Tenure Committee (TTC) is a good example of such a group. Depending on the nature and extent of the special committee’s charge, faculty members asked by the President and/or the Provost to serve on special committees may be encouraged to relinquish service on standing committees.

If representation from the schools and divisions is required for a presidential committee, the Provost will consult the academic Deans as well as the Faculty Senate, and will recommend school and division representatives to the President, who will make the appointments.
HANDBOOK STYLE

The Faculty Handbook adheres to all rules of style in FSC’s Style and Graphic Standards Manual, with the following exceptions to the capitalization rules for certain words used in the titles of FSC’s senior administrative positions:

- When used as part of an official title or used as a noun, president is capitalized, but refers to any incumbent at any time, not specifically to the current incumbent.
- When used as part of an official title or used as a noun, provost is capitalized, but refers to any incumbent at any time, not specifically to the current incumbent.
- When used as parts of official titles or used as nouns, vice president, athletic director, and chaplain are capitalized, but refer to any incumbents at any time, not specifically to the current incumbents.

In addition, exceptions to the capitalization rules in the Style and Graphic Standards Manual are made for certain words used for other administrative positions, as follows:

- When used as part of an official title or used as a noun, dean is capitalized, but refers to any incumbent at any time, not specifically the current incumbent.
- When used as part of an official title or used as a noun, department chair is capitalized, but refers to any incumbent at any time, not specifically the current incumbent.
GLOSSARY

academic year—traditionally a nine-month period during which classes are taught; usually beginning August 15th and ending May 15th or as otherwise specified in faculty contracts issued annually to faculty members by the Provost (see Section III.H.3., “Employment Period”)
ASAIC—Academic Standards, Assessment & Improvement Committee
Board of Trustees—refers to the Board of Trustees of Florida Southern College, unless stated otherwise
constructive time—credit for years of service at other institutions counting toward tenure, or in the case of professional librarians, toward promotion
current—in Section III.G. of the handbook, refers to faculty members in FSC’s employ as of academic year 2009-2010
division—refers to the five constituent parts of the arts and sciences school: communication, fine and performing arts, humanities, natural sciences and mathematics, social and behavioral sciences.
While the position of division chair ceased to exist in 2012, the divisional structure continues to operate for the purposes of representation on specified Senate committees.
FAB—Faculty Appeals Board
FAR—Faculty Activity Report
FPIC—Faculty Professional Interests Committee
FSC—Florida Southern College
full-time faculty—those appointed to teach and advise, carry out scholarly and/or creative work, and engage in service to the college on a full-time basis (see Section III.C.2.d. for additional information), including full-time professional librarians
IRB—Institutional Review Board (for human subject research proposals)
President—refers to the President of Florida Southern College, unless stated otherwise
procedural impropriety—a significant failure to follow applicable processes and procedures which results in a demonstrated, material, adverse consequence to the faculty member
renewable faculty contract—contract for employment for one academic year with the possibility but no guarantee of renewal
SAC—Student Accountability Committee
SACS—Southern Association of Colleges and Schools
school—refers to the four constituent parts of the teaching body of FSC: arts and sciences, business and economics, education, nursing and health sciences
TCC—Transformational Curriculum Committee
terminal contract—contract for employment for one academic year with no expectation of renewal, and no notice of termination required
TTC—Transitional Tenure Committee
voting privileges—at college-wide faculty meetings, the privilege to vote held by tenured faculty members; tenure-track faculty members; faculty members holding renewable faculty contracts and faculty members on terminal contracts who were employed during the previous year on the basis of renewable faculty contracts; professional librarians; and officers of the college, that is, the President, the Provost, the Vice President of Finance and Administration, the Vice
President and Dean of Student Development, the Vice President for Advancement, and the Vice President for Enrollment Management, as well as all academic Deans

*year*—refers to an academic year, unless stated otherwise (see *academic year* above)
LIST OF APPENDICES

All appendices are available online at www.flsouthern.edu/academics/faculty/appendices.htm.

A. The Social Principles of the United Methodist Church
B. The Honor Code
C. FSC 101: Guide to the Roux Library and More
D. Faculty Senate Statement on Controversies in the Classroom: Teaching Tolerance and Understanding through Dissonance
E. Recommendations and Requirements for Course Syllabi
F. Human Subject Research
G. Grade Appeal Process
H. Student Accountability Hearing Process
I. Department Chair/Program Coordinator Responsibilities
INDEX

Being updated and will be available online.