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2024-2025

Wingate University
Faculty Guide

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Introduction

The purpose of this Faculty Guide is to assemble information, policies, and procedures that routinely or specifically apply to those Wingate University employees who serve as faculty. This Faculty Guide outlines matters pursuant to the principles of academic freedom, practices related to the recruitment, evaluation, development, and expectations of faculty, as well as definitions and practices related to rank, grievance, and special circumstances. This guide is not intended as, nor should it be construed as an employment contract or binding agreement between the University and any faculty member; and it does not create any binding obligations for the University. The University reserves the right to interpret the policies contained herein. The Wingate University Employee Handbook contains general employment information and policies including, for example, the University's equal employment opportunity and non-harassment policies—that also apply to faculty members. To the extent there is any inconsistency between this Guide and the Wingate University Employee Handbook with regard to the treatment of any faculty member, the Employee Handbook shall govern.

Faculty are denoted by their primary roles related to work in teaching, scholarship, and service. In the case of the Provost, academic deans, and program directors, and in other rare instances deemed appropriate by the President and the Board of Trustees, an individual may be considered a member jointly of the faculty and the administration. In the event such dual status is granted, the individual's employment relationship as member of the faculty is covered by provisions pertinent to faculty members, and, in the capacity as administrator, the individual is covered by provisions pertinent to administrators.

This version of the Faculty Guide was adopted in the Spring of 2022. Any subsequent and substantial revision of a specific section of the Faculty Guide is indicated at the end of that section. It will be the ongoing expectation that the most current version of the Faculty Guide will be kept on the Academic Affairs web page. Periodic revisions will occur with the collaboration of the Faculty Senate and Executive Leadership Team.

The University and Its Governance

Section 1 – The University

1.1 History in Brief

Wingate was established in 1896 by the Baptist Associations of Union County in North Carolina and Chesterfield County in South Carolina. Public schools were unavailable in the rural areas of the Carolina Piedmont; therefore, in its earliest days, Wingate offered a complete literacy education from first grade through high school. One hundred seventy-five students attended the first year and enrollment peaked at just under three hundred in 1904.

As the state expanded its public schools, Wingate gradually moved toward boarding students and concentrated on the upper years of high school. As the private prep school era waned and public school became increasingly available, Wingate, in 1923, expanded its educational vision, offering the first two years of baccalaureate education. In the same year, Wingate became one of several institutions supported by the Baptist State Convention of North Carolina.

During the Great Depression, Wingate faced dire financial times. The Baptist Convention withdrew its support in 1930, students had little or no money for tuition, faculty occasionally went unpaid, and in 1932, the administration building burned to the ground. Despite these hardships, classes soon resumed in the rooms of Wingate Baptist Church, adjacent to the campus. Within a few years a new central building arose on the ashes of the old, this time in brick, attesting to the determination of Trustees and local Baptists to keep the school alive. That central building, memorializing President C.C. Burris, today houses student classrooms and faculty offices.

After World War II, Wingate grew in scale and scope. Returning veterans stabilized the enrollment, North Carolina Baptists resumed their financial support of the College in 1949, and the Southern Association of Colleges and Schools granted membership and accreditation to Wingate in 1952. New recruitment strategies were implemented to grow the student body. In 1955, President Budd Smith engaged Kannapolis textile magnate Charles A. Cannon of Kannapolis in the potential of the school. Cannon saw Wingate as a place where the children of textile workers and others in the middle class might receive opportunities in higher education. He invested in the renewal of the physical plant, improving the facilities for the growing student body, which reached 1,500 in the late 1960s. Along the way, new curriculum and programs were added.

With its added stability, Wingate turned to the future with new confidence, moving from a two-year program of study to a four-year college. In 1977, Wingate added upper-level college courses and majors and granted its first baccalaureate degrees in 1979. Other majors and graduate degrees in education and in business were added during the 1980s, establishing Wingate's commitment to a quality educational experience for new generations of students. In 1995, during the school's Centennial, the Board of Trustees formally voted to acknowledge Wingate's continued growth by changing its status to University. Continuing its expansion into needed areas of education, the University added its School of Pharmacy in 2003 and soon expanded with a full portfolio of health sciences and health professions degree programs.

1.2 Mission Statement

The mission of Wingate University is to develop educated, ethical, and productive global citizens. Following its Judeo-Christian heritage, the university seeks to cultivate the following in its students: Faith, Knowledge, and Service.

1.3 Vision Statement

Wingate University is a laboratory of difference-making, aligning talent, resources, and expertise with student learning opportunities to improve the human condition. As a national model for independent higher education, it is affordable, inclusive, and sustainable.

1.4 DEI Statement

Wingate University strives to cultivate an inclusive and welcoming environment. The University affirms principles of fairness and social justice. We believe that a diverse academy supports greater learning outcomes, enhances the campus ethos, prepares students and graduates for a multicultural workforce and society, and contributes to self-reflection and growth. We will work to be an institution that embraces inclusiveness and champions equity.

1.5 Goals

To promote knowledge, the University seeks to:

- Provide programs of undergraduate, graduate, and professional study
- Hire, develop, and maintain a faculty committed to teaching and learning with the primary attributes of teacher-scholar-mentor.
- Require a core curriculum designed to provide students with a solid foundation of knowledge and essential skills to include:
- Analytical skills
- Appreciation for a range of subjects found in the liberal arts to include arts and humanities, social science, natural or applied science, and physical wellness
- Creativity
- Critical thinking skills
- Problem-solving skills
- Intercultural understanding and integrated perspectives
- Effective communication including writing and presentation
- Offer majors and minors appropriate to the University's student population and application of mission
- Provide academic support resources that further develop students' knowledge and skills in focused areas
- Create opportunities for international study, travel, and appreciation for global issues and the wider world.
- Provide opportunities to explore and develop academic, career, and personal goals
- Wingate University encourages participation in co-curricular and extra-curricular educational, cultural, and recreational opportunities including those designed to acquire and apply knowledge.

To nurture faith, the University seeks to:

- Sustain a community where faith is explored and where there is a search for truth, meaning, and a purpose larger than oneself.
- Articulate the ideal of integrity in all relationships
- Encourage ethical application of knowledge
- Create and support opportunities for worship and faith development

To encourage service, the University seeks to:

- Emphasize the importance of service to one's faith and society
- Facilitate opportunities to volunteer time, knowledge, and labor beyond the campus and into the community
- Sponsor organizations that coordinate service opportunities and foster leadership and teamwork

1.6 Colleges and Schools

Cannon College of Arts and Sciences

- Department of Biology
- Department of Chemistry and Physics
- Department of Communication and Art
- Department of English and Modern Languages
- Department of History and Political Science
- Department of Mathematics
- Department of Music
- Department of Psychology
- Department of Religion and Philosophy
- Department of Sociology and Criminal Justice

Porter B. Byrum School of Business

Lloyd and Georgia Thayer School of Education

School of Sport Sciences

Levine College of Health Sciences

- Department of Nursing
- Department of Occupational Therapy
- School of Pharmacy
- William and Loretta Harris Department of Physician Assistant Studies
- Department of Physical Therapy
- Department of Public Health
- Department of Social Work

1.7 Administration

Board of Trustees

The Board of Trustees has ultimate fiduciary oversight of the University. The Board serves as custodian of the University endowment and all properties of the University. The Board has delegated administrative authority to the President, who exercises this authority through delegation to, and in consultation with, an executive team including the Provost. The Board provides oversight and advice on matters related to trusteeship, audit and compliance, resources, and the mission and purpose of the institution. The *Bylaws of Wingate University* set out the structure, terms, roles, and duties of the Board of Trustees.

President

As the University's chief executive officer, the President is responsible for the management of the University's financial and business affairs. The President provides general oversight of and minds the welfare of the faculty and supporting staff. The President represents the University at ceremonies and public events and plays a significant role in fund raising.

Dr. T. Rhett Brown is the 10th President of Wingate University and began his presidency in 2015.

Provost

The Provost is the University's chief academic officer. The Provost administers the academic program and University services in support of the academic program. The Provost shares with the President the University's relations with other academic institutions, groups, and associations.

Dr. Jeff Frederick serves as the Provost and Chief Academic officer of Wingate University and began his tenure in 2020.

Vice Provosts

In order to complete the operational and strategic work of the academic division, the Office of the Provost includes various leaders tasked with oversight, collaboration, and execution of key activities including but not limited to policy, procedures, guidelines, evaluation, student success, budgeting, professional development, assessment, accreditation, strategic partnerships, program development, and other such academic activities of the university. These leaders include:

- Vice Provost and Dean, Levine College of Health Sciences
- Vice Provost for Institutional Effectiveness
- Vice Provost of Academic Success and Initiatives

Deans

Wingate University academic units include the Cannon College of Arts and Sciences; the Levine College of Health Sciences; School of Pharmacy; Porter B. Byrum School of Business; Thayer School of Education, and School of Sport Sciences. Each is administered by an academic dean, appointed by the Provost.

Academic deans generally have the following administrative responsibilities:

- Direct leadership and support of the school or college's academic mission.
- Supervision of the college/school academic scheduling process.
- Direct leadership and evaluation of any department chairs within the school or college.
- Oversight and leadership in the annual, mid-point, and milestone review and evaluation process for faculty within the school or college.
- Participation in Provost's Council and Dean's Council.
- Leadership and oversight of the process of hiring of faculty and staff and their onboarding into the culture of the institution and college/school.
- Tracking of school/college budget to include travel and development funds.
- Appropriate record-keeping and documentation of college/school records, practices, and procedures.
- Select support for fundraising, grantsmanship, and constituent relations
- Development of a strategic plan for the college or school, inclusive of faculty development, program review, student success, and areas for growth and improvement.
- Conflict resolution of student and faculty concerns.

Assistant/Associate Deans

Associate and Assistant deans serve at the pleasure of their respective deans and support the operational needs of the school or college. The roles of associate and assistant deans are determined by the dean of the college/school, in conjunction with the Provost.

Department Chairs

For colleges/schools with departments, a department chair is a member of the faculty who is assigned the task of administering a department. Each department chair is directly responsible to the dean of the college/school.

- Nominations of chairs of departments are made to the dean of the college or professional school. Department chairs may be recruited internally or externally. *The dean is expected to interview all who apply from within the department.* Chairs serve at the discretion of the dean and appointments are made for indefinite terms and/or for limited, renewable terms of 3 years.
- Regardless of the type of terms of appointment, department chairs are subject to continual evaluation and systematic appraisal by the dean.
- Chairs receive a salary stipend, as approved by the Provost and President, and a reduction in teaching load as determined by the dean of the College or School.
- Both the salary stipend and the reassigned time vary according to the size, complexity, and internal and external variables affecting the department or school.
- The Office of the Provost and the respective Deans are expected to provide professional development, mentoring, and leadership growth opportunities to department chairs.

The roles and responsibilities of Department Chairs vary from one department to another. Roles and responsibilities include, but are not limited to, the following:

- Function as the primary leader of the department. Represent the department in meetings of the college/school and academic division. Communicate effectively with the members of the department including on matters of policy, procedure, and process.
- Lead and oversee the development, evaluation, and revision of departmental curriculum including collaboration with the dean, registrar, and other members of the campus community.
- Lead in the formulation and annual evaluation of departmental goals and objectives to maximize institutional effectiveness.
- Assist in appropriate assessment strategies to evaluate student success within the department.
- Supervise, with the assistance of the Dean, the hiring, development, evaluation, promotion, and dismissal of department faculty.
- Upon authorization by the Dean, supervise qualified adjunct and/or part-time teaching personnel to meet schedule requirements.
- Review syllabi and perform teaching observations as indicated in the Faculty Guide.
- Develop, in consultation with the dean, the departmental schedule of courses and assign teaching responsibilities to fulfill contractual arrangements.
- Resolve conflicts with students and faculty, maintaining adequate records and engaging other units of the campus community as necessary.
- Oversee implementation of the department budget and supervise the procurement of essential department supplies.
- Orient new and part-time faculty to departmental policies and procedures, with particular attention to syllabi, testing, textbook selection and ordering, and procurement of supplies

Program Directors

Program Directors hold administrative appointments with teaching responsibilities and are responsible for leadership, oversight, and management of specific programs which are often dictated by external accreditation standards. Program Directors may be recruited internally or externally, are appointed by the Provost or, if applicable, Dean, and must hold a minimum faculty rank of Associate Professor. Program Directors are subject to annual evaluation and systematic appraisal by the Provost or, if applicable, Dean.

General responsibilities of Program Directors are listed below. Accreditation standards and specifics may vary from school, or college, or department.

- Program and department operations
- Oversight of curriculum
- Development of the schedule
- Budget management
- Spearheading strategic planning initiatives
- Liaising with other departments on campus to ensure smooth operations and advancement of department and university strategic priorities
- Overseeing faculty meetings
- Faculty hiring, development, and evaluation, including the recruiting and hiring of full-time and adjunct faculty and support staff, as well as supervising, guiding and observing the faculty for adherence to all department and campus policies.
- Involved with curriculum development and evaluation and maintaining academic quality
- Ensuring that the program is following accreditation standards and that the standards are met
- Completes programmatic reports as required by accrediting organizations and institutional administrators

1.8 The Professoriate

Faculty are the driving intellectual force of the institution and perform roles in teaching, scholarship, and service. Along with students, faculty are primary actors in the intellectual transaction of knowledge in the classroom, and function in the critical role of knowledge creators. Faculty may hold titles reflective of specialized duties or designations as named or distinguished professorships. Traditional faculty ranks include instructor, senior instructor, clinical assistant professor, assistant professor, associate professor, and professor. Any traditional faculty rank may be qualified with "visiting".

Section 2 - University Governance

Wingate University Faculty Senate Bylaws

In 2017, the Wingate University Board of Trustees formally approved the concept of shared governance by approving the new faculty bylaws crafted and approved by the University Assembly. These bylaws outlined the structure and procedures of the faculty voice -- the Faculty Senate.

In 2019, three categories of university deliberations were detailed and presented to the university community. These categories include matters that are under the sole purview of the administration of the university; matters that are under the purview of the administration of the university upon consultation with the respective university stakeholders; and matters that are under the purview of the faculty, especially but not limited to the curriculum .

Wingate University is committed to shared University governance. The Faculty and Administration communicate and collaborate through Faculty Senate and annually seated University Advisory Committees. The Faculty Senate is the representative, deliberative, legislative body of the faculties. Because trust is linked directly to regular and meaningful collaboration, Wingate University is committed to regular, detailed, and ongoing communication among all groups.

2.1 Article I. Name

The name of this governance structure at Wingate University is the *Faculty Senate*.

2.2 Article II. Object

The object of the Wingate University Faculty Senate is to perform legislative, advisory and consultative functions on behalf of the Wingate University faculty (to include instructor, senior instructor, clinical assistant professor, assistant professor, associate professor, and professor, but excluding visiting faculty and adjuncts).

Section 1. Object of the Faculty Senate:

- a. To discuss and vote on proposals arising from Faculty Committees.
- b. To collect and report on work arising from Faculty and Advisory Committees.
- c. To approve and report on curriculum and academic policies from all schools and colleges.
- d. To represent the voice of the faculty (to include instructor, senior instructor, clinical assistant professor, assistant professor, associate professor, and professor, but excluding visiting faculty and adjuncts).
- e. To review and make recommendations to the Provost on new academic program proposals.

2.3 Article III. Members

Section 1. Composition of the Faculty Senate:

- a. Senate Chair (at-large)
- b. Senate Vice-Chair (at-large)
- c. 5 Faculty Senators, College of Arts and Sciences
- d. 2 Faculty Senators, College of Health Sciences
- e. 2 Faculty Senators, School of Pharmacy
- f. 1 Faculty Senator, School of Education
- g. 2 Faculty Senators, School of Sports Sciences
- h. 2 Faculty Senators, School of Business
- i. Provost, *ex-officio*
- j. Staff representative, *ex-officio*

Section 2. Voting members of the Faculty Senate:

- a. All elected or duly appointed Senators.
- b. Senate Chair shall vote in the event of a tie. If the Senate Chair is not present, the Vice-Chair shall have voting privileges in the event of a tie.

Section 3. Election of Officers of the Faculty Senate:

- a. Two-year terms or until the Senator's successor is elected or appointed.
- b. Terms begin on June 1 except as defined in Article IV, Section 3.
- c. For election of Senate Vice-Chair, see Article IV, Section 3.
- d. Senate elections shall be held once per year by the last Wednesday in April. Nominations for Senators will be made no later than the third Wednesday in March.
- e. All full-time, non-temporary track faculty (to include instructors, senior instructors, clinical assistant professor, assistant professor, associate professor, and professor, but excluding visiting faculty and adjuncts) will nominate and vote only for Senators representing their respective academic units as defined in Article III, Section 3. Candidates may self-nominate.
- f. No more than two Faculty Senators from any one program or department may be elected to represent their respective schools or colleges.
- g. Academic administrators (deans, assistant deans, and directors) are not eligible for election to the Senate.
- h. Election outcomes shall be determined by a plurality of the vote except when such results violate Article III, Section 3.f.

Section 4. Terms of Office of the Faculty Senate:

- a. Two-year terms or until the Senator's successor is elected or appointed.
- b. The term will begin June 1 after election to office
- c. Senators shall not serve consecutive terms; however, Senators may serve unlimited nonconsecutive terms.
- d. Senators shall represent their respective academic areas and are required to attend all meetings.

Section 5. Resignation of Senators:

- a. A Faculty Senator who resigns before completion of term shall be replaced by appointment by the academic administrator of the respective school or college until the next election is held.

Section 6. Reapportionment:

- a. The Procedure and Ethics Committee reserves the right to evaluate and make recommendations to the Faculty Senate about the composition of governance in light of additions or deletions of programs, changes in faculty apportionment, and student enrollments in programs.
- b. A review of Faculty Senate composition is required at least every five years. This review will be conducted by the Procedure and Ethics Committee, which will report its recommendations to the Faculty Senate
- c. Any changes to the composition of the Faculty Senate must be approved by the Faculty Senate by a two-thirds vote.

2.4 Article IV. Officers

The officers of the *Wingate University Faculty Senate* consist of Senate Chair, Senate Vice-Chair, and Parliamentarian.

Section 1. Duties of Senate Chair:

- a. To conduct the business of the Faculty Senate and Assembly, representing the faculty to administrative officers and, when appropriate, to the Board of Visitors and Board of Trustees.
- b. To lead meetings of the Faculty Senate and set the Senate agenda.
- c. To serve on Senior Management Team, Strategic Planning Committee, and Provost Council.

Section 2. Duties of Senate Vice-Chair:

- a. To serve as the recording and corresponding secretary for the Senate and Assembly, which includes posting meeting minutes and assuming the duties of Chair when needed.
- b. To serve on the Senior Management Team, Strategic Planning Committee, and Provost Council.

Section 3. Election of Senate Vice-Chair:

- a. Election for Senate Vice-Chair will be held once per year by the second Wednesday in March. Nominations for Senate Vice-Chair will be made no later than the third Wednesday of February.
- b. Academic administrators (deans, assistant deans, and directors) are not eligible for election to the Senate.
- c. Election results are determined by a plurality of the vote.
- d. Senate Vice-Chair will serve two years beginning June 1. Upon completion of the first year of the term, the Senate Vice-Chair will ascend to the office of Senate Chair.
- e. Senate Vice-Chair must have tenure.
- f. If the Senate Chair is unable to complete a term, the Senate Vice-Chair shall ascend to the office of Senate Chair for the remainder of the two-year term.
- g. Any vacancy in the office of Senate Vice-Chair shall be filled by an Interim Vice-Chair to be elected by the Faculty Senate at the first Senate meeting after the vacancy occurs. The Interim Vice-Chair will serve until the next election at which time a new Senate Vice-Chair will be elected. The Interim Vice-Chair will not ascend to the office of Senate Chair

Section 4. Duties and Appointment of Parliamentarian:

- a. To advise the Faculty Senate and Procedure and Ethics Committee on matters related to parliamentary procedure.
- b. To serve as *ex-officio*, nonvoting chair of Procedure and Ethics Committee.
- c. To administer elections of members of the Procedure and Ethics Committee.
- d. The Parliamentarian is appointed by the Provost and approved by the Faculty Senate.

2.5 Article V. Meetings

Section 1. Meetings of the Faculty Senate:

- a. Faculty Senate shall convene six times per year (September, October, November, February, March, and April) on the second Wednesday of the month.
- b. Faculty Senate Agenda shall be distributed by Vice-Chair one week prior to Senate meeting.
- c. Meeting attendance shall be open to all faculty, staff and administrative officers; however, participation by non- Senate members is at the discretion of the Chair.
- d. Any request to participate must be made to the Senate Chair at least three business days before the Senate meeting.
- e. Two-thirds of Senators present represents a quorum.
- f. Meetings may be added, moved, or specially-called at the discretion of the Senate Chair, with reasonable notice given.
- g. The Senate Chair has the discretion to call special meetings that are closed to non-Senators. A record of any closed meeting's minutes must be recorded.

2.6 Article VI. Committees

Standing committees of the Wingate University Faculty Senate and Assembly include: Procedure and Ethics, Faculty, Advisory, and University. Special and Program committees may also be created.

Section 1. Composition of the Procedure and Ethics Committee:

- a. One representative each from the Schools of Business, Education, and Sport Sciences; one representative each from the Colleges of Arts and Sciences and Health Sciences.
- b. Parliamentarian, *ex-officio*, non-voting.
- c. New committee members are voted on by the Faculty Senate. Nominations and self-nominations for members of Procedure and Ethics can come from Senators or from non-senators who are full-time faculty. Such nominations and votes are usually conducted in the Spring semester of an academic year. Faculty cannot be simultaneous members of both the Senate and Procedure and Ethics.
- d. Committee members serve one three-year term which begins in August coinciding with the beginning of the new academic year. Terms are non-renewable; however, members may be nominated and serve non-consecutive terms after a one-year break in service. In the event of a resignation from a committee member, the Parliamentarian, Faculty Chair, and Vice-Chair can collectively decide on a full-time faculty member to fill a slot for the completion of an academic year.

Section 2. Duties of the Procedure and Ethics Committee:

- a. To act in accord with the [Procedure and Ethics Guide](#).
- b. To review the Procedure and Ethics Guide and recommend changes to the Faculty Senate.
- c. To administer Faculty Senate elections, including composing the slate of candidates, announcing the dates of voting, ensuring the integrity of the vote, and publishing the results of the election upon conclusion of the vote.
- d. To administer Senate Vice-Chair elections, including composing the slate of candidates, announcing the dates of voting, ensuring the integrity of the vote, and publishing the results of the election at the conclusion of the vote.
- e. To appoint faculty to Faculty and Advisory Committees, in consultation with academic administrators in each school or college.
- f. To review and recommend changes to Faculty and Advisory Committee charges and membership. All such proposals require approval of the Senate.
- g. To recommend additions or deletions to Faculty and Advisory Committees. All such proposals require approval of the Senate.
- h. To appoint faculty to committees according to the membership recommended in the Procedure and Ethics Guide and guided by these principles:
 - i. That appointments provide a broad and diverse membership to all committees
 - ii. That faculty are appointed to committees aligned with their strengths and interests.
 - iii. That all University programs are represented across committees.
- i. Procedure and Ethics Committee members do not assign Faculty or Advisory Committee chairs, nor do they appoint student ex-officio or non-voting members. Such decisions will be left to the discretion of each individual Faculty or Advisory Committee, except as specified in the Procedure and Ethics Guide.

Section 3. Standing Faculty Committees:

- a. Headed by faculty, except where specifically noted in the Procedure and Ethics Guide.
- b. Govern the general academic and curricular business of the University.

Section 4. Composition of Standing Faculty Committees:

- a. Faculty Committees consist primarily of full-time instructional faculty.
- b. Staff and administrators are included as appropriate to the business of the committee.
- c. Senators should not serve on Faculty Committees, except at the discretion of the Faculty Senate Chair.
- d. Committee members serve for three years.
- e. Information about charges of Faculty Committees can be found in the Procedure and Ethics Guide.

Section 5. Advisory Committees:

- a. Concerned with University business beyond the scope of Faculty Committees.
- b. Composed of faculty, staff, and administrators as appropriate to the business of the committee.
- c. Chairs of these committees are ex-officio officers of the University as appropriate to the committee.
- d. Senators may serve on Advisory Committees.
- e. Committee members serve for three years.
- f. Further information about charges and composition of Advisory Committees can be found in the Procedure and Ethics Guide.

Section 6. Standing University Committees:

- a. Led or chaired by senior administrators.
- b. Members are appointed by the President or Provost.
- c. Govern the strategic direction of the University.
- d. Consist of administrative officers with faculty and staff representation.
- e. Further information about charges and composition of University Committees can be found in the Procedure and Ethics Guide.

- f. Standing Committees of the University will address recurring needs, issues, projects, within the organization.

Section 7. Special Committees:

- a. The President, Provost, Faculty Senate, Deans, Directors, or Senate Chair may organize Special Committees to handle new business or other initiatives beyond the scope of Faculty, Advisory, or University Committees.
- b. Special committees do not require the approval of the Senate.
- c. Special committees may be designated as either Task Force, Ad Hoc Committee, or Project Team (defined below)
 - i. Task Force – used to address a major, complex issue or project by making informed and consequential recommendations.
 - ii. Ad Hoc - used to address short-term, non-recurring tasks or needs by making a recommendation or accomplishing an objective.
 - iii. Working Group - used to accomplish a major, focused task (not just recommendation) by ensuring adequate talent, expertise, and time are allotted to the task.

Section 8. Program Committees:

- a. Schools, colleges, departments, and academic programs may constitute committees as they deem necessary to accomplish unit needs.
- b. Curricular or policy recommendations arising from such committees must be approved through the appropriate Faculty Committee.
- c. Such committees do not require the approval of the Senate.

2.7 Article VII. Parliamentary Authority

The rules contained in the most current edition of *Robert's Rules of Order Newly Revised* shall govern the Wingate University Faculty Senate.

2.8 Article VIII. Amendments

These by-laws may be amended, subject to the approval of the Board of Trustees, by a two-thirds vote of those present and voting at the Faculty Senate, provided that the proposed amendment shall have been distributed to the faculty and Senate at least 14 days prior to the meeting.

Revision of the Faculty Guide is a continuous process and is a joint responsibility between administration and faculty. Every three years, the Faculty Senate and Provost's Office will appoint a faculty committee to review and revise the Faculty Guide in its entirety. Section modifications, additions, and/or deletions may be considered annually, and will be communicated to the campus-wide community via the Faculty Senate and Office of the Provost. Revisions required to ensure that the University follows legal policies and accreditation standards, and that do not require a decision by Faculty Senate, will be affected through an administrative update, with faculty being informed of the change, the reasons for it, and documented within the guide. The most current Faculty Guide will be available through the Academic Affairs website, the Faculty Senate Google Drive, via the campus Intranet, and will include links to the Employee Handbook and Student Handbook.

Faculty, faculty committees, staff, students, administration, and the Board of Trustees may submit revision proposals to the Faculty Senate and Provost for consideration. Proposed changes shall be reviewed by the Faculty Senate and the Provost, who may consult Human Resources and the Office of the General Counsel as need be. Approved proposals shall be forwarded by the Faculty Senate for discussion, recommendation, or appropriate action. Some proposals will merit extended discussion, including referral to committees of the Faculty Senate or to the Office of the General Counsel.

Section 3 - Academic Affairs

3.1 Faculty

3.1.1 Definition of Faculty

The faculty consists of those persons who are charged with various roles commonly associated with teaching, scholarship, and service. Ranks commonly include Instructor, Senior Instructor, Clinical Assistant Professor, Assistant Professor, Associate Professor, and Professor.

3.1.2 Statement of Academic Freedom

Wingate University affirms that: (a) integrity and intellectual honesty are requisite to academic endeavors; (b) students as well as faculty have the right to pursue all pertinent data and interpretations relevant to their academic journey; and (c) scholarship must proceed without coercion, and the professor and the student must be free to express their beliefs responsibly.

Academic freedom, as defined by the American Association of University Professors (AAUP), is the “freedom to teach, both in and outside the classroom, to conduct research and to publish the results of those investigations, and to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Professors should also have the freedom to address the larger community with regard to any matter of social, political, economic, or other interest.”

Academic freedom is a critical ingredient for those teaching and conducting research in higher education. Dismissal or threat of dismissal for professional speech, publication, or research findings prevents faculty from fulfilling their core responsibilities to advance and transmit knowledge. As faculty are entrusted with being knowledge creators, academic freedom grounded in the principle of tenure is consistent with inquiry that pursues fact, truth, and analysis based on freedom from outside entanglements that would prevent the search for objective conclusions.

Tenure assures academic freedom in the classroom, in research and publication, and in professional and expertise-laden service to the public. The university protects faculty members in the responsible exercise of the freedom to teach, to learn, and otherwise to speak the truth, and will not penalize or discipline members because of the right of academic freedom in the lawful pursuit of their respected areas of scholarly expertise and professional interest and responsibility. Faculty members are entitled to freedom in the classroom in discussing their subjects, so long as an instructor’s allusions stimulate genuine debate and learning that is germane to the subject matter of a course. Freedom in the classroom is ultimately connected to freedom of research and publication.

The freedom to teach includes the right of the faculty to select the materials, determine the approach to the subject, make the assignments, and assess student academic performance in teaching activities for which faculty members are individually responsible, without having their decisions subject to the veto of a department chair, dean, or other administrative officer. Team taught courses should select materials in conjunction with dean or program director or chair or curriculum committee. Faculty with a direct or indirect financial interest in course materials should disclose such interests to their chair, program director, or dean. Principles of peer review are often closely aligned with practices and procedures for selecting course materials.

University teachers are citizens, members of a learned profession, and representatives of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special positions in the community impose special obligations. As noted by the AAUP, faculty members “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.” Faculty members share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected.

Academic freedom includes the right to address any matter of institutional policy or action whether or not as a member of shared or institutional governance. Maintaining academic freedom requires faculty participation in governance, in particular through the faculty’s primary responsibility for faculty status: appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, the maintenance of tenure, and dismissal. Threat of dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights guaranteed to American citizens.

Academic freedom does not impact causes for dismissal related directly and substantially, to the fitness of faculty members in their professional capacities as teachers or researchers. An untenured or tenured faculty member, thus, can be dismissed for cause, including conviction of a criminal offense, malfeasance, and abandoning classes for excessive periods of time or the duration of the semester, but not for publication or dissemination of their scholarly expertise. In extreme financial circumstances, programs can be terminated, as a result of careful and deliberate review. Such program discontinuations can result in tenured faculty in that department or program being relieved of their duties. Furthermore, neither academic freedom nor tenure protect speech that may cause immediate grievous bodily harm due to the subject of a given utterance or speech that substantially affects teaching, research, and service obligations.

3.2 Faculty Employment

3.2.1 Recruitment of Faculty

Faculty searches are cooperative endeavors of the faculty and the administration based on a shared sense of responsibility. The process begins with an understanding of the nature of the position to be filled and the desired qualifications of the successful candidate. The Department Chair, Program Director, Dean, and the Provost establish the need for the recruitment of a new faculty member, stating the nature of the position, area of expertise, specialization or sub-specialization, and recommended rank. All full-time faculty searches should include written job descriptions summarizing duties, expectations, requirements, preferences, and expected start date, among other items. Faculty positions at Wingate University are most commonly nine, ten, or twelve-month positions.

Applicants for faculty positions are expected to provide a current CV, a statement of vision concerning equity and inclusion, a statement of teaching philosophy, and appropriate references. Some positions may require additional supporting materials. Human Resources can assist with standard language denoting Wingate University’s status as an Equal Opportunity Employer. The University prohibits discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibits discrimination against all individuals based on their age, race, color, genetic information, religion, sex, sexual orientation, gender identity or national origin.

From time to time, the University may need to hire part-time/adjunct faculty. Absent approval from the Provost and Office of Human Resources, part time/adjunct faculty should not teach more than 9 credit hours per semester. Part-time/Adjunct faculty typically do not receive benefits and they have no expectation of continuing employment.

Faculty and staff diversity are necessary and pivotal to the exchange of ideas inherent on a university campus and in an increasingly global society. Diversity is multifaceted and includes ethnic, racial, gender identity, sexuality, disability, age, nationality, religion, and cultural identities, along with other visible and non-visible differences.

3.2.1.1 Recruitment Steps

Step 1: Once a position is approved, a search committee chair will be selected. Search committee chairs are expected to have completed appropriate diversity and bias training.

Step 2: In consultation with the appropriate supervisor, the chair of the search will identify potential members of the search committee. The members of the committee should come from the hiring department or program, have demonstrated understanding of related disciplines, or have significant experience in faculty searches. Search committees may avail the service of members external to the hiring department or program. Where possible, search committees should include underrepresented groups on the search committee. Search committee members are expected to have completed appropriate diversity and bias training.

Step 3: The job description should make it overtly clear that the department/unit seeks to recruit and retain a diverse workforce. For instance, consider how the job description could use statements such as, "The department seeks to recruit and retain candidates who through their research, teaching, and/or service, have shown evidence that they will contribute to the excellence and diversity of our academic department and institution." Statements such as these make it overtly clear that the institution and the department seek to recruit a diverse workforce.

Step 4: The search committee should next identify where they wish to place their job advertisements to obtain the most robust applicant pool. In addition to posting the job ad on broad sites (Ex: Chronicle, Higher Ed Jobs) or discipline specific sites, they should also be posted to at least one diverse recruiting platform (Ex: <https://www.diversityjobs.com>). Committees will also want to consider reaching out to diverse organizations and diverse institutions, and advertise as broadly as possible. The more potential candidates see the job ad, the better.

Step 5: The search committee next reviews applicants using a recommended rubric from HR or an alternative rubric that achieves the same ends. Before interviewing any candidates, the committee should discuss and decide how criteria in the job description will be evaluated within the rubric. Once initial candidates are selected, interviews commence and use of rubrics is continued in an effort to mitigate biases as much as possible.

Step 6: Once interviews have concluded, the search committee meets to discuss the merits of all top candidates and recommends one candidate, while ranking the remaining candidates. The committee's recommendation is then sent on to the appropriate supervisor, Dean, Provost, and HR.

Step 7: If the hiring process is contested, the chair will be tasked with furnishing a summary report, detailing how the search committee sought to maintain equity within their search. For faculty searches, this report should be submitted to any applicable Program Director, Dean, and ultimately the Provost.

3.2.2 Faculty Appointments

Employment is confirmed by a signed agreement stipulating appropriate terms including appointment duration, salary, faculty rank, tenure eligibility, and, if appropriate, title. Salaries are generally paid in equal monthly installments during the period covered by the agreement. Faculty agreements assume preparation and professional development are in progress year-round. The University may, from time-to-time, call upon faculty members for service when classes are not in session at no additional compensation (e.g., student orientation, faculty training, and other University activities).

The University offers two faculty appointment categories – tenure-track and non-tenure track. All faculty, tenure and non-tenure track, take part in annual evaluation process, outlined elsewhere, where their work is considered in relation to teaching, scholarship, and service, and in concert with goals,

expectations, and responsibilities. The annual goals of faculty are determined in collaboration with department chairs, program directors, or deans.

3.2.2.1 Non-tenure track appointments

A non-tenure track appointment is an agreement stipulating duration, salary, faculty rank, and, if appropriate, title. The University may enter into any number of subsequent agreements with the same individual. Nothing about these agreements presume ongoing employment or security beyond the annual agreement. The faculty ranks of Senior Instructor, Assistant Professor, Associate Professor, and Professor may serve as non-tenure track appointments. Visiting instructors, instructors, clinical faculty, and administrators with faculty roles hired without a path toward tenure shall serve as non-tenure track appointments. Adjunct faculty are non-tenure track faculty that serve in part-time teaching roles.

In all situations where a person is engaged in performance of faculty service under an agreement, and the University has decided not to renew or enter into another such agreement with that person, and provided that person has not been awarded tenure as described herein, the person will be given notice of that decision by April 30 of the year covered by the agreement. The advance notification requirement shall not apply if the faculty member is subject to dismissal pursuant to the Discharge Section of this Faculty Guide, regardless of whether the dismissal is immediate or the University elects to allow the faculty member to complete the semester or the agreement term.

3.2.2.2 Tenure Track Appointments

A tenure-track appointment is an agreement stipulating duration, salary, faculty rank and, if appropriate, title. Such an agreement shall in no case extend beyond one year in duration for the initial six years of employment. The faculty ranks of Assistant Professor, Associate Professor, and Professor may serve as the tenure track appointments. The earning of tenure comes as a result of a multi-year process where significant accomplishments in teaching, scholarship, and service are produced, documented, and evaluated. This process, outlined elsewhere, rests upon regular observation, the importance of peer review, feedback, dialogue, development, and appropriate institutional resources as might accompany professional achievement of faculty.

Once tenured, a faculty member shall be presumed to be continuing in their professional employment. Only faculty appointed on the tenure-track at the faculty ranks of Assistant Professor, Associate Professor, and Professor are eligible for tenure.

Adequate cause for dismissal of a tenured faculty member will be related, directly and substantially, to the fitness of faculty members in their professional capacities as teachers or researchers. Circumstances for dismissal of a tenured faculty member are set forth in subsection 3.2.6. In extreme financial circumstances, programs can be terminated, as a result of careful and deliberate review. Such program discontinuations can result in tenured faculty in that department or program being relieved of their duties.

3.2.3 Faculty rank

Rank for faculty members is granted by the President upon the recommendation of the Provost. Determination of rank will be justified by training, experience, and academic credentials. The following criteria shall be used to determine faculty rank at the time of appointment.

3.2.3.1 Faculty Designations

Visiting Faculty

Visiting faculty is a full-time, temporary appointment. Such an appointment may be made at any rank (instructor, senior instructor, assistant professor, associate professor, professor), but shall only be a non-tenure track appointment. The Provost shall have discretion to remove the “visiting” aspect of the title after three years of service at Wingate University if so recommended by the chair, program director, and dean, and pursuant to satisfactory performance, student demand, and financial capacity of the university.

Instructor

Faculty appointed to the rank of Instructor generally hold the earned Master’s degree or 18 credit hours of graduate education in the discipline of instruction from an accredited institution of higher education. Instructors can be renewed annually pursuant to satisfactory performance, student demand, and financial capacity of the University. Such appointment may also require licensure in the field of practice. Faculty appointed at this rank may be eligible for advancement to Senior Instructor.

Senior Instructor

Faculty appointed to the rank of Senior Instructor generally hold the earned Master’s degree or 18 credit hours of graduate education in the discipline of instruction from an accredited institution of higher education and will have a minimum of six years of successful faculty service at Wingate University. Senior Instructors can be renewed annually pursuant to satisfactory performance, student demand, and financial capacity of the university. Such appointments may also require licensure in the field of practice.

Assistant Professor

Faculty appointed to the rank of Assistant Professor will generally hold the earned terminal degree in the discipline from an accredited institution of higher education. Such appointment may also require licensure in the field of practice. Faculty appointed at this rank may be eligible for promotion to Associate Professor.

Associate Professor

Faculty appointed to the rank of Associate Professor generally hold the earned terminal degree in the discipline with a minimum of six years of successful faculty service at the rank of Assistant Professor. Such appointment may also require licensure in the field of practice. Faculty appointed at this rank may be eligible for promotion to Professor.

Professor

Faculty appointed to the rank of Professor generally hold the earned doctorate or terminal degree in the discipline with a minimum of six years of successful faculty service at the rank of Associate Professor. Such appointment may also require licensure in the field of practice.

3.2.3.2 Special Faculty Designations

Faculty appointments may be designated as Clinical.

Clinical Faculty Appointments

Clinical Faculty appointments are primarily experiential or clinical in nature requiring supervision and teaching of learners in the clinical or experiential setting. Such appointments may be made at any rank but shall only be non-tenure track appointments.

3.2.3.3 Credit Toward Tenure and/or Rank Based on Previous Service

If, prior to appointment as a Wingate faculty member, an individual has served as a full-time faculty member with rank at another accredited institution that individual may be eligible to receive credit for such previous service to be applied toward that individual's initial rank and tenure status at Wingate University. Any such credit shall be awarded by the Provost in consultation with the President, and with the recommendation of the chair, program director, and dean. Any years toward promotion shall also result in an equal number of years toward tenure and vice-versa. Years granted toward tenure and promotion from previous experience shall not exceed three years.

3.2.3.4 Administrators with Faculty Rank

Wingate University administrators with faculty rank are eligible to advance in faculty rank through the faculty review process.

- a. Administrators with Faculty Rank who previously received tenure as a faculty member at Wingate University retain their faculty tenure. Administrators with Faculty Rank may return to a tenured, full-time faculty position if they will no longer serve in an administrative capacity, at the discretion of the Provost, assuming the university continues to offer academic programming in the subject matter discipline, and financial exigencies do not preclude such a change.
- b. Wingate University tenure-track faculty who assume an Administrator with Faculty Rank appointment prior to earning tenure may select one of the following options for tenure consideration:
 1. Continue the tenure-track timeline that began at the time of official employment as a faculty member and progress through the faculty tenure review process.
 2. Freeze the tenure clock. If the administrator returns to a full-time faculty position, the tenure timeline will restart, and they are required to go up for tenure through the faculty review process within three years.

Failure to earn tenure would not result in the end of their administrative duties. If they did not achieve tenure and left the administrative position, they could return to a non-tenure track faculty position at the discretion of the Provost, assuming the university continues to offer academic programming in the subject matter discipline, and financial exigencies do not preclude such a change.

- c. Administrators with Faculty Rank not employed as a Wingate University faculty member prior to assuming the administrator role and who did not have tenure at a previous academic institution are not eligible for tenure. If they leave the administrative position and are still employed by the university, they can return to a non-tenure track faculty position at the discretion of the Provost, assuming the university continues to offer academic programming in the subject matter discipline, and financial exigencies do not preclude such a change.

d. Administrators with Faculty Rank not employed as a Wingate University faculty member prior to assuming the administrator role are eligible for tenure if they have earned tenure at a previous academic institution. The administrator can seek tenure in year two or year three of their employment at Wingate. They should declare their intended timeline for tenure consideration at the start of their employment. Failure to earn tenure would not result in the end of their administrative duties. If they did not achieve tenure and left the administrative position, they could return to a non-tenure track faculty position at the discretion of the Provost, assuming the university continues to offer academic programming in the subject matter discipline, and financial exigencies do not preclude such a change.

The Provost shall have the authority in rare instances to grant tenured status to incoming faculty whose tremendous breadth of experience or achievement has led to such status at another accredited institution, or whose professional expertise and sweeping scholarly acclaim dictate consideration of a grant of tenure upon entry at Wingate. As a practical matter, these rare considerations would focus on faculty who carry Distinguished Professor, Endowed Research Chair, or specialized leadership or administrative roles including dean or vice-provost. Any leader who is considered for tenure upon entry must be granted such status for significant and substantive accomplishments achieved while in a faculty role. Such granting of tenure to an incoming faculty member will include discussion with the dean, program director, chair or tenured faculty in the home department or program.

Administrators with faculty rank typically include the positions of Health Sciences Program Director, Dean, Associate Provost, Vice-Provost, or a special assignment position as denoted by the Provost.

3.2.3.5 Faculty Appointments with Administrative Responsibilities

Members of the faculty may accept administrative assignments for which they may be given partial release from faculty responsibilities and/or compensation. Any agreed upon term for such an appointment along with responsibilities, release time, and/or additional compensation shall be stipulated in a separate letter of agreement. Such duties may be terminated by the University or the faculty member at any time. Such agreements shall be negotiated between the faculty member, the appropriate Dean/Vice Provost and the Provost.

Faculty appointments with Administrative Responsibilities typically include the positions of Department Chair, Assistant Dean, Associate Dean, or other roles for which faculty are given partial release time and/or compensation.

3.2.3.6 Honorific Appointments

Professor Emeritus

In recognition of distinguished service, Wingate University will confer the title "Professor Emeritus" on members of the faculty who, at the time of their complete retirement from the University, have served in that capacity for a minimum of fifteen years at Wingate University. Emeriti faculty are not provided with a stipend, but persons holding the title are accorded faculty amenities such as social activities, library privileges, and various cultural activities. Nominations for Emeritus Faculty should come from the appropriate department chair, program director, or dean. Nominations should be submitted in a memorandum style request to the Provost in the semester following the official retirement of the faculty member. Emeritus appointments take effect in the Fall semester following nomination.

Distinguished Professor

In recognition of distinguished service and exceptional scholarship, Wingate University may confer the title “Distinguished Professor” on members of the faculty who have attained the rank of professor, and who, at the time of their complete retirement from the University have attained a national reputation of scholarly excellence in their discipline. Since the attainment of this rank is not automatic, nominations may be made to the Provost and recommendations shall be made by the Provost to the President. Wingate University does not provide Distinguished Professors with a stipend, but persons holding the title are accorded faculty amenities with regard to social activities, library privileges, and various cultural activities.

Dean Emeritus

In recognition of meritorious service, Wingate University may confer the title of “Dean Emeritus” on Academic Deans who, at the time of their complete retirement from the University, have served in that capacity for a minimum of fifteen years, and who have provided exceptional service to the University in such capacity. Since the attainment of this rank is not automatic, nominations may be made to the Provost and recommendations shall be made by the Provost to the President. Wingate University does not provide Dean Emeriti with a stipend, but persons holding the title are accorded faculty amenities with regard to social activities, library privileges, and various cultural activities.

3.2.4 Leaves and Related Benefits

Statements and policies concerning employee benefits can be found in the Employee Handbook. Questions should be directed to Human Resources.

3.2.5 Extra-Institutional Employment/Graduate Work

No full-time faculty member may accept extra-institutional employment without first disclosing it to the Dean/Director and/or Program Director/Chair. This policy is applicable to self-employment, as well as employment by others. Such requests shall be kept as part of a permanent record by the Vice-Provost for Institutional Effectiveness, and reviewed annually. No person may hold full-time employment elsewhere while holding full-time employment or appointment with Wingate University.

Faculty members should avoid conflicts of interest with respect to extra-institutional employment. No University funds, supplies or resources shall be used, directly or indirectly, in connection with extra-institutional employment. No University time shall be directed to extra-institutional employment. Care must be taken to assume that the extra-institutional employment does not diminish the personal energy level for meeting responsibilities to the University.

A faculty member should inform in writing the dean or program director/department chair of specific plans for graduate study well before the beginning of the academic term involved in order to be certain the University will acknowledge such study as advancing the person’s professional standing in the University and as being consistent with their University duties and responsibilities. Whenever such plans include taking more than one course concurrently with teaching full-time, written approval must be secured in advance from the Provost. Such requests shall be kept as part of a permanent record by the Vice-Provost for Institutional Effectiveness.

Wingate University encourages active involvement by faculty members in community life. It is expected, however, that a sense of professional ethics will prevent any obligations outside the University from interfering with the proper and total discharge of one’s University responsibilities.

3.2.6 Faculty member discipline and/or discharge for cause other than faculty job duties

Serious violations of university standards of professionalism, morality, and conduct can and will be cause for sanction or termination regardless of rank or tenure. Sanctions include oral or written reprimand, loss of pay, temporary suspension, and other sanctions appropriate for the violation. The below list is a partial list of serious violations, that may rise to the level of termination based on circumstances. Additional information can be found in the Employee Handbook.

1. Larceny, theft, embezzlement, fraud, forgery, falsification, misrepresentation, or any other fraudulent or dishonest act or omission.
2. Falsification of application for employment.
3. Possession of, use of, or being under the influence of controlled substances except pursuant to and in accordance with doctor's orders. (See the —Wingate University Substance Abuse Policy and Standards of Conduct.)
4. Possession of weapons or firearms on University premises.
5. Willful destruction of University property.
6. Violation of established safety practices.
7. Excessive absence from responsibility without notification of the chairperson or supervisor, or continual tardiness.
8. Failure to abide by the University's policies of nondiscrimination or failure to abide by laws and regulations to which the University is subject; e.g., Family Education Rights and Privacy Act, etc.
9. Failure to comply with University's rules or regulations or to comply with applicable law.
10. Sexual harassment, as defined in the Employee Handbook.
11. Engaging in any type of romantic or sexual relationship with a student.

If the faculty member believes in good faith that their dismissal under this Section 3.2.6 was based on a restraint of their academic freedom (i.e., resistance to their teaching, scholarship, political associations, or civic utterances), the faculty member may request that the matter be considered by a committee of peers from the Wingate faculty. To invoke this procedure, the faculty member must provide written notice to the Office of the Provost within ten (10) days of the dismissal, and shall identify with specificity why the faculty member believes that the conduct giving rise to dismissal was a restraint of academic freedom. The Provost shall appoint a committee of three faculty members to investigate the sole issue of whether the conduct giving rise to dismissal was a restraint of academic freedom. The Committee shall use its best efforts to conclude the investigation within fourteen (14) days. During the pendency of the investigation, the dismissal of the faculty member shall be held in abeyance. If the Committee determines that the conduct giving rise to the dismissal was not a restraint of academic freedom, the dismissal shall stand. If the Committee determines that the conduct giving rise to the dismissal was a restraint of academic freedom, it will so report to the president, who shall issue a final decision.

3.2.7 Adequate Cause for Dismissal

Adequate cause for a dismissal tied to faculty job duties will be related, directly and substantially, to the fitness of faculty members in their professional capacities as teachers or researchers. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens. Typical steps for disciplinary action include verbal and/or written warnings or reprimands, but may also include other sanctions such as, but not limited to, loss of pay, temporary suspension, and other sanctions appropriate for the violation.

There is no benchmark of how many warnings (if any) must be given to precede sanction, but some factors that may be considered include the seriousness of the infraction, the employee's response to disciplinary action, past issues, and other factors. If the proposed sanction does not involve suspension without pay, the department chair or program director shall inform the faculty member and the dean of

their intent to make a disciplinary action recommendation. Such information should include a written description and summary of the alleged misconduct, as well reasonable and timely information concerning the appeal process. The dean, upon proper consideration of all available information and after speaking to all available parties, can 1) accept the proposed sanction, 2) declare no sanction necessary, or 3) impose a different sanction. The faculty member may appeal the dean's decision to the Provost, whose decision will be final.

3.2.8 Faculty Who are Facing Sanctions or Dismissal Tied to Faculty Job Duties.

In the event of potential dismissal of a tenured faculty member tied to professional fitness under Section 3.2.7 (as opposed to Section 3.2.6) the faculty member may request that the matter be considered by a committee of peers from the Wingate faculty. In such a hearing, the administration has the burden of demonstrating cause for dismissal, and the faculty member must be informed in writing of the reason(s) for dismissal and should have the opportunity to defend her/his position in front of all bodies an advisor of his/her choosing who may act as counsel. A written record must be available to all constituencies concerned. Evidence to support allegations of incompetence should include statements from peer professors and scholars.

The hearing committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available. The findings of fact and the decision will be based solely on the hearing record. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the governing board of the institution. The president and the faculty member will be notified of the decision in writing and will be given a copy of the record of the hearing.

If the hearing committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the president. If the president rejects the report, the president will state the reasons for doing so, in writing, to the hearing committee and to the faculty member and provide an opportunity for response. If the hearing committee concludes that adequate cause for a dismissal has been established, but that a penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons. The decision of the President shall be final.

3.2.9 Expectations of Departing Faculty

Faculty appointments can terminate for a variety of reasons. In all cases, the University seeks to conclude the employment relationship in a manner that most appropriately meets the needs of both the faculty and the University. Short of extenuating circumstances, it is appropriate for an exit interview to be conducted. Faculty ending their employment with the University for any reason are required to surrender keys, ID card, and other University property to Human Resources on their final day of work.

3.2.9.1 Resignations

It is requested that any faculty who is resigning to give at least one month's notice to the administration of their College and/or Department. The University requests that any faculty retiring give at least six months' notice.

3.2.9.2 Non-Renewal Notification

In all situations where a person is engaged in performance of full-time faculty service under a one-year agreement, and the University has decided not to enter into another such agreement with that person, and provided that person has not been awarded tenure, the person will be given notice of that decision by April 30 of the year covered by the agreement. The advance notification requirement specified in this Section shall not apply if the faculty member is subject to dismissal pursuant to the Discharge Section of this Faculty Guide, regardless of whether the dismissal is immediate or the University elects to allow the faculty member to complete the semester or the agreement term.

3.2.10 Grievance and Appeals Procedure

Faculty are entitled to fair, impartial, and honest resolutions of problems that may arise in relation to employment. Previous sections of this Faculty Guide denote procedures related to dismissal and sanction, including appeals processes. In general, all disciplinary action should be documented in writing or in electronic correspondence, with the faculty member having a copy as well as the department chair, program director, and dean. Action may also include verbal warnings or discussions.

GRIEVANCE PROCESS

Informal Complaint

If a faculty member wishes to express dissatisfaction with the University, its policies or its faculty, administrators or staff, such person should request an informal conversation with the department chair, program director, dean or supervisor. Upon receiving the complaint, the department chair, program director, dean, or supervisor will investigate the complaint, discuss the problem with other pertinent persons, if necessary, and communicate verbally or in writing with the originator of the complaint as to the dean's, department chair's or supervisor's final conclusion. Faculty members may also schedule an appointment with Human Resources (HR) to file a formal or informal complaint, or express concerns.

Formal Grievance

Formal grievances should be directed to appropriate campus resources.

<u>Nature</u>	<u>Appropriate body/office</u>
Student Grievance	Office of Community Standards/Institutional Integrity
Bias Incident	Office of Community Standards/Institutional Integrity; HR
Sexual Harassment	Title IX Coordinator/ Institutional Integrity; HR
Faculty-Faculty Conflict	Department chair, program director, dean,
Academic Freedom	Provost
Faculty-Staff Conflict	Human Resources
Criminal complaint	Campus Safety
Disability complaint	Office of Disability Support Services; Human Resources

A general faculty grievance should be addressed in the following manner.

1. The grievance should be submitted in writing to the faculty member's immediate supervisor, most commonly a department chair, program director, or dean. If the problem involves the immediate supervisor, the employee should go to the next level of academic administration. In specific, the written grievance should include:
 - a) Identification of the individual(s) against whom the grievance is being lodged;
 - b) Description of the specific action(s) giving rise to the grievance;
 - c) Rationale for assertion that the specific action(s) was/were in violation of University policy;
 - d) Details of location, date or period of time in which the action(s) occurred;
 - e) The desired remedy;
 - f) The name, contact information, and signature of the grievant.
2. If the grievance is not resolved to the satisfaction of all involved, the next level of academic administration is consulted. That administrator will review all information and respond in a reasonable and timely manner to the employee in writing with his/her decision.
3. If a satisfactory resolution is still not reached, the faculty member may then appeal the grievance to the Provost. This must be done in writing with the same information outlined in step 1 to also include steps taken to resolve formally through this grievance process.
4. The Provost will appoint a three-member panel comprised of tenured faculty members not involved in the grievance. This panel shall be known as the Grievance Committee. One of the members shall serve in the capacity of chair and perform the duties of scheduling and official correspondence, and all members are expected to be present for the entirety of the hearing. The grievant and the party against whom the grievance is filed shall have an opportunity to bring persons to testify on their behalf. So that the hearing may be conducted in as efficient manner as possible, both parties shall avoid calling multiple persons who are expected to testify about the same information. During any hearings, but not a subsequent appeal, the grievant or the respondent may have an advisor or advocate accompany and assist them at the faculty member's expense. This advisor can be anyone, but the advisor may not take part directly in the hearing itself, though they may communicate with the complainant as necessary as long as it does not disrupt the proceedings. All written documentation or evidence should be submitted to this panel. The proceeding will be expected to be confidential and private.

These procedures are entirely administrative in nature and are not considered legal proceedings. The Grievance Committee will not be bound by formal rules of legal evidence, and may consider any information it deems relevant in determining the issues involved. The committee shall have authority, at its discretion, to seek additional information that it deems relevant that is part of any university records, or request additional persons it deems to have relevant testimony to appear. The hearing shall proceed in a manner determined by the Grievance Committee, which shall be communicated to all parties as part of the hearing notice. At the conclusion of the hearing, the committee shall deliberate in person, providing written notice of its findings to the grievant, respondent, Office of the Provost, and Human Resources.

The grievance procedure should not be used to negotiate merit raises, salary or fringe benefits, sabbatical or Spivey leaves, course releases, faculty rank and promotion, non-renewal of appointments, or policies and procedures. No faculty member's employment or academic status will be adversely affected in any way as a result of using these grievance procedures, nor will the University tolerate any retaliatory action against a person using or providing evidence for these procedures formal legal proceedings. The University shall not be obligated to pay for any expense of either party involved in the grievance.

The grievant may appeal the decision of the Grievance Committee to the Provost. If the grievance is lodged against the Provost, an appeal can be directed to the President. The decision of the Provost (or President) shall be considered final.

3.3 Expectations of Faculty

The following section gives faculty members an outline of general expectations. Meeting of these expectations is considered minimal. Members should seek to surpass rather than meet minimum standards.

3.3.1 Respect for the Campus Community

Wingate University is committed to the pursuit of Faith, Knowledge, and Service. Faculty members are expected to demonstrate respect for students, faculty, staff, and others. Wingate faculty, students, staff, and members of the campus community come from a range of ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities - and other visible and non-visible differences. It is critical that all persons' conduct, in and out of the classroom, on and off-campus, demonstrates respect for others and fosters an inclusive environment. All identities are welcome and affirmed at Wingate University and all persons are to be treated with respect and dignity.

3.3.2 Off-campus Interactions Between Students and Faculty/Staff

Off-campus interactions between students (including student-athletes) and faculty, staff, and/or coaches should primarily be restricted to academic content, academic programs, or athletics. While faculty and staff are encouraged to use their best judgment, they should be mindful of health, safety, and power dynamic concerns. Faculty and staff are prohibited from purchasing or providing alcohol, controlled, and/or illicit substances to students. Further, if possible, it is advisable that multiple faculty and/or staff members be present. If a faculty or staff member is unsure if the interaction is appropriate, they should contact their supervisor.

3.3.3 Teaching

The University expects a faculty member to fulfill the teaching assignments made by the Provost through their dean or department chair. Normally, undergraduate faculty members are expected to teach 24 credit hours each academic year, or the equivalent. Faculty teaching in graduate programs may have different teaching or contact hours due to accreditation standards or program requirements. If an individual should, on an exceptional basis, be required to teach additional hours, additional compensation will be rendered. While consistency of load will be sought, faculty members should realize that variations will occur from semester to semester.

Classroom teaching should be approached creatively, reflecting an understanding that learning is a dynamic interaction of persons. Since education and content-driven research is constantly changing, teaching practices, and learning methodologies need continual examination, reflection, and revision. Testing, evaluation, and assessment of students should be accurate, fair, and clearly stated in the organization and presentation of the course. Full-time teaching faculty are expected to possess basic mastery of digital communication, learning management, and instructional technology tools as an indication of reflective pedagogical practice and reasonable and effective communication with students and colleagues. In addition to timely and reasonable responses to electronic queries from students, full-time teaching faculty are expected to publish and hold regular office hours (see 3.3.2.1 Basic Expectations of Teaching - Minimal expectations of teaching at Wingate University) for student interaction per week and be reasonably available by appointment.

3.3.2.1 Basic Expectations of Teaching

Teaching is the first responsibility of faculty at Wingate University and is foundational to the institution's success. Minimal expectations of teaching at Wingate University include:

- Faculty will produce clear and complete course syllabi each semester and make them readily available on learning management system prior to the first day of class. Short of extenuating circumstances, faculty should endeavor to honor the dates, times, calendar, and expectations published in their syllabi.
- At a minimum faculty will use Canvas to publish syllabi and grades (using the built-in gradebook).
- Full-time undergraduate faculty will publish and hold a minimum of six office hours weekly and other hours by appointment. Full-time graduate faculty and part-time undergraduate faculty should consult with their respective program administrators to determine office hour expectations.
- Faculty should meet all classes every time and on time unless University responsibility or personal emergency forces the faculty member to be absent. Similarly, faculty members should teach a course in the published modality. Exceptions to in-person and synchronous on-line classes may occur (illness, etc.), but a reasonable expectation to uphold the published modality should be maintained. If the faculty member must be absent or temporarily change the delivery method, they will notify their direct supervisor (Dean, Department Chair, or Program Director, as appropriate) as promptly as reasonably possible, and communicate with students via electronic message or the learning management system. Faculty maintain appropriate and professional relationships with students in and out of class.
- Faculty are good colleagues, respecting the work and persons of fellow faculty, staff, and members of the campus community.
- Faculty perform the basic operations of the teaching profession including but not limited to
 - ordering books
 - completing schedule requests
 - roster verification by the date identified each term by the Registrar
 - posting midterm grades in WinLink
 - submitting final grades no later than 48 hours after the final exam (or the last day of class for courses without a final exam)
 - responding to appeals on a reasonable and timely basis
 - other teaching-related functions common to Wingate university
- Faculty provide ample written notice of assignments, reports, and special projects and spread due dates for assignments throughout the semester.
- Faculty devise assessments in each course to evaluate student learning outcomes.
- For undergraduate faculty, a graded assignment, exam, or quiz should be scheduled within the first 25% of the semester or session.
- Assessments are developed and proctored to prevent academic dishonesty.
- Faculty are reflective practitioners, committed to quality teaching through refining pedagogy and staying current on research and scholarship related to course content.
- Faculty employ peer evaluations, student evaluations, teaching observations, professional development opportunities, and other discipline-specific objective measures to improve teaching.
- Faculty recognize and assist academically at-risk students by connecting them to campus resources and student success units.

3.3.2.2 Teaching and Learning Excellence

Wingate University espouses teaching and learning excellence as the highest priority for all faculty members. As academic advisors, faculty should also provide students with opportunities to explore and develop academic, career, and personal goals.

In addition to the Basic Expectations of Teaching, attributes of an excellent teacher may include but are not limited to:

Content expertise

- Possesses and displays thorough and current knowledge of subject matter (e.g., through lecture, course slides, course videos, flipped classroom materials, worksheets, in-class activities, book/journal clubs, lab demonstrations)
- Augments standard course materials (e.g., articles, podcasts, videos, activities, demonstrations, projects)
- Constantly strives to provide the most up-to-date discipline standards.
- Maintains a working knowledge of the topics and stays current on research within the field.

Impactful pedagogical skills

- Sets appropriate learning outcomes and objectives and communicates them clearly in person and in writing.
- Demonstrates a positive attitude toward students, is approachable, and responsive.
- Encourages students to think, empowers them to find their own creativity, and willingly mentors intellectual development.
- Creates an atmosphere of respect for diversity, equity, and inclusivity.
- Sets high yet achievable expectations for students.
- Guides students successfully through exploration of creative thinking, critical thinking, and problem-solving processes.
- Reflects regularly about teaching practices.
- Looks for opportunities to integrate high impact practices including service learning, community engagement, experiential work, and student research.
- Assists students by continually working to help students overcome obstacles that might impair learning, and connecting them to institutional student success resources.
- Helps students to develop collaboration skills as appropriate.

Instructional assessment expertise

- Develops and uses appropriate student outcome assessments to continuously improve student learning experiences.
- Employs a systematic approach to assess teaching, and makes appropriate changes where indicated.
- Integrates the observations and teaching expertise of colleagues. Assists colleagues by observing and discussing their teaching practice when invited to do so.
- Provides timely, constructive, and objective feedback to students.
- Creates an environment that invites constructive student feedback to the instructor.

3.3.3 Scholarship

The most effective teaching involves engaging students fully in the learning process both inside and outside the classroom. Such engagement requires that faculty themselves maintain programs of scholarly and creative activity that will keep them current in their fields. To this end, and grounded in the intellectual premise that faculty are knowledge creators, each faculty member shall be engaged in scholarly activity.

Wingate University recognizes multiple types of scholarship conducted by individuals, with colleagues, and/or with students in the following categories:

Discovery

- The scholarship of discovery includes original research that advances knowledge.

Teaching and Learning

- The scholarship of teaching and learning includes the systematic study of teaching and learning processes to achieve optimal learning for application and evaluation by others.

Integration

- The scholarship of integration involves synthesis of information across disciplines, across topics within a discipline, or across time.

Application (or Engagement)

- The scholarship of application (or engagement) involves the rigor and application of disciplinary expertise that aids society and professions in addressing problems with results that can be shared with and/or evaluated by peers.

Creative Activity

- The scholarship of creative activity refers to those pursuits that lead to the production of works of art, whether visual, written, dramatic, or musical.

3.3.3.1 Scholarship Criteria

Criteria for the quality, type, and scope of scholarship may vary across academic departments and programs. It is the responsibility of each academic department and program to define scholarly criteria for its department or program, updating as necessary when changes arise. The published criteria, available on the Academic Affairs website, delineates standards for teaching, service, and scholarship in each academic discipline at Wingate University.

Wingate University understands that the intellectual marketplace of ideas is an evolutionary entity, even as time-honored standards like peer review remain constants and carry the imprimatur of academic research and publication.

3.3.4 Service

Faculty members are encouraged and expected to participate in campus life, as an indication of their commitment to the academic community and campus. Such participation typically requires faculty to be routinely present or otherwise available for select service opportunities to department, school or college, institution, profession, and community. Faculty members are expected to participate in department meetings and department, school, and University committee assignments. Additional time served on ad hoc committees would count towards service to the University. Committee assignments and requests for special service judged within one's capabilities should be accepted and faithfully discharged. Faculty should participate in the formation of departmental and faculty policies and should abide by

departmental and faculty decisions. Faculty members are expected to reasonably monitor various forms of regular communication in order to be aware of campus information. Apart from extraordinary circumstances, faculty members will serve as academic advisors. Examples of service include but are not limited to:

- Serving as a program coordinator, program director, department chair, assistant dean, associate dean, or in a related capacity.
- Serving as a Faculty Senator, Vice Chair, and Chair.
- Providing services in a clinical practice site or school setting .
- Chairing or serving as member of a Department, Program, University, or external professional committee.
- Chairing or serving as member of special task force.
- Serving as a mentor for a new faculty member.
- Serving as a sponsor or advisor of a student club or organization.
- Planning and implementing local or institutional exhibits, contests, performances, etc.
- Participating in recruitment activities.
- Generating internships, contributing to placement activities, and supervising student-teacher activities.
- Observing the classes of colleagues when invited; conducting didactic peer evaluations of colleagues.
- Representing the University at external events at the University's request.
- Participating in community organizations in a manner that strengthens the University's image in the community.
- Serving as a professional consultant or volunteer in the local community.

3.3.5 Professional Development

Professional development promotes continuous, career-long growth in the areas of teaching, scholarship, and service. Actively pursuing professional development ensures that knowledge and skills remain relevant and up to date. It allows employees to be more aware of changing trends and directions in their disciplines and in higher education. Professional development connects faculty across disciplines and career stages, serving to create an intellectual and pedagogical community.

Examples of professional development include but are not limited to:

Teaching

- Attend professional meetings directly related to teaching effectiveness
- Training seminars focusing on pedagogy and instructional delivery
- Professional certification, licensure, or credential related to teaching
- Participating in faculty development workshops related to teaching
- Retraining to teach a new course

Scholarship

- Attendance at professional meetings directly related to scholarship or creative expression
- Training seminars focused on scholarship or creative expression
- Professional certification, licensure, or credential related to scholarship or creative expression
- Attendance at university faculty development programming related to scholarship or creative expression

Service

- Professional development that enhances the ability to provide service to the department, program, University, profession, or the community including but not limited to leadership training, academic advising training, certificate training, computer training, etc.

3.3.5.1 Faculty Travel

Faculty are encouraged to participate in professional meetings. Professional development travel funds will be distributed by appropriate Deans and/or program directors based on competitive application cycles – October 1 and March 1. The funds are designed to help support the costs incurred by faculty members when traveling and attending meetings. All full-time faculty will submit a request for professional development funds application to the Department Chair and or Program Director for approval, then submitted to the Dean's Office.

Additionally, when feasibility within University budgets allow, full-time faculty members can be supported when traveling for invited presentations.

3.3.5.2 Research Grants

3.3.5.2.1 Reeves Summer Research Grants

The Reeves Summer Research program supports collaborative, discipline-related summer research projects between a faculty member and a student. The projects, which are proposed to the Academic Enrichment Committee early in the spring semester, are designed to begin on June 1 and to be concluded within a 10-week period. In deciding which proposals are to be selected for sponsorship and at what funding level, the Committee considers scholarly merit of the project, degree of student involvement, student GPA, feasibility of the proposal as a collaborative summer project, budgetary implications, potential for publication of results, impact of the project on the faculty member's professional growth, and the impact of the project on the student's educational development.

Each project receives funding for the following: a stipend for the supervising faculty member, a stipend for the student involved, a housing allowance for on-campus student lodging, a travel allowance to assist the student to present the project results at a conference or comparable professional venue, and a budget for the project's operational expenses as proposed by the faculty member. All projects culminate during the academic year in a public presentation by the research team to the University as a whole. The faculty member is expected to submit a project summary to the Office of Academic Affairs (provost@wingate.edu), by October 1.

3.3.5.2.2 External Grant Funding

Wingate University values grants and other external funding sources that assist in teaching, scholarship, and service, and encourages faculty to seek and apply for extramural funding through grantsmanship activities. The Office of the Provost and Advancement can assist in grant qualification, formulation, and submission. Some funding sources may or may not be available to the University, so qualification with the Office of the Provost and Advancement are important first steps.

3.3.5.3 Spivey Instructorship

The bequest of Mr. and Mrs. James L. Spivey has established The Spivey Instructorship to provide support for a single, selected member of the Wingate University faculty.

The purpose of the program is to name as “Spivey Scholar” a full-time, tenure track faculty member whose teaching load for one academic year will be reduced by one-half (each semester) to allow for research. The Spivey endowment provides only for the payment of adjunct instructors to cover courses.

Applications shall be judged according to the quality of the proposed research project and likelihood of accomplishing the goal through publication or other presentation appropriate to the respective discipline.

The Spivey Request Form will be submitted by the requesting faculty to the respective dean or program director who will make a formal recommendation to the Office of Academic Affairs (provost@wingate.edu) who will then forward preliminarily approved proposals to the Committee on Faculty Development. The application deadline is November 15th. The recommendation of the Committee on Faculty Development will be submitted to the Provost for final consideration.

3.3.5.4 Sabbaticals

University policy provides for the granting of sabbatical leaves for the purpose of professional development of the tenure-track faculty. Each year, the Provost will inform the Committee on Faculty Development of the number of sabbaticals that may be approved. Sabbatical leaves are not automatic with the accumulation of years of service and are regulated by budgetary and other considerations.

To be eligible to apply for a sabbatical, the faculty member must have completed at least six years of full-time teaching at Wingate University (by the date the leave begins), have been awarded tenure, and must not have had a sabbatical leave in the previous six years. A faculty member eligible for a sabbatical may apply for sabbatical leave for the entire academic year at half salary or for either the fall or spring term at full salary. The faculty member will not be otherwise employed during the sabbatical unless the employment is approved by the Provost.

The faculty member applies by completing the Sabbatical Request Form, outlining sabbatical-worthy plans. The application deadline is November 15th. The Sabbatical Request Form will be submitted to the respective dean or program director who will make a formal recommendation to the Provost. The Provost will forward proposals to the Committee on Faculty Development.

Within the dean’s/program director’s recommendation, a statement regarding whether the department can cover the course load of the faculty member without the cost of a replacement faculty member or at minimal replacement cost through part-time faculty must be included. The dean/program director will also certify that the absence of the individual faculty member will not unduly disadvantage students or the respective program.

The recommendation of the Committee on Faculty Development will be submitted to the Provost for final consideration. A faculty member to whom a sabbatical is granted must, upon completion of the sabbatical leave, submit to the Office of Academic Affairs (provost@wingate.edu) a full report of professional activities accomplished during the sabbatical. Any faculty member accepting sabbatical leave is obligated to return to the University after completion of the sabbatical period and to resume teaching duties for a period of at least one year. As a part of accepting a sabbatical, the faculty member will be required to agree to the terms of the leave.

3.3.5.5 W'International and Study Abroad Programs

Wingate University values international opportunities for students and faculty. W'International is a 10-day faculty-led study abroad program that meets one hour a week during the semester, followed by 10 days of international travel to complement the on-campus portion of the seminar. The seminar and trip constitute a 2-hour course, with responsibilities including but not limited to supervising and engaging students on the trip. A call for proposals will be sent during the fall semester to accept travel proposals for the following academic year. Further information can be found in the Office of International Programs.

3.3.5.6 W'Engage Community Engagement

Wingate University offers a community engagement seminar with a domestic travel experience for sophomores. In the seminars, students (1) gain knowledge of a specific topic or issue through weekly course meetings, (2) actively engage with local, regional, and/or national community partners, and (3) participate in experiential learning during short-term travel. W'Engage seminars can be offered in the Fall or Spring semesters. Faculty selected to participate receive a stipend for teaching the course, and a modest per diem for their travel.

All full-time faculty are encouraged to submit proposals to the W'Engage Program in February for the following academic year. Associated application forms can be found on the intranet.

3.4 Academic Policies

3.4.1 Course Syllabi and Guidelines

Faculty members are the designers and intellectual architects of their courses. It is expected that they will provide syllabi for their students during the first class period of each class and post it on the learning management system. Each course syllabus should contain the following:

- Faculty's name, office location and number, office phone number, e-mail address, and office hours
- Course title, course description, course and section number, amount of credit hours, semester, prerequisites if applicable, meeting time and location
- Textbook(s) or other required intellectual resources to be used
- Learning objectives of the course (what does the professor wish to accomplish in the course? What does the professor expect the students to have learned by the end of the course?)
- An outline or listing of course content.
- Approximate dates for major assessments
- A statement concerning major out-of-class assignments, with the dates, as well as an indication of dates for major tests, projects, and assignments. If any participation outside of normal class hours will be required, this should be specified in the syllabus.
- A description of the grading system to be used, including the relative weight given to major tests, final exam, etc.
- If there is an attendance policy which could affect the grade, the penalties for excessive unexcused absences should be stated.
- Any other specific detailed information (including dates, where appropriate) which the faculty member is able to provide and which would be helpful to the student (e.g., reading assignments and due dates)
- For undergraduate courses, a graded assignment, exam, or quiz should be scheduled within the first 25% of the semester or session
- Reference to Honor Code and Wingate University Disability Support Services statement.
- Any institutional equity and inclusion, mental health, or public health guidelines as may be developed or implemented.

The proposed syllabus should be shared with the corresponding department chair or program director before the first day of class who will keep it in a digital file. A course syllabus is an initial general outline of a course, and subject to change should conditions warrant.

3.4.2 Examination and Assessment Policies

Faculty members should assess student performance as frequently as practical. Final assessments will be given at the end of each semester within the approved final assessment periods designated by the Registrar. Faculty must meet their class during the final examination period, but have discretion to determine what activity will be scheduled in that period. Students should not be given a comprehensive final examination at a time other than the stated final examination period.

Students and Administrative Assistants are not allowed to proctor examinations. If a faculty member must be absent on a test day, they should arrange to have a department approved proctor administer the examination. It is a best practice to return exams or assessments within one week of due dates or clarify to students when the graded work will be completed and available.

If not using a learning management system, faculty members should retain grades of assessments for a period of one year. At the end of the semester, part-time faculty members must leave all graded assessments and a copy of the grade book with their respective department chair, program director, or dean.

3.4.3 Class Periods

All classes are expected to meet according to official schedule. Faculty may not change the hour of a class on their own authority. Any proposed change necessary to accomplish purpose of the class, such as a field trip, must be cleared in advance with the respective Vice Provost, Dean, Department Chair, or Program Director. Any circumstances which necessitate an instructor's absence from a class meeting, such as an illness, must also be cleared with respective, Dean, Department Chair, or Program Director. The room assigned to a particular class may not be changed without engaging and clearing the change with the Registrar's Office.

Typical Class Session Times

MWF	MW	TR
8:00 – 8:50 AM		8:00 – 9:15 AM
9:00 – 9:50 AM		9:30 – 10:45 AM
10:00 – 10:50 AM		11:00 – 12:15 PM
12:00 – 12:50 PM	12:00 – 1:15pm	12:30 – 1:45 PM
1:00 – 1:50 PM		2:00 – 3:15 PM
2:00 – 2:50 PM	2:00 – 3:15 PM	3:30 – 4:45 PM
3:00 – 3:50 PM	3:30 – 4:45 PM	

3.4.4 Academic/Curricular Change

Requirements of an Academic Change Proposal

Proposal Type	Required Information
New Course	<ul style="list-style-type: none"> • Course Title, Level (100, 200...800), and suggested course number • Credit hours • Catalog description • Prerequisite or corequisite courses • Cross listing course number, where applicable • Grading policy (letter grade, pass/fail, etc.) • Academic term(s) the course will be offered • Implementation term and year • Sample syllabus (PDF upload) • Description of the impact of the course • Impact of course on programs of study (required, elective, etc.)
New Program of Study	<ul style="list-style-type: none"> • Type of program of study (major, minor, track, concentration, certificate, etc.) • Proposal that lists the entire course of study comprising the new program of study (PDF Upload). • Impact of the program of study
Change to a program of Study	<ul style="list-style-type: none"> • Type of program of study (major, minor, track, concentration, certificate, etc.) • Proposal that lists the entire program of study, highlighting all changes to the program (new requirements and deleted requirements). Include the rationale for the requested changes. (PDF upload). • Impact of the changes
Change to a Course	<ul style="list-style-type: none"> • Type of change (editorial change, prerequisites, cross listing, etc.) • Course number and title of changed course • Description and rationale for change
Inactivation of course(s)	<ul style="list-style-type: none"> • Course Number(s) and Name(s) • Whether listed a requirement or restricted elective in any current major • Rationale for removal
General education	<ul style="list-style-type: none"> • General Education category (global perspectives or university foundation) • For university foundation changes/additions, the appropriate category • Explanation of how the course meets criteria as a general education course • Sample syllabus (PDF upload) • Discussion of adjunct use and ability to be consistent across sections • Note: if the proposed course is a new course, all information for adding a new course must be provided (see above)
Academic policy change/addition	<ul style="list-style-type: none"> • Affected Academic program • Proposal that lists the new/changed academic policy, its rationale, and student impact

Undergraduate Academic Affairs Proposals

Proposals for curricular change should be approved first by the department's faculty, and then by the department chair or program director, and submitted to the chair of Academic Affairs by the Dean, Program Director, or Department Chair using the [Academic/Graduate Affairs Proposal Form](#). The administrator's electronic submission indicates their full support for the course proposal *and* the availability of the necessary financial and human resources to support the proposal. The Academic Affairs Committee will consider the academic merits of the proposal, and if approved, submit the changes to the Faculty Senate Chair (or designee). Depending on the nature of the change request, items approved by the Academic Affairs Committee will either be presented to Faculty Senate for informational purposes or for an approval vote (see below). Once finalized by the Faculty Senate, the Senate Chair will report the new course(s) to the Registrar and Vice-Provost for Institutional Effectiveness.

Change	Academic Affairs Action	Senate Action
<ul style="list-style-type: none">• Minor editorial changes in course title and/or description• Changes in frequency/term of course offerings after notifying all departments/schools whose students will be affected• Changes in course modality (in-person/hybrid/online)• Pre-requisite changes after notifying all departments/schools whose students will be affected• Inactivation of courses only open to students in the major	Notification ¹	Notification
<ul style="list-style-type: none">• Significant changes in course title and/or description• Change in course number, cross-listing, or credit hours for a course• New courses (or the merger of two existing courses)• Inactivation of courses that affects students in other departments/schools after notifying all departments/schools whose students will be affected• Revisions to majors, minors, and certificates	Approval ²	Notification
<ul style="list-style-type: none">• New majors, minors, degree programs, and certificates• Changes to degree programs• Revisions to University General Education courses• Changes to the University General Education Curriculum• Changes to university-wide academic policies (Academic Honors/Latin Honors, Academic Probation/Academic Suspension, Additional Bachelor's Degree, Additional Major, Academic Bankruptcy, Graduation Requirements, Overload, Repeat Course Policy, University Honors College)	Approval ²	Approval

¹Requires a vote of approval from the affected department

²Requires a vote of approval from the department, approval from the Dean for the department, and the chairs or Deans of any other program the change affects. If the proposal affects the General Education Curriculum, it also requires approval from the General Education Committee. If a proposal is university wide or changes to university-wide academic policies it requires approval from the Provost.

Graduate Affairs Proposals

Proposals for curricular change should be approved first by the department's curriculum committee (or equivalent committee) and submitted to the chair of Graduate Affairs using the [Academic/Graduate Affairs Proposal Form](#).

Change	Graduate Affairs Action	Senate Action
<ul style="list-style-type: none">• Minor editorial changes in course title and/or description• Changes in course modality (in-person/hybrid/online)• Pre-requisite changes after notifying all departments/schools whose students will be affected• Inactivation of courses	Notification ¹	Notification
<ul style="list-style-type: none">• Significant changes in course title and/or description• Change in course number, cross-listing, or credit hours for a course• New courses (or the merger of two existing courses)• Revisions to majors, degree programs, or certificates• New majors, degree programs, and certificates• Changes to department/school-wide academic policies (Admissions requirements Academic Probation/Academic Suspension, Graduation Requirements, Essential/Technical Standards)	Approval ¹	Notification

¹Requires approval of the affected department's curriculum committee (or equivalent committee). If a proposal affects multiple departments, it requires approval from either the Dean or Vice Provost (or both). If a proposal is university wide or changes to university-wide academic policies it requires approval from the Provost.

3.4.5 Books and Supplies

All intellectual resources including books and materials to be used by students, except experimental materials for laboratories, are to be ordered and sold through an online vendor, Akademos. Textbooks should be chosen by the department for survey courses and by the faculty members in consultation with the chairperson or program director for individual courses. Requests for exceptions to this policy must be made with due process through the departmental chairperson. Faculty may not require students to purchase materials for courses where there is a direct or indirect financial interest in the work product unless such a requirement is preapproved by the Office of the Provost.

3.5 Faculty Evaluation Principles

The process of development and evaluation for all tenure-track faculty, graduate and undergraduate, includes three types of instruments broadly described as:

Annual evaluation: completed by all full-time faculty regardless of tenure-track or tenured status and inclusive of the major categories of faculty life: teaching, scholarship, and service. With only the rarest of exceptions, teaching is the most critical element of work-life for faculty at Wingate University, and is always weighted as the highest priority among the three categories of faculty life. The faculty member, in consultation with the evaluator, may rank the order of priority for scholarship and service in a manner that meets the needs of the department and the faculty member. While teaching is always the highest priority, the ranking of scholarship and service may change from year to year. The annual faculty performance evaluation priority ranking of scholarship and service should be considered during comprehensive or milestone faculty evaluations.

Mid-Point evaluation: A formal mid-point review is typically conducted following year two and prior to the beginning of year three of pre-tenure service. This evaluation provides a clear statement of whether the pre-tenure candidate is positioned as on-track for tenure based on current production and trajectory of achievement in the three major categories of teaching, scholarship, and service. With only the rarest of exceptions, teaching is the most critical element of work-life for faculty at Wingate University, and is always weighted as the highest priority among the three categories of faculty life. The mid-point evaluation includes self-evaluation, chair or program director evaluation, and review by the dean. All faculty, graduate and undergraduate, will follow the three-year timing of the mid-point review. The department chair, program director, or dean may request a separate pre-tenure review during any pre-tenure appointment year that they deem appropriate. A faculty member can also request a pre-tenure review during any year that they deem appropriate.

Milestone Review: This review includes a portfolio-based application for tenure and promotion completed, in most cases, at the conclusion of year five and circulating during year six at Wingate. With only the rarest of exceptions, teaching is the most critical element of work-life for faculty at Wingate University, and is always weighted as the highest priority among the three categories of faculty life. This process is outlined more fully in this document. Milestone reviews include tenure, promotion, and post-tenure review.

3.6 Faculty Development Principles for New and Developing Faculty

Wingate University believes that an intentional experience be created for new faculty members that includes but is not limited to:

- Teaching observations of first-year faculty by chair, or program director, or dean, as well as a committee of observers (often three persons) appointed at the discretion of the home department or program of the first-year faculty member.
- Annual teaching observations of all pre-tenured faculty members by their chair, or program director, or dean.
- Participation in the Class of 20XX program, coordinated by the Provost's Office, to successfully on-board new faculty members over the course of their first year.
- Access to travel funds and other institutional resources to assist in growth of teaching acumen, scholarly productivity, and department, school, university service opportunities.
- Access to the professional librarians at the Ethel K. Smith Library who can assist in teaching and research projects as might be reasonable.
- Participation by pre-tenured faculty in Master Advising programming so as to prepare for an academic advising role, which impacts responsibilities in both teaching and service.
- Participation by pre-tenured faculty in appropriate diversity, equity, and inclusion professional development so as to understand the values of Wingate University and the importance of such issues to the institution.
- Participation by pre-tenured faculty in appropriate Title IX, Family Educational Rights Protection Act, and other core compliance professional-development issues so as to understand the responsibilities of Wingate faculty pursuant to such matters.
- Access to digital instruments that will assist in the organization of materials specific to the pre-tenure review process and the subsequent application for tenure.
- The right, given significant and documented disruptions of work or force major issues, to appeal to the Provost for a one-year extension of portfolio review for tenure and promotion. Because the path toward tenure is long, the burden of documentation of work disruption shall be placed on the candidate and the decision of the Provost to accept or deny the request shall be final. Should such societal or force majeure events exist that unduly burden all university faculty, the Provost shall have the right to offer a blanket extension of one year to all applicants who shall indicate in writing if such an extension is to be accepted.

3.7 Annual Faculty Performance Evaluation

All full-time faculty regardless of rank, tenure-track, or tenure status, participate in an annual evaluation cycle. The purpose of the annual faculty evaluation system is to maintain a high quality of teaching, scholarship, and service (and where appropriate, administration or practice) encourage excellence, provide direction for faculty development, and to inform decisions about retention, salary increases, promotion, and tenure.

In the interest of providing meaningful feedback for faculty members and to maintain the openness of the evaluation process, each full-time faculty member meets with their respective Chair, Dean or Program Director once annually to discuss the faculty member's professional development, teaching, and future goals. Informal feedback on faculty performance may be provided at other times throughout the year, as indicated. Wingate University encourages meaningful and regular feedback and communication between faculty members, department chairs, program directors, and deans.

3.7.1 Annual Evaluation of Adjunct Faculty

Because Wingate University values effective teaching as its highest priority, adjunct faculty will be observed and evaluated each academic year. Department chairs, program directors, or deans are expected to offer written feedback concerning the following:

- Course syllabi
- One or more class observations (in person) or via the Learning Management System (online course)
- Number of class sections and different courses taught
- Review of student evaluations of instruction
- Review of grade distribution
- A determination of whether the adjunct faculty member **(a) Meets expectations or (b) Does not meet expectations.**

3.7.2 Categories of Merit

Outstanding (O)

Performance far exceeded expectations due to exceptionally high-quality work performed in all areas of responsibility. The overall quality of work was superior, and either 1) included the completion of a major project or goal, or 2) made an exceptional or unique contribution in support of unit, department, or University objectives. This rating is achievable by any employee, though given infrequently.

Exceeds Expectations (E)

Performance consistently met expectations in all areas of responsibility, and the quality of work overall was excellent. Performance in at least two categories of teaching, scholarship, and service exceeded expectations in ways that made contributions above and beyond standard practice.

Meets Expectations (M)

Performance consistently met expectations in all areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was good. Productivity was consistent with advancement in rank. This should be the modal merit rating.

Improvement Needed (I)

Performance did not consistently meet expectations. Performance failed to meet expectations in one or more essential areas of responsibility. Improvement needed for advancement in rank.

Unsatisfactory (U)

Performance was consistently below expectations in most areas of responsibility. Significant improvement is needed in one or more important areas. A plan to correct performance, including timelines, must be outlined and monitored to measure progress.

3.8 Annual Merit Rating Process

3.8.1 Evaluators

Primary evaluator

In colleges or programs that have them, the primary evaluator of faculty merit will be the department chair/program director. In other colleges or programs, it will be the dean

Secondary evaluator

In programs that have department chairs/program directors, the secondary evaluator will be the Dean. In other colleges or programs, it will be the vice provost.

Promotion and Tenure Committee

The Promotion and Tenure Committee will advise on merit ratings only regarding appeals, as described below.

3.8.2 Weights

Annual merit ratings will be calculated using faculty members' scores for each of the areas of professional responsibility: teaching, scholarship, and service.

Merit ratings for each area of responsibility will be combined into an overall rating using weights that will be established by agreement between each faculty member and their primary evaluator at the beginning of an academic year. Weights will be chosen by joint agreement; in the event a disagreement between them cannot be resolved, each will produce a document justifying their position and present it to the faculty member's secondary evaluator for resolution. Total weights must add to 100%, and flexible weights should be set in increments of 5%.

- Full-time faculty members may set their weights as follows:
 - Teaching: 60%
 - Scholarship: Flexible, in the range of 10-30%
 - Service: Flexible, in the range of 10-30%
- Visiting faculty, clinical faculty, and/or instructors may set their weights as follows:
 - Teaching: Flexible, in the range of 70-100%
 - Scholarship and/or Service: Flexible, in the range of 0-30%

In unusual circumstances, faculty members and primary evaluators may agree to set a yearly weighting scheme different from that which is allowed above, if approved by the faculty member's secondary evaluator.

Final merit ratings will be calculated by applying the weights to the ratings that the faculty member receives for each area of responsibility. Decimals should be rounded to the nearest tenth of one point.

Primary evaluators should be encouraged to advise junior faculty to set their scholarship weight to at least 20% to ensure they stay on track for promotion, and to revise the weighting as appropriate to maintain progress toward promotion.

3.8.3 Merit Rating Process

The merit rating process is the culmination of regular and ongoing discussions between primary and secondary evaluators throughout the year relating to faculty performance combined with review of the annual Professional Activities, Goals, and Evaluation (PAGE) form. Such conversations can be initiated by faculty, primary, or secondary evaluators.

Step 1 - Faculty members will submit their annual PAGE no later than a deadline date that will be set by the Provost, in consultation with deans, program directors, and chairs. The deadline date should be in early-mid January.

Step 2 - A primary evaluator will review the PAGE and designate a rating for each of the categories of teaching, scholarship, and service.

- The evaluator will follow the guidelines set out for different levels of merit in the faculty guide, as well as discipline-specific standards and other relevant criteria.
- The primary evaluator will assign merit ratings for each area of faculty responsibility and provide explanations for the key factors that guide their merit determinations.

Step 3 - The primary evaluator will meet with the faculty member to discuss their merit rating, usually no later than March 1. If the evaluator and the faculty member agree to the rating, it will be sent to the secondary evaluator and the Provost's office for final disposition. Even if the faculty member and the primary evaluator agree to the rating, the secondary evaluator will review as part of ongoing oversight across the school or college.

Step 4 - If the primary evaluator and the faculty member disagree on one or more merit ratings, then the evaluator's ratings and justification will be sent to the secondary evaluator, and the faculty member will also submit a rebuttal document describing the basis of the disagreement and their proposed merit rating(s). A faculty member will have two weeks after their initial meeting with the primary evaluator to provide notice of their intent to file a rebuttal, and to deliver the rebuttal. Both notice and rebuttal must be sent to both the primary and secondary evaluator.

Step 5 (Rebuttal of Primary Evaluator) - If the faculty member rebuts the primary evaluator's assessment, the secondary evaluator will review the report of the primary evaluator, the rebuttal from the faculty member, and any response to the rebuttal from the primary evaluator, and then determine ratings for each of the three levels of responsibility. In doing so, they will follow the guidelines set out for different levels of merit in the faculty guide, as well as discipline-specific standards and other relevant criteria.

- These ratings and rationales will be provided to both the faculty member and the primary evaluator in a timely fashion, and no later than June 1.
- If the faculty member accepts the ratings from the secondary evaluator, the ratings will be forwarded to the Provost's office for final disposition.

Step 6 (Rebuttal of Secondary Evaluator) - If the faculty member disagrees with the rating of the secondary evaluator, they may send notice of appeal to the Provost and to the Faculty Committee on Promotion and Tenure.

- Appeals must be noted within two weeks of the day on which the secondary evaluator communicated the ratings to the faculty member.
- In the event of an appeal, the PAGE, ratings, justifications, rebuttals, and responses shall be transmitted to the Provost and the Promotion and Tenure Committee. The Provost will meet with the committee to determine the final merit ratings for the faculty member. To inform this discussion, the Promotion and Tenure Committee should have timely access to all relevant documents, including the merit files of other faculty in the same or relevant similar programs to use as points of comparison. Such appeals should be completed, and the results communicated to affected faculty and evaluators, no later than the second Friday of October.

3.8.4 Publication of merit assignments

Upon the completion of the merit cycle, the Provost will create a report detailing the distribution of merit ratings broken down by college or program, at a level of aggregation sufficient to maintain anonymity of particular scores. This report will be distributed to all faculty members and to the Faculty Senate.

3.9 Faculty Portfolio Structure

Below is the format for the electronic portfolio for midpoint and comprehensive evaluations:

Section	Faculty Portfolio Structure	Midpoint	Tenure and/or Promotion	Post Tenure
1	Table of Contents	✓	✓	✓
2	Curriculum Vitae	✓	✓	✓
3	Self-Evaluation or Executive Summary	✓	✓	✓
4	Annual Self-Evaluations and annual Chair or Program Director evaluations	✓	✓	✓
5	Midpoint Portfolio Self-Evaluation and Chair/Program Director/Dean reports	n/a	✓	n/a
6	External letters for promotion are optional and at the discretion of the faculty member. Further, it is the faculty member's role, if they want such letters included, to solicit and include them in the portfolio by the corresponding deadline. Any solicitation of an external letter should include the proviso that submitted letters cannot be maintained as confidential from the candidate.	n/a	Optional	n/a
7	Teaching <ul style="list-style-type: none"> • Self-reflection • For each course taught create a title page with the following information <ul style="list-style-type: none"> ○ Course number/Title ○ Semesters/Years taught as Course Leader ○ Indicate the % of the course taught each semester/year (<i>if applicable</i>) ○ Semesters/Years taught as Course Member (<i>if applicable</i>) ○ Indicate the % of the course taught each semester/year and briefly describe responsibilities • Syllabus (<i>only include the most recent year unless you have made substantial changes to the course that you wish to highlight</i>) 	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
				Summary table Representative Sample

Section	Faculty Portfolio Structure	Midpoint	Tenure and/or Promotion	Post Tenure
	<ul style="list-style-type: none"> Evaluations <ul style="list-style-type: none"> Student evaluations Peer evaluations and observations 	✓	✓	Representative Sample
7	<p>Sample artifacts, including brief explanations, that demonstrate teaching excellence as outlined in Section 3.3.2.2 Teaching and Learning Excellence. Examples include but are not limited to:</p> <ul style="list-style-type: none"> Sample of materials demonstrating innovative instruction Sample of materials demonstrating the use of writing in a course Sample demonstrating a revision of course materials Sample of materials demonstrating grading techniques and comments to students Sample of instructional support materials designed to help students master concepts and content (i.e., study guides, original problem-solving sets, concept maps, annotated bibliographies, etc.) Sample of materials demonstrating efforts to incorporate technology into course content <p>Sample of professional development, reflective practice, and pedagogical innovation or instructional design improvements</p>	✓	✓	Encouraged
8	<p>Scholarship</p> <ul style="list-style-type: none"> Scholarship Self-Reflection and Narrative Summary of publications, research, grant awards, etc., and other scholarly endeavors the reviewer will find within the Scholarship section. Research artifacts include documents for ongoing research prior to publication or presentation, including but not limited to study protocols, data collection forms, RRB approval, grant applications even if grant is not approved, grant award letters, etc. Once your research is published or presented, these documents (except grant award letters and grant applications) should be removed from this section and moved to the publication or presentation section below. Special identification of all peer reviewed publications, presentations, and scholarly artifacts. Publications Posters Conference Presentation of Research Other forms of scholarly activity within the marketplace of ideas. Points of reference to the discipline/department standards published on the Academic Affairs website. 	✓	✓	✓
9	<p>Service</p> <ul style="list-style-type: none"> Service Self-Reflection: Summary of local or community service, state or national service, international service, WU service, service to clinical practice site, and service to the profession 	✓	✓	✓

Section	Faculty Portfolio Structure	Midpoint	Tenure and/or Promotion	Post Tenure
10	<p>Future Priorities</p> <ul style="list-style-type: none"> Statement outlining expected priorities over the next six years. Included in the statement should be the expectations of that individual faculty member's professional discipline and changing expectations that occur at different stages of faculty careers. <p>Also included in the statement should be formal requests as to how the institution can provide adequate support to fulfill the goals of the individual faculty member over the six-year period.</p>	n/a	n/a	✓

3.10 Pre-Tenure Mid-Point Evaluation

In addition to annual evaluations, each tenure-track faculty member at Wingate University will undergo a mid-point review. The mid-point evaluation for all faculty will be conducted no later than the beginning of their third academic year at Wingate. Mid-Point evaluations are intended to be explicitly suggestive as to how the candidate can improve upon professional performance and prospects for tenure. Faculty should assemble artifacts and develop a portfolio at the conclusion of their second academic year in anticipation of this process. Faculty members who are granted years toward tenure and promotion will complete the mid-point review according to the following chart:

Years granted toward Tenure & Promotion	When to produce/submit portfolio for mid-point review (per academic year)	When to produce/submit portfolio for tenure and promotion (per academic year)
Zero (standard)	End of year two/ start of year three	End of year five/ start of year six
One	End of year one/ start of year two	End of year four/ start of year five
Two	Produce and submit at beginning of year one	End of year three/ start of year four
Three	First annual evaluation should detail progress	End of year two/ start of year three.

Mid-Point Evaluation Process

Step 1 - The Vice Provost for Institutional Effectiveness will notify candidates of upcoming evaluations and will provide a portfolio link and instructions. The faculty member will write a significant self-evaluation of their teaching, scholarship, and service. The portfolio should include evidence of teaching, scholarship, and service as specified in section **3.9 Faculty Portfolio Structure**.

Administrative duties should also be included in the statement if the faculty member fulfilled those responsibilities. Reasonable artifacts should be included, documenting achievements in these areas. It is expected that the faculty member will include reasonable references to the published discipline/department standards related to teaching, scholarship, and service which are found on the Academic Affairs website. The faculty member shall submit her/his self-evaluation by September 15, or the first business day after this date.

Step 2 – The primary evaluator (department chair, program director, or dean) will evaluate the materials submitted by the faculty member and shall provide a concise narrative report evaluating the strength of the work to-date, and noting the following specific and summative conclusions based on current production and evident trends:

- Regarding the primary field of teaching, the faculty member: **(a) Is well positioned for tenure or (b) Is not well positioned for tenure.**
- Regarding scholarship, the faculty member: **(a) Is well positioned for tenure or (b) Is not well positioned for tenure.**
- Regarding service, the faculty member: **(a) Is well positioned for tenure or (b) Is not well positioned for tenure.**

The report shall identify any specific action or actions needed for improvement between the mid-point evaluation and submitting for tenure and promotion.

The primary evaluator shall submit the report by November 15, or the first business day after this date. The faculty member and secondary evaluator shall be provided an electronic copy of the primary evaluator's report.

The faculty member can submit a rebuttal of the primary evaluator's report to the secondary evaluator by December 1, noting only any factual errors and offering corresponding correction. No new material may be submitted.

Step 3 - The secondary evaluator (dean or vice provost) shall evaluate the materials submitted by the faculty member and the primary evaluator's report, providing a concise report to the faculty member and primary evaluator by December 15 noting:

- Regarding the primary field of teaching, the faculty member: **(a) Is well positioned for tenure or (b) Is not well positioned for tenure.**
- Regarding scholarship, the faculty member: **(a) Is well positioned for tenure or (b) Is not well positioned for tenure.**
- Regarding service, the faculty member: **(a) Is well positioned for tenure or (b) Is not well positioned for tenure.**

The report shall identify any specific action or actions needed for improvement between the mid-point evaluation and submitting for tenure and promotion.

The faculty member and chair, program director and/or dean should meet to discuss the primary conclusions of the mid-point evaluation process and any professional development, improvement, or needs of the faculty member. Open communication between faculty, chairs, program directors, and deans is a core value of Wingate University.

Step 4 - The appropriate University Promotion and Tenure Committee shall evaluate the materials submitted by the faculty member, the primary evaluator, and the secondary evaluator, providing a concise report back to the faculty member and evaluators by April 1.

- Regarding the primary field of teaching, the faculty member: **(a) Is well positioned for tenure or (b) Is not well positioned for tenure.**
- Regarding scholarship, the faculty member: **(a) Is well positioned for tenure or (b) Is not well positioned for tenure.**
- Regarding service, the faculty member: **(a) Is well positioned for tenure or (b) Is not well positioned for tenure.**

The report shall identify any specific action or actions needed for improvement between the mid-point evaluation and submitting for tenure and promotion.

Step 5 - The Vice-Provost for Institutional Effectiveness will record the reports and keep a calendar of when faculty members are required to submit tenure and promotion evaluations.

Any faculty member, department chair, program director, dean or appropriate alternate may initiate a pre-tenure review during any pre-tenure appointment year that they deem appropriate. Given annual, mid-point, and milestone cycles, call for such reviews should be sparing and tied to a particular issue or point of emphasis necessitating formal clarification.

3.11 Comprehensive Faculty Evaluations

In the sixth year, faculty with a tenure track appointment undergo a mandatory comprehensive faculty evaluation that provides the basis for a decision about granting the faculty member a seventh-year contract and tenure. Faculty who have received credit toward promotion at the time of hire may be on a different timeline, and shall use the chart provided elsewhere in this Faculty Guide.

Faculty members who start their employment at Wingate University at another time of the academic year other than August shall be presumed to start their tenure clock at the beginning of the next academic year. Any exceptions would require a memo signed and endorsed by the new faculty member, chair or program director, and dean, if applicable. For example, an exception would allow a January new hire to start their tenure clock the previous August, rendering their first $\frac{1}{2}$ year to be, for tenure and promotion clock purposes, the equivalent of their first full year. The Vice-Provost for Institutional Effectiveness or equivalent shall keep electronic versions of any such memos as should the faculty member, chair, program director, or dean in a permanent digital file.

3.11.1 Comprehensive Faculty Evaluation Timeline

Typical Timeline of Tenure, Promotion, and Post-Tenure Review

	Year 6	Year 12	Year 18	Year 24
Assistant Professor	Applies for tenure and promotion	If never promoted, applies for promotion or submits post-tenure review	If never promoted, applies for promotion or submits post-tenure review	If never promoted, applies for promotion or submits post-tenure review
Associate Professor	Promoted from Assistant to Associate Professor	Applies for promotion to Full Professor or submits post-tenure review	Applies for promotion to Full Professor or submits post-tenure review	Applies for promotion to Full Professor or submits post-tenure review
Professor		Promoted from Associate Professor to Professor	Submits post-tenure review	Submits post-tenure review

3.12 Tenure

In conjunction with a university committee created and endorsed by the Faculty Senate and with the full support of the Office of the Provost, Wingate University will, beginning in the 2022-2023 academic year, move from a policy of professional security to a policy of tenure. The policy of tenure brings important benefits to faculty, including the professional stability for faculty to pursue longer-term research investigations and develop curriculum reflective of innovative content and pedagogy. Tenure brings benefits to the university as well, including advantages in recruitment and retention of talented faculty, and the imprimatur of institutional integrity. A policy of tenure is the standard of practice in higher education.

The principal purpose of tenure is to protect academic freedom, a critical ingredient for those teaching and conducting research in higher education. Dismissal or threat of dismissal for professional speech, publication, or research findings prevents faculty from fulfilling their core responsibilities to advance and transmit knowledge. As faculty are entrusted with being knowledge creators, the principle of tenure is consistent with inquiry that pursues fact, truth, and analysis based on freedom from outside entanglements that would prevent the search for objective conclusions.

Tenure assures academic freedom in the classroom, in research and publication, and in professional and expertise-laden service to the public. The university protects faculty members in the responsible exercise of the freedom to teach, to learn, and otherwise to speak the truth, and will not penalize or discipline members because of the right of academic freedom in the lawful pursuit of their respected areas of scholarly expertise and professional interest and responsibility.

Tenure and academic freedom are inextricably linked. Academic freedom, as defined by the American Association of University Professors (AAUP), is the “freedom to teach, both in and outside the classroom, to conduct research and to publish the results of those investigations, and to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Professors should also have the freedom to address the larger community with regard to any matter of social, political, economic, or other interest.”

The responsibilities in a tenure appointment system are significant. As noted by the AAUP, faculty members “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.” Faculty members share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected.

The privileges of tenure are not limitless. Adequate cause for dismissal will be related, directly and substantially, to the fitness of faculty members in their professional capacities as teachers or researchers. Threat of dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights guaranteed to American citizens. A tenured faculty member, thus, can be dismissed for cause, including conviction of a criminal offense, malfeasance, and abandoning classes for excessive periods of time or the duration of the semester, but not for publication or dissemination of their scholarly expertise. In extreme financial circumstances, programs can be terminated, as a result of careful and deliberate review. Such program discontinuations can result in tenured faculty in that department or program being relieved of their duties. Furthermore, tenure does not protect speech that may cause immediate grievous bodily harm due to the subject of a given utterance or speech that substantially affects teaching, research, and service obligations. Additional limitations can be found in the Faculty Guide and the Employee Handbook.

The earning of tenure comes as a result of a multi-year process where significant accomplishments in teaching, scholarship, and service are expected. This process, outlined elsewhere, rests upon regular observation, the importance of peer review, feedback, dialogue, development and appropriate institutional resources as might accompany professional achievement of faculty. Pre-tenured and tenured faculty members participate in the annual evaluation process, outlined elsewhere, where their work is considered in relation to teaching, scholarship, and service, and in concert with goals, expectations, and responsibilities. The annual goals of faculty are determined in collaboration with department chairs, program directors, or deans. Tenured faculty also participate in a periodic, six-year, summative process known as post-tenure review, also outlined elsewhere. As part of a tenure system, faculty have ample and sufficient opportunity to rebut conclusions drawn in the evaluation of their work in annual, formal tenure application, or post-tenure review processes.

For these reasons and in this spirit, Wingate is committed to tenure and academic freedom.

3.12.1. Procedure for Comprehensive Evaluation for Tenure and/or Promotion

General Overview of Tenure Application Steps

Step 1 – The Vice Provost for Institutional Effectiveness will notify candidates of upcoming evaluations and will provide a portfolio link and instructions. The candidate must prepare a portfolio specific to the candidate’s discipline or field and submit it by September 15, or the first business day thereafter. The portfolio should be evidence-based, indicating and documenting clear and demonstrable achievements and accomplishments in the areas of teaching, scholarship, and service. It is suggested that the candidate should reference the discipline-specific guidelines created and maintained by each department or program and listed on the Academic Affairs web site. Note: candidates applying for voluntary promotion must notify the Vice Provost for Institutional Effectiveness of their intent to do so. The portfolio should include evidence of teaching scholarship, and service as specified in section **3.9 Faculty Portfolio Structure**.

Step 2a and Step 2b – The Provost’s Office shall distribute portfolio links to a departmental-level, program-level, or school-level committee of three tenured department members.

At the beginning of the tenure and promotion review process, the candidate shall provide the primary evaluator (chair, program director, or dean) with a list of three names of tenured faculty members the candidate would like to participate in the department-level or program-level tenure review. Of these three names, the candidate is assured of one specific person to be their “guaranteed” participant. It is a best practice that all members of a department or program tenure committee come from within the ranks of the home department or program and be tenured. Should staffing or other matters make such a committee composition challenging, the candidate shall be expected to provide a name or names of tenured faculty members from related disciplines. The primary evaluator has responsibility to select the other two members of the department-level review, which may or may not include the remaining names proposed by the candidate. Serving on such a committee is an important responsibility, and such work should be documented as a “service artifact” in the annual evaluation of a faculty member who so serves.

This three-person committee meets independently from the primary evaluator and will not communicate with the primary evaluator regarding the evaluation of the applicant during this stage of the process. They will conduct parallel processes, independent of each other. The committee shall elect a chairperson who will organize the collective work and make sure deadlines and reports are submitted as required.

The committee shall review the applicant’s portfolio, evaluate the candidate’s application for tenure, and write a report by the date specified in the tenure and promotion calendar. The committee should observe classroom teaching of at least two different courses, if possible. The completed report, signed by each committee member, will include one of three recommendations: **(a) Recommendation to award tenure and promotion, (b) Recommendation to award tenure, but not promotion, or (c) Recommendation to deny tenure and promotion and issue a one-year contract.**

If unanimity is not reached, a minority report may be issued outlining the areas of disagreement and the reasons for it. The committee report and any minority report should be signed by the committee members.

Likewise, and working independently, the primary evaluator will issue their own final report. The primary evaluator shall review the applicant’s portfolio, evaluate the candidate’s application for tenure and promotion, and submit a report. It is recommended that the primary evaluator observe classroom teaching. The completed report will include one of three recommendations: **(a) Recommendation to award tenure and promotion, (b) Recommendation to award tenure, but not promotion, or (c) Recommendation to deny tenure and promotion and issue a one-year contract.**

The reports of the committee and primary evaluator shall be independently completed by November 1.

The faculty member applying for tenure and/or promotion will receive electronic copies of all reports and may choose to write a rebuttal within 10 business days of receipt. The candidate may respond to correct factual errors; however, no other new material may be submitted. The candidate’s written factual correction (if applicable) must accompany the portfolio through the remaining steps of the review process. The Provost can grant additional time should extenuating circumstances warrant.

Step 3 – The secondary evaluator (dean or vice provost) shall review the tenure applicant’s portfolio, the department committee and primary evaluator reports, and any rebuttals. The secondary evaluator shall then write a concise report formulating and expressing a recommendation concerning the candidacy. This report shall culminate in one of three recommendations: **(a) Recommendation to award tenure and promotion, (b) Recommendation to award tenure, but not promotion, or (c) Recommendation to deny tenure and promotion and issue a one-year contract.**

The secondary evaluator shall complete her/his report by December 1. The report will be electronically distributed to the appropriate tenure and promotion committee (either Undergraduate Tenure and Promotion Committee or Graduate and Professional Tenure and Promotion Committee), and to the faculty member applying for tenure. The candidate may choose to write a rebuttal within 10 business days of receiving the report. The candidate may respond to correct factual errors; however, no other new material may be submitted. The candidate's written factual correction (if applicable) must accompany the portfolio through the remaining steps of the review process.

Step 4 – The appropriate university committee will review the application in its entirety, including the portfolio, reports, and rebuttals. It will then determine whether to accept the secondary evaluator's recommendation.

If the committee does not accept the recommendation of the secondary evaluator, it must suggest one of the following three courses of action: **(a) Recommendation to award tenure and promotion, (b) Recommendation to award tenure, but not promotion, or (c) Recommendation to deny tenure and promotion and issue a one-year contract.**

The committee report shall be written by the committee chair on or before February 1, or the first business day thereafter. The report will be electronically delivered to the Provost, the candidate, and the candidate's dean and chair/program director. It is expected that the committee shall record the vote of the members concerning each candidate, that the tally will be provided to the Provost and candidate, and that the committee chair will attest to the accuracy of the recommendation and tally.

If the decision overturns the secondary evaluator's recommendation, a detailed rationale must be included and distributed to the Provost, the candidate, and the candidate's dean and chair/program director. The candidate may choose to write a rebuttal within 10 business days of receiving the report. The candidate may respond to correct factual errors; however, no other new material may be submitted. The Provost can grant additional time should extenuating circumstances warrant.

Step 5 – The Provost shall review the application in its entirety, including the portfolio, reports, and rebuttals and, in consideration of all the accumulated information and evaluation, recommend a final action to the President from the following three options: **(a) Recommendation to award tenure and promotion, (b) Recommendation to award tenure, but not promotion, or (c) Recommendation to deny tenure and promotion, and issue a one-year contract.**

As the Chief Executive Officer of Wingate University, the President has the authority to accept or reject the recommendation of the Provost. With a final decision of tenure and promotion reached, the Provost shall then deliver the determination to the candidate and the candidate's dean and chair, and inform the Board of Trustees in a timely manner or otherwise in a manner as required by the Bylaws of Wingate University.

3.13 Post-Tenure Review

Post-tenure review is a formal evaluative process designed to comprehensively evaluate the teaching, research, and service strategy of a tenured member of the Wingate faculty. The standard of review should be of good faith on both sides as a way of documenting the completion of planned priorities in teaching and scholarship, aggregating the depth and breadth of a service commitment, examining appropriate opportunities for improvement, and to the adequate support of that improvement by the institution. Post-tenure review provides an opportunity for a tenured faculty member to note the scale and scope of their priorities over the forthcoming next six years.

Post-tenure review is not a re-evaluation of tenure. The periodic review is not to be a burden to the individual faculty member to show cause as to why they should be retained at Wingate University. Post-tenure review is not for the purpose of dismissal from the individual's faculty position. Even so, tenure is not an indefinite position to

be held at Wingate University. Tenured faculty are subject to dismissal for failure to conduct themselves in a professional manner, malfeasance, abject incompetence, failure to perform their duties, or based on proven financial exigency of the institution. Other formal disciplinary procedures exist as outlined in the faculty handbook for that purpose.

Annual merit reviews of teaching, scholarship, and service are already in place to evaluate tenured faculty. Additionally, some individual faculty members are evaluated through accreditation reviews and certification programs. If the individual fails to meet expectations a discussion between the individual faculty member and their department chair should be conducted to implement procedures to enhance the individual's performance in the area(s) not meeting expectations. Such discussions should culminate in a written Improvement Plan distributed to the faculty member and dean, and reviewed once or more per semester by the chair/program director and faculty member.

As early as the sixth year after receiving tenure, the individual faculty member at the level of associate professor has the opportunity to submit a promotion packet for full professor. Evaluation of the promotion packet as outlined in the faculty guide will serve as a post-tenure review with the understanding that the process is not a re-evaluation of tenure. The evaluation process will occur in year six (6) when the faculty member is seeking to be promoted from Assistant Professor to Associate Professor and in year twelve (12) when the faculty member is seeking to be promoted from Associate Professor to Professor. Tenured faculty members who do not elect to apply for promotion to Professor, will complete post-tenure review. A detailed timeline chart is found elsewhere in this document.

Each tenured faculty member will be subject to a post-tenure review no less frequently than every six years. The reviews will not be comprehensive reviews and it is not the burden of the individual faculty member to provide documentation at the depth that was required to be awarded tenure. Post-tenure review should be flexible to acknowledge different expectations in different disciplines.

General Overview of Post-Tenure Review Steps

Step 1 – The Vice Provost for Institutional Effectiveness will notify candidates of their upcoming post-tenure review and provide a portfolio link and instructions. The faculty member will write a significant self-evaluation of the previous six years for teaching, scholarship, and service as specified in section **3.9 Faculty Portfolio Structure**. Administrative duties should also be included in the statement if the faculty member so fulfilled those responsibilities. Reasonable artifacts should be included, documenting achievements in these areas.

The faculty member shall submit her / his self-evaluation by October 1.

Step 2 – The primary evaluator (department chair, program director, or dean) will evaluate the materials submitted by the faculty member and shall provide a concise report offering one of two summative recommendations: **(a) Faculty member meets expectations or (b) Faculty member does not meet expectations**.

The report shall be completed by November 1 and will be electronically distributed to the appropriate secondary evaluator (dean or vice provost) and the faculty member.

If the report of the primary evaluator concludes that the faculty member undergoing post-tenure review does not meet expectations, the faculty member may choose to write a rebuttal within at least 10 business days of receiving the report. The candidate may respond to correct factual errors; however, no other new material may be submitted. The candidate's written factual correction (if applicable) must accompany the portfolio through the remaining steps of the review process.

Step 3 – The secondary evaluator shall evaluate the materials submitted by the faculty member and the primary evaluator, providing a concise report offering one of two summative recommendations: **(a) Faculty member meets expectations or (b) Faculty member does not meet expectations**.

The report shall be completed by December 15 and will be electronically distributed. The faculty member's chair, program director and/or dean may request a meeting with the individual faculty member to discuss professional development and the needs of the faculty member. Open communication between faculty, chairs, program directors, and deans is a core value of Wingate University.

Step 4 –The Vice-Provost for Institutional Effectiveness will record the outcome and keep an accurate calendar of when faculty members are required to submit subsequent post-tenure reviews. This process shall be completed by January 30.

Step 5 –(if necessary) Any faculty member who receives a “does not meet expectations” review will be given the opportunity to improve their performance.

In consultation with the dean, the faculty member's department chair/program director or dean will:

1. Review and consider the comments from the secondary evaluator.
2. Prepare a written individual Professional Improvement Plan in consultation with the faculty member. The faculty member, chair or program director, and dean will all have digital or printed copies of the Professional Improvement Plan. The plan shall be completed in writing and signed by all parties on or before March 15.

The individual Professional Improvement Plan shall include at least:

1. A specific timeline including steps for improvement specific to teaching, scholarship, and service areas.
2. A clear statement of consequences outlined if written steps are not completed by the designated dates will be provided to the individual faculty member.
3. Agreed upon resources the faculty member may utilize during the execution of this plan.
4. A clear statement that the department chair/program director must hold periodic progress meetings with the faculty member, expected to be not less than once per semester.

If the faculty member does not fulfill their responsibilities as outlined in the Professional Improvement Plan, disciplinary action may be taken.

3.14 Instructional Faculty Promotion

After 6 years of employment at the current rank and in good standing, full-time faculty in long-term non-tenure track appointments may be considered for promotion. This includes non-tenure track faculty with an academic appointment of assistant or associate professor, clinical assistant or associate professor, and instructor. Those with an academic rank of assistant/associate professor are eligible for promotion to the rank of associate professor/professor. Instructors are eligible for promotion to senior instructor. The process for promotion of a non-tenure track faculty member and the post-promotion review process for senior instructors is as follows:

Step 1 - The candidate notifies the Vice Provost for Institutional Effectiveness of their intent to apply for promotion. The Vice Provost will verify eligibility and initiate the process, send the candidate instructions and links, and notify the applicable reviewers. The candidate must prepare a portfolio specific to the candidate's discipline or field and submit it to the chair, program director or dean by **March 1**, or the first business day thereafter. The portfolio should be evidence-based, indicating and documenting clear and demonstrable achievements and accomplishments in the area of teaching. If applicable, achievements and accomplishments in the areas scholarship and service should be included. It is suggested that the candidate should reference the discipline-specific guidelines created and maintained by each department or program and listed on the Academic Affairs web site.

Section Non-Tenure Track Faculty Promotion Portfolio Structure	
1	Table of Contents
2	Curriculum Vitae
3	Self-Evaluation or Executive Summary
4	Annual Self-Evaluations and annual Chair or Program Director evaluations
	Teaching
	<ul style="list-style-type: none"> • Self-reflection • Provide a summary table for courses taught with the following information <ul style="list-style-type: none"> ○ Course number/Title ○ Semesters/Years taught as Course Leader ○ Indicate the % of the course taught each semester/year (<i>if applicable</i>) ○ Semesters/Years taught as Course Member (<i>if applicable</i>) ○ Indicate the % of the course taught each semester/year and briefly describe responsibilities • Syllabi sample • Evaluations (Student evaluations and at least two Peer evaluations/teaching observations) <p>Sample artifacts, including brief explanations, that demonstrate teaching excellence as outlined in Section 3.3.2.2 Teaching and Learning Excellence. (Encouraged, not required)</p>
5	Scholarship (Applicable if merit score weights include scholarship, see Section 3.8.2)
	<p>Scholarship Self-Reflection and Narrative Summary of publications, research, grant awards, etc., and other scholarly endeavors the reviewer will find within the Scholarship section.</p> <ul style="list-style-type: none"> • Sample artifacts, including brief explanations, that demonstrate teaching excellence as outlined in Section 3.3.3 (Encouraged, not required)
6	Service (Applicable if merit score weights include service, see Section 3.8.2)
7	<ul style="list-style-type: none"> • Service Self-Reflection: Summary of local or community service, state or national service, international service, WU service, service to clinical practice site, and service to the profession

Step 2 – The primary evaluator (department chair, program director, or dean) will evaluate the materials submitted by the faculty member and shall provide a concise report offering one of two summative recommendations:

(a) Recommendation to award promotion or (b) Recommendation to deny promotion.

The primary evaluator shall submit the report by **April 1**, or the first business day after this date. The faculty member applying for promotion will be provided with an electronic copy of the report. The candidate may choose to write a rebuttal within 10 business days of receiving the report. The candidate may respond to correct factual errors; however, no other new material may be submitted. The candidate's written factual correction (if applicable) must accompany the portfolio through the remaining steps of the review process.

Step 3 – The secondary evaluator (dean or vice provost) shall evaluate the materials submitted by the faculty member, the primary evaluator's report, and any rebuttals, providing a concise report offering one of two summative recommendations: **(a) Recommendation to award promotion or (b) Recommendation to deny promotion.**

The secondary evaluator shall submit the report by **May 1**. The faculty member applying for promotion will be provided with an electronic copy of the report. The candidate may choose to write a rebuttal within 10 business days of receiving the report. The candidate may respond to correct factual errors; however, no other new material may be submitted. The candidate's written factual correction (if applicable) must accompany the portfolio through the remaining steps of the review process.

Step 4 – Should the primary and secondary evaluators agree, the portfolio is forwarded to the Office of Academic Affairs for processing. In the case of a rebuttal to the secondary evaluator's report, the Provost shall evaluate the materials submitted by the faculty member, the evaluations of both the primary and secondary evaluator, and any rebuttals, providing a concise report by **June 1** offering one of two final decisions: **(a) Recommendation to award promotion or (b) Recommendation to deny promotion.**

Section 4 – Intellectual Property

4.1 Copyrighted Materials, Reproductions

Permission or license requests should be made in writing for proposed use or reproduction of copyrighted material by the University. These requests in writing for reproduction of copyrighted material should be referred to the Provost.

4.2 Intellectual Property Policy

It is the purpose of this policy to encourage, support, and reward scientific research and scholarship, and to recognize the rights and interests of the creator, author, inventor, or innovator, the public, the sponsor, and the University.

The University's commitment to teaching and research is primary, and this policy does not diminish the right and obligation of faculty members to disseminate research results for scholarly purposes, which is considered by the University to take precedence over commercialization of technology or other works. This policy is to be consistent with the University's commitment to academic freedom. Wingate University encourages faculty to undertake creative endeavors and to receive recognition therefor. The terms —inventions, discoveries, and other innovations and technology — include tangible or intangible inventions, in the patent sense, whether or not reduced to practice, and tangible research results whether or not patentable or copyrightable.

Faculty members working with students on research projects must inform those students in advance of the terms of this policy and of any burdens of non-disclosure or confidentiality deemed necessary by the faculty member or any applicable third parties to protect resulting work product.

The University owns any inventions (patentable or otherwise) that are created as part of:

1. University research;
2. activities within the scope of the inventor's employment with the University or in official association with the University, or
3. activities involving the use of University time, facilities, staff, material, non-public information, or funds administered by the University or third-party grants obtained by the University.

All faculty who engage in University-sponsored research must promptly disclose their inventions (patentable or otherwise) to the University. Any University personnel who invents or creates potentially patentable inventions should notify their Department Head and contact the Office of the General Counsel. The Provost and General Counsel shall decide if the invention should be submitted for a patent. Any invention created by a University employee on his or her own time, outside of their scope of employment, and not using University resources is the property of the inventor.

Regarding copyrights or other works of authorship, the University owns any works where the work is prepared by an employee within the scope of her/his employment.

Faculty members shall cooperate reasonably with the University in the procurement of any patents, copyright registrations, trademark registrations, or any other intellectual property rights. To the extent that a written assignment is needed to effectuate the ownership rights, the faculty member shall cooperate to execute any documentation reasonably necessary to effectuate the transfer of ownership.

In the event the University seeks to commercialize any patentable technology, the University will negotiate in good faith with the inventor(s) concerning a royalty agreement.

4.2.1 Grants Involving Intellectual Property or Work Product

To the extent a faculty member has a direct or indirect financial or other interest in any intellectual property or work product that is the subject of, or will be used in connection with, any grant, the faculty member must disclose the nature of the intellectual property/work product and interest therein to the Office of the Provost prior to the grant request approval process and annually thereafter.

4.3 Conflicts of Interest

In the event of an actual or potential conflict of interest, the faculty member must promptly disclose such conflict to the Office of the Provost, as well as the applicable program director, department chair, or Program Director, or Dean. Faculty members shall not invite to campus, or otherwise invite to participate in University-sponsored events, any elected officials (or individuals running for elected office) without prior approval from the Office of the Provost.

4.4 Media Inquiries

In the event a faculty member receives media inquiries, all media inquiries should be initially directed to the Communications Specialist and University Spokesperson for purposes of coordinating the University's branding strategy and the use of University branding, logos, and facilities.

4.5 Research Projects Involving Human and Animal Subjects

This policy applies to scholarly work in general and specifically to research investigations involving human subjects conducted by faculty, staff, or students at, or under the auspices or financial support of, Wingate University. Additionally, the Research Review Board of Wingate University functions as the Institutional Animal Use and Care Committee, overseeing research investigations using animal subjects conducted by faculty, staff, or students at, or under the auspices or financial support of, Wingate University. Wingate University encourages the conduct of research in and among its schools and college and collaboration with other educational institutions, agencies, and organizations. While respecting the right of faculty to full academic freedom in research, the University is firmly committed to adhering to basic ethical principles underlying the acceptable conduct of research involving human and animal subjects. Complete guidelines, including appropriate forms, are located on intranet, or from the chair of the RRB committee.

4.6 Publication Activity

See [Employee Handbook](#)

4.7 Faculty Dishonesty

See [Employee Handbook](#)

4.8 Sexual Harassment

See [Employee Handbook](#)

4.9 ADA Statement

See [Employee Handbook](#)

4.10 Title IX

See [Employee Handbook](#)

4.11 Academic Integrity and Academic Dishonesty Policy

See [Student Handbook](#)

Appendix A. Glossary of Academic Terms

Adjunct: A teaching position characterized by someone who serves outside of a full-time role. An adjunct is evaluated by the Chair, Program Director/Coordinator, or dean to whom they report. Adjuncts typically teach no more than three courses per semester or less than nine credit hours per semester. Adjuncts may teach every semester or they may teach some semesters but not others.

Assistant Professor: The entry level rank or starting position for most full-time graduate or undergraduate faculty who are on the professional tenure track. Assistant Professors are eligible to present a tenure portfolio in the sixth year and seek promotion to Associate Professor based on accomplishments in teaching, scholarship, and service.

Associate Professor: Assistant Professors who successfully achieve promotion advance to the rank of Associate Professor. This change in rank is an indication of significant professional accomplishment. In some cases, Associate Professors do not seek promotion to Full Professor. If they do seek additional promotion in rank, in most cases they submit a portfolio of their teaching, scholarship, and service accomplishments in the sixth year after receiving the Associate Professor rank.

Chair: The front-line leader of an academic department. As a part of Wingate's undergraduate faculty, department chairs serve in three-year increments (usually no more than 2 consecutive terms) and receive a stipend (compensation for such duties). In addition to traditional teaching, scholarship, and service work, Department Chairs are critical to faculty evaluation, course schedule, student conflicts, adjunct hiring, and sharing communication to their teams. At Wingate, chairs are appointed and work within the College of Arts and Sciences, School of Sport Science, School of Education, and School of Pharmacy.

Clinical Instructor or professor: Clinical Faculty appointments are primarily experiential or clinical in nature requiring supervision and teaching of learners in the clinical or experiential setting (this may be accomplished either off campus in a workplace or on campus in real or simulated environments). Such appointments may be made at any rank but shall only be appointed as non-tenure-track faculty.

Credit Hour: Full-time undergraduate students must take 12 or more credit hours in a fall or spring semester in order to be considered full-time. In most cases, only full-time students can be eligible for financial aid. Full-time credit hours for graduate students can vary by program. Credit hours per class can range from 0-9 hours per course, but are most commonly three or four hours per course.

9-Month Faculty: A full-time faculty member who works on a nine-month annual term of work, meaning their primary obligations under the umbrellas of teaching, scholarship, and service occur between August when the Fall semester is about to begin and mid-May when Spring commencement brings the traditional academic year to a close. While the work is allocated over nine months, the pay is usually distributed over twelve monthly installments. Summer or Winter term pay, then, is optional for a nine-month faculty member, and is compensated separately. While graduate faculty can be nine-month, on balance it is more likely at Wingate that a nine-month faculty member teaches in an undergraduate program. Benefits procedures like Paid Time Off (PTO) and sick leave are likely not part of the regular work routine of a nine-month faculty member.

12-Month Faculty: A full-time faculty member who works on a twelve-month annual term of work indicating that their primary obligations under the umbrellas of teaching, scholarship, and service occur during the entire academic and annual calendar year. Benefit procedures like Paid Time Off (PTO) and sick leave are part of the regular work routine of a twelve-month faculty member.

Dean: The leader of an academic school (School of Sport Sciences, School of Education, or School of Business) or College (College of Arts and Sciences. In most academic cultures, the title dean is reserved for someone who leads an academic school or college and is rarely used for a non-academic post. The dean reports directly to the Provost. A dean likely has Program Coordinators, Chairs, Assistant or Associate deans, and administrative support team members that work in the orbit of the school or college. deans play an important role in the annual evaluations and tenure-promotion decisions from within their school or college, and make determinations about who the Department Chairs are, and the overall operational and strategic vision of the school or college.

Faculty with Administrative Duties: Faculty members who receive a promotion in title and responsibility to duties such as dean or Vice Provost, do not renounce their faculty status, rank, or earned security or tenure. Should they no longer serve in an administrative role, they will return to their faculty responsibilities, teaching load, scholarship and service expectations, and pay commensurate with their rank as a faculty member.

Faculty Senate: Faculty Senate began in the 2018-2019 academic year. Full-time tenure-track faculty from departments across campus are elected to serve in two-year terms as senators. A chair and vice-chair of the Faculty Senate organize and run the senate meetings, attend senior leadership meetings, and represent the faculty in other interactions with University Administration.

Merit Rating: A numeric value, determined by the dean, Chair, or Program Director during the annual evaluation process, that is directly tied to annual increases in faculty salaries.

Overload: A full-time faculty member who teaches an extra or additional class and receives additional compensation, often that equal to an adjunct course rate, for performing the additional teaching work. If a typical undergraduate faculty teaching load is four courses, a faculty member who teaches a 5th course in that same semester would receive an overload.

Program Coordinator: Leader of an undergraduate program with duties similar to that of a department chair. Currently program coordinators are only housed within the School of Education and School of Sport Sciences. Duties include schedule development, hiring and evaluating of adjunct faculty, resolving student conflict, and sharing information with other program faculty.

Professor: Associate Professors who successfully achieve promotion advance to the rank of Professor. This change in rank is an indication of significant professional accomplishment. Those at the rank of Professor undergo continued evaluations called post-tenure review every six years.

Professor Emeritus: In recognition of distinguished service, Wingate University may confer this title on a member of the faculty who, at the time of their complete retirement from the university, have served in that capacity a minimum of fifteen years. The attainment of this rank is not automatic and requires a recommendation by the President to the Board of Trustees.

Program Director: Leader of a unit within the academic division, but often with a broader reach than a department chair or a program coordinator. A Program Director, such as in Physical Therapy, Physician Assistant, Public Health, or Occupational Therapy, has sweeping responsibility for budget, clinical placements, external accreditation, and student recruiting. In the Health Sciences area, Program Directors at Wingate report directly to the Provost given that the institution does not have a dean of the College of Health Sciences. Many Program Directors are twelve-month employees.

Rank: Rank refers to the official designation of a faculty member and is different from title. An earned faculty rank (outside of application for promotion of rank) does not change, or at least only would in the most utterly unusual of all circumstances. Someone, for example, who earns promotion all the way to professor, will never relinquish that rank as long as they work at Wingate. The process of being promoted from one rank to another usually follows a defined schedule. In year six of an assistant professorship, a faculty member can apply for promotion in rank to associate professor. If successful, six years later the same associate professor can apply for promotion to full professor. Within the typical career trajectory of a tenure track faculty member, three ranks exist: (1) assistant professor, (2) associate professor, and (3) professor. The standards for promotion in rank to professor are indeed high and reflect significant, sustained, and stellar accomplishments in the umbrella categories of teaching, scholarship, and service.

Release Time: Release time denotes when a faculty member has other duties as assigned during a semester and so may have their teaching load reduced to allow time for their additional responsibilities. Some common examples at Wingate include directing the honors program, Gateway 101, or W'Engage, or chairing a department. These positions all come with release time from the standard 12 credit/contact hours for undergraduate faculty.

Senior Instructor: an existing instructor who after 6 years is recommended by chair/program director to receive the title

Staff: An employee at the university whose primary responsibility does not place them in a teaching position. Staff with proper graduate credentials could be asked to teach a course, but the primary work routine of a staff employee would be different from a faculty member.

Sabbatical: The university provides for the granting of sabbatical leave. Such leaves are not automatic with the accumulation of years of services and are regulated by budgetary and other considerations. Faculty members must have completed at least six years of full-time teaching at the university to be eligible for sabbatical leave. Sabbatical leave is granted for the entire academic year at half salary or for either the fall or spring semester at full salary. Similarly, the Spivey provides an opportunity for a faculty member, typically pre-tenure, to pursue a research project with a 2/2 course load for an academic year, or take a semester off with salary to pursue the project.

Teaching Load: The number of classes that are expected to be taught by a full-time faculty member. Undergraduate faculty teach 12 credit/contact hours per semester, in many cases often typified by four (4) three-hour courses. In departments with four-hour courses (e.g., Math, Chemistry, Biology) a faculty member may teach the lecture course and the lab, or teach a course like Calculus which meets every day M-F, these courses would count as 6 total credit/contact hours towards their teaching load. This is sometimes referenced as a 4/4 teaching load, or four courses in each primary academic semester. Full-time faculty are not required to teach summer or winter classes.

Tenure: Tenure is a hallmark of academic freedom applied to a faculty member whose collective contributions in teaching, research, and service have led to this badge of distinction. Tenure (formerly known as security at Wingate) provides the faculty member the opportunity to research, publish, present, and teach in areas that either require sustained scholarly time and energy, or to confront and add to the collective knowledge base of areas that may be either controversial, or where scholars have a range of ideas. Tenured faculty usually have indefinite appointments with only limited reasons or actions leading to dismissal including but not limited to financial need, program dissolution, or an act of criminal malfeasance.

Title: As opposed to rank, titles change as new duties are offered and assumed or removed for either choice or under-performance. A title might include "The Jones Distinguished Professor of Biology" or the "Director of the Smith Center for the Study of Poverty." The individuals assuming those titles-- if they carry faculty rank-- might one day relinquish those titles without ever losing their rank. An Associate Professor (rank) who is the dean of the School of Business (title), for example, might decide to stop performing the role of dean. That individual-- assuming security or tenure has been conferred-- would continue to perform the duties of an Associate Professor.

Visiting Faculty: Visiting faculty serve Wingate as contingent faculty members. They are not eligible for promotion or tenure. These positions can be renewed, but typically are time-limited positions. They may be used to fill a one year or ongoing teaching need. Undergraduate visiting faculty typically teach 12 credit/contact hours per semester, and while they may continue to pursue their scholarship and contribute in regards to service, neither of these components are required for visiting faculty.

Appendix B. Wingate University Substantive Change Policy

Purpose: The primary purpose of the Wingate University Substantive Change Policy is to ensure that all substantive changes are reported in a timely, accurate, and complete manner as required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Policy Principles: According to SACSCOC, a substantive change is a “significant modification or expansion of the nature and scope” of an institution. These changes include but are not limited to (a) institutional changes (e.g., changes in governance, relocation, closure, degree level), (b) program changes (e.g., new programs, program closures, program length changes, addition of competency-based education), or (c) off campus instructional site /additional location changes (e.g., addition, relocation, or closure of off campus instructional sites including branch campuses). A complete explanation of the SACSCOC substantive change policy can be found [here](#) or on the SACSCOC [website](#).

Procedures:

1. In the early planning stages, any change that could be deemed substantive should be communicated to the vice provost for institutional effectiveness, who will determine the appropriate next step as it relates to SACSCOC and the potential change.
2. After the next step is determined, the appropriate timeline and procedures as outlined in the SACSCOC Policy Statement on Substantive Change will be followed. [Please note, faculty and staff members may have additional procedures and processes to follow that are outlined by their respective division (e.g., preparing and endorsing curriculum through the applicable committees or following various Graduate Council guidelines.)]
3. When necessary, after the substantive change notification letter that summarizes the proposed change has been prepared, the university president will sign and send timely notification to the president of SACSCOC.
4. When required, the university president will sign and send a prospectus or application to the president of SACSCOC.
5. All substantive change correspondence and maintained by the SACSCOC liaison. Note: In unclear situations, the liaison will contact a SACSCOC representative.

Policy Management and Responsibilities:

The SACSCOC accreditation liaison is responsible for ensuring compliance with the SACSCOC substantive change requirements. Therefore, he or she will sit on a variety of institutional committees that discuss initiatives that may be substantive in nature. When appropriate, he or she will inform these committees and other campus offices about the SACSCOC substantive change notifications that could affect their office (e.g., Registrar's Office or Student Financial Planning).

Implementation Date: The Wingate University Substantive Change Policy will take effect on August 1, 2013. The policy will be reviewed annually and updated when necessary.

Note: The Wingate University Substantive Change Policy is published on the Wingate University intranet and in the Faculty Guide

Policy created July 2013; Updated January 2022