

Faculty Policies and Procedures Handbook

The University of Tampa

August 25, 2011

INTRODUCTION

The *Faculty Policies and Procedures Handbook* is intended to provide information to faculty members and to academic administrators on the policies, procedures, processes and ways of The University of Tampa. It covers, *inter alia*, the responsibilities, both individual and collective, of members of its Faculty; the recruitment, appointment, retention, and advancement of faculty members; and the rights, benefits, and privileges they enjoy both as faculty members and members of The University of Tampa community.

The material contained in the *Faculty Policies and Procedures Handbook* is intended for use as a guide to the policies, procedures, and benefits in effect as of the date of issuance. The *Faculty Policies and Procedures Handbook* does not constitute a contract of employment. The policies, procedures, and benefits outlined within are subject to periodic changes or modifications, and The University reserves the right to review and revise its policies, procedures, and benefits.

It is hoped that this volume will reduce the confusion and frustration, which are sometimes felt in encountering new situations without guidance. The *Handbook* is dedicated to our faculty colleagues who asked for a new edition.

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CHAPTER 1: ORGANIZATION AND ADMINISTRATION OF THE UNIVERSITY

I. Mission and Characteristics of the University

A. Mission Statement

The University of Tampa (UT) is a comprehensive, independent University that delivers challenging and high quality educational experiences to a diverse group of learners. The College of Arts and Letters, the College of Natural and Health Sciences, the College of Social Sciences, Mathematics and Education, and the John H. Sykes College of Business offer more than 100 programs of undergraduate study through a core curriculum rooted in a liberal arts tradition. Beginning with an innovative first-year student experience, University of Tampa students explore global issues, examine career possibilities, and refine communication and critical thinking skills. Graduate programs in business, nursing, and teaching and an Evening College exemplify the University's commitment to the professions and to the community.

The University's 100-acre residential campus in the heart of downtown Tampa provides a historical and cultural setting for learning both on and off campus. Valuing the community's international heritage, the University attracts students, faculty, and staff from around the world with diverse backgrounds to facilitate intercultural awareness and understanding.

The University is committed to the development of each student to become a productive and responsible citizen. To this end, the University ensures that students balance "learning by thinking" with "learning by doing." Students are taught by highly qualified, experienced faculty members who are committed to teaching, academic advising, and continued intellectual growth. Classes are conducted in personalized settings in which learning is enhanced through application. Students participate in learning partnerships with faculty and the community through independent studies, internships, research, and other practical experiences that complement classroom learning. The University's academic services and co-curricular activities support individual discovery and development and provide leadership opportunities. Involvement and participation inside and outside the classroom are valued. Through complete engagement with the educational environment, UT students are prepared for careers, graduate and professional education, and lifelong learning.

II. Roles of the Board of Trustees, the President, and the Chief Academic Officer

The governance of the University involves the participation of three groups: The Board of Trustees; the University president and his/her administration; and the

Faculty of the University. The role of the Board, the president, and the academic administration is discussed in this chapter. The Faculty's governance role is discussed in Chapter II.

A. The Board of Trustees

The ultimate responsibility for the University rests with the Board of Trustees, under the authority conferred by the Certificate of Incorporation, as amended, issued by the Secretary of State of the State of Florida. Governance of the institution is vested in the Board. This responsibility extends to every facet of the institution, including the academic and other programs, funds, property and personnel. The major functions of the Board of Trustees include:

1. Formulating the policy relating to the educational purpose and mission of the University;
2. Overseeing and reviewing the formulation of policy related to the educational and administrative programs of the institution; and
3. Accepting ultimate responsibility for the acquisition, maintenance, and deployment of institutional resources.

The Board of Trustees is composed of a maximum of sixty-one members, including 11 *ex-officio* members (one of whom is the president), and the remainder elected to three-year terms. Service on the Board is limited to two successive three-year terms. Members may be re-elected, however, one year after their second term of service concludes. Selection of trustees is based upon standards endorsed by the Board and included in the *Bylaws of The Board of Trustees of The University of Tampa, A Corporation Not For Profit*.

The Board of Trustees has the power to delegate responsibility for the implementation of its policies and decisions. In large measure, this delegation of responsibility is to the president of the University, who in turn delegates responsibilities to other officers.

The president of the Faculty Senate is invited to attend all regular meetings of the Board of Trustees, and take part therein, as the Board of Trustees determines.

The Committees and Affiliated Organizations of the Board of Trustees are defined and described in Appendix A of this *Handbook*.

B. The President and the Provost of the University

1. The President of the University

The president, as the chief executive officer of the University, is responsible to the Board of Trustees for the general and active management of the University and is the Board's principal liaison with students, faculty, and staff. In consultation with the Board of Trustees and with the advice of the president's senior staff, the president appoints senior administrative officers, prepares University plans and budgets, and makes periodic reports on the state of the University.

2. The Provost and Vice President for Academic Affairs

The provost and vice president for academic affairs ("provost") is responsible to the president for the development and administration of the University's academic programs and policies. The provost serves as representative to the Educational Affairs Committee of the Board of Trustees, and provides leadership in and management of the academic organization, including recruitment and supervision of deans and directors. The provost also provides leadership in developing academic programs, the general education core, and the overall educational experience; develops, allocates, and manages the academic budget; and advises the president on all academic affairs.

III. Deans and Other Central Academic Administrators

For purposes of academic administration, the Faculty and programs of The University are aligned within four colleges: the College of Arts and Letters, the College of Natural and Health Sciences, the College of Social Sciences, Mathematics and Education, and the John H. Sykes College of Business. The deans of the colleges report to the provost and vice president for academic affairs.

A. Deans of the Colleges

The general duties of the college deans are to:

1. Prepare and administer the budgets of the colleges;
2. Supervise faculty and staff personnel procedures;
 - a. Recommend to the provost the appointment, re-appointment, tenure, promotion in rank, or dismissal of faculty in the college;
 - b. Appoint and dismiss department chairs;

- c. Recommend to the provost the annual salary increases for faculty members within the college.
- 3. Work with the Faculty in developing curriculum and delivery of courses;
 - a. Determine and present to the University registrar the schedule of courses for the college each semester;
 - b. Resolve problems involving faculty members and/or students taught by faculty members of the college;
 - c. Lead the faculty of the college in curricular planning and development.
- 4. Formulate, with faculty input, the policies of the college and implementing University policies among college faculty, staff, and students;
 - a. Plan and manage the budget of the college;
 - b. Assist other University officers in the recruitment of students;
 - c. Represent the interest of the college; and
 - d. Carry out other responsibilities as assigned.

B. Other Academic Deans

- 1. Associate Provost and Dean of Academic Services

Reporting to the provost, the associate provost and dean of academic services implements the University's academic standards and requirements for all students. Reporting directly to this dean is the associate dean for Baccalaureate Experience, the chair of the Military Science department, the director of the Academic Advising Office, the director of the Academic Center for Excellence, and the director of Media Services. The dean also has responsibilities related to instructional technology needs, coordination of class schedules among deans, department chairs, the registrar, and the Office of Operations and Planning to develop data collection and reporting systems that provide management information about academic areas.

- 2. Associate Dean for Baccalaureate Experience

Reporting to the associate provost and dean of academic services, the associate dean for baccalaureate experience is responsible for overseeing the Baccalaureate Experience program; supervising programs and staff in Gateways, Global Issues, the Global Exploration Series, Global Village Simulations, and Model UN; assessing student learning in the Baccalaureate Experience and associated programs and

using those data to continuously improve the learning environment; with the Academic Advising Office, coordinating entering and transfer student registration, orientation, and associated student requests throughout their first-year experience; collaborating with the registrar on updating and editing the University *Catalog*; and handling programs related to student academic awards.

3. Associate Dean of International Programs

Reporting to the provost, the associate dean of international programs is responsible for the oversight of programs and activities related to the University's internationalization efforts, including study abroad and travel courses, international student services, and coordination among related academic programs (Certificate in International Studies, International and Cultural Studies, and International Business).

4. Associate Dean for Graduate & Continuing Studies

Reporting to the provost, the associate dean for graduate and continuing studies is responsible for encouraging and coordinating academic program innovation in graduate and continuing studies. The associate dean supervises staff in the Office of Graduate and Continuing Studies and convenes the Graduate Council. Working with the deans of the colleges, the associate dean encourages, explores, develops, and evaluates proposals for new programs and pedagogies to serve adult learners and other non-traditional students.

C. Structure and Role of Other Academic Units

1. The Honors Program

The University of Tampa offers a University-wide honors program for academically gifted students. The program is the responsibility of the director of the Honors Program, who reports to the provost. Faculty are encouraged to submit proposals for the rotating series of honors classes (funding for development and enrichment of classes is provided), to direct academically promising students to the program, and to participate in the outreach to the entire University community and to local high schools and teachers that occurs through the Honors Program's continuing series of lectures and films.

2. Graduate Studies Program

The University of Tampa currently has seven graduate degree programs: the Master of Business Administration, the Master of

Education, the Master of Science in Accounting, the Master of Science in Finance, the Master of Science in Marketing, the Master of Arts in Teaching, and the Master of Science in Nursing. The associate dean of graduate and continuing studies coordinates these programs in conjunction with college deans and program directors.

3. Continuing Studies

The University of Tampa offers many courses and programs to adult and non-traditional students. The office of Graduate and Continuing Studies coordinates these academic programs, including Evening College offerings, summer sessions, and non credit and professional development programs in which non-matriculated students are eligible to enroll. The associate dean for graduate and continuing studies oversees academic programs and student services for continuing studies.

4. The Macdonald-Kelce Library

The library houses approximately 300,000 volumes, thousands of journals, audio-visual materials, microfilms, U.S. and State government documents and other materials. There are also thousands of full-text journals and other electronic materials available remotely. Reference, inter-library loan assistance and other professional services are provided.

Facilities include individual study carrels, study rooms, an audiovisual area with listening booths, self-service photocopying machines, microfilm readers and reader printers, and computers.

The University of Tampa Macdonald-Kelce Library is a member of a local consortium of libraries whose collections increase the resources available to faculty members and students. Faculty members have the privilege of directly borrowing up to five books from the University of South Florida Library.

5. The Office of the Registrar

The Office of the Registrar is responsible for the enrollment of students in classes and for the maintenance and security of their academic records in accordance with University policies. In addition, the office performs final degree audits and evaluates and determines the acceptability of transfer credit, also in accordance with policy and with the advice of the Faculty. The office issues transcripts of student academic records, provides information to faculty concerning individual student performance and progress, and certifies student

progress to employers, lending institutions, and other external agencies. The office archives and provides reports of enrollment data in many forms for both external and internal use. Staff in the Office of the Registrar coordinate the annual revision of the University calendar and catalog, train the campus community on online academic services, and maintain the online degree audit system.

6. The Military Science Department and Reserve Officer Training Corps

The Military Science program, which operates under the control of its department faculty and under the supervision of the associate provost and dean of academic services, is intended primarily for students who enroll in the Reserve Officer Training Corps. Its credit-bearing courses are; however, open to all duly registered students.

IV. Organization and Leadership of the Colleges

A. College of Arts and Letters

The College of Arts and Letters is currently organized into seven departments headed by chairs and other units headed by directors and coordinators.

1. Headed by chairs:

- a. Department of Art
- b. Department of Communication
- c. Department of English, Literature and Writing
- d. Department of Language and Linguistics
- e. Department of Music
- f. Department of Philosophy
- g. Department of Speech, Theatre and Dance

2. Headed by directors and coordinators:

- a. First-Year Writing (director)
- b. Lee Scarfone Gallery and Hartley Gallery (director)
- c. Pinter Review (director)
- d. Saunders Writing Center (director)
- e. Tampa Review (director)
- f. Women's Studies Program (director)
- g. UT Press (director)

B. The John H. Sykes College of Business

An associate dean assists the dean of the John H. Sykes College of Business. The John H. Sykes College of Business is currently organized into six departments headed by chairs and other units headed by directors and coordinators.

1. Headed by chairs:
 - a. Department of Accounting
 - b. Department of Economics
 - c. Department of Finance
 - d. Department of Information & Technology Management
 - e. Department of Management
 - f. Department of Marketing

2. Headed by directors and coordinators:
 - a. Graduate Business Programs
 - b. Center for Ethics (director)
 - c. Florida Entrepreneur & Family Business Center (director)
 - d. International Business Program (coordinator)
 - e. The Naimoli Institute for Business Strategy (director)
 - f. TECO Energy Center for Leadership (director)

C. College of Natural and Health Sciences

The College of Natural and Health Sciences is currently organized into four departments headed by chairs and other units headed by directors and coordinators.

1. Headed by chairs:
 - a. Department of Biology
 - b. Department of Chemistry and Physics
 - c. Department of Exercise Science and Sport Studies
 - d. Department of Nursing

2. Headed by directors and coordinators:
 - a. Athletic Training Education Program (director)
 - b. Nursing Department (director)
 - c. Nursing Skills Center (coordinator)

D. College of Social Sciences, Mathematics and Education

The College of Social Sciences, Mathematics and Education is currently organized into five departments headed by chairs and other units headed by directors and coordinators.

1. Headed by chairs:
 - a. Department of Criminology
 - b. Department of Education
 - c. Department of Government, History, and Sociology
 - d. Department of Mathematics
 - e. Department of Psychology

2. Headed by directors and coordinators
 - a. ESOL Program (coordinator)
 - b. M.Ed. & M.A.T. Program (director)
 - c. Teacher Education Program Review (director)

E. Department Chairs of the Colleges

1. Duties of Department Chairs

The duties of the department chairs are to:

- a. Serve as the official channel of communication between the department and the provost, dean, other University officials, and other departments;
- b. Call meetings of the department faculty, preside over the meetings, transmit minutes of the meeting to the dean, and maintain such minutes in the department file;
- c. Report to the dean regarding the activities and needs of the department;
- d. Submit new courses, revision of existing courses, or deletion of courses to the appropriate committee or office;
- e. Recommend budgetary needs of the department to the dean;
- f. Coordinate library acquisitions;
- g. Assist the dean and provost with new faculty searches;
- h. Recommend to the dean the appointment, re-appointment, tenure, promotion and/or dismissal of faculty;
- i. Assist the dean in evaluation of department faculty;
- j. Develop course schedules and staffing of classes, as well as selection and ordering of textbooks;
- k. Oversee any special duties located within the department;
- l. Hear student complaints against department faculty or policies;

- m. Attend meetings of department chairs; and
- n. Be available as needed during summer months for department functions or meetings.

2. Appointment of Department Chairs

- a. Departments will submit their recommendation to the dean each April for the chair for the next academic year.
- b. Departments may determine the method used to select a chair; however, voting is strongly recommended.
 - i. All members of the department who are full-time, tenure-track appointments are eligible to vote. Voting privileges can be extended to other full-time faculty upon majority approval of the tenure-track faculty.
 - ii. Any faculty member nominated by department vote must agree to serve prior to being appointed chair by the dean.
- c. The dean shall exercise authority to appoint a chair other than the person elected, provided that the dean:
 - i. Has received and examined the department preference;
 - ii. Consults with the department faculty where the dean exercises his/her discretion to decline the faculty recommendation; and
 - iii. Is unable to find anyone capable of holding the chair's position from among the existing faculty.
- d. The term of office of a department chair is one year, but there is no limit upon the number of terms she/he may serve. The chair sits at the discretion of the dean and can be removed at any time.

CHAPTER 2: FACULTY GOVERNANCE

I. Authority and Responsibility of the Faculty as a Whole

The University Faculty may consider any matter pertaining to the effectiveness and quality of the educational program or the professional welfare of the Faculty and may make recommendations to the president, the administrative officers of the University, or the collegiate faculties concerning any policies, programs or procedures which affect the educational program or faculty welfare.

The authority of the Faculty most often expresses itself through actions taken at the regular or special meetings of the Faculty Senate.

A. Primary Responsibilities of the Faculty as a Whole

The Faculty as a whole has primary, though not exclusive, responsibility in the governance of the University in these areas:

1. The curriculum of the University and the specific course offerings it encompasses;
2. The academic standards of the University, including the grading system, examination procedures and practices, and requirements for graduation; and
3. Approval of candidates for earned degrees.

B. Shared Responsibility of the Faculty as a Whole

Apart from the areas of primary faculty authority and responsibility listed above, the Faculty participates with the Board of Trustees, the president, the provost, the deans and others in decisions regarding the present condition and future development of the institution. The Faculty participates in shared governance through actions taken by the faculty of academic units, the faculty of colleges and the University Faculty as a whole.

The range of this shared decision-making includes, but is not limited to:

1. The institution of new colleges, schools, major and minor areas of study, or programs and the termination of existing ones;
2. The advising of students;
3. Guidelines for student conduct and activities;

4. Requirements for admission to the University;
5. The recruitment, appointment, retention, tenure, promotion or dismissal of members of the faculty;
6. The establishment of the fiscal priorities of the University;
7. The establishment of the University calendar;
8. The acquisition, renovation and/or reassignment of classroom space; and
9. The definition and/or amendment of faculty responsibilities and duties.

II. Membership in the Faculty

A. Basic Composition

The full-time University Faculty consists of the president, the provost, the academic deans, the professors, the associate professors, the assistant professors, the instructors, and the professional librarians of the M-K Library, in addition to members of the academic affairs staff who hold professorial rank of assistant professor or higher (such rank provides the opportunity of participating in the faculty senate and university-wide academic governance).

The full-time faculty are assisted by visiting members of faculties from other institutions, commissioned officers of the ROTC, instructional staff, and adjuncts.

In matters of the curriculum, academic standards, and the approval of earned-degree candidates, the full-time faculty drafts and enacts the policies and regulations that are necessary for academic governance. In such matters, the authority of the Faculty is primary, though responsibility is shared with executive officers and/or academic administrators and overseen by the Board of Trustees.

B. Professor *Honoris Causa*

As a result of a request from the Faculty Committee (predecessor to the Faculty Senate), the concurrence of the provost, and the action of the Faculty, the category of professor *honoris causa* was established in 1989-90. As a result, especially distinguished and dedicated part-time faculty members are eligible for selection as professors *honoris causa*, an honorary designation which carries neither salary, benefits, other forms of

compensation nor tenure, but instead signifies the esteem of the Faculty and the administration for the individual and his/her contributions.

C. Professor *Emeritus*/*Emerita*

A full-time faculty member who has honorably served ten years at The University of Tampa and has retired is eligible, upon nomination of his/her department and the concurrence of the provost and the president, to be named by action of the Board of Trustees *Professor Emeritus* or *Professor Emerita*.

The designation carries with it a listing in the University Catalog among the faculty *emeriti* and the use of an office in the library designated for the collective use of *emeriti* faculty.

Emeriti faculty members may participate in all events — academic or athletic — to which the University identification card provides admission. Moreover, the University is eager that every possible contact be continued. They include:

1. Full library privileges;
2. The privilege of attending commencements, convocations and other special events in the life of the University; and
3. On appropriate occasions, an invitation to serve on faculty committees or University task forces.

D. Distinguished University Professor

The designation Distinguished University Professor was created in 1994 by the Board of Trustees. The president awards the title selectively to recently retired faculty members who agree to serve the University for up to three years after the date of their retirement. The precise nature of their duties and the remuneration is negotiated between the faculty member and the provost, and with the concurrence of the president. The first incumbents began their terms in the fall 1994 semester.

III. General Faculty Meetings

There will be two general meetings of the entire Faculty during the academic year. The Faculty Senate and/or the University president are also empowered to call special meetings of the Faculty. Voting on issues discussed at these special meetings will be done by secret ballot distributed to the entire faculty membership and returned to a central location.

The purpose of these meetings is for conducting faculty business and for presentations and discussions that contribute to the Faculty's opportunity and ability to participate in whatever voting and other actions are required.

The president of the Faculty Senate will preside over these faculty meetings and will determine the agenda. Copies of the agenda for these meetings shall be sent to all faculty members at least one week in advance.

In the preceding academic year, the Senate president will schedule and make provision for protected-event status for the two University-wide full Faculty meetings that will occur in the following academic year. He/she will advise the administration of these dates. The University community will be expected to honor the time set aside for the general faculty meetings by not scheduling student advising, registration, or other meetings that require the Faculty's participation.

Other University entities that desire to communicate with the entire Faculty at these meetings may request time on the agenda from the Senate president.

A quorum for meetings of the University Faculty is two-thirds of the entire faculty membership, not counting those on leave. A motion shall require a majority vote to pass.

Any business conducted during these meetings will be in accordance with *Robert's Rules of Order*.

IV. The Faculty Senate

A. Authority and Responsibility of the Faculty Senate

The Faculty is self-governing, and the Faculty Senate is the expression of this right. The Faculty Senate acts as a communication and coordination link between the Faculty and the various administrative and/or educational entities of the University. The Faculty Senate is responsible for representing faculty interests during the policy formulation phase. The Faculty Senate is responsible for insuring that substantive issues affecting the welfare of the Faculty are brought to the attention of the Faculty in a timely and complete fashion. In this regard, it is particularly incumbent upon the Faculty Senate to work freely and closely with the Administration and the Board of Trustees in pursuit of common goals which affect the welfare of the Faculty and the University. The Faculty Senate acts for the Faculty body on issues in any primary or shared area of responsibility, as defined in the *Faculty Handbook*. The Faculty Senate shall:

1. Deliberate, develop, review or revise all University policies affecting the Faculty.

2. Provide uniform opportunities for participation by all faculty members.
3. Conduct business in open meetings. Any matter that properly may be brought before the Faculty may be brought before the Faculty Senate except for the election of Senators as noted in this document.
4. Communicate its actions to the University Faculty and to other appropriate University entities in a timely manner.
5. Oversee, create, review and dissolve, as needed, all committees of the Faculty, and serve as the body to which these committees shall report.
6. Facilitate communication between the University Faculty and the other entities of the University.
7. Consider other issues as needed.

B. Composition of the Faculty Senate

The Faculty Senate shall be composed of twenty-nine faculty with seven elected from each college and one elected by the librarians as described below.

C. Faculty Senate Eligibility

Eligibility for Senate membership shall be limited to full-time faculty who have completed one year of teaching at The University of Tampa. To be eligible to serve, a faculty member may not hold administrative positions above the level of department chair/program director.

D. Faculty Senate Elections

Each of the four colleges shall elect seven senators and the library shall elect one senator. Elections shall be conducted by secret ballot, cast by full-time faculty members and returned to a central location. Ballots shall be tabulated as directed by the Senate vice president and the Executive Council of the Faculty Senate.

1. Each college shall elect seven senators with one from each faculty rank: full professor, associate professor, and assistant professor, and four at-large seats. At least four of the seven must be tenured or tenure-track.
2. No more than two senators shall come from the same department.

3. Senators are elected for two academic years with the terms staggered such that the sixteen at-large and the library positions shall be filled in alternate years from when the twelve rank positions are filled. Terms of newly elected Senators shall begin after the last regular monthly Senate meeting of the spring.
4. Elections shall be conducted in March. The newly elected Senators shall attend the last Senate meeting of the spring for the purpose of electing a new Executive Council for the next term. For purposes of continuity, newly elected senators shall attend all meetings following their election.
5. Should a senator resign or become ineligible to serve, he/she shall notify the president of the Senate who shall immediately cause a special election to be held within the unit affected to fill the unexpired term.
6. Elected Senators shall attend all meetings of the Senate unless extenuating circumstances prevent attendance. Should a senator miss more than two of the regular monthly meetings per academic year, he/she will be dismissed from the Senate with the unexpired term filled as stated above (5). A dismissal may be appealed to the Executive Council.

E. Responsibilities of Faculty Senators

Faculty Senators are expected to represent accurately the views and interests of the Faculty as a whole as well as individual faculty concerns. Senators may be elected to serve on the Executive Council and may be appointed to other committees by the Executive Council. The duties of a Senator shall include but are not limited to:

1. Participation at all regularly scheduled Senate meetings.
2. Preparation for all meetings by reviewing of the agenda and all documentation.
3. Encouragement and facilitation of open dialogue with college and University Faculty on all matters.
4. Consultation with college and University Faculty for guidance towards appropriate referrals and actions.
5. Receiving requests for faculty or Senate action from all members of the University community and providing responses back to those members in a timely manner.

F. Faculty Senate Meetings

The Faculty Senate shall normally hold eight regular monthly meetings during the academic year, with four each semester.

1. The Faculty Senate shall meet in open session in a space adequate for potential visitors. Faculty in attendance will be given the opportunity to express opinions and ask questions of the Senate. Other visitors may be invited by a member of the Executive Council to participate in particular discussions.
2. The Executive Council will determine the dates and times for the regular monthly meetings and publish these for the Faculty each semester.
3. The agenda and proposals for each monthly meeting will be distributed to the full Faculty at least one week in advance of each meeting.
4. Minutes from each meeting will be published in a timely manner except when excluded by this document.
5. Any committee, department or faculty member may request an item be placed on the monthly agenda provided the president of the Faculty Senate is notified in writing at least ten days in advance of the next monthly meeting. Faculty may request to remain anonymous.
6. Other University entities that desire to communicate with the Senate may request time on the agenda from the Senate president.
7. The Executive Council of the Faculty, president of the Senate, and president of the University or his/her representative may call a special meeting of the Senate as deemed necessary.
8. On rare occasions, the Senate may decide to meet in executive session by majority vote of the total Senate. Executive session includes elected senators and other parties as invited by the Senate.
9. A majority of the Senate must be present to conduct business excluding exceptions allowed for elsewhere in this document.
10. A motion shall require a majority vote of the total Senate membership to pass. The vote tally shall be recorded.
11. Meetings are conducted in accordance with *Robert's Rules of Order* unless otherwise specified in this document.

12. The University shall provide an assistant to take minutes at the Senate meetings when requested.
13. The University shall provide for storage and maintenance of Faculty Senate files and any programmatic needs of the Senate.

G. Faculty Jurisdiction

The Faculty shall have the right to review, rescind, or recommit with instruction any action passed by the Senate on written petition of not less than fifteen percent of the membership of the Faculty. Such appeals shall be made in writing within four weeks of the Senate action to the Senate president. The Senate president shall call a special meeting of the Faculty to review the action and consider the instructions presented in the petition. The agenda for this meeting will be distributed to the full Faculty at least one week before the meeting. If a full Faculty vote is necessary it shall be done by secret ballot returned to a central location. A motion shall require a majority vote of the entire faculty membership to pass.

H. Faculty Vote of No-Confidence in the Senate

A faculty vote of no-confidence in the Senate must proceed as follows:

1. Twenty-five percent of the full-time Faculty must sign a written petition requesting a special meeting of the full Faculty and present that petition to the current president of the Senate.
2. The president of the Senate must set a date for a full faculty meeting, at a reasonable time, not more than two weeks after receiving the petition. The purpose of the faculty meeting is to discuss the question of a no-confidence vote.
3. Following the faculty meeting, secret ballots will be distributed to the full faculty membership, with ballots returned to a central location.
4. Ballots will be counted by the three most senior members of the Faculty who are available.
5. A two-thirds no-confidence vote of the full faculty membership will result in new elections for all Senate positions.

V. The Executive Council of the Faculty Senate

A. Authority and Responsibility of the Executive Council

The primary functions of the Executive Council are communication and coordination. The Executive Council will have regular meetings with the provost to be informed of issues, events, or opportunities affecting the University and to inform the provost about concerns of the Faculty. In the event the full Senate cannot be convened for a necessary special meeting of the Senate, the Executive Council may act on behalf of the full Senate. It is the responsibility of the Senate president to notify the Faculty Senate at the earliest possible time the nature and purpose of the meeting. The full Senate must ratify any action taken by the Executive Council at the earliest possible time.

In the normal conduct of faculty business, the Executive Council is responsible for nominating, subject to Senate approval, faculty standing committees and such other special or *ad hoc* committees as the Senate may establish. At the beginning of the academic year, standing committee chairs will establish an agenda in coordination with the Executive Council. At the end of each semester, committees will provide a brief written account of the semester's activities. For historical purposes, the vice president of the Faculty Senate will collect and file these semester reports in a suitable central file.

When so requested by the administration, the Executive Council will provide recommendations for membership on University committees or University-established special or *ad hoc* committees.

B. Composition and Elections of the Executive Council of the Faculty

The Executive Council will be composed of five Senators, including one from each college and a president elected as follows below.

Elections shall be conducted at the last regularly scheduled Senate meeting of the spring. The voting body in the elections shall consist of seated Senators who are rotating over to the next year and the newly elected Senators. The votes shall be tabulated by the seated Executive Council. Terms for the newly elected Executive Council will begin upon adjournment of the last regularly scheduled Senate meeting of the spring. Vacancies are filled by election as above whenever they occur.

1. The Senate as a body will elect a Senate president from its ranks, and he/she will head the Executive Council of the Senate for a term of one year. The Senate president will also serve as the president of the Faculty during this term.

2. The Senate delegation of each college will elect an Executive Council member from their group, and the term will be one year.
3. The Executive Council members will elect a Senate vice president from the members of the Executive Council, and the term will be one year.

C. Primary Responsibilities of the Executive Council of the Faculty

1. Call all meetings of the Faculty Senate.
2. Set and publish meeting agendas for the Faculty Senate and the full Faculty.
3. Receive all proposals for action or consideration that fall within the Senate's responsibilities, and refer on to the appropriate committee, or place the item directly on the Senate or meeting agenda.
4. Recommend membership on committees for approval by the Senate.
5. Communicate with and gather information from the administration, the Faculty, and the Board of Trustees.
6. Disseminate information on Faculty Senate matters.
7. Create sub-committees of the Senate as necessary.

D. Responsibilities of the President of the Faculty Senate

The president of the Faculty Senate has primary responsibility for ensuring that the Faculty meets its duties, exercises its authority, and participates fully in the governance of the University. The president of the Faculty Senate presides over all meetings of the Faculty, Faculty Senate, and Executive Council. He or she has the authority to call special meetings of the general Faculty, if necessary. The duties of the president shall include but are not limited to:

1. Preparation of the Senate and full Faculty meeting agendas with the assistance of the Executive Council.
2. Overseeing the distribution of agendas, proposals, minutes, and other correspondence to the Faculty and other appropriate University entities.
3. Overseeing the prompt communication of Senate actions to the Faculty and other appropriate University entities.

4. Attendance at the Board of Trustees regular meetings and taking part as requested by the board.
5. Availability to the administration, Board of Trustees, the Faculty, and committees for consultation as needed.

E. Responsibilities of the Vice President of the Faculty Senate

The vice president serves in the capacity of the president in his or her absence. The duties of the vice president shall include but are not limited to:

1. Collection and filing of semester reports of all committees.
2. Collection and filing of Executive Council minutes.
3. Compilation of a year-end report of the work-in-progress to serve the next council.
4. Obtaining a complete, accurate list of the faculty of each college for voting purposes.
5. Overseeing and safeguarding the election of the faculty Senators as well as the election of the Executive Council.

F. Responsibilities of the Executive Council Members

Although all members of the Senate are responsible for communicating regularly to the Faculty, library and other University entities, the Executive Council member from each college is specifically tasked with ensuring timely communications to and from his or her college. The duties of the Executive Council members shall include but are not limited to:

1. Assisting the Senate president in preparation of the agendas for all meetings.
2. Ensuring that each college conducts timely nominations and ballot distribution for election of Senators and the Faculty Development Committee.
3. Overseeing the collection of Senate nominations from the colleges and distribution of a ballot.
4. Assisting the Senate vice president in safeguarding and tabulating all ballots.

VI. Committees of the Faculty

Committee service is an important aspect of successful faculty performance. Faculty members serve on committees to which they may be appointed or elected, whether University, college or departmental. The committees may be permanent, standing, *ad hoc*, or other.

Service on standing and permanent committees usually extends through the academic year, while *ad hoc* committee service is of indeterminate duration commensurate with the committee's charge, agenda, and progress. Single-purpose task forces may be organized from time to time to address specific issues requiring special attention. These groups are appointed for a limited purpose, have a reporting deadline, and cease to function with the submission of their report. Such groups may be formed by the president, the provost, or the Faculty as needed.

The Executive Committee of the Senate also recommends senate members to serve as a senate liaison for each standing committee of the faculty. Senators may be asked to serve as liaisons to committees that do not have senators as regular members. The primary purpose of Senate Liaisons is to call the first committee meeting of the year, facilitate the election of the committee chair and maintain communication with the senate. Senate liaisons do not serve as members of committees. Senators who are already serving on a committee may also be asked to serve as liaisons. These members serve as voting members. The Executive Committee of the Senate recommends all *ex officio* members on permanent, standing, *ad hoc* or other committees, subject to approval of the Senate. Members with *ex officio* status are non-voting members of the committee upon which they serve.

Documentation of the activities and accomplishments of committees must be readily available to the Faculty and administration of The University. For University committees, written reports are sent to the vice president of the Faculty Senate Executive Council and oral reports are made at University Faculty meetings when appropriate.

A. Procedures for the Committees of the Faculty

Faculty members who choose to serve on a University standing committee indicate their preferences for committee assignments to the Faculty Senate Executive Council in the spring of each year for the following academic year. Committee assignments for the upcoming academic year should generally be approved at the first senate meeting of the academic year. Each standing committee should have at least one member from each college. Each committee of the faculty will meet in September of the fall semester to elect its chair and to discuss its anticipated agenda for the year. It is recommended that a faculty member elected to chair should have one year of prior service on that committee. The election results and anticipated agenda will be submitted to the Faculty Senate Executive Council by October 1st. Each committee of

the faculty submits a mid-year and an end-of-year written report to the Faculty Senate Executive Council vice president and makes an oral report to the University Faculty at the last faculty meeting of the academic year.

Faculty members in their first year at the University are not expected to serve on University standing committees.

Following is a list of University standing committees and a brief description of their charges.

1. Academic Appeals Committee

The Academic Appeals Committee evaluates student appeals on grades, transfer of credit hours, or other matters pertaining to academic policies and procedures.

2. Academic Standards Committee

The Academic Standards Committee reviews issues pertaining to the graduate or undergraduate Academic Policies and Procedures sections of the UT Catalog and, when appropriate, makes recommendations to the Faculty Senate and/or Administration.

3. Admissions Policies Committee

The Admissions Policies Committee reviews, evaluates, and recommends University admissions policies.

4. Advising Committee

The Advising Committee reviews, evaluates, and recommends improvements in the student advising system.

5. Baccalaureate Committee

The Baccalaureate Committee works with the Associate Dean for the Baccalaureate Experience in promoting the continuous development of the Baccalaureate Experience and assuring the quality of all Baccalaureate Experience programming. In this capacity, it approves International/Global Awareness, Non-Western, Writing Intensive, and Art/Aesthetic designations for courses. Additionally, this committee periodically reviews courses with International/Global Awareness, Non-Western, Writing Intensive, and Art/Aesthetic designations to assure that these courses continue to meet the objectives of these designations. Another facet of its work is to define proposal criteria, evaluate applications and make recommendations for the awarding of

Learning Enrichment Grant funds that are targeted at Baccalaureate Experience programming.

6. Benefits and Salary Committee

The Benefits and Salary Committee is a means through which faculty understanding, advice, and counsel can be given on matters relating to the formulation and content of the University budget, the determination of salaries, and the allocation of capital expenditures. It has the responsibility of representing the Faculty on other aspects of the financial management of the University, as it deems pertinent, and of providing periodic reports to the Faculty on such matters. The chair of the Committee sits as a representative of the Faculty on the Trustee Committee on Administrative Affairs.

7. Curriculum Committee

The Curriculum Committee reviews all proposals for changes in the University curriculum (including those courses seeking International/Global Awareness (IG), Non-Western (NW), Writing Intensive (W), and Art/Aesthetic (A) designations approved by the Baccalaureate Committee; courses approved by the First Year/Gateways Committee; and Honors courses approved by the Honors Committee. In addition to the review of proposed changes, it is the responsibility of the Curriculum Committee to list and track changes in the curriculum to facilitate the Registrar's efforts in compiling the UT Catalog and monitor student progress towards their program completion.

The Curriculum Committee has final approval and authority in the following areas: addition, deletion or merging of courses; substantive changes in existing course descriptions; changes in course credit hours. Substantive changes are those that impact majors, minors, or other programs, course designations, or credit hours. Non-substantive changes include course title changes (with the exception of when a course title is changed to mirror a course title already offered), courses designated as prerequisites, and descriptions of courses. Any non-substantive changes must be sent to the Curriculum Committee in the form of a memorandum to assist their responsibility of tracking changes in the curriculum.

The Curriculum Committee approves and forwards to the Faculty for a vote: alterations in the core curriculum and changes, deletions or additions of majors, minors, or other programs. All original documents submitted on approved forms are archived in the library.

8. Faculty Development Committee

The Faculty Development Committee is an elected committee composed of eight members, four tenured and four at-large, each member serving a two-year term. Each college sends one tenured and one at-large member, elected during the spring term. Tenured and at-large positions are elected in alternate years. One faculty member per college is also elected to a 1-year alternate position and the alternate will temporarily serve on the committee when a regular member of the committee must recuse himself/herself. The Senate Executive Council member for each college will oversee their elections. The committee will elect a tenured faculty member as its chair. Tenured faculty cannot serve on a College Tenure and Promotion Committee and the Faculty Development Committee simultaneously.

The Faculty Development Committee investigates and recommends the means of promoting faculty development and works to improve funding. As a facet of its work, it defines criteria, evaluates applications, and makes recommendations for Delo Research Professorships, Dana Summer Research Grants, Professional Development Awards, University of Tampa Alumni Association Faculty Grants, and other related programs. Finally, the Faculty Development Committee will consider and evaluate the merit of each year's pool of sabbatical proposals. Evaluation criteria and further details are described in this *Handbook's* Sabbatical Policy.

9. Faculty Handbook Committee

The charge of the Faculty Handbook Committee is to oversee the additions, corrections, modifications, and omissions to the *Faculty Policies and Procedures Handbook*.

10. First-Year/Gateways Committee

The First-Year/Gateways Committee works with the Baccalaureate Experience Office in promoting the continuous development of the first year experience. Specifically, this committee reviews and improves the Gateways curriculum including but not limited to textbook selection, development of semester syllabi, new student orientation schedule, and faculty and peer-mentor development opportunities.

11. Graduate Appeals Committees

Committees comprised of graduate faculty within the College of Business, the Department of Nursing, and the Department of Education, respectively, hear graduate student appeals. The dean of graduate studies appoints members annually in consultation with the college deans and program directors from Education and Nursing. The appeals committees meet periodically, as needed, to respond to academic appeals by graduate students in areas of admissions, grades, complaints against faculty members, transfer of credits, and shifting of electives.

12. Graduate Council

The Graduate Council, chaired by the dean of Graduate Studies and appointed jointly by the graduate and college deans, is comprised of program directors from each graduate program and the college deans, or their designees. The Graduate Council evaluates feedback, generates proposals for improvement in graduate programs, and formulates policy recommendations in areas such as admissions, academic standards, program assessment and evaluation, accreditation issues, faculty teaching loads and compensation, program promotion, and curriculum development. Please see the *Graduate Policies and Procedures Manual* for additional detail.

13. Hearing Committee

The Hearing Committee shall consist of seven tenured members of the Faculty appointed by the Faculty Senate. Each college should have at least one representative and no more than two. From these members, the Committee shall elect a chair, and a vice chair. The members shall serve two-year, staggered terms. Membership on the Hearing Committee precludes membership on College Tenure and Promotion Committees.

Parties to matters pending before the Hearing Committee have the right to one peremptory challenge. In the event that a five-member hearing panel cannot be constituted from regular members because of disqualification and peremptory challenges, replacements shall be chosen by lot from the Faculty Development Committee.

The Hearing Committee affords due process and prompt resolution in performing three primary functions:

- a. A faculty member may ask the Hearing Committee to review a recommendation made to the president by a College Tenure and Promotion Committee regarding tenure and promotion. In no case shall the Hearing Committee substitute its judgment of the merits of the case for that of the original body. Its reviews will be limited to procedural matters related to inadequate consideration.
- b. The Hearing Committee shall act as a hearing panel to investigate and to make recommendations to the president in cases of dismissal for cause of a tenured faculty member.
- c. The Hearing Committee may also act as a hearing panel to investigate grievances involving a faculty member. Such grievances will typically involve an alleged denial of due process, academic freedom, or grievances only when all other efforts at resolution through regular administrative channels have been exhausted.

14. Honors Committee

The Honors Committee works with the director of the Honors Program in promoting the continuous development of the program. In addition, the Committee monitors the qualities of and the admissions standards for the program. In this capacity, it reviews new honors course offerings and recommends them to the Curriculum Committee for core credit; discusses and approves yearly themes; sets policies and approves minor adjustments in the program; works with the director of the program and the Student Honor Council in developing and promoting lectures, films, and other activities which enrich the Honors Program; and acts as a liaison between the Honors Program and the faculty in the academic departments. The Committee also reviews and considers applications for Honors Research Fellowships, the Honors at Oxford program, and the Timothy Smith Inspiration through Exploration Award.

15. Institutional Research and Outcomes Assessment (IR&OA) Committee

The IR&OA Committee works with the Institutional Research and Outcomes Assessment office in the timely dissemination of findings from University-wide research and assessment. The committee also facilitates communication between individual departments and the IR&OA office, as well as communication between departments, about various research and outcomes assessment procedures. Additionally, the IR&OA Committee will theorize new directions for University-wide research and outcomes assessment

16. The Institutional Review Board

The Institutional Review Board consists of five appointed faculty and a representative from outside the University community. The role of the IRB is to ensure that research including human subjects done by members of the UT community conforms to federal requirements.

17. Instructional Technology Committee (ITC)

The ITC Committee works to continue to develop items, concepts, and big-picture elements for the University's strategic plan as it applies to instructional technology, and forwards its findings and recommendations to the administration. The Committee also works to better organize, and so to better use, faculty-run instructional technology training resources. The Committee will monitor the security of institutional technology, and, as is appropriate, will facilitate communication between the Faculty and the administration with regard to the security of instructional technology at the University.

18. International Programs Committee

The International Programs Committee advises the associate dean of International Programs in the development of programs and activities that provide international student support and enrichment, with a goal of attracting and retaining such students and maintaining relations with them as alumni; provide students with an array of programs that enhance their international and inter-cultural understanding; seek to increase the engagement of faculty and staff in international programs and activities; enhance the international dimension of the curriculum; and enhance the visibility and status of The University of Tampa within the international community.

In addition, the International Programs Committee, in conjunction with the associate dean of International Programs, reviews and approves new education abroad courses or new study-abroad components of existing courses, and recommends them to the Curriculum Committee for their approval. Finally, the committee advises the associate dean for International Programs on all matters related to the design and delivery of the Certificate of International Studies (CIS) and all academic aspects of the Quality Enhancement Plan (QEP).

19. Library Committee

The Library Committee assists the director of the library in developing and reviewing the annual budget. In addition, the committee reviews

policies and practices of the library and makes recommendations. Committee members act as liaisons to the departments on library matters.

20. The Louise Loy Hunter Award Committee

Consisting of the former years' recipients of the Hunter Award, the committee meets to nominate, to consider nominations from other sources, and to select the recipient of the Hunter Award for that year. The award is intended to recognize, on an annual basis, an outstanding faculty member. The name of the award recipient is announced at the Academic Awards Ceremony each spring.

21. Quality Enhancement Plan (QEP) Committee

The QEP Committee is charged with handling issues related to QEP assessment matters.

22. Academic Integrity Committee

The charge to the Academic Integrity Committee is to: (1) review academic integrity policy; (2) establish effective procedures for all steps and parties involved in the processing of academic integrity violations, including procedures for the effective and efficient process of adjudicating academic integrity violations by the Academic Integrity Committee; (3) prepare selected members of the Academic Integrity Committee to participate in academic integrity violation hearings and (4) conduct academic integrity hearings.

23. Diversity Committee

The Diversity Committee provides the leadership for initiatives that engage the faculty, staff, and students in celebrating and respecting all kinds of diversity at the University of Tampa. The Committee also advises the Provost and Deans on hiring practices and mechanisms to enhance the diversity of the faculty at the University of Tampa.

24. Sustainability

The Sustainability Committee facilitates programs and education throughout the university community on issues of resource conservation and global stewardship. Through these activities the committee will identify areas of progress and concern, and create a greater dialogue of contemporary issues, thereby fostering a culture of sustainability in the university community. Through collaborations with administrators, faculty, students, and the Tampa Bay community,

the Sustainability Committee will address these issues in an effort to further the goals of the university. Areas in which the Sustainability Committee functions include, but are not exclusive to, education, recycling, classroom sustainability, and resource and energy utilization and conservation.

B. College and Department Committees

Each college has a Tenure and Promotion Committee. Additionally, each college has committees to specifically review and address issues relevant to the colleges. All departments have *ad hoc* committees as needed, and some have standing committees as well.

C. Faculty Representatives on Committees of the Board of Trustees

Each standing committee of the Board of Trustees includes an appropriate representative of the University Faculty.

The president of the Faculty Senate is the Faculty representative to the Board; the chair of the Faculty Benefits and Salary Committee is the representative to the Administrative Affairs Committee of the Board; the president of the Faculty Senate is the representative to the Educational Affairs Committee of the Board. The Faculty Senate Executive Council annually selects faculty representatives to the Facilities, University Relations and Communications, Board Development and Relations, Planning, Development, Athletics, and Student Affairs Committees of the Board.

The service of a faculty member on a Board committee is tantamount to his/her service on a Faculty committee or University task force.

CHAPTER 3: RESPONSIBILITIES OF FACULTY MEMBERS

The University of Tampa strives for instruction of the highest quality in an atmosphere of academic freedom and integrity. The University reaffirms its commitment, expressed in earlier faculty *Handbooks*, that faculty members “are entitled to teach the truth as they see it, to full freedom in research, and to participation as responsible citizens in community activities.” In reaffirming this commitment, the University endorses the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges (AAC) and the American Association of University Professors (AAUP). The University also endorses the 1970 Interpretive Comments approved by the Council of the American Association of University Professors (April 1970) and subsequently endorsed by the AAUP as Association policy. So important are these documents to the University and its Faculty that they are incorporated in full in Chapter Five of this *Handbook*. Other rights, privileges, and benefits accorded to the Faculty are also presented in that chapter.

This chapter details the responsibilities of faculty members at the University of Tampa. In general, faculty members are expected to be supportive of the mission of the University and the "UT Educational Experience" strategic plan. They are also expected to perform specific responsibilities as outlined below.

I. Instructional Responsibilities of Faculty Members

A. Full-Time Status as a Faculty Member

Upon the signing of her or his contract by the president and provost of the University, a faculty member teaching twenty-four (24) or more credit hours per academic year and performing advising/ research/administrative duties achieves full-time status. An individual may, without losing full-time status, teach fewer credit hours if granted an alternative assignment by the recommendation of the chair of the department and of the dean with the provost’s approval.

A faculty member who holds full-time status and teaches more than twenty-four (24) credit hours per academic year will receive compensation at the prevailing University pay scale for the number of hours taught over twenty-four (24).

The University does not encourage externally funded commitments that would take faculty members out of the classroom for more than one year.

B. Advising Responsibilities of Faculty Members

The University of Tampa, advising responsibilities rest primarily with faculty members. Additional assistance with advising is provided through the Academic Advising Office and the Office of Graduate and Continuing Studies.

Every faculty member may be assigned as an adviser to students. The role of the adviser requires that the faculty member be accessible to assigned students, especially during pre-enrollment and registration periods. The University faculty adviser may also make recommendations for more individualized advising for students, such as assessing student needs and referring students to the appropriate administrative offices.

The primary responsibilities of the assigned adviser include:

1. Reviewing and approving selection of courses;
2. Assisting with the completion of forms required for registration, declaration of majors and/or minors, and application for the degree;
3. Counseling in areas directly related to classroom instruction;
4. Providing information on an informal basis regarding career options and advanced studies.

Advisees are assigned to individual faculty members in one of two ways: (1) incoming freshmen are assigned faculty advisers through the University Gateways program; (2) continuing and/or transfer students are assigned a faculty adviser under the direction of the University Academic Advising Office and in consultation with department chairs.

C. The Faculty Workday and Faculty Office Hours

Faculty members are expected to be available to their students and to the University during the weeks of instruction of the fall and spring semesters. The University recognizes that research and public service may occasionally require absence from campus. The department chair(s) should be informed of such absences ahead of time. The dean of the appropriate college must approve any commitments that will result in long-term absence in advance.

Faculty members who teach in the evening may determine with the dean of their college a schedule for being on campus to accommodate their teaching hours so that no one need have an early morning class or other obligation after a late evening of instruction.

During the fall and spring terms, faculty members are expected to keep a minimum of five office hours per week. Scheduled office hours must be included in all course syllabi.

D. Course Syllabi

In accordance with good academic practice and the regulations of the Southern Association of Colleges and Schools, each faculty member is required to prepare, distribute to students, and file in the appropriate college office, a syllabus for each course taught. Copies of course syllabi must be available by the conclusion of the first week of classes in any given term. The syllabus functions as a reference to course content and agenda. Syllabi must therefore be carefully prepared. In the case of multi-sectioned courses, a committee of faculty in the program may prepare the syllabus, but in most cases the preparation of the syllabus is the responsibility of the individual instructor.

The contents of syllabi may vary according to the nature of the course but the following points should be addressed: All syllabi should show at the top of the first page the course number and title as it appears in The University of Tampa *Catalog*. Syllabi should also include the instructor's name, office number, office hours, email address, and campus telephone number(s). The syllabus should also announce the goals and learning objectives of the course. Each syllabus should also contain the ADA student information clause informing each person to contact the appropriate University representative if they desire reasonable accommodations for certified disability. Faculty may also wish to add the Classroom Disruption Policy in the syllabus. (See Chapter Six of this *Handbook* for the full policy.)

The syllabus should include an outline of the major subjects to be covered in the course; a list of required materials and books, indicating author's name, the full title of the work, the edition and year of publication; a list of materials that have been placed on reserve in the Macdonald-Kelce Library; a description of any required papers, assignments, and other activities connected with the course; and any specific formats and deadlines for the submission of required coursework. Any information pertinent to laboratory requirements, studio requirements, and/or excursions and assignments away from campus should be given. The syllabus should also set course policies for grading and state the faculty member's expectations for students' participation in the class.

New faculty are encouraged to develop their syllabi with the involvement of their department chair. Content of course syllabi, as well as their circulation and filing in department and college offices, is of importance both to the student, to whom a clear and complete statement of learning expectations is owed, and to the University for its continued accreditation.

The syllabus should include a disclaimer that indicates the faculty member has the right to adjust readings and other learning requirements at his or her discretion with appropriate notice.

E. Grading Procedures and Practices

Each faculty member is expected to abide by the grading procedures and practices defined under "Academic Policies and Procedures" in the current edition of the *Catalog*. In submitting grades to the Registrar, the faculty member is expected to comply with the deadlines announced by the Registrar's Office.

F. Maintenance of Academic Integrity

All faculty members are expected to endorse and, when necessary, to enforce the academic integrity policy posted at www.ut.edu/provost <<http://www.ut.edu/provost>> /. The oversight responsibility for academic integrity issues resides in the Office of the Associate Provost and Dean of Academic Services.

G. Conducting a Final Examination

Unless the dean of the college authorizes an alternative, each instructor is required to: (1) give a final examination in every course; and (2) administer it on the date published in the semester course schedule.

The dean will approve alternate arrangements, upon notification, for courses that for good academic reasons do not require in a final examination.

Provided the syllabus states it clearly, an instructor may excuse graduating seniors from final examinations in the final semester of their residence at the University. The seniors' grades will reflect their performance up to the final. A senior student may decline to take advantage of this provision if offered.

II. Institutional Responsibilities of Faculty Members

A. Required Academic Functions

Faculty members are required to attend meetings called by their department chair, their dean, the Faculty Senate, the provost, or the president of the University.

Faculty members are required to attend commencement, held in December and May of the academic year. Except in emergencies and

other unforeseen circumstances, faculty members who are unable to attend must request permission in writing from their respective deans. The request must address the reason for the absence and must be made in advance of the commencement date. The deans will authorize absences in writing.

Faculty members are required to attend the Faculty workshop, and when assigned advising duties, to be present for student advising and counseling.

B. Pre-enrollment and Registration of Students

Faculty members assist in the pre-enrollment and registration processes each semester, as directed by their dean. Faculty members are also expected to comply with the dates, times and procedures applicable to the registration process, as formulated and circulated by the Registrar.

C. Committee Service

Committee service is an important aspect of successful faculty performance. Faculty members serve on committees to which they may be appointed or elected. These committees may be permanent, standing, *ad hoc*, or other committees of The University, the colleges, or the departments. Faculty members should be able to document the activities and accomplishments of the committees on which they serve.

III. Personal Responsibilities of Faculty

A. Political Activities

The University of Tampa endorses the general principles of the following sections of the "Statement on Professors and Political Activity," published in the *AAUP Bulletin* (2006):

The statement which follows was prepared by a subcommittee of the Association's Committee on Academic Freedom and Tenure (Committee A) and approved by Committee A. It was adopted by the Association's Council in May 1969, and endorsed by the Fifty-fifth Annual Meeting. It was endorsed in 1970 by the Association of American Colleges (now the Association of American Colleges and Universities). The governing bodies of the two associations, meeting respectively in November 1989 and January 1990, eliminated five introductory paragraphs that were no longer applicable and adopted several changes in language in order to remove gender-specific references from the original text.

Introduction

The institutional regulations of many colleges and universities govern the participation of professors in political activity and public office holding. These

regulations vary from absolute prohibitions against holding public office, campaigning for public office, or participating in the management of political campaigns, to requirements that professors engaging in such political activities merely inform administrative authorities in the college or University of their activities.

In view of the range and variety of institutional and legislative restrictions on political activities of professors, the American Association of University Professors and the Association of American Colleges believe there is a need for a definition of rights and obligations in this area. The following statement is offered as a guide to practice. It is hoped that colleges and universities will formulate and publish regulations consistent with these principles.

1. College and University faculty members are citizens and, like other citizens, should be free to engage in political activities so far as they are able to do so consistently with their obligations as teachers and scholars.
2. Many kinds of political activity (e.g., holding part-time office in a political party, seeking election to any office under circumstances that do not require extensive campaigning, or serving by appointment or election in a part-time political office) are consistent with effective service as members of a faculty. Other kinds of political activity (e.g., intensive campaigning for elective office, serving in a state legislature, or serving a limited term in a full-time position) will often require that professors seek a leave of absence from their college or University.
3. In recognition of the legitimacy and social importance of political activity by professors, universities and colleges should provide institutional arrangements to permit it, similar to those applicable to other public or private extramural service. Such arrangements may include the reduction of the faculty member's workload or a leave of absence for the duration of an election campaign or a term of office, accompanied by equitable adjustment of compensation when necessary.
4. Faculty members seeking leaves should recognize that they have a primary obligation to their institution and to their growth as educators and scholars; they should be mindful of the problem which a leave of absence can create for their administration, their colleagues, and their students; and they should not abuse the privilege by too frequent or too late application or too extended a leave. If adjustments in their favor are made, such as reduction of workload, they should expect the adjustments to be limited to a reasonable period.
5. A leave of absence incident to political activity should come under the institution's normal rules and regulations for leaves of absence. Such a leave should not affect unfavorably the tenure status of a faculty member, except that time spent on such leave from academic duties need not count as probationary service. The terms of a leave and its effect on the professor's status should be set forth in writing.

B. Policy on Harassment in the Workplace

The University does not tolerate harassment of any kind against its employees, students, or guests. It is the policy of The University of Tampa to provide a work environment free of discrimination and harassment in the form of unsolicited or unwelcome overtures.

Therefore, the University's policy strictly prohibits acts or comments of harassment whether physical or verbal, sexual or racial, which interfere with the working environment or terms and conditions of present or future employment. These include, but are not limited to, sexual overtures, statements, non-consensual physical contact or other unwelcome acts.

This policy applies to all members of the University. Violation of this policy will be grounds for disciplinary action, up to and including suspension or termination. Complaints of discrimination or harassment, including sexual harassment, should be made directly to the director for human resources, the affirmative action officer or the deans of the colleges.

The Faculty Grievance Procedure, outlined later in this *Handbook*, is not the appropriate vehicle for complaints of sexual harassment. See Chapter Six, Section V, of this *Handbook* ("Harassment in the Workplace") for additional information.

C. Outside Employment

The University recognizes that faculty members, for personal or professional reasons, may wish to engage in employment outside the institution, especially at times when they are not actively engaged in teaching responsibilities at The University of Tampa. "Actively engaged in teaching" refers to any period of time when a faculty member is engaged in university activities (teaching, advising, service, working with students) associated with and expected during his/her contractual obligations to The University of Tampa. In the periods during which they are engaged in teaching responsibilities or on sabbatical leave at The University of Tampa, faculty may engage in other work at their discretion, but they are expected to abide by the following conditions:

1. Outside employment must be on a part-time basis only;
2. Outside employment must not conflict with a faculty member's teaching, advising, research/scholarship, or institutional service at The University of Tampa
3. Faculty members who engage in outside employment must notify and receive the approval of their dean prior to the commencement of the employment. Notification must be in writing and must include the

name of the employer as well as the location, nature, and duration of the employment opportunity.

4. If conflicts of interest, time, or commitments should arise, the responsibilities of the faculty member to The University of Tampa are primary and must be met accordingly.
5. Judgment as to the existence and resolution of conflicts of interest, time, or commitments rests with the academic deans of The University of Tampa.

D. Use of the University's Name and Logo

The Logo Usage Guide (found on the University's website) helps protect The University of Tampa's visual integrity and branding efforts by providing restrictions for the proper use of logos across media such as brochures, billboards, stationary, television, and the Internet. General usage guides are as follows:

1. All logos, wordmarks and seals are available through the Office of Public Information.
2. No logos, wordmarks or seals may be distorted (e.g. stretched or redrawn).
3. All promotional pieces (e.g. brochures, billboards, flyers and posters) that include the logo, wordmark or seal must be approved by the Office of Public Information.
4. The Spartan seal should only be used for athletic-related publications unless otherwise approved by the Office of Public Information.
5. The official colors of the University are UT Burgundy (PMS 202c), UT Gold (PMS 124c), and UT Blue (PMS 295c). Please contact the Office of Public Information if a specific vendor cannot match these colors. PMS stands for Pantone Matching System.
6. Faculty members should contact the Office of Public Information for CMYK (full color) logo reproduction.

Questions about the usage of The University of Tampa name and logo should be directed to the Office of Public Information.

CHAPTER 4: APPOINTMENT, RETENTION, AND ADVANCEMENT OF MEMBERS OF THE FACULTY

I. Appointment of Faculty — General Considerations

A. Affirmative Action and Nondiscrimination

As an affirmative action/equal opportunity employer, The University of Tampa expressly prohibits and rejects any discrimination based upon sex, race, color, religion, national origin, disability, sexual orientation, marital status, relationship to any other persons employed by the University, and age in the recruitment, selection, appointment, and continuation of members of the Faculty. Further, the University strives to eliminate the practice of discrimination in all programs, activities, and facets of campus life.

The Affirmative Action Plan of the University appears as Appendix B to this *Handbook*.

B. The Advertisement of Full-Time Faculty Positions

It is the policy of the University to conduct a national search for faculty positions except when considerations of time and funding make such a search impossible.

C. Initial Tenure-track Appointments

Regular appointments, also called tenure-track appointments, are those, which provide for consideration for tenure at the conclusion of a successful probationary period.

D. Term Appointments

Term appointments are extended:

1. To faculty members hired with the understanding that the positions they fill are for a stated term and non-tenure-track in nature;
2. Very rarely, and upon request, to a full-time faculty member who has been on tenure-track (the faculty member must acknowledge that by requesting this arrangement, he/she is giving up consideration for tenure, and, to be considered, the faculty member's request requires the recommendation of the department chair and the approval of the dean of the college and the provost, in addition to that of the faculty member involved);

3. To all part-time faculty members;
4. To the *pro tempore* replacements of full-time faculty who are on leave from the University (term appointees who are serving as temporary replacements will be designated as “visiting” faculty members);
5. To a full-time faculty member on regular appointment for an “overload” course which he/she agrees to offer in the fall or spring semester (the teaching "overload" is compensated by a stipend);
6. To all faculty members who teach courses in the summer-session or who teach a non-credit offering in the fall or spring under the auspices of the school of continuing studies; and

Faculty members who serve exclusively under term agreements do not attain tenure at The University of Tampa.

E. Tenure-track and Non-Tenure-track Policies

The following policies suggest the distinction between a "tenure-track" and "non-tenure-track" faculty position:

1. The designation of a faculty position as non-tenure-track will be made while an existing position is vacant or before a new position is created. Upon consideration of the recommendation of the department chair, the dean will recommend to the provost whether a position that is to be filled should be tenure-track or non-tenure-track.
2. Both at the time of the advertisement of a position and again during the interview, candidates will be notified and reminded whether the position for which they are applying is tenure-track or non-tenure-track.
3. Letters of appointment will clearly state whether a position is tenure-track or non-tenure-track.
4. Non-tenure-track positions may be converted to tenure-track, and their incumbents considered for tenure at the University, by a decision of the provost, on the advice of the dean of the college, the department chair, and members of the department.

F. Initial Offers of Employment to Full-Time Faculty

All offers of employment to prospective full-time faculty members are extended by the provost. No offer of employment is binding unless the provost extends it in writing and conveys the terms of initial employment. The

terms conveyed in written offers of employment include:

1. The classification of the position as tenure-track or non-tenure-track. If the position is tenure-track, the written offer states the year in which tenure will be considered. At UT, in line with AAUP guidelines, the decision is made in the sixth year of full-time teaching, although up to three of the six years may be earned by full-time teaching at other accredited institutions.
2. The academic rank accorded the prospective faculty member as of the initial appointment.
3. The remuneration offered.
4. The specific academic year, semester, or semesters, which the appointment covers, with notice given of the day when duties commence and are completed.
5. Any moving or travel expenses to which the University has agreed.
6. Any other matters of agreement between the University and the prospective faculty member.

Apart from the collective and individual responsibilities of active, full-time faculty members expressed in this *Handbook*, the appropriate dean may assign specific duties and responsibilities affecting the prospective faculty member. Duties and responsibilities may not conflict with the policies expressed in the *Handbook*. As noted earlier, an offer of employment to a faculty member comes in the form of a letter from the provost, and the written offer from the provost supersedes any discussion of employment terms or any descriptions of such terms provided to a prospective faculty member by other members of the University community.

When a copy of the provost's offer of employment has been signed, dated, and returned by the new faculty member, the agreement is considered to be in force, and the position is considered filled.

In order to be considered binding, amendments to the written offer of employment must be signed by the faculty member and the provost or the president.

G. Shared Appointments

1. In some cases, an appointment to a tenure-track line may be shared by two people. In cases of shared appointments, the evaluation of the two individuals for tenure will be conducted separately, and separate tenure

decisions will be reached. The two faculty members will be reviewed for tenure during the same year. Affirmative tenure decisions may be reached for neither, either or both members.

2. If tenure is granted to only one faculty member sharing a position, he/she will be offered the full-time tenured position for the following year if the other faculty member sharing the position does not exercise the one-year contract extension option. The tenured sharer will be offered the line in the following year if the non-tenured member remains for the one-year contract extension. If the tenured faculty member is unwilling or unable to fulfill the obligations of the full-time position, tenure will terminate for the faculty member and the position will be declared vacant.
3. If tenure is granted to both faculty members and either member is thereafter unable or unwilling to fulfill the obligations of the position, the other member will be offered the full-time tenured position. If the remaining member is unwilling or unable to assume all duties and responsibilities of the full-time position, tenure will terminate for both members and the position will be declared vacant.
4. If, for any reason before tenure is granted, one of the members of the joint appointment is not offered a renewal of contract or is unable or unwilling to continue the responsibilities of the position, the other member will be eligible to apply for the full-time position. If the chair of the department and the dean of the college agree, and the provost concurs, that appointment will be made without consideration of additional candidates. If there is disagreement, a search will for the best qualified candidate will occur. The remaining faculty member will be eligible to apply for the position.

H. The Appointment of Part-Time Faculty

The University of Tampa recognizes that the employment of part-time faculty provides expertise to enhance the educational effectiveness of an institution. The University is concerned that faculty teaching part-time meet the same requirements for professional, experiential, and scholarly preparation as their full-time counterparts teaching in the same disciplines and that the number of part-time faculty be appropriate.

It is the responsibility of the colleges and the departments to inform and consult with the University's affirmative action officer when part-time hiring is contemplated, to follow affirmative action hiring practices, and to provide orientation and supervision for, and evaluation of, their part-time faculty members.

Part-time faculty members should consult with their chair and their dean at the time of hiring on their duties and on expectations concerning their performance.

Part-time faculty members have the obligation to provide students with reasonable office hours so that they may seek academic assistance and guidance when desired or required.

I. Instructional Staff

The Instructional Staff status at the University of Tampa may be applied to two categories of full-time employees who have teaching responsibility:

1. Staff members who have substantial administrative responsibilities that comprise at least half of their work assignment but who also have teaching as part of their regular responsibilities;
2. Clinical and lab teachers who do not have teaching responsibilities beyond lab/clinical instruction.

Instructional staff members should have a graduate degree in their area of instruction, but they are not required to have terminal degrees. Upon recommendation by the college dean in their area of instruction, they may be granted the faculty rank of lecturer. Such rank does not imply that they have faculty rights or responsibilities, but they are eligible to participate in some faculty governance activities at the department and college levels. In determining the degree of involvement in such service work, including the advising of students, instructional staff members should be guided by their supervisors and job description.

II. Retention and Re-Appointment of Faculty

A. The Annual Contract

Re-appointment of faculty members is most often accomplished by the offer of a contract memorandum from the provost and the president, normally on March 1. The contract states the salary for the new academic year. Faculty contracts usually focus on the period of responsibilities in the fall and spring semesters, with any additional understandings concerning responsibilities and compensation added to the document. In order to provide all faculty with benefits for an entire twelve-month period, however, it is understood that faculty are employed from the opening day of the fall semester (usually the day of the faculty workshop) through the day immediately preceding the opening of the next year's fall semester. The period of teaching and other professional responsibilities for which compensation is offered, however, will be the period stated in individual annual contracts. For tenured faculty, the

contract memorandum reaffirms the bond with the University. In the case of non-tenured faculty members, the contract memorandum extends the relationship and may be accompanied by, or be replaced by, a detailed letter from the provost.

B. Increases in Remuneration

In arriving at the salary adjustment figures in contract memoranda, the deans of the colleges recommend to the provost increases in remuneration, after consultation with department chairs. The criteria for advancement, which are outlined below, are employed in recommending merit-based increases in remuneration.

Salary increases or adjustments are recommended only during the time designated for review, evaluation, and salary adjustment.

C. Length of Probationary Appointments

Probationary appointments may be for one year or for other stated periods, subject to renewal; but the total probationary period will not exceed seven years of continuous faculty service in the University, except in unusual circumstances and only by written agreement between the provost and the individual faculty member.

D. Notice of Non-Renewal

Written notice that a probationary appointment is not to be renewed will be given to the faculty member in advance of the expiration of his/her contract, according to the following minimum periods of notice:

1. Not later than *March 1* of the first academic year of service if the appointment expires at the end of that year; or, if a one-year appointment ends during the academic year, at least three months in advance of its termination.
2. Not later than *December 15* of the second academic year of such service, if the contract expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
3. At least twelve months before the expiration of an appointment after more than two years of service at the University.
4. Except for the summer sessions and in case of emergency, notice of the terms and conditions of an appointment renewal will be given at least two months before the teaching duties assumed under the

previous contract have ended, exclusive of a summer session or intersession.

III. Criteria for Faculty Advancement

The following criteria apply to the advancement of active faculty members and represent the evaluation areas and criteria considered when the performance of any faculty member is being evaluated. It is not expected that any single faculty member would accomplish this entire list of criteria. The purpose of this list is to help faculty members to recognize which of their activities the University considers valuable and to properly categorize those activities for evaluation purposes. The primary objective of presenting this list is to improve consistency in categorizing faculty activities. If a faculty member's specific activity is not listed or does not appear to fit naturally into a category, he or she is advised to consult with the college dean as to the merit of the activity and where it should be addressed in evaluation documents. Whenever possible, faculty are encouraged to document their use of outcomes assessment data to identify needed improvements and to summarize actual improvements made as a result of assessment activities.

A. Merit as a Teacher

1. Knowledge/Command of Subject Matter

A meritorious teacher:

- a. Selects primary/secondary literature for courses that is relevant, current, from recognized authorities, and updated regularly;
- b. Demonstrates depth/range of subject matter either by teaching at a variety of course levels (introductory, intermediate, advanced, or graduate) or by enriching regularly taught courses with a variety of techniques/resources;
- c. Relates course content to other disciplines or subjects; and
- d. Develops new single-discipline courses and/or interdisciplinary courses, or undertakes new preparations; considerably redesigns or significantly updates new preparations when first taking responsibility for existing courses.

2. Course Content

A meritorious teacher:

- a. Assures that course content is timely, reflects current research, and is updated regularly; courses include alternative/divergent views or research findings, if appropriate;

- b. Clearly states learning objectives on syllabi and addresses those objectives; learning objectives are consistent with department, college, and University missions/goals;
- c. Designs prerequisite course content to prepare students adequately for following courses;
- d. Establishes a level of difficulty appropriate for the course level and the students enrolled and has rigorous expectations for student learning; and
- e. Plans projects, laboratory work, and other out-of-classroom assignments that are meaningful, and that relate to and reinforce in-class lessons/course goals.

3. Course Structure, Organization, and Course Materials

A meritorious teacher:

- a. Provides syllabi, which are thorough, detailed, and clear; specifies appropriate prerequisite courses; clearly/fully identifies additional needed materials;
- b. Organizes course content logically, with sufficient time allotted for each topical area;
- c. Selects or prepares secondary literature, cases, manuals, etc., which are organized and clearly reproduced; and
- d. Plans the amount and degree of difficulty of out-of-classroom assignments appropriately.

4. Classroom Performance

A meritorious teacher:

- a. Is well prepared for each class and is enthusiastic about the subject;
- b. Presents the material clearly and comprehensively; speaks clearly and understandably, and uses appropriate examples; and
- c. Employs alternative presentation methods to stimulate/retain student interest and understanding; verifies that students are grasping the lecture topics.

5. Basic Skills and Concepts Are Integrated into Courses

A meritorious teacher:

- a. Integrates modern media and techniques (e.g., computers) into courses;
- b. Includes, appropriately, the following integrated/evaluated skills and concepts:

- i. Student communication skills (writing and speaking)
- ii. Student analytical thinking and problem-solving skills, including group interaction
- iii. Ethical considerations and/or social responsibilities
- iv. Cultural diversity and globalization issues

6. Procedures for Evaluating Student Work

A meritorious teacher:

- a. Establishes unambiguous course grading procedures and classroom policies and communicates them in writing at the beginning of the course;
- b. Uses various grading components, reasonable grading component weights, and grading procedures which are objective and free from potential bias;
- c. Designs tests/assignments to reflect material covered and to fit allotted time;
- d. Employs various testing techniques/formats; uses exam items that are clear and well written; constructs tests to the level of the stated learning objectives on the syllabus;
- e. Provides means to inform students of academic progress or deficiencies;
- f. Distributes letter grades appropriately for the course levels, types of students enrolled, teaching style/approach; and
- g. Upholds academic integrity standards.

7. Relationship with Students

A meritorious teacher:

- a. Fosters an atmosphere conducive to learning; stimulates interest in the subject; encourages creativity, new ideas, and new approaches to problems; challenges students to grow;
- b. Is patient; listens to/answers questions adequately; is fair to all;
- c. Is responsive to individual unique learning needs both in and outside the classroom, including extra tutoring, remedial sessions, or laboratory assistance; and
- d. Promotes student respect for the instructor's academic skills/knowledge; students rate him/her well with respect to other faculty.

8. Instructor Reliability and Flexibility

A meritorious teacher:

- a. Begins classes on time, uses the entire allotted time, and seldom needs to cancel or reschedule classes;
- b. Is responsive to University needs: teaches additional courses or directed studies; schedules courses when needed;
- c. Teaches remedial/preparatory courses or required courses as well as specialized or elective courses; and
- d. Is effective and adapts well to teaching exceptionally small or large classes and independent student research projects.

B. Merit in Involvement with Students

1. Availability

A meritorious faculty member:

- a. Is routinely on campus and accessible to students; schedules office hours that meet or exceed prescribed minimums, at various times reasonable for students; offers other meeting times available to students by appointment;
- b. Schedules and announces sufficient advising periods to accommodate all advisees and sufficient advising time per advisee to adequately serve the student's needs; and
- c. Assists at registration, pre-enrollment and other advising related events.

2. Academic Advising

A meritorious faculty member:

- a. Maintains current knowledge of advisees to provide proper academic advising; is prepared for each advising session;
- b. Notifies advisees of important academic dates and the need for advising activities;
- c. Accurately advises on prerequisite courses, course sequencing, infrequently offered courses, academic standards, etc;
- d. Properly reviews and monitors advising documents; facilitates resolution of student academic problems;
- e. Assists students in selecting courses) and informs them of steps/requirements to qualify for appropriate advanced degree programs or professional schools;

- f. Assists students in planning courses needed to improve acceptance to advanced degree programs or professional schools;
- g. Properly refers students to alternative sources of information and campus resources; and
- h. Is available on an *ad hoc* basis to provide advising to non-traditional, non-degree seeking, or walk-in potential students not formally assigned as advisees.

3. Professional Advising

A meritorious faculty member:

- a. Advises students on requirements for professional certification or licensing and career opportunities; assists students in obtaining/completing application forms;
- b. Arranges for internship opportunities with local businesses, not-for-profits, and other organizations; assists students in obtaining approved internship placement; and
- c. Assists students in job search activities: informs them of employment and professional recruiting opportunities; advises them on proper dress, preparing/editing resumes, and interviewing procedures.

4. Personal Mentoring

A meritorious faculty member:

- a. Agrees to interviews or writes letters to endorse, recommend or vouch for deserving applicants to advanced degree programs, professional schools, certification and licensing, or job applications;
- b. Is actively involved with programs to improve student retention;
- c. Advises students of scholarship opportunities; assists them in obtaining/preparing applications;
- d. Encourages individually promising students to pursue independent research and offers them supervision;
- e. Demonstrates a caring attitude and helps students to obtain assistance for personal health matters, effective time management, improving study skills, etc;
- f. Assists students with confirmed disabilities via special accommodations for tutorials, examinations, etc;
- g. Assists students to complete degree requirements in a timely manner by teaching independent studies when course offerings are unavailable; and

- h. Assists students to complete honors degree requirements by teaching honors tutorials.

5. Student Organizations and Activities

A meritorious faculty member:

- a. Is actively involved (helps organize, obtain speakers, recruit, advertise, or guide student efforts) with approved student activities, organizations, or events in order to:
 - i. Attract students to academic majors and fields of study
 - ii. Attract students to professions and occupations
 - iii. Enhance student awareness of cultural diversity and globalization
 - iv. Improve student-faculty-University relationships through social/sporting activities
 - v. Conduct artistic, musical, or literary performances /presentations/recitals
- b. Is actively involved in advising, defining, or recommending special equipment needs to support student activities or events; and
- c. Arranges, facilitates, or participates in off-campus field trips, cultural enrichment events, etc.

C. Merit as a Scholar

1. Intellectual Contributions (ICs)

A meritorious faculty member contributes to the intellectual capital of others.

- a. Through “Basic Scholarship” ICs, he or she creates new knowledge, i.e., develops theory or produces new creative works. He/she may also develop, support, disprove, test, or replicate research related to a basic theory.

These efforts can result in (and be documented by) the following:

- i. Books or chapters in books written for academic audiences
- ii. Monographs written for academic audiences
- iii. Articles published in academic journals (peer reviewed/refereed or not)
- iv. Non-textbook literary or musical pieces
- v. Performed, exhibited, or choreographed creative works which are "documented" for use by others (plays,

- poems, musical compositions, paintings, sculptures, photographs, and other works of art)
- vi. Reviews of academic scholarly books for academic journals
- vii. Papers published in academic meetings proceedings (peer reviewed or not)
- viii. Unpublished papers presented at academic meetings or other institutions
- ix. Publicly available working papers targeted to academic audiences
- x. Citations of the faculty member's past scholarly work appearing in books, articles, textbooks, etc., with significant reference about the past work within the body of the referencing material, indicating continued acceptance and dissemination of prior original scholarly work

- b. Through "Applied Scholarship" ICs, a meritorious faculty member applies, transfers, and interprets knowledge to improve practice and teaching. These efforts are principally oriented toward cataloging knowledge and operationalizing or applying previously tested theories to a non-academic environment.

These efforts can result in (and be documented by) the following:

- i. Books and chapters within books
 - ii. Monographs
 - iii. Articles published in journals aimed primarily at an academic audience or a peer practitioner audience (peer reviewed or not)
 - iv. Articles published in public/trade journals
 - v. Articles published in in-house journals
 - vi. Book reviews
 - vii. Papers published in proceedings of meetings aimed primarily at an academic audience or a peer practitioner audience (peer reviewed or not)
 - viii. Unpublished papers presented at meetings or other institutions aimed primarily at an academic audience or a peer practitioner audience (peer reviewed or not)
 - ix. Publicly available working papers
- c. Through "Instructional Development" ICs, a meritorious faculty member enhances the educational value of instructional efforts at the University or within the faculty member's discipline. These efforts are principally oriented at improving

teaching (pedagogy) and describe the design and implementation of new courses, course content, software, or other instructional innovations.

These efforts can result in (and be documented by) the following:

- i. Books and chapters within books oriented toward improving teaching
- ii. Textbooks and chapters within textbooks oriented toward improving teaching
- iii. Monographs oriented toward improving teaching
- iv. Articles of a pedagogical nature published in journals (peer reviewed or not)
- v. Papers published in academic meetings proceedings (peer reviewed or not)
- vi. Unpublished papers presented at academic meetings or other institutions
- vii. Publicly available working papers and other materials
- viii. Published written "cases", study guides, laboratory manuals or other learning exercises with instructional guides
- ix. Original instructional software with users' manuals and instructional guides

2. Intellectual Development (ID)

Meritorious faculty members are also involved in activities that add to or renew personal intellectual capital. Such "Intellectual Development" includes activities that are not otherwise reported above.

These efforts can result in (and be documented by) the following:

- a. Manuscripts submitted to journals or publishers for review or undergoing subsequent rewrite/resubmission
- b. Uncompleted manuscripts of journal articles and presentations reaching submission stage aimed at a peer academic or practitioner audience
- c. Uncompleted books or book chapters currently in preparation
- d. Published articles aimed at a general (non-peer) audience involving significant investigation and preparation
- e. Membership on dissertation or thesis committees
- f. Assignment on a journal editorial board, referee of professional meeting papers, reviewer of grant proposals, or reviewer of other scholarly endeavors
- g. Involvement with leading-edge, innovative practitioners (consulting activities, preferably on significant nonrecurring

- problems; sponsored research or problem solving contract or grant projects with business, public sector, or non-profit organizations)
- h. Grant proposals or contract projects that have reached (or gone beyond) the proposal submission stage, that generally advance teaching innovation, research, or service goals of the institution
 - i. Academic/practitioner meeting tutorials presented, executive development seminars given, or other formal presentations involving significant preparation (e.g., teaching continuing professional education sessions)
 - j. Service as panel chair, panel member, or discussant at academic or peer practitioner meetings that involve new preparation
 - k. Written discussants' remarks for reviewed papers, articles, or books
 - l. Moderator's or chair's role at professional/scholarly workshops or conferences/sessions
 - m. Attendance at formal credit and non-credit continuing education programs (completion of terminal degree required courses, post-doctoral or advanced courses or degrees, or attendance at tutorials and professional seminars, institutes, clinics, or workshops)
 - n. Initial award or periodic renewal of professional certification or license, or increase in the breadth or level of certification
 - o. New courses (or significant new course content) developed and new pedagogies (teaching approaches/ methods/ technologies) introduced; these are initiatives that are not generally available for public scrutiny by academic or practitioner peers (new texts or teaching materials, new case studies, new course software, etc., being "pilot tested")
 - p. Service as test scorer, test question writer, or reviewer for professional certification or licensing examinations
 - q. Academic and/or peer practitioner organization offices held or significant work on committees evidencing intellectual leadership; editor, columnist or contributor to professional organization newsletters
 - r. Professional service/consulting to governmental, civic, not-for-profit organizations, or private organizations for a fee or as community service
 - s. Applied research through University of Tampa centers
 - t. Presentations to faculty at the University discussing teaching innovation and early-stage intellectual contributions (e.g., ongoing research presentations)
 - u. Professional journals, books, periodicals, etc., regularly read
 - v. Significant work toward organizing professional or scholarly workshops

- w. Induction into organizations indicating achievement of high scholarship
- x. Awards, honors, or favorable mentions by professional or scholarly organizations

D. Merit as a Participant in Service Activities

1. Committee Service

A meritorious faculty member:

- a. Chairs/serves on major a University-wide committee or task force;
- b. Chairs/serves on college/department permanent or *ad hoc* committees; and
- c. Undertakes special projects/consulting for the good of the University because of professional or personal expertise.

2. Administrative Service

A meritorious faculty member:

- a. Serves as department chair, coordinator, center director, or other responsible position;
- b. Serves as faculty liaison to a Board of Trustees committee/subcommittee;
- c. Serves to support specific administrative programs (e.g., Honors Program);
- d. Serves to support a specific task force (e.g., accreditation, etc.); and
- e. Arranges for grants or endowments where personal research is not involved (if not previously considered as scholarship).

3. Other Areas of University Service

A meritorious faculty member:

- a. Works at registration/pre-registration;
- b. Attends honors convocations, academic awards ceremonies, graduation ceremonies, parent/student welcoming, sporting events, alumni events, and other "visibility" gatherings;
- c. Regularly attends University-wide or college/department faculty meetings; actively participates at faculty workshops;
- d. Maintains a good professional working relationship with colleagues to enhance the free flow of teaching, advising, or professional information and techniques; and

- e. Is actively involved in student recruiting (attends receptions, interviews or auditions prospective students and families, writes, phones, speaks before groups, etc.).
4. Community Service
- A meritorious faculty member:
- a. Participates in community service projects related to professional expertise or visibility for the college or University;
 - b. Serves as a resource for interviews or local press stories, which enhance the positive image of the college or the University;
 - c. Presents lectures, speeches, talks, sermons, judgments, performances, exhibitions, teaching clinics, etc., to private or public groups not of a scholarly nature (if not previously considered as scholarship); places his/her name on approved speakers list(s);
 - d. Serves on committees, boards, or advisory groups in the private/public sector (if not previously considered as scholarship);
 - e. Provides individual voluntary service to the community-at-large; and
 - f. Is involved with or attends awards and ceremonies which enhance the University's visibility.

IV. Procedures for Faculty Evaluations

A. Objectives and Uses of Faculty Evaluations

1. Objectives of Faculty Evaluations

The objectives of faculty evaluations are: (1) to document the specific performance of each faculty member; (2) to foster communication between the evaluator and the faculty member being evaluated at the beginning of the evaluation process and throughout the period of evaluation; (3) to help the faculty member to appraise and improve his or her personal performance; (4) to assist the University to make decisions affecting the faculty member's career within the University; (5) to document the faculty evaluation process to support accreditation purposes; and (6) to monitor and assess faculty contributions to the mission of the institution.

2. Uses of Faculty Evaluations

Because faculty evaluations reflect a careful assessment of a faculty member's performance and achievement, they are

appropriate input for the following professional purposes. Institutional decisions in each of these areas must be consistent with the content of the annual faculty evaluations in order not to invite criticism of the University. Accordingly, faculty evaluations are used:

- a. To assist faculty members in evaluating their personal performance (to indicate strengths and weaknesses, to identify areas needing improvement, to make specific recommendations for performance improvement, and to document progress in areas previously identified as problematic).
- b. To help the institution's administration to determine if faculty activities are consistent with the mission and objectives of the institution.
- c. To help the faculty member develop a professional plan for the coming evaluation period.
- d. To help determine renewal of annual contracts.
- e. To help determine merit for increases in remuneration.
- f. To help determine merit for promotion in rank.
- g. To help determine merit for the awarding of tenure.
- h. To help determine justification for awarding of sabbaticals and leaves of absence.
- i. To help identify significant faculty achievement deserving of attention and recognition.
- j. To help determine the need for and to nurture faculty personal development (new technology, classroom approaches, scholarship, etc.).
- k. To allocate workload (e.g., number of student advisees, committee assignments and other service to the department, college, and University, etc.)
- l. To help document and categorize faculty achievement and continuous improvement for accreditation purposes.
- m. To help determine justification for the termination of tenure.

Faculty evaluations and the procedures described to accomplish such evaluations do not substitute for tenure and promotion processes already in-place within the University. Faculty evaluations should constitute additional (but necessary) inputs to the tenure and promotion processes. A thorough faculty evaluation is based on the self-evaluation materials provided by the faculty member. When a faculty member does not provide self-evaluation data, he/she waives the opportunity for that input into the on-going faculty evaluation process.

B. Timing of Faculty Evaluations

To allow sufficient lead time for each faculty member to prepare evaluation input, the due date(s) for all evaluation input will be clearly announced by the deans well in advance of the dates the materials are needed. All colleges will perform annual faculty evaluations for the same calendar year evaluation period (January through December). Colleges will accomplish faculty evaluations so that they are completed and results are available at the same time during any given year. Faculty evaluations will be completed annually for all continuing full-time faculty members, regardless of academic rank or status with respect to tenure.

C. Areas of Faculty Performance Evaluated

The evaluation areas must be consistent with those presented in Chapter Four, Section III, of this *Faculty Policies and Procedures Handbook* and with the overall weighting rules described below. The evaluation submitted by the faculty member should address the activities described in his/her professional plan (see the next section for requirements for the professional plan), as well as other activities that the faculty member completed which were not included in the plan. The weights included in this evaluation shall be the same as either (1) the weights submitted in the original professional plan or (2) the modified weights submitted subsequently in writing to the evaluator.

An adjustable model for weighting each evaluation area has been adopted, as depicted below.

Evaluation Area	Minimum Weight Needed	Maximum Weight Allowed	Group Minimum Allowed	Group Maximum	Overall Maximum
Teaching	45%	60% \	55%	70%	\
Student Involvement	10%	25% /			
Scholarship	15%	35% \	30%	45%	
Service	10%	25% /			

\ > 100%

The range of weights for each evaluation area may be further restricted by general policy established by the deans and the unique desires of each faculty member to influence the importance placed on each evaluation area. However, administrative policy and individual desires may not arbitrarily remove any single evaluation area from consideration in a faculty member's annual

evaluation process. Thus, the weight applied to any evaluation area may not be set below the minimums displayed above for any faculty member without significant extenuating circumstances that are justified and documented in writing. Exceptional situations might include times when a faculty member: (1) participates in an exchange with another university; (2) receives a *full-time release* from teaching to fulfill a research grant; (3) receives substantial release from one or more of the evaluation areas due to taking on significant administrative duties; (4) is on sabbatical; or (5) when the faculty member is a non-full-time adjunct who is not required to provide service in all the evaluation areas. Note that a reduction of a weight for an evaluation area implies only that the faculty member intends to place less emphasis on that evaluation area, not that the faculty member will be permitted to perform less satisfactorily in the evaluation area for activities actually performed.

D. Professional Plans

The faculty member shall provide a written professional plan to the evaluator at the start of the evaluation period. The professional plan shall include an outline of the proposed activities in each of the four evaluation areas for the coming year and must be included with the signed self-evaluation submitted by the faculty member. The evaluator shall review and provide feedback on the professional plan with the faculty member in a timely manner, although the scope and breadth of this feedback shall be at the discretion of the evaluator. Neither the faculty member nor the evaluator shall interpret the professional plan as a binding contract. The purpose of the professional plan is (1) to assist in the planning of the principal focus of activities in each of the four evaluation areas for the coming year, (2) to document the intentions of the faculty member with respect to activities in each of the four evaluation areas, (3) to provide the evaluator the opportunity to offer constructive feedback to the faculty member early in the evaluation period, and (4) to establish the weights the faculty member is choosing to apply to each evaluation area. In response to changing opportunities throughout the evaluation period, revisions of the weightings in each of the evaluation areas in the original professional plan are permitted by submitting an alternative weighting scheme in writing to the evaluator before the end of the evaluation period. The faculty member may submit changes to the activities described in the professional plan in writing to the evaluator before the end of the evaluation period, and the evaluator may request a meeting with the faculty member to provide feedback on the amended professional plan.

E. Faculty Self-Evaluation Input

Each faculty member will provide the dean with self-generated evaluation data that itemizes activities and achievements over the evaluation period. The dean will prescribe the format and content of the faculty self-evaluation input as early as possible during the evaluation period and may provide forms for

accomplishing the self-evaluation. The faculty member should structure the self-evaluation data in as concise a manner as possible to facilitate easy and consistent review by the dean. Faculty self-evaluation data should consider all four-evaluation areas and the criteria within each evaluation area as identified in Chapter Four, Section III, of the *Faculty Policies and Procedures Handbook*.

F. Performance Ratings

1. Ratings of Individual Evaluation Areas

Ratings applied to each of the four evaluation areas should reflect an overall trend in performance and not just single, isolated events. The faculty member's performance in each evaluation area must be indicated in the evaluation report and must be supported by a review of all relevant criteria comprising the evaluation area, as listed in Chapter Four, Section III, of this *Faculty Policies and Procedures Handbook*. Any evaluation area ranked by the evaluator as unsatisfactory (below standard, below average, or whatever wording is employed) must be sufficiently described and justified, and specific recommendations for improvement must be given in the faculty member's evaluation report.

2. Overall Composite Performance Rating

A faculty member's evaluation reflects the complex, total performance of a faculty member in all four-evaluation areas. Each faculty member must be provided an overall composite performance rating that combines each of the individual ratings for the four evaluation areas.

G. Annual Evaluation Reports

1. Written Evaluation Reports

Evaluations will be written, and a copy will be provided to the faculty member being evaluated. The evaluator may also have an oral review of the evaluation with the faculty member. At the discretion of the evaluator, the oral review may precede the written evaluation report to ensure that all pertinent information is included in the written evaluation.

2. Dean's Signature

The signature of the dean must be placed on the evaluation report. The dean may include wording that implies that the evaluation was performed based only on information provided to him/her via the faculty member's self-evaluation data or that only limited validation of

the information was performed (e.g., through discussions with the department chair, etc.). However, the dean's signature indicates that the dean agrees with the content of the evaluation report.

3. Faculty Member's Signature

The signature of the faculty member must be placed on the evaluation report, indicating that the faculty member received the results of the evaluation. The faculty member's signature does not imply agreement with the content of the evaluation. If the faculty member refuses to sign the evaluation report, the dean may add wording to that effect on the evaluation report.

4. Faculty Member Comments

The faculty member may provide written comments concerning the evaluation within one week of the date the dean signs and presents the evaluation report to the faculty member. The faculty member's comments must be attached to all copies of the evaluation report.

5. Evaluation File

A specifically labeled "evaluation" file of written annual evaluation reports and all documentation relating to or used in the process of developing a faculty member's annual evaluation must be maintained by the dean's office. Except as needed for approved University decisions, faculty evaluations will remain personal information. Positive steps must be taken to preserve the privacy of information contained in faculty evaluation reports and related documentation in the "evaluation" file. The "evaluation" file must be open for review by the faculty member upon request and access to all contents of the faculty member's "evaluation" file must be provided within a reasonable time period.

V. Tenure and Promotion Guidelines

The awarding of tenure is a prerogative of the Board of Trustees. The tenure decision is a judgment about a faculty member's potential for continued teaching effectiveness, intellectual and scholarly growth, student involvement, and service to the University and community based on his/her record during the probationary period.

The University of Tampa follows AAUP guidelines on the tenure process. Arrangements at variance with these guidelines are rare and will be acceptable only if both the faculty member and the provost agree them to in writing.

A. Probationary Period

Although the Board of Trustees, in rare instances, may award tenure to a faculty member early, most faculty members will be eligible for tenure review at the beginning of the sixth year of full-time employment as a tenure-track faculty member. The probationary period may be reduced by up to a maximum of three years in which case the timetable for the pre-tenure review will be negotiated between the candidate and the Provost as part of the hiring process. In most instances, this reduction is determined by granting a one year reduction in the UT probationary period for each year of service as a full-time faculty member at another institution or as a full-time non-tenure-track faculty member at The University of Tampa.

B. Committee Structure for Promotion and Tenure

1. Department Review Committee

The first level of review for pre-tenure and tenure and promotion is conducted by a department committee made up of all tenured members of a department. If a department has fewer than three tenured members, the dean shall appoint faculty members from related fields to complete the three-person committee. The departmental committee chair will be elected by the tenured members of the department no later than the third week of fall semester. If a department has a faculty member under consideration for associate professor or full professor, the chair must have that same rank, no less. Tenure decisions are made by tenured faculty at all ranks. Promotion decisions to full professor are decided by tenured full professor faculty and promotion decisions to associate professor are decided by tenured faculty at the associate level or higher.

2. College Tenure and Promotion Committee

The most significant level of review is the college committee of tenured faculty members, consisting of seven tenured faculty members at the rank of associate or full Professor. At least three of the seven members must hold the rank of full Professor. Each member of the College Tenure and Promotion Committee shall be elected by a vote of tenured members of that particular college. There shall not be mandatory representation of each department on this committee, and all members of this committee shall be selected by at-large elections. However, no department shall have more than two members of the department who shall serve at the same time on the Tenure and Promotion Committee. A member of the college committee who also served on the department committee will be permitted to vote at each level. The members will serve staggered two-year terms to ensure

continuity with approximately half the committee standing for election each spring. There shall be no limitation on consecutive terms of service on the committee. The chair will be elected by its members. When a faculty member is under consideration for associate professor or full professor, the chair of the college committee must have that same rank, no less. Tenure decisions are made by tenured faculty at all ranks. Promotion decisions to full professor are decided by tenured full professor faculty and promotion decisions to associate professor are decided by tenured faculty at the associate level or higher.

C. The Review Process

By the end of April of each academic year, the Provost's office will notify candidates, deans, and newly elected Tenure & Promotion college committees of candidates for pre-tenure review, tenure, and promotion for the following academic year. There is a uniform review process for all colleges. The purpose of the review process is to provide faculty members in tenure-track positions the opportunity to present evidence of accomplishment in the four areas of evaluation set forth in The University of Tampa *Faculty Policies and Procedures Handbook*. The performance standards as outlined in Chapter 4 of this handbook (subsections A-D of Section III Criteria for Faculty Advancement) guide the reviews.

Candidates for pre-tenure, tenure and promotion must have their materials ready for distribution at the beginning of the review schedule as prescribed in the tenure and promotion calendar presented below. The dean's office will provide copies of grade distributions, course evaluations, and student comments to the candidate, if needed. Guidelines for the composition of review materials are also found below. One electronic copy of the materials must be submitted to the dean's office and the dean's office must disseminate the material to the department and college committee members as soon as possible.

Candidates may add supplementary materials, such as publications, book contracts, updated teaching evaluations, or creative works performed or exhibited after the due date for the material; but candidates may not re-write their materials.

At no point in the process may unsolicited written materials from others outside the review process be considered in evaluating candidates. Requests for documentation may be made at any time during the review process by the department committees, the college committees, the dean, the provost, or the president of the University. Copies of the documentation will be provided to the candidate. Finally, deliberations at the department and college levels must be completely confidential.

1. The Pre-tenure Review Process

The purpose of the pre-tenure process is ultimately to engage faculty in dialogue about expectations and progress in the four areas. This review takes place at the mid-point in the probationary period. Over and above the annual evaluation process, the pre-tenure process invites departments and colleges to submit important feedback to candidates.

The departmental review committee may recommend to the college committee a one-year terminal contract if a faculty member is determined not to be making sufficient or satisfactory progress toward tenure.

The college committee may recommend to the dean and provost a one-year terminal contract if a faculty member is determined not to be making sufficient or satisfactory progress toward tenure. In such a case the faculty member would be notified by March 15th of the year in which pre-tenure review takes place.

2. The Tenure Review Process

Most faculty members will be eligible for tenure review at the beginning of the sixth year. The process allows candidates to submit documentation in support of their application for tenure.

D. The Review Calendar

1. Pre-Tenure Review Calendar

By the second Monday in January, candidates for pre-tenure review must have their materials ready for distribution. One electronic copy of the materials must be presented to the dean's office and the dean's office will disseminate the materials to the departmental and college committee members as soon as possible. The Departmental Review and the College Tenure and Promotion members can begin to review the portfolios as soon as they are available.

By the end of the third week of the spring semester, the department review results in a letter consisting of evaluation and advice that must be completed and forwarded to the dean, the College Tenure and Promotion Committee, and the candidate.

The College Tenure and Promotion Committee review will then take an additional two to three weeks. This review will also result in a letter of evaluation and advice. The review at the college level must be

completed and the college committee's letter prepared **no later than March 1st**.

At the end of the review, each candidate will meet with the college dean and the chairs of the Departmental Review and College Tenure and Promotion committees to receive advice on progress toward tenure and promotion. The candidate may write a rebuttal. In addition, the candidate will raise any deficiencies that are noted in the pre-tenure process at this time. The dean will send a memo to the committee chairs and the candidate summarizing the meeting. The candidate will acknowledge receipt of this memo in writing.

2. Tenure and Promotion Calendar

By the first class day of fall semester, candidates for tenure and promotion must have their materials ready for distribution. One electronic copy of the materials must be submitted to the dean's office and the dean's office must disseminate the material to the department and college committee members as soon as possible.

By the end of the third week of the fall semester, the departmental committee completes its written recommendation which summarizes the perspective or perspectives of its members. The chair of the committee gives the written recommendation, signed by all members of the committee, to the college committee. At this time, the candidate shall receive verbal notification of the results and a copy of the letter from the chair of the Department Review Committee. The verbal notification should be in person unless there are extenuating circumstances. The candidate may create a letter of response within one week.

By Monday of the last week of October, the chair of the college committee presents its written recommendation, signed by all members of the committee, to the dean. The candidate shall receive both verbal and written notification of the results of the College Tenure and Promotion Committee from the chair of the College Tenure and Promotion Committee. The verbal notification should be in person unless there are extenuating circumstances.

By the end of the second week of November, the dean reports a recommendation to the provost and the president.

By the beginning of January, the president and provost make their recommendation to the Educational Affairs Committee of the Board of Trustees.

At its January meeting, the Board votes on tenure and promotion.

E. Composition of Review Materials for Pre-tenure, Tenure and/or Promotion

(The performance standards as outlined in Chapter 4 of this handbook (subsections A-D of Section III Criteria for Faculty Advancement) provide a more extensive list for the four areas of evaluation: teaching, student involvement, scholarship, and service).

1. Introductory Section
 - a. Narrative, summative evaluation of teaching, scholarship, student involvement and service (suggested length, 5-7 single-spaced pages for the pre-tenure review; suggested length, 7-10 single-spaced pages for tenure and promotion review)
 - b. Curriculum Vita
 - c. Dean's performance reviews
 - d. Annual self-evaluations
 - e. Pre-Tenure review results
2. Teaching
 - a. The candidate's course evaluations, including student comments by class and by semester
 - b. The department's and college's course evaluation summary statistics by semester
 - c. The candidate's grade distributions by class and by semester
 - d. Representative syllabi, tests, and other sample course materials for each course title taught.
 - e. Number of independent studies and honors tutorials
 - f. Number and types of internships supervised
3. Student Involvement
 - a. Number of advisees per year
 - b. Student organizations advised
 - c. Gateways courses taught
 - d. Student research
 - e. Other student activities
4. Scholarship
 - a. Published works or portfolio of performed, exhibited or choreographed creative works with a brief description of each
 - b. List of scholarly activities in review

- c. List of scholarly activities in progress
5. Service
- a. Department
 - b. College
 - c. University
 - d. Community
 - e. Professional/discipline service
 - f. Leadership roles on committees and organizations

F. Promotion Review Process

The promotion process follows the same procedure as the tenure process, with the following additions and modifications:

1. Faculty members will be eligible for consideration for promotion to associate professor at the same time they come up for tenure;
2. Faculty members will be eligible for consideration for promotion to full professor at the beginning of the sixth year of service as associate professor;
3. Candidates for promotion to full professor are expected to have maintained a strong record as a teacher and advisor; and
 - a. To have taken leadership role in some aspect of the University, and also
 - b. To have made a substantial contribution in a means appropriate to his/her discipline;
4. Only tenured faculty members at or above the rank to which the candidate aspires may participate in the review process.

G. Tenure and Promotion Appeals Process

A formal appeal comprises a written statement by a tenure-track faculty member regarding receipt of a written notification from the College Tenure and Promotion Committee of a decision not to recommend the granting of tenure and/or promotion.

Prior to filing an appeal, the candidate shall meet with the provost to discuss the candidate's case. The purpose of this meeting is for the candidate to seek the provost's guidance and to allow for informal mediation, if possible. While the candidate must meet with the provost prior to filing an appeal, the provost may not prevent the candidate from filing an appeal.

An appeal must be filed with the provost's office no later than fifteen days

after receipt of the dean's letter.

A complaint alleging inadequate consideration may arise if the evidence establishes a procedural flaw or irregularity in the handling of the portfolio or that the tenure and/or promotion recommendation was unduly influenced by failure of the Departmental Review Committee or the College Tenure and Promotion Committee to take a required procedural step or fulfill a procedural requirement as is delineated in the *Faculty Handbook*. Upon receipt of the appeal, the provost shall convene the Hearing Committee by presenting a copy of the appeal to the chair of the Hearing Committee. The Hearing Committee is prohibited from substituting its own judgment for that of members of the College Tenure and Promotion Committee on the merits of the candidate's portfolio. The candidate should not expect or request a *de novo* review of the substance and/or merits of the applicant's portfolio. Rather, the Hearing Committee is charged with and vested with the authority only to ascertain whether or not adequate considerations were rendered to the candidate's application.

Thus, the Hearing Committee shall review the appeal to determine whether the tenure recommendation was the result of adequate consideration, with the understanding that the review committee should not substitute its judgment on the merits for that of the body or individuals that made the decision. In furtherance of this review, the Hearing Committee may gather information from all sources as it deems appropriate to determine whether the requisite procedure has been followed. If the Hearing Committee decides to interview members of either the Departmental Review Committee or the College Tenure and Promotion Committee, the Hearing Committee must interview approximately 50% of either committee's members. The faculty member appealing the adverse recommendation shall have the right to discuss the appeal in person before the Hearing Committee. However, the faculty member shall have no right to representation or participation of legal counsel at said meeting. Additionally, deliberations of the Hearing Committee are confidential and held in closed session. The Hearing Committee shall proceed under its own rules, and the Committee's review shall not constitute a judicial proceeding, and judicial rules of evidence and/or judicial procedure shall not apply. The review of the Hearing Committee shall be completed within thirty days from its receipt of the appeal petition from the provost's office.

If the Hearing Committee determines by majority vote that a claim of inadequate consideration has been established by the evidence, the Hearing Committee shall document the respects in which it believes that consideration may have been inadequate and shall forward its recommendations to the provost's office. Upon receipt of the recommendations, the provost shall recommend to the College Tenure and Promotion Committee that it assess the merits once again, this time remedying the inadequacies of its prior consideration.

H. Verification of Criteria for Advancement

It is the obligation of the faculty member being considered for advancement to make available to those assessing his or her eligibility all documentation verifying that the criteria for advancement have been met. Requests for documentation may be made at any time during the review process by the department committees, the college committees, the dean, the provost, the president, the Educational Affairs Committee of the Board, the Board of Trustees, or any other groups or individuals who serve as part of the formal review process.

VI. Maintenance of Tenure

A. Policy Statements on the Maintenance of Tenure

Listed below are The University's policies on (a) the release of tenured faculty members; (b) faculty members assigned to an administrative position; (c) the prohibition of demotion in faculty rank; and (d) the applicability of a leave of absence to the probationary period for tenure:

1. Termination of Tenure

If a tenure appointment is terminated because of a demonstrable University financial exigency or the elimination or reduction of an academic area, the released faculty member's place will not be filled by a replacement within a period of three years, unless the released faculty member has been offered re-appointment and has declined it.

2. Faculty Member Serving as an Administrator

A faculty member assigned to an administrative position does not have tenure in that position, but will retain tenure in his/her academic rank if he/she had been awarded it before taking the administrative assignment or acquired it during his/her service in an administrative position.

3. Policy Prohibiting Demotion in Rank

A faculty member who holds a tenured appointment in one academic rank will under no circumstances be demoted to a lower rank. The position of "department chair" or "coordinator" is not an "academic rank."

4. Leave of Absence and the Probationary Period

A leave of absence may be counted as part of the probationary period toward tenure only with the written approval of the provost.

B. Revocation of Tenure

1. Revocation for Cause

Revocation of tenure may occur for cause. Adequate cause involves the moral turpitude, incompetence, or felony conviction of the faculty member in his/her professional capacities as a teacher, adviser, or researcher/scholar/creative person.

2. Tenure Revocation Process

Termination of a tenure appointment for cause will be preceded by a statement of specific reasons and by an opportunity to be heard by the Hearing Committee provided that the faculty member makes a written request to the chair of the Hearing Committee within thirty days of the receipt of notice.

3. The Role of the Hearing Committee in Tenure Revocation

- a. When a hearing on the revocation of tenure is requested by a faculty member, the Hearing Committee is convened.
- b. The hearing will be held within a reasonable period of time, and the following procedures will be observed.
 - i. The Hearing Committee will establish that the faculty member concerned has been fully informed in writing as to the cause of separation.
 - ii. He/she will be given the opportunity to be heard in his/her own defense.
 - iii. The testimony of witnesses will be taken and cross-examination permitted.
 - iv. He/she will be permitted to have an advisor but not an attorney present at all proceedings before the Hearing Committee. Though the testimony of witnesses may be taken and cross-examination permitted, the proceedings are to be construed as collegial rather than legal.
 - v. At the request of the chair of the Hearing Committee, the provost and the president may provide testimony but may not otherwise participate.
 - vi. If a faculty member's competence to perform his or her duties is in question, the testimony may include that of

- a qualified teacher from this or other institutions of higher learning.
- vii. An audio tape of all proceedings before the Hearing Committee will be kept and transmitted to the Office of the President
 - viii. The decision of the Hearing Committee will be transmitted in writing to the faculty member concerned and to the provost and the president.
 - ix. The provost and the president will be bound by the decision of the Hearing Committee and will notify the members of the Hearing Committee and the faculty member concerned of the action to be taken in carrying out the decision.
 - x. The Hearing Committee will be limited to a period of thirty (30) days for its deliberations and the transmittal of its decision by registered mail or certified mail to the faculty member concerned.
- c. A majority vote of the Hearing Committee will be regarded as the decision of the committee, and no minority report may be filed. The decision of the Hearing Committee will serve as a recommendation to the Board of Trustees.
- d. Until the decision of the Hearing Committee has been reached, the faculty member will be suspended only if there is danger of harm to self or others as a result of his/her continuance. If the contract is terminated, the faculty member will receive his/her salary for at least the period of notice to which he/she is entitled under University regulations. He/she will be continued in his duties for that period unless personal welfare or the interest of the University requires a leave of absence with pay; except in cases where his/her employment contract is terminated for cause, no salary will be paid after the effective date of the termination of the contract.

C. Other Faculty Grievances Related to Dismissal

The dismissal of a faculty member prior to expiration of a limited appointment or the non-renewal of a probationary appointment **with less advance notice** than that specified in these regulations may be grieved through the faculty grievance process described in Chapter Five of this *Handbook*.

CHAPTER 5: RIGHTS, PRIVILEGES, AND BENEFITS OF MEMBERS OF THE FACULTY

I. Rights of Faculty Members

As noted in Chapter Three of this edition of the *Handbook*, The University of Tampa reaffirms its ongoing commitment to academic freedoms and tenure. Specifically, UT faculty members “are entitled to teach the truth as they see it, to full freedom in research, and to participation as responsible citizens in community activities.” The first section of this chapter begins with the presentation, in full, of key American Association of Professors (AAUP) documents that are fundamental to the concepts of academic freedom and tenure. Other faculty rights, privileges, and benefits follow in the remainder of the chapter.

A. Academic Freedom and Tenure—AAUP Statement of Principles (1940)¹

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole.² The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies both to teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. [1]³

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

¹ (AAUP, *1940 Statement of Principles on Academic Freedom and Tenure*. <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>.)

² The word “teacher” as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

³ The AAUP’s 1940 Statement, while continuing to be a landmark document, has been interpreted in light of changes in higher education and the nation since that time. A 1970 interpretation issued by the AAUP is particularly important. Boldface numbers in brackets in this section refer to Interpretive Comments that appeared in the 1970 document; that document is reprinted here immediately following documents from 1940.

1. Academic Freedom

- a. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.[2] Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.[3]
- c. College and University teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.[4]

2. Academic Tenure

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

- a. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.
- b. Beginning with appointment to the rank of full-time instructor or a higher rank,[5] the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that the new

appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years.[6] Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.[7]

- c. During the probationary period a teacher should have the academic freedom that all other members of the Faculty have.[8]
- d. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.[9]
- e. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

B. 1940 Interpretations

At the conference of representatives of the AAUP and of the Association of American Colleges on November 7-8, 1940, the following interpretations of the 1940 *Statement of Principles on Academic Freedom and Tenure* were agreed upon:

1. That its operation should not be retroactive.
2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 *Conference Statement on Academic Freedom and Tenure*.

3. If the administration of a college or University feels that a teacher has not observed the admonitions of paragraph 3 of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

C. 1970 Interpretive Comments

Following extensive discussions on the 1940 Statement of Principles on Academic Freedom and Tenure with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to reevaluate this key policy statement. On the basis of the comments received, and the discussions that ensued, the joint committee felt the preferable approach was to formulate interpretations of the Statement in terms of the experience gained in implementing and applying the Statement for over thirty years and of adapting it to current needs.

The committee submitted to the two associations for their consideration the following "Interpretive Comments." These interpretations were adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty-sixth Annual Meeting as Association policy.

In the thirty years since their promulgation, the principles of the 1940 *Statement of Principles on Academic Freedom and Tenure* have undergone a substantial amount of refinement. This has evolved through a variety of processes, including customary acceptance, understandings mutually arrived at between institutions and professors or their representatives, investigations and reports by the American Association of University Professors, and formulations of statements by that association either alone or in conjunction with the Association of American Colleges. These comments represent the attempt of the two associations, as the original sponsors of the 1940 *Statement*, to formulate the most important of these refinements. Their incorporation here as Interpretive Comments is based upon the premise that the 1940 *Statement* is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances.

Also, there have been relevant developments in the law itself reflecting a growing insistence by the courts on due process within the academic

community which parallels the essential concepts of the 1940 *Statement*; particularly relevant is the identification by the Supreme Court of academic freedom as a right protected by the First Amendment. As the Supreme Court said in *Keyishian v. Board of Regents*, 385 U.S. 589 (1967), “Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom.”

The numbers refer to the designated portion of the 1940 *Statement* on which interpretive comment is made.

1. The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the *Statement on Professional Ethics*, adopted in 1966 as Association policy. [A revision, adopted in 1987, may be found in AAUP, *Policy Documents and Reports*, 10th ed. (Washington, D.C., 2006), 171-72.]
2. The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.
3. Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 *Statement*, and we do not now endorse such a departure.
4. This paragraph is the subject of an interpretation adopted by the sponsors of the 1940 *Statement* immediately following its endorsement which reads as follows:

“If the administration of a college or University feels that a teacher has not observed the admonitions of paragraph 3 of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher’s fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that teachers are

citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.”

Paragraph 3 of the section on Academic Freedom in the 1940 *Statement* should also be interpreted in keeping with the 1964 *Committee A Statement on Extramural Utterances* which states *inter alia*: “The controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position. Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final decision should take into account the faculty member's entire record as a teacher and scholar.”

Paragraph 5 of the *Statement on Professional Ethics* also deals with the nature of the "special obligations" of the teacher. The paragraph reads as follows:

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

Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.

5. The concept of "rank of full-time instructor or a higher rank" is intended to include any person who teaches a full-time load regardless of the teacher's specific title.⁴
6. In calling for an agreement "in writing" on the amount of credit given for a faculty member's prior service at other institutions, the *Statement* furthers the general policy of full understanding by the professor of the terms and conditions of the appointment. It does not necessarily follow that a professor's tenure rights have been violated because of the

⁴ For a discussion of this question, see the "Report of the Special Committee on Academic Personnel Ineligible for Tenure," *Policy Documents and Reports*, 9th ed. (Washington, D.C., 2001), 88-91.

absence of a written agreement on this matter. Nonetheless, especially because of the variation in permissible institutional practices, a written understanding concerning these matters at the time of appointment is particularly appropriate and advantageous to both the individual and the institution.⁵

7. The effect of this subparagraph is that a decision on tenure, favorable or unfavorable, must be made at least twelve months prior to the completion of the probationary period. If the decision is negative, the appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions in the 1940 *Statement* with respect to the termination of service of teachers or investigators after the expiration of a probationary period should apply from the date when the favorable decision is made.

The general principle of notice contained in this paragraph is developed with greater specificity in the *Standards for Notice of Non-reappointment*, endorsed by the Fiftieth Annual Meeting of the American Association of University Professors (1964). These standards are:

Notice of non-reappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards:

- a. *Not later than March 1 of the first academic year of service*, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.
- b. *Not later than December 15 of the second academic year of service*, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
- c. At least twelve months before the expiration of an appointment after two or more years in the institution.

Other obligations, both of institutions and of individuals, are described in the *Statement On Recruitment and Resignation of Faculty Members*, as endorsed by the Association of American Colleges and the American Association of University Professors in 1961.

8. The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher's academic performance during probationary

⁵ For a more detailed statement on this question, see "On Crediting Prior Service Elsewhere as Part of the Probationary Period," *Policy Documents and Reports*, 10th ed. (Washington, D.C., 2006), 55-56.

status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the *Recommended Institutional Regulations on Academic Freedom and Tenure*, prepared by the American Association of University Professors.

9. A further specification of the academic due process to which the teacher is entitled under this paragraph is contained in the *Statement on Procedural Standards in Faculty Dismissal Proceedings*, jointly approved by the American Association of University Professors and the Association of American Colleges in 1958. This interpretive document deals with the issue of suspension, about which the 1940 *Statement* is silent.

The 1958 *Statement* provides: "Suspension of the faculty member during the proceedings is justified only if immediate harm to the faculty member or others is threatened by the faculty member's continuance. Unless legal considerations forbid, any such suspension should be with pay." A suspension, which is not followed by either reinstatement or the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

The concept of "moral turpitude" identifies the exceptional case in which the professor may be denied a year's teaching or pay in whole or in part. The statement applies to that kind of behavior which goes beyond simply warranting discharge and is so utterly blameworthy as to make it inappropriate to require the offerings of a year's teaching or pay. The standard is not that the moral sensibilities of persons in the particular community have been affronted. The standard is behavior that would evoke condemnation by the academic community generally.

D. Intellectual Property Ownership (See Chapter Six, Intellectual Property Ownership Agreement, for details on this subject.)

E. Due Process

As with all members of The University of Tampa community, faculty members have the right of due process in all judicial proceedings. Faculty members, as with other members of the University community, have the responsibility to cooperate fully with the judicial process.

F. Faculty Grievance Procedure

Whenever possible, efforts should be made to resolve problems before the filing of a grievance. Open communication is encouraged so that the resort to this formal grievance procedure will seldom be necessary.

The purpose of this grievance procedure is to promote prompt and efficient investigation and resolution of the few grievances that will arise. The procedure outlined below will be the method for resolving all grievances, with the exception of any matters stemming from tenure denial, promotion denial, tenure revocation, or action stemming from alleged harassment, for which other processes are specified in the *Faculty Policies and Procedures Handbook*.

1. Resort to Other Procedures for Matters Which May Be Adjudicated under This Grievance Procedure

In recognition of the fact that the commitment of the University and the grievant to this process is necessary in order to achieve its objectives, if the grievant seeks resolution of the subject matter of a pending grievance in any forum or by any set of procedures other than those established in this procedure, whether administrative or judicial, the University will be under no obligation to proceed any further with this procedure. However, the act of filing an action in another forum in order to avoid violating a time limitation imposed by that forum will not be considered a violation of the grievance procedure outlined here.

2. Confidentiality

Grievance proceedings will be kept as confidential as possible, subject only to the need of the grievant and the University to comply with the processes specified herein or to present evidence concerning the grievance in other administrative or judicial proceedings. All hearings will be held in private.

3. Definitions

For the purpose of this procedure:

- a. The term “grievance” will mean an allegation that the grievant’s employment interests have been adversely affected due to a violation, misapplication, or misinterpretation of University policies, regulations, or procedures.
- b. The term “grievant” will mean an identified person (or group of persons) who was/were at the time that the action which

gave rise to the grievance arose, a faculty member/faculty members of The University of Tampa.

- c. The term “working days” will mean those days when the business offices of the University are open.

4. Time Limitation

When any action required to be taken within a specified period of time is not taken in time, the following will apply:

- a. If the grievant fails to act within the time limits provided herein, the University will have no responsibility to process the grievance and it will be deemed withdrawn.
- b. In the case where the University fails to act in time, the grievant may proceed to the next review level and any decision on the matter subsequently issued at the level that has been bypassed will be void.

5. Steps in the Grievance Process

- a. *Step 1:* A grievance must first be presented informally to the grievant’s department chair. The grievance must be filed within twenty-five (25) working days of the date on which the grievant knew or should have known of the action or condition which occasioned the grievance. The chair, upon learning of the grievance, will notify the college dean of the initiation of the grievance, will investigate the matter as deemed appropriate, will attempt to resolve the grievance, and will respond to the grievant in writing within fifteen (15) working days of the date the grievance was filed with the department chair.
- b. *Step 2:* If the grievance is not resolved at Step 1 and the grievant desires to pursue the matter, the grievant will formalize the grievance and file it with the dean of his/her college within fifteen (15) working days of the Step 1 decision. The formalized grievance will be presented in writing. The written submission will state the specific policy, regulation, or procedure alleged to have been misinterpreted, misapplied or violated, the effect on the grievant, and the relief requested.

The dean of the college will notify the provost of the continuation of the grievance, will appropriately investigate the grievance, will attempt to resolve it, and will respond to the grievant in writing within fifteen (15) working days from the date on which the written grievance statement was filed with

the dean.

- c. *Step 3:* If the grievance has not been resolved in Step 2, the grievant may file a written request for review with the provost within fifteen (15) working days following the date of delivery to the residence of the grievant of the Step 2 decision.

The provost, within fifteen (15) working days of the date of the receipt of the request for review by the dean of the college, will set the time, date, and place for a hearing. Notice of the hearing will be provided to the grievant as well as to all parties to the grievance, including the dean of the college who conducted the Step 2 hearing and the chair who conducted the Step 1 hearing.

Parties to the grievance have the right to obtain witnesses and present evidence. The provost or his/her designee will act as hearing officer and will convene the Hearing Committee to hear the grievance. The hearing officer or his/her designee will not vote.

The University of Tampa will cooperate with the grievant in securing witnesses and in making available specifically identified and relevant documentary and other evidence requested by the grievant, to the extent not limited by law or by the rights of others to confidentiality. Faculty and staff members of the University will respond to requests to give testimony, subject to any legally recognized privilege. The parties to the grievance have the right to cross-examine witnesses.

Where a witness cannot or will not appear but the hearing officer determines that the interest of justice requires admission of his/her statement, then the officer will present a written list of questions to the witness and ask for a written statement in reply.

The hearing officer may grant continuances when requested by either party to the grievance in order to enable either party to investigate evidence, or for any other reason he/she deems it appropriate.

The hearing officer will keep an audiotape of the proceedings as a record. The hearings will not be conducted under strict rules of legal evidence, and attorneys have no role in the process. However, every effort will be made to obtain the most

reliable evidence.

The disposition of the grievance by the Hearing Committee will take the form of findings of fact and conclusions and a recommended disposition presented to the president within fifteen (15) working days after completion of the hearing. The recommended disposition must be based solely on the record, and pertinent institutional policies, regulations, and procedures.

- d. *Step 4:* The president will render a decision based upon a review of the record and the recommendations, findings, and conclusion of the Hearing Committee. Such decision will be made within ten (10) working days after the receipt of the Hearing Committee's recommendations. The decision of the president will be final.

II. Privileges of Faculty Members

A. Sabbatical Policy

1. Statement of Purpose

The sabbatical program at the University of Tampa provides a faculty member with necessary leave from normal duties to promote intellectual or professional renewal, to sustain intellectual or professional growth, or to pursue the enrichment of teaching. Even though sabbatical topics are diverse, scholarly activities are the primary focus of all sabbaticals. All rights, privileges and benefits as a faculty member continue through the sabbatical leave.

A sabbatical may be taken for one semester at full pay or an entire year at half pay. All fringe benefits and evaluations for salary increases continue during the sabbatical leave. After completing a sabbatical, the faculty member must continue his/her service to UT for not less than one full academic year following the academic year in which the sabbatical is taken or reimburse the University for the salary and benefits paid during the sabbatical period.

Appropriate sabbatical activities may include study, research, writing, creative explorations, and artistic performance. Sabbatical leaves are not granted for the following reasons: illness, family leave, vacation, or solely for financial gain. A faculty member is encouraged to seek external financial support for his/her sabbatical, but such support must be consistent with the *Handbook* policy regarding outside employment. Nor should employment during the sabbatical period defeat the purpose of the sabbatical.

2. Eligibility

A tenured faculty member may apply for a first sabbatical in his or her 6th year of full-time service at the University of Tampa with the sabbatical to be taken in the 7th year. A faculty member may apply for a sabbatical and tenure/promotion during the 6th year of full-time University of Tampa academic service.

In the 6th full academic year after completing a sabbatical, a faculty member is eligible to apply for the next sabbatical to be taken in the 7th year. An unpaid leave of absence does not count as a year of service nor does it erase the accrual of previous years of service.

If the faculty member's proposal is ruled qualified and the applicant's sabbatical is delayed by the University or by mutual agreement of the applicant and dean, the applicant's application will be given the highest priority among the qualified applications the following year. If the University postpones a faculty member's sabbatical, the delay does not alter his/her place in the rotation: the faculty member will again be eligible for a sabbatical seven years from the date originally requested for the postponed sabbatical. A faculty member who chooses not to apply for a sabbatical when eligible will alter his/her sabbatical cycle: the cycle will not resume until the faculty member goes on a sabbatical.

3. Application Procedure & Review

The provost will solicit sabbatical proposals for the next year by notifying all eligible faculty members by May 1st prior to the year in which they can apply. Faculty members are urged to signal their intent as early as possible. The applicant is responsible for forwarding their completed application to the Provost by October 1. The provost will distribute copies to the appropriate college dean and the University's Faculty Development Committee for consideration.

In addition to the application cover sheet, the sabbatical request must include a clear and concise statement of not more than five (5) pages detailing:

- a. What will be done during the sabbatical;
- b. How the faculty member's proposed sabbatical leave will:
 - i. Enhance teaching/scholarship and foster significant intellectual, professional growth or renewal;
 - ii. Substantively benefit the applicant's discipline(s) and the University;

- c. How the faculty member will document the effectiveness of the sabbatical at its conclusion.

The Faculty Development Committee will evaluate the proposal's merit using the above criteria. If the proposal is found to be meritorious, the committee will recommend approval. If there are concerns about the proposal, the chair of the Faculty Development Committee will work with the faculty member to help meet the criteria. Written comments will be sent to the applicant, who will be allowed one week to respond in writing to the Faculty Development Committee.

The dean will verify course coverage and redistribution of the candidate's responsibilities. If there are concerns about the proposal, the dean will work with the department chair to address them.

The Faculty Development Committee will forward their recommendations to the provost by December 1st.

After a sabbatical application has been approved, any substantial changes in the sabbatical plan must be communicated to both the dean and the chair of the Faculty Development Committee. The faculty member must submit a summary of the sabbatical activities to the dean and the provost within 90 days of completing the sabbatical.

This policy and process may be disrupted when the president, provost, deans, and the Faculty Development Committee agree that financial difficulties exist.

B. Leave of Absence

In response to a request from a faculty member, the provost may grant a leave of absence without pay for a period not to exceed two years. Requests for such leaves of absence must be filed with the provost at least sixty (60) days prior to the first day of the leave. The leave of absence will not affect the faculty member's eligibility for tenure, promotion in rank, or contract renewal, but the period of the leave will not count as time served toward tenure. Unpaid leaves of absence may be granted for the following reasons: faculty exchange, advanced study, scholarship/research or creative endeavor, public service, or personal hardship.

C. Faculty Development Grants

Faculty development funds, from money originally provided by the Dana Foundation, are available to full-time faculty members for projects that

demonstrably contribute to their excellence as teacher-scholars. Funds may be granted for research, scholarship, creative endeavor, and innovative teaching projects not funded from other sources.

Other faculty development programs include Delo Grants, Teaching Innovation Grants, and Professional Development Awards. Delo and Professional Development grants are recommended by the Faculty Development Committee and forwarded to the provost for final approval. Teaching Innovation Grants are reviewed and approved by the dean and associate dean(s) within each college.

The provost in consultation with the Faculty Development Committee defines criteria and announces the awards annually. At the conclusion of the grant period, the recipient of a grant is required to file a narrative report on the work that has been accomplished as a result of the grant, as well as a financial statement, together with receipts documenting how the grant funds have been used.

D. Faculty Remuneration Practices

Faculty payroll checks are distributed through the payroll office according to a schedule published at the beginning of each fiscal year.

The University does not grant salary advances to any employee. Upon employment, faculty members must file a Form W-4 with the human resources office, so that withholding tax may be deducted from their salary checks as required by Federal law. Each new faculty member must also satisfactorily complete an INS Form I-9 prior to the beginning of employment as required by Federal law.

E. Faculty Travel Policy

1. Purpose

The University supports a broad range of research, teaching, and other travel activities ranging from individual travel to travel by groups of faculty. The following paragraphs specify the reimbursement policies for faculty travel expenses.

2. Prior Approval

Prior to any travel and the actual incurring of expenses, all University-sponsored travel requires written approval by the appropriate designated authority (i.e. academic deans and associate deans). If the travel involves international travel, the approved travel report form

must also be forwarded to the International Programs Office in order to monitor any travel advisories.

3. Faculty with U.S. Passports

In planning for international travel, faculty with U.S. passports should be diligent in checking the expiration date on their passports. Travel can be denied if a passport will expire within 6 months of the date of return from travel. It is also the responsibility of faculty holding U.S. passports to arrange for all necessary travel visas, travel immunizations, re-entry documentation and/or other essential documentation prior to travel. It is the responsibility of each faculty member to officially register with the U.S. embassy or consulate in the country or countries he/she is visiting at www.travel.state.gov. Confirmation and proof of the registration process must be forwarded by the traveler to the International Programs Office.

4. Travel Reimbursement

Travel can be divided into three categories: travel for faculty development, travel to present a paper at a conference, and international travel to present a paper at a conference. Travel reimbursement will include the following:

- a. Registration cost of conference
- b. Personal accommodation/hotel/motel costs
- c. Personal airline travel. Airport parking fees of personal auto will be reimbursed.
- d. Personal car mileage in lieu of air fare but not to exceed equivalent coach air fare
- e. Personal meal allowance for breakfast, lunch and dinner (no alcoholic beverages allowed)
- f. Public transportation (taxis, buses, airport limos and trains) at destination. Rental cars may be used if justified by cost savings and/or the requirements of the trip.
- g. Passport and visa costs

The amount that will be reimbursed is dependent upon the type of travel and is exclusive of any additional financial assistance the faculty member may receive from the University or other sources. The reimbursement for a faculty member is limited each year to one of the following three cases (i.e., the reimbursement per year is not the sum of the three cases):

- a. Domestic travel for faculty development is the lowest level of reimbursement

- b. Domestic travel for presentation at a conference will be 125% of the lowest level of reimbursement
- c. International travel for presentation at a conference will be 175% of the lowest level of reimbursement

Each college will have a travel budget each year based upon the number of full-time faculty in the College. At the end of a budget year, if all of the money has not been distributed, the College may reimburse those faculty members who exceeded their reimbursement limit with additional amounts in equal portions.

Travel expenses for recruitment, grants, or business of the University will be reimbursed from the recruitment, grant or business budgets and not the colleges' travel budgets.

III. Benefits Accruing to Faculty Members

A wide range of benefits is available to all full-time faculty members. The following list and general description of faculty benefits are currently in effect; details may be obtained from the Human Resources Office.

A. Insurance

The University of Tampa offers three medical plan options: the PPO80, the PPO70, and the Risk/Reward PPO. Employee contributions are based on the coverage selected. In addition, UT has established a Health Reimbursement Account (HRA) program to assist with qualifying health care expenses not covered by the health plan. These funds do not have to be spent in the plan year, and the account balance may be rolled over from year to year. A faculty member's spouse and eligible children may be enrolled under the medical portion of this plan, with the faculty member contributing to premiums through payroll deduction.

B. Salary Continuance Plan

The plan assures income in the event of serious illness or injury, and provides for up to 60% of base pay to the faculty member during the time of the disability. Faculty members are enrolled 90 days after the date of hire.

C. Retirement Benefits

The following sections identify benefits currently available to faculty members upon retirement, pre-retirement, or phased retirement. The University reserves the right to terminate or revise any of its benefit programs at any time. In the event of conflicts between descriptions of benefits in this

Faculty Policies and Procedures Handbook and official retirement plan documents, the language of the plan documents will govern.

1. Defined-Contribution Retirement Savings Plan

Active, full-time faculty members are eligible to participate in the University's retirement plan. Eligibility is established after one year of service and the attainment of twenty-one years of age. If the faculty member has had full-time service in a prior academic institution, however, that service can be used to fulfill the service eligibility requirement. Faculty may begin making pre-tax contributions to the plan as soon as they are employed at UT. IRS and federal regulations define the maximum employee pre-tax contributions allowed. After one year of eligibility service, employees are qualified to receive tax-sheltered, employer-matched contributions. The University will match dollar-for-dollar any employee contribution made to the annuity plan, up to a maximum contribution per years of service as identified on the Defined-Contribution Retirement Savings Plan Contribution Schedule in effect. All funds are taxable for social security purposes. Employee and employer contributions are fully vested at 100 percent from the date participation in the program begins. The benefit at retirement will be determined by the amount the employee and the University together have contributed. Employees may contact the Office of Human Resources for complete information on this benefit or see the Benefits section of the human resources homepage at http://ut.edu/uploadedFiles/Employee_Site/Human_Resources/Benefits-Program.pdf.

The University's retirement plan is an individual contract which remains the personal property of the faculty member, and as such represents an investment which may be continued by the individual after the conclusion of University employment.

2. Retiree Health Insurance Benefits

- a. If a faculty member was employed prior to June 1, 2003, and has been a full-time continuous employee for ten years or more, he/she qualifies at age 65 or older for the following University retiree benefits:
 - i. Retiree group health insurance: UT will pay for the retiree only, 75% of the monthly premium of the UT plan not to exceed 150% of premium costs as of June 1, 1995.
 - ii. \$5,000 life insurance policy
 - iii. Faculty/staff grant

- b. Faculty members employed on or after June 1, 2003, who have been full-time continuous employees for ten years or more qualify at age 65 for the University's retiree medical group insurance available by paying the full contribution cost. Benefits for those employed after June 1, 2003, include:
 - i. Access to retiree medical group insurance by paying the full cost
 - ii. \$5,000 life insurance policy
 - iii. Faculty/staff grant

For persons age 65 or over, benefits are integrated with Medicare. Retirees and their dependents 65 and over must enroll in both Medicare Part A and Part B.

3. Availability of Health Insurance for Faculty Leaving UT prior to Retirement

The University of Tampa offers eligible faculty and staff members group health insurance through the ICUBA group health insurance program. A faculty member and eligible family members may continue membership in applicable ICUBA group health insurance plans in force by paying the full cost for those benefits should the faculty member leave the University prior to retirement while meeting the following criteria: (1) Age 55 or older with 10 years of continuous full-time service; or (2) Age 60 or older with 5 years of continuous full-time service.

4. Pre-Retirement Agreements

Pre-retirement refers to an unpaid leave of absence for an eligible faculty or staff member for up to five (5) years prior to retirement at age 65. At the discretion of the University, a faculty member may work on a part-time basis at The University of Tampa while on Pre-Retirement Leave. The following conditions apply to pre-retirement:

- a. The pre-retiree must be age 60 or older with 10 years of continuous service
- b. He/she and eligible family members may continue membership in applicable group health insurance plans in force by paying the entire cost (employee and University costs) for those benefits until the faculty member reaches age 65
- c. A faculty member may elect pre-retirement only if he/she has elected to retire from The University of Tampa at the end of the pre-retirement agreement

5. Phased Retirement Agreements

Phased retirement refers to a reduced teaching appointment to assist a tenured full-time faculty member in preparing for full retirement. A phased-retirement agreement is entered into for up to two years, with an opportunity to extend an additional year at the discretion of the University. Under a phased retirement agreement, the tenured faculty member officially retires, then maintains a part-time (50%) term appointment, without tenure, renewed on an annual basis until the expiration of the agreement.

The following conditions apply to phased retirement agreements:

- a. The faculty member must have reached age 62 or older with 15 years of continuous full-time service and full-time tenured faculty status
- b. He/she must teach a total of 12 credit hours in the fall and/or spring semesters
- c. His/her salary, group health insurance, and other employee benefits will be on a pro-rated basis
- d. By voluntarily electing phased retirement, the faculty member makes an irrevocable decision to retire at the end of the phased retirement agreement

6. Age Considerations

While there is no mandatory retirement age at The University of Tampa, the normal retirement age is the year in which the faculty member attains his/her 65th birthday.

The University of Tampa makes contributions to the retirement plan until the faculty member retires or ceases to be employed by the University.

7. Continued Participation in University Events after Retirement

Retired faculty members may participate in events to which the University ID card provides admission. Retired faculty retain full library privileges and may be invited back to serve on special task forces.

D. Family and Medical Leave

Family and medical leaves of absence will be granted to full-time employees for childbirth, adoption, or the serious personal illness of an employee or an

employee's child, spouse, or parent. To be considered eligible for a family or medical leave, an employee must have been employed by UT for twelve (12) months and must have worked 1250 hours during the 12-month period preceding the leave.

For a faculty member to qualify for a medical leave, he/she should obtain a letter from a physician stating that the faculty member is unable to perform the functions of his/her position, along with the onset date of the faculty member's condition, the probable duration of the condition, and the appropriate medical facts concerning the condition. Medical certification is also required to support a claim for leave related to caring for a seriously ill child, spouse, or parent. The certification must state the family member's need for such care and must include an estimate of time the faculty member will need to provide the necessary care.

The length of leave will vary depending upon the condition of the faculty member or family member and the physician's recommendation. Should a faculty member need a longer leave than originally requested, a leave of absence extension should be requested from the Office of Human Resources. Extensions may require a doctor's statement stating the reason for the extension and the expected date the faculty member will be able to return to work. Family medical leaves, including extensions, shall not exceed 12 weeks.

When the need for medical leave is foreseeable, such as in cases of birth, adoption, or planned medical treatment, faculty members must give the University thirty (30) days notice. Before a faculty member on medical leave of absence can return to work, he/she must obtain a note from his/her physician, stating that there has been sufficient recovery from the condition so that the faculty member can perform normal job duties. If the faculty member is to be placed under any restrictions by their physician, the restrictions should be specifically stated in the note.

A faculty member returning from family or medical leave will be reinstated to his/her former position or an equivalent position upon return to work. If the faculty member fails to return to work at the end of their leave, he/she will be considered to have voluntarily resigned.

Time off granted for family or medical leave shall not be counted as a break in service for purposes of determining eligibility for employee benefits. The University will continue employee health care and other benefits while the faculty member is on leave.

E. Americans with Disabilities Act (ADA) Policy

The Americans with Disabilities Act (ADA) and University of Tampa policy prohibit discrimination in employment and educational programs against qualified individuals with disabilities. It is the policy of The University of

Tampa to provide reasonable accommodations or academic adjustments when necessary. These accommodations and adjustments must be made in a timely manner and on an individualized and flexible basis.

While the University may initiate discussions with a student, staff member or faculty member when the need for an accommodation is obvious, it normally is the responsibility of individual students, staff, and faculty members to identify themselves as an individual with a disability when seeking an accommodation or adjustment. It is also the responsibility of individual students, staff, and faculty members to document their disability (from an appropriately licensed professional) and to demonstrate how the disability limits their ability to complete the essential functions of their job or limits student's participation in programs or services of the university. Medical documentation will be kept confidential.

Students, staff, and faculty members must maintain institutional standards of performance.

F. Social Security/FICA

Faculty members are covered under the Federal Insurance Contributions Act (Social Security). Deductions are made from each paycheck with the University contributing an equal amount as prescribed by the Federal Government Schedule.

G. Worker's Compensation

Faculty members are expected to cooperation in reporting to their dean any injury, potentially hazardous condition, incident, or notice of condition for which the University might be liable.

Faculty members are covered by Worker's Compensation insurance, which provides financial benefits for job injuries, including medical attention, hospital care, and compensation for lost time. Specific conditions and the extent of coverage are prescribed by the State of Florida.

H. Faculty/Staff Tuition Grant

The faculty/staff tuition grant program provides specific assistance to regular, full-time faculty, their spouses, and eligible dependents. Eligible dependents include the spouse and dependent children to age 19, and/or dependent children meeting the Internal Revenue Service definition, who are making satisfactory progress as degree-seeking students. The benefit is governed by

the IRS and is considered taxable.

The Office of Human Resources provides application forms for faculty/staff tuition grants. A candidate for a grant must be accepted for admission to The University of Tampa before applying for a grant and must advise the appropriate supervisor before budgets for the intended grant period are developed.

All grants must be processed prior to the completion of registration for the semester for which a grant is sought; applications arriving later will be denied. Registration dates will be posted on the bulletin board outside the Human Resources Office.

Current policy statements for faculty/staff tuition grants follow.

1. *Employees* are eligible to receive a waiver of UT tuition not to exceed eight (8) credit hours per fall and spring semesters and eight (8) credit hours for Intersession, Summer I, and Summer II combined on a space available basis. Space availability is determined as of the first meeting of the class. A grant may not exceed 24 credit hours per calendar year.
2. *Eligible dependents of employees with five (5) years service or less* at UT are entitled to 75% reduction in UT tuition for undergraduate and graduate credit-bearing courses. Full-time is defined as up to a maximum of 18 semester hours. Part-time students are admitted to courses on a space available basis, with the availability determined as of the first meeting of the class. Full-time dependents are exempt from the space availability determination.
3. *Eligible dependents of employees with more than five (5) years of service* are entitled to a 100% grant covering full-time UT tuition. Full-time is defined as up to a maximum of 18 semester hours. Part-time students are admitted to courses on a space available basis, with the availability determined as of the first meeting of the class. Full-time dependents are exempt from the space availability determination.

The faculty/staff tuition grant will cover tuition costs only. Books, room, board, general fees, and other fees or charges are the responsibility of the student or the employee. For those students with financial need, the staff of the Financial Aid Office will be available to evaluate eligibility for appropriate sources of aid.

Eligible dependents receiving grant assistance for full-time study should apply for state and federal assistance by completing the Free Application for Federal Students Assistance (FAFSA) after January 1 for the next academic year.

Forms are available from the Financial Aid Office.

The faculty/staff tuition grant may be reduced by the amount of merit scholarships and/or need-based grants. Students may not receive aid from any source that in combination with a faculty/staff tuition grant exceeds UT's actual tuition and fee charges, unless they demonstrate need (as defined by Federal Methodology) over and above UT's tuition and fee charges. The faculty/staff tuition grant supersedes and overrides all other institutional awards.

All full-time dependents will be required to apply for the Florida Resident Access Grant and to continue to meet all state eligibility requirements (GPA, academic progress, and completion). For both 75% and 100% grant recipients, the actual value of the Access Grant will be deducted for the total faculty/staff tuition grant value. The proceeds from the Florida Access Grant will be used to reduce the institution's grant liability.

Grant assistance does not apply to private studio lessons, non-credit courses (including those offered by the School of Continuing Studies), or workshops or travel/study courses and programs.

Grant assistance does not apply to auditing courses. However, Faculty members *may* give their permission to colleagues who want to informally "sit in" on courses.

Individuals who elect to take a number of courses in any given term that exceeds the maximum benefit will be charged for the excess hours at the established rate.

In order to receive and retain a faculty/staff tuition grant, the recipient must maintain the standard of academic quality established by the University.

Tuition benefits in effect at the time of a faculty member's death continue to apply to all surviving dependents eligible for these benefits who wish to make use of them in the future.

I. National Tuition Exchange Program

Dependents of faculty members with more than five (5) years of service are eligible to exchange their UT faculty/staff tuition grant for a scholarship in one of the participating schools within the National Tuition Exchange Program. Scholarships may be to pursue undergraduate education, graduate school, or study abroad at one of the 380 institutions of higher education that belong to Tuition Exchange.

For more information concerning this tuition benefit or specific procedures to be followed when applying for a grant, please contact the Office of Human Resources.

J. Parking Privileges and Regulations

Parking for faculty members in designated areas on the campus is free of charge.

Faculty members who park a vehicle on campus property must register at the Campus Safety and Security Office. At the time of registration they will be given an identifying hangtag for the vehicle, a copy of the parking and traffic policy, and a campus map designating areas where faculty parking is permitted.

K. Access to Other University Facilities and Services

1. The Library

All members of the University community have library privileges. In addition to the books, audio-visual materials, magazines, and other media, faculty members have access to study rooms, equipment, and reference and inter-library loan assistance.

2. The Vaughn Center

Several services are available in the Vaughn Center, including campus dining, Campus Store (Barnes and Noble), an ATM machine, a convenience store, the Reeves Theatre, meeting rooms, a computer lab, and Catering Services. Also located in the Vaughn Center are the Offices of Student Activities, Residence Life, Judicial Affairs, Student Government, Dining Services, P.E.A.C.E. (volunteer center), Greek Life, and student publications.

3. The Stadium Center

A second group of dining facilities is located in the Stadium Center, adjacent to the athletic fields and Jaeb Computer Center.

4. The Campus Store (Barnes and Noble)

A faculty discount is available from the Campus Store on designated items upon presentation of a UT identification card.

5. The Post Office

The University operates a United States Post Office on the first floor of Plant Hall. This facility can accommodate the same needs as any other postal location.

6. Check Cashing

Full-time employees may cash personal checks for up to \$50.00 at the Cashier's Office between 9:00 a.m. and 3:00 p.m. Monday - Friday with a UT identification card. No payroll checks or two-party checks will be cashed. If checks are not honored by the bank two times, check cashing privileges will be revoked.

7. Automatic Deposit of Paychecks

Automatic deposit of faculty members' paychecks is available. Information can be obtained through the Office of Financial Management.

8. Athletics Facilities

When student usage is not scheduled, faculty have access to various athletic facilities, including an outdoor swimming pool, a gymnasium, and tennis courts. Student use will take priority over usage by other University community members. There are also some restrictions regarding family and guests.

A UT identification card will allow a faculty member and his/her family or one guest to be admitted to all home athletic events. Tournaments and exhibition games are excluded.

9. McNiff Fitness Center

The McNiff Fitness Center is available to faculty for a membership fee of \$50.00 per academic year. The Fitness Center is typically open seven days per week and offers up-to-date exercise equipment.

10. Campus Safety and Security

The University retains a security force to monitor the campus. . Security officers are authorized to hold violators but do not have arrest powers.

Faculty members who work late hours may contact campus security for an escort to their cars. In case of an emergency, faculty members may contact security at x3333 or 253-5133.

11. Cultural Events

Notices of activities are published in a monthly calendar of events. They also appear in *The Insider*, a newsletter published by the Public Information Office during the academic year. Free tickets are available for many of these events.

12. Credit Union

Full-time faculty members and their dependents are eligible for membership in the Suncoast Schools Federal Credit Union. Members receive the benefit of low-cost personal loans, automobile financing, and other loans, as well as interest-bearing savings and checking accounts.

13. Health Services

Through a contracted organization, The University provides specific medical services in a professionally staffed student health center. Because faculty members receive health insurance as a part of their benefits package, their use of the health center is limited to emergencies. Basic immunization services are available to faculty on a fee-for service basis.

CHAPTER 6: UNIVERSITY POLICY STATEMENTS

I. Policy on the Selection of Honorary Degree Recipients

The University of Tampa has adopted the following procedure for the awarding of honorary degrees to deserving recipients at commencements, inaugurations, and other special University events.

A. The Concept of the Honorary Degree

Customarily institutions confer the special degree to bring honor to the individual and the institution alike. The honorary degree is the highest honor that the University confers.

The honorary degree will be conferred on individuals of special merit who have gained substantial professional recognition and whose outstanding achievements embody the goals and values of The University of Tampa.

This shall include:

1. Major University friends, benefactors and outstanding alumni.
2. Men and Women whose professional achievements embody the University of Tampa's mission as a comprehensive educational institution of higher learning. They shall include individuals who are recognized for their achievement in the arts, business, politics, or service to society.
3. Outstanding scholars in all fields.

The honorary degree should be awarded only after adequate and extensive research on the individual, leading to the conclusion that the individual possesses achievements that clearly meet criteria developed by the Honorary Degree Committee. The frequency of such recognition should set a level of distinction that is commensurate with the award of the degree.

As a general policy, honorary degrees shall not be awarded to active members of the University faculty or staff, nor awarded to retired faculty members for career distinction achieved at The University of Tampa. Likewise, the award of a special degree to an active or retired Trustee shall be an exceptional and rare occurrence.

The honorary degree is not automatically granted to a major commencement speaker.

B. Criteria

In awarding an honorary degree, the citation usually includes the phrase, “The University honors itself and you...” (or equivalent statement), that implies that at least two conditions are met: first, that the recipient is worthy of honor, and second, that there is significant value to the University in professing the degree. Thus two criteria need to be considered: (1) the worthy character of the individual, and (2) the evaluated professional contributions and potential future contributions of the individual.

One or more of these considerations will apply:

1. Has the person contributed to society to an extraordinary extent?
2. Has the person, through service to the University, contributed significantly to the betterment of the University, well above normal expectations?
3. Has the person contributed something of unusual value to The University of Tampa?

C. The Selection Process

The Bylaws of the Board of Trustees of The University of Tampa designate the Educational Affairs Committee of the Board as having a pre-eminent role in the selection process at Board level. The president will review the Committee's recommendations and will propose recipients from the Honorary Degree Committee to the Educational Affairs Committee of the Board of Trustees.

Recognizing the traditional interest of the faculty in degree-granting matters and that of the senior class in the selection of the commencement speaker, the agreement that follows is designed to provide a process whereby the University may select honorary degree recipients with each constituency (trustee, faculty, student, and staff) playing appropriate roles.

D. Solicitation

The following methods will be used to solicit nominations for honorary degree recipients.

1. A solicitation of the Faculty and the staff via a letter from the University president.

2. A solicitation of the academic deans seeking up to five nominees via a letter from the provost.
3. A solicitation of the members of the Board of Trustees, especially the Executive Committee and the Educational Affairs Committee, via a letter from the University president.

When submitting nominations, the nominator should consider criteria for awarding such degrees and shall provide written evidence for the suitability of the nominee for such an honor.

E. Review

All nominations will be kept in confidence and reviewed by the Honorary Degree Committee, which is chaired by the provost. Other committee members are the Faculty Senate president, the vice president for operations and planning, and the student government president.

The Honorary Degree Committee will research each nominee and submit its recommendations to the president of the University.

The president will review the Committee's recommendations and will propose recipients from the Honorary Degree Committee to the Educational Affairs Committee of the Board of Trustees.

The Educational Affairs Committee will review the recommendation of the president. Its recommendations will be forwarded to the Executive Committee of the Board of Trustees through the Office of the President.

II. Emergency and Safety Policies

If an unexpected, time-sensitive emergency occurs (e.g., fire, accident), the event should be reported immediately (x 3333 or 251-5133) to the Department of Campus Safety and Security. Officers are on duty 24 hours a day, seven days a week, throughout the year.

In potential or developing emergencies (e.g., hurricane, tornado), any member of the Emergency Operations Team may be contacted. The University president or the Senior Administrator in charge will assess the severity of the situation and determine if the Emergency Operations Team should assemble.

A. Declaration of a State of Emergency

A state of emergency may be declared when:

1. University community members may be in danger (e.g., flooding, fire).
2. A potentially threatening situation is developing (e.g., a hurricane is forming).
3. There may be a disruption of routine institutional operations (e.g., loss of life).
4. Damage has occurred in areas adjacent to the campus (e.g., explosion, tornado)
5. Requested by governmental/emergency agencies (e.g., toxic fumes, bomb threat).
6. Deemed appropriate due to any unusual or threatening circumstances

B. Hurricane Emergencies

The University of Tampa is part of a designated evacuation area in case of hurricanes. If a hurricane that causes substantial damage should occur, the institution may be closed for several days or even longer. Radio and television stations will be asked to provide information on the University's status. The latest status reports will be on the University's website, www.ut.edu.

In the event of a hurricane, members of the UT community are asked:

1. *Not* to bring family, pets or personal belongings to the campus. They will not be safe and will not be admitted.
2. *Not* to return to the campus until the area is officially reopened.

C. Fire Safety

The University of Tampa is a campus of unique buildings of various ages. Fire safety is of the utmost importance. Each new faculty member is asked to participate in a fire safety-training program that is available every year.

III. Policy on Smoking

For reasons of community health and fire protection, smoking is prohibited in University buildings, facilities, University-owned vehicles, and during organized indoor and outdoor events on University property. Use of all tobacco products (cigarettes, cigars, and other tobacco products) is prohibited in University buildings including offices and hallways, and in the outside areas surrounding fresh air intakes. The University of Tampa prohibits the smoking or carrying of lighted cigarettes, cigars, or pipes in all indoor facilities, including building stairwells, hallways, fire escapes, University owned vehicles, indoor or outdoor athletic facilities (other than designated outdoor smoking areas) and during other University sponsored indoor or outdoor events.

Smoking is permitted outdoors on University property except during designated organized events. Individuals choosing to smoke outdoors must be at least 25 feet away from doorways, open windows, and ventilation systems to prevent smoke from entering University buildings and facilities.

All faculty and staff share in the responsibility for adhering to and enforcing this policy and have the responsibility for bringing it to the attention of other faculty, staff, students and visitors.

IV. Policy on Alcohol and Drug Abuse

In order to ensure the safety and health of all members of the University community, the University strictly prohibits the unlawful use, manufacture, possession, distribution, or sale of illegal drugs, drug paraphernalia, controlled substances, or alcohol on the campus or on University business.

V. Policy on Harassment in the Workplace

The University will not tolerate harassment of any kind. It is the policy of The University of Tampa to provide a work environment free of discrimination and harassment.

Therefore, the University's policy strictly prohibits acts or comments of harassment, whether physical or verbal, sexual, racial, or religious, which interfere with the working environment and conditions of present or future employment. This prohibition includes, but is not limited to, sexual overtures, statements, and non-consensual physical contact in the form of unsolicited or other unwelcome acts.

This policy applies to all employees of the University. Violation of this policy may result in disciplinary action, up to and including discharge. Complaints of discrimination or harassment, including sexual harassment, should be made to the director for human resources, the affirmative action officer or to the deans of the colleges. It is understood that any person electing to use the complaint resolution procedure will be treated courteously, and the problem will be handled swiftly and as

confidentially as practical, consistent with the need to resolve the matter.

The Faculty Grievance Procedure, set forth in Chapter Five of this *Handbook*, is not the appropriate process for dealing with a problem of sexual harassment.

VI. Grants and Contracts Policies and Procedures

Grants and contracts are sought and accepted at The University of Tampa to enhance the teaching, public service, and research designed and conducted by faculty and staff to accomplish UT's mission as an independent University.

A. Information about Grant Opportunities

When possible, faculty and staff are provided with timely notice of funding opportunities in their areas of special interest or expertise through general and targeted memoranda and through personal contact.

B. Project Development

Faculty members should consult with their deans about potential sources of assistance with the development of projects. Interpretation of agency guidelines, formulation of work plans, budget development, and cooperation of other units on and off campus can be facilitated as needed.

C. Proposal Submission

Final grant proposal involving the University must be appropriately circulated internally for review and approval prior to obtaining the president's and/or provost's signature on the original copy of the proposal. The deans must approve any faculty offloads, and buyouts of courses or release time must be pre-approved with the provost's concurrence. The need for matching funds and additional resources must be discussed with the dean and provost.

D. Funding Decisions

If the funding agency makes an award, the project director or principal investigator should call upon the provost and Development and University Relations Office to assist with negotiations, if any, about the budget, and with start-up processes for the project. If a proposal is not funded, the Development and University Relations Office will encourage and assist in obtaining any available reviewers' comments, and will facilitate resubmission plans, if appropriate.

E. Project Execution

Once the project is under way, the project director will execute the planned activities in accordance with the terms of the award and with University policies. Faculty members should consult with their deans throughout the projects for help with interpreting agency regulations, and to obtain information on assistance with any renewals, supplements, or reports needed for the project.

F. Grant and Contract Reporting

Grantees must provide periodic reports on a project's status to the dean and provost, who must also receive copies of all reports requested by and provided to funding sources. Reports of all proposals submitted and awarded or declined will be provided to the provost, the Office of Financial Management and proposal reviewers at the time of the actions. Information on salary replacement funds, which may be available in a grant or contract, will be provided to the deans, to the director for human resources, and to financial management. Information about grant and contract awards will be provided to development and University relations for public information purposes.

VII. Policy for the Protection of Human Subjects: The University of Tampa Institutional Review Board

Regulations of the U.S. Department of Health & Human Services (DHHS) require that all universities that receive federal funding in support of research establish an "Institutional Review Board" [IRB]. UT's policy was developed by the Institutional Review Board and adopted by the Faculty on March 31, 1992, and is subject to periodic review.

The IRB is mandated (1) to receive and examine all proposals and research protocols for activities connected in any way with the University (e.g., through involvement of space, personnel, or equipment) that involve human subjects, and (2) to provide written assurance to the University and to funding agencies, if any, that such research is in compliance with the regulations.

All faculty, staff, or students who involve any human beings as subjects in any research, however funded, that is conducted at or is a part of the programs of The University of Tampa must obtain IRB approval.

The principal investigator is responsible for obtaining IRB approval or exemption from review before beginning any activities involving human subjects. Department chairs and deans will ensure that researchers are aware of these requirements and will assist investigators with the implementation of the policies of the IRB. The IRB has prepared a handbook on the required policies and procedures, which should be

consulted before submitting research proposals. Copies are available from the IRB chair.

In the event that a project does not meet the exemption criteria as interpreted by the principal investigator and by the chair of the IRB, the principal investigator must provide material to the IRB for review. If a project is exempt, the time required for review of proposals is normally one day. If a project requires a full review, the time required is normally one month. Principal investigators facing external deadlines should allow one month for IRB review.

The IRB consists of faculty members and one additional member from the community as required by law. For a current list of names, faculty should consult the dean of their college.

A. Definitions Used to Interpret the Policy

"Human research," as it pertains to IRBs, refers to any study of persons that is done for scientific purposes, such as research done as a thesis or with publication in mind. Administrative data gathering that has no scientific purpose is NOT reviewed by IRBs. Classroom demonstrations of research, done solely for pedagogical purposes, are NOT reviewed by IRBs.

There is also a category of "exempt research" for which federal regulations do not require IRB review. (The "exempt" categories are presented later in this section.) However, most University IRBs either do not exempt any scientific research from review, or they require that the investigator send a description of the research plan to the IRB to ascertain whether it is, indeed, exempt. The latter is UT policy. It is never the prerogative of the individual investigator to decide what is exempt and what is not.

B. IRB Statement of Principles

The University of Tampa is committed to the pursuit of excellence in teaching, public service, and research, and seeks to protect adequately every person who may be involved in research or training projects. The University is guided by the ethical principles governing research involving humans as subjects as set forth in the report of the National Commission for the Protection Human Subjects of Biomedical and Behavioral Research entitled, *Ethical Principles And Guidelines For The Protection Of Human Subjects Of Research* (The Belmont Report, April 18, 1979).

The University acknowledges that it bears full responsibility for the performance of research and training activities involving human subjects and gives assurance that it will comply with the Common Federal Policy for the Protection of Human Subjects published in the *Federal Register* on June 18, 1991, including additional protections pertaining to:

1. Research, development, and related activities involving fetuses, pregnant women, and *in vitro* fertilization of human ova;
2. Prisoners involved in research;
3. Research that involves children, individuals institutionalized as mentally disabled, and other potentially vulnerable groups; and
4. Cooperative research projects.

Unless specifically exempted through University procedures described below, research and training involving human subjects will be reviewed and approved by the University's Institutional Review Board (IRB).

The following principles are affirmed and apply to research and training activities regardless of the status of the project director or researcher, whenever any property or facility of this institution is utilized. Property is interpreted to include any University non-public information whether this information is utilized in and of itself or is utilized for contacting subjects or prospective subjects.

- a. Since the participation of humans in research and training projects may raise fundamental ethical and civil rights questions, all projects will be monitored whether funded or unfunded, sponsored or unsponsored, or whether carried out by students, faculty or other University employees, on-campus or off-campus, in the United States or abroad.
- b. All activities involving humans as subjects must provide for their safety, health, and welfare. Rights, including the right to privacy, must not be infringed.
- c. The anticipated benefits to the subject, or the importance of the knowledge to be gained, must outweigh the risks to the individual.
- d. Participation in projects must be voluntary and informed consent must be obtained from all subjects, unless this requirement is specifically waived by the IRB. Methods that are in accordance with the requirements described below and are adequate and appropriate to the risks of the project must be used to obtain informed consent.
- e. Consent should be obtained whenever possible from the participants themselves. If a subject is not legally or physically capable of giving informed consent, a legally authorized representative must do so. Careful consideration shall be given

to the representative's depth of interest and concern with the subject's rights and welfare.

- f. An individual does not abdicate any rights by consenting to be a research subject. A subject has the right to withdraw from a research project at any time or can refuse to participate without loss of benefits to which the subject would otherwise be entitled. Further, a subject has the right to receive appropriate professional care, to enjoy privacy and confidentiality in the use of personal information and to be free from undue embarrassment, discomfort, anxiety, and harassment.
- g. Safeguarding information about an individual that has been obtained in the course of an investigation is a primary obligation of the investigator. When the investigator is a student, responsibility for the conduct of the research and the protection of human subjects lies with the faculty sponsor. Information about individual subjects shall not be communicated to others unless the following conditions are met:
 - i. Explicit permission for the release of identifying data is given by the individual.
 - ii. Information about individuals is discussed only for professional purposes and only with persons clearly concerned with the project. Written and oral reports will present only data germane to the purposes of the project, and every effort will be made to avoid invasion of privacy.
 - iii. Provision is made for the maintenance of confidentiality in the preservation and ultimate disposition of any data collected. Adequate security measures must be described to the IRB and carried out by the principal investigator until the records are destroyed.
- h. Projects will be given initial and continuing review by the IRB as set forth in the section, "IRB Procedures." All members of the University community involved in research and training are responsible for continual monitoring to assure that their work is in compliance with these principles. Projects will be reviewed at least annually by the IRB to insure that the procedures designed for the protection of the rights and welfare of human subjects are being applied effectively.
- i. No individual involved in the conduct or supervision of a specific project shall participate in the IRB review, except to provide information.
- j. In all cases the investigator will show practical regard for The University of Tampa community, recognizing that violations of the ethical and legal standards incorporated in this statement of

principles could impugn the investigator's own name and the reputation of the University. The investigator must always obtain clearance from the IRB prior to the initiation of any research and training activity involving the use of human subjects.

C. IRB Office of Record

The chair of the IRB serves as the office of record for the IRB and is responsible for administering IRB activities. He/she shall:

1. Receive all research applications and descriptions and their protocols, review for completeness and conformity to IRB requirements and forward to the IRB chair;
2. Prepare and maintain adequate documentation of IRB activities, maintain records as required by regulations, and have records accessible for inspection by DHHS representatives when requested;
3. Ensure that principal investigators are notified promptly in writing of the IRBs decisions, conditions and requirements;
4. Report information as appropriate to the office for protection from research risks (OPRR) at DHHS, the IRB, principal investigators and other University personnel on issues dealing with changes in regulations and new requirements;
5. Notify the IRB, the appropriate deans and OPRR of any cases of injury, unanticipated problems, serious or continuing noncompliance by principal investigators with IRB requirements, and suspension or termination of IRB approval should such cases arise.
6. Process certifications of IRB approval to DHHS and other sponsors as appropriate.

D. IRB Procedures

The University has established and will maintain an Institutional Review Board with the responsibility and authority to review, approve, disapprove or require changes as appropriate in research activities involving human subjects.

All research and training projects involving the use of human subjects must be submitted to the IRB for approval. If it is unclear whether the proposed project involves human subjects, the investigator should seek assistance.

College deans and department chairs or directors are responsible for insuring that research and training by individuals in their units are conducted according to these guidelines. Upon request by the IRB, a college dean or a department chair or director may be asked to supply additional expertise or information to aid the IRB in its review process.

The IRB shall meet as necessary to provide thorough and timely assessment of the protocols of research and training project proposals. The minutes of all meetings shall be in sufficient detail to show the names of attendees, actions taken by the IRB, the vote on the actions including the number of members voting and their votes, and the bases of any requirements for change or for disapprovals.

To insure timely consideration by the IRB of a project to be submitted to an external funding source, the principal investigator will present an application specific to the project to sponsored programs at least two weeks before the submission deadline of the sponsoring agency. For other projects, applications may be presented at any time prior to the involvement of humans as subjects. In cases where courses regularly involve students as researchers, a general application for the course may be presented. Applications should be forwarded to the chair of the IRB for consideration for exemption or scheduling for full review.

E. Exemption Categories

The University has adopted five categories of research as exempt from IRB review, as provided by DHHS regulations. The chair of the IRB will determine exemptions based on applications submitted, and copies of those applications exempted will be provided to all members of the IRB for their subsequent review. In the event that an application declared exempt by a member of the IRB challenges the chair, the principal investigator will be notified immediately, and a meeting to resolve the issue will be held within 10 working days.

In any case, "Exemption" refers to relief from the requirement of continuing IRB oversight, but not from the requirement that the principal investigator inform potential subjects of proposed procedures, and their rights as subjects.

The University of Tampa recognizes these exemptions:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:
 - a. Research on regular and special education instructional strategies; or
 - b. Research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
2. Research involving the use of educational tests (cognitive diagnostic, aptitude, and achievement), survey procedures, interview procedures or observation of public behavior, unless:
 - a. Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subject; and
 - b. Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability or reputation.
3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2) of this section, if:
 - a. The human subjects are elected or appointed public officials or candidates for public office; or,
 - b. Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available, or if the information is recorded by the principal investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. Applications will contain letters of approval from any agencies agreeing to supply any such data, documents, materials or specimens.
5. Research and demonstration projects which are conducted by or subject to the approval of Federal department or agency heads, and which are designed to study, evaluate or otherwise examine:
 - a. Public benefit or service programs;
 - b. Procedures for obtaining benefits or services under those programs;

- c. Possible changes in or alternatives to those programs or procedures; or
- d. Possible changes in methods or levels of payment for benefits or services under those programs.

F. Review Criteria

The principal investigator may be asked to meet with the IRB to answer questions that arise in the proposed protocol. No individual involved in the conduct or supervision of the research shall participate in its review, except to provide information to the IRB.

The IRB will approve projects that meet all of the following criteria:

1. Risks to subjects are minimized:
 - a. By using procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risk, and
 - b. Whenever appropriate, by using procedures already being performed on the subjects for diagnostic or treatment purposes
2. Risks to subjects are reasonable in relation to anticipated benefits, if any, to subjects, and the importance of the knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB should consider only those risks and benefits that may result from the research (as distinguished from risks and benefits of therapies subjects would receive even if not participating in the research). The IRB should not consider possible long-range effects of applying knowledge gained in the research (for example, the possible effects of the research on public policy) as among those research risks that fall within the purview of its responsibility.
3. Selection of subjects is equitable. In making this assessment the IRB should take into account the purposes of the research and the setting in which the research will be conducted and should be particularly cognizant of the special problems of research involving vulnerable populations, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons.
4. Informed consent will be sought from each prospective subject or the subject's legally authorized representative, in accordance with, and to the extent required by these regulations.

5. Informed consent will be appropriately documented, in accordance with, and to the extent required by these regulations.
6. When appropriate, the research plan makes adequate provision for monitoring the data collected to ensure the safety of subjects.
7. When appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data.
8. When some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons, additional safeguards will be included in the study to protect the rights and welfare of these subjects.

G. Decisions

The IRB may act to “Approve The Application As Presented,” and will so notify the principal investigator and any funding agencies involved in formats required by those agencies.

The IRB may act to “Approve The Application Subject To Restrictions” and may require implementation of recommendations presented by the IRB to the principal investigator.

If the IRB acts to “Disapprove The Application,” reasons for the decision will be provided in writing to the principal investigator. If the researcher decides to modify the proposed research in such a way as to meet the objections of the IRB, the proposal may be resubmitted for reconsideration by the IRB. The investigator may request a personal hearing on resubmission.

H. Post-Review Processes

Adverse effects or injuries to subjects or any unanticipated problems, involving risks to the subjects or others must be reported immediately to the appropriate department head and dean by the principal investigator. Within ten (10) working days of discovery of the problem, the principal investigator for review by the IRB will submit a written report.

Changes in procedures in the research protocol during the period for which IRB approval has already been given may not be initiated by the investigator without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects. In the latter case, the investigator should promptly inform the IRB of the change. The IRB will review the change to determine that it is, in fact, consistent with ensuring the continued welfare of the subjects.

Continuing review after initial approval of a protocol is required at least annually. Routine projects will be reviewed at yearly intervals; more complex and potentially dangerous projects will be reviewed at a frequency commensurate with the related risks. Projects determined to be exempt are not subject to further review. Project renewals must include progress reports as well as discussions of any new information that has come to light since the last IRB review.

If subjects lodge complaints with the IRB, projects will be re-evaluated by the IRB in cooperation with the principal investigators as soon as possible.

Definite plans not set - certain proposals may be submitted which include human subject involvement, but without fully developed plans for that involvement. These proposals will be reviewed, and will be subject to further review and approval, once specific protocols are designed, prior to inception of the research activity or commencement of a grant budget period.

Ongoing projects modified to include human subjects also must be submitted to the IRB for review and approval prior to the use of human subjects.

Final reports are required when a protocol is closed for any reason. Final reports will cover the period from IRB approval to the completion of the project, and will be submitted to sponsored programs for review by the IRB.

I. Informed Consent

Unless otherwise authorized by the IRB, principal investigators are responsible for insuring that legally effective informed consent shall be:

1. Obtained from the subject or the subject's legally authorized representative;
2. In language understandable to the subject or the representative;
3. Obtained under circumstances that offer the subject or the representative sufficient opportunity to consider whether the subject should or should not participate; and
4. Free of exculpatory language through which the subject or the representative is made to waive or appear to waive any of the subject's legal rights, or to release or appear to release the research investigator, the sponsor, the institution, or its agents from liability for negligence.

Unless otherwise authorized by the IRB, principal investigators at a minimum shall provide the following basic information about the research to each subject:

1. A statement that the study involves research, an explanation of the purposes of the research and the expected duration of the subject's participation, a description of the procedures to be followed, and identification of any procedures which are experimental;
2. A description of any reasonably foreseeable risks or discomforts to the subject;
3. A description of any benefits to the subjects or to others which may reasonably be expected from the research;
4. A disclosure of appropriate alternative procedures or courses of treatment, if any, which might be advantageous to the subject;
5. A statement describing the extent, if any, to which confidentiality or records identifying the subject will be maintained;
6. For research involving more than minimal risk, an explanation as to whether any compensation and an explanation as to whether any medical treatments are available if injury occurs and, if so, what they consist of, or where further information may be obtained;
7. An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject; and
8. A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

J. Additional Requirements

When appropriate, the IRB may require that one or more of the following elements of information also shall be provided to each subject:

1. A statement that the particular treatment or procedure may involve risks to the subject (or to the embryo or fetus, if the subject is or may become pregnant) which are currently foreseeable;
2. Anticipated circumstances under which the subject's participation may be terminated by the research investigator without regard to the subject's consent;

3. Any additional costs to the subject that may result from participation in the research;
4. The consequences of a subject's decision to withdraw from the research and procedures for orderly termination of participation by the subject;
5. A statement that significant new findings developed during the course of the research which may relate to the subject's willingness to continue participation will be provided to the subject; and
6. The approximate number of subjects involved in the study.

K. Documentation

Unless specifically waived by the IRB, the researcher shall obtain documentation of informed consent by the use of a written consent form approved by the IRB and signed by the subject or the subject's legally authorized representative. A copy shall be given to the person signing the form.

Documentation of informed consent may be either:

1. A written consent document that embodies the elements of informed consent required by the regulations. This form may be read to the subject or the subject's legally authorized representative, but in any event, the investigator shall give either the subject or the representative adequate opportunity to read it before it is signed; or
2. A "short form" written consent document stating that the elements of informed consent required by the regulations have been presented orally to the subject or the subject's legally authorized representative. When this method is used, there shall be a witness to the oral presentation. Also, the IRB shall approve a written summary of what is to be said to the subject or the representative. Only the short form itself is to be signed by the subject or the representative. However, the witness shall sign both the short form and a copy of the summary, and the person actually obtaining consent shall sign a copy of the summary. A copy of the summary shall be given to the subject or the representative, in addition to a copy of the short form.

L. Waivers

The IRB may waive the requirement for the investigator to obtain a signed consent form for some or all subjects in the following circumstances if it finds and documents that:

1. The only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern; or
2. That the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.
3. The research or demonstration project is to be conducted by or subject to the approval of state or local government officials and is designed to study, evaluate, or otherwise examine:
 - a. Public benefit of service programs
 - b. Procedures for obtaining benefits or services under those programs
 - c. Possible changes in or alternatives to those programs or procedures, or
 - d. Possible changes in methods or levels of payment for benefits or services under those programs.
4. The waiver or alteration will not adversely affect the rights and welfare of the subjects.
5. The research could not practicably be carried out without the waiver or alteration. In cases where the documentation requirement is waived, the IRB may require the investigator to provide subjects with a written statement regarding the research.

VIII. Policy on Academic Appeals by Students

The following policy applies to student appeals regarding a requested exception to University academic policy, waiver of academic requirements, or change in a student's grade.

A. Readmission from Dismissal

Readmission from dismissal may be allowed administratively if student has 3.00 in 12 hours of transfer work that UT will accept; readmission is otherwise denied or referred to committee.

B. Late Withdrawal, Single Class

In extenuating circumstances at the discretion of the dean of Academic Services, late filing may be allowed administratively up to five (5) business days after the published date for authorized withdrawal; such requests are otherwise denied or referred to committee.

C. Late Withdrawal Across the Board

Late withdrawal across the board may be allowed with appropriate medical documentation; questionable cases will be reviewed by a committee appointed by the dean of academic services/committee chair.

D. Late Add

Late add may be allowed administratively within five (5) business days after the end of the published drop/add period with the consent of the instructor; after five (5) days, such a request also requires permission of chair; after 10 days, the request also requires permission of the college dean.

E. Clean Drop/Add

After the drop/add period ends, the student's enrollment is a matter of record and may only be deleted in cases of: 1) administrative error, human or system, or 2) changes initiated by the chair or other academic official to adjust placement in math, composition, foreign language, etc. Any schedule change after the close of the drop/add period must be processed through the Advising Office.

F. Late Grade Forgiveness

A petition for late filing may be approved if submitted before the last day of classes for the semester in which the course is retaken; such a request is otherwise denied or referred to committee.

G. Invasion of Residency

A petition for invasion of residency may be approved administratively for one (1) course of up to 4 credits if all other residency requirements, University-wide, college-based, or program specific, are met. A petition may be approved for two (2) courses of up to 8 credits if the student will earn at least 60 hours in residence; otherwise it will be denied or referred to committee.

H. Catalog Extension

A request for catalog extension may be allowed administratively for one academic year when the chair for the major concurs; otherwise such a petition will be denied or referred to committee.

I. Split Catalog

A student's request for a split catalog may be allowed for a second major or for a minor if the second major or minor was introduced after the first major was begun.

J. Credit Overload

Requests for credit overloads are allowed per catalog requirements. Exceptions may be allowed administratively if 1) the student has the required overall GPA of 3.00 and a previous semester GPA of at least 2.75; 2) the student has the required previous semester GPA of 3.00 and an overall GPA of at least 2.75. If student has an overall GPA of 3.5 based on two or more regular fall/spring semesters of enrollment and has a 3.5 GPA for the most recently graded fall or spring semester, early registration for an extended course load may be allowed.

IX. Classroom Disruption Policy

At the University of Tampa, it is expected that all students will observe acceptable classroom behavior that fosters an atmosphere of learning, free and open exchange of thought, and respect for the individual within the learning environment.¹

Faculty members are expected to establish the standards of acceptable classroom behavior in their syllabus, and such standards are to be clearly communicated to students. If a student chooses to engage in behavior(s) that contradict these standards, the faculty member is to adhere to the following policy.

A. Threatening or Physically Disturbing Behavior

In the case of threatening and/or physically disturbing behavior, Campus Safety and Security (ResCom, 251-5133) or the appropriate local law enforcement agency will be summoned to alleviate the situation. The individual(s) will be removed from the learning environment pending a

¹ A learning environment is defined as a space wherein educational instruction is administered. A learning environment may include but is not limited to a classroom, studio, performance or gallery space, office, laboratory, lecture hall, conference/meeting/function room, or University sponsored events held at off-campus locations.

University hearing. If deemed necessary by the faculty member within the learning environment, the class may be dismissed and rescheduled if appropriate.

B. Non-Critical Incidents of Unacceptable Behavior

Following non-critical incidents of unacceptable behavior within a learning environment, the faculty member will discuss such behavior with the student. It is to be understood that this discussion will serve as a warning to the student. Such discussion will emphasize the action(s) to be taken by the faculty member, if a continuation of the behavior should occur. Any incident(s) where the behavior is deemed to be more serious in nature, the faculty member may elect to file a complaint directly with the Office of Student Conduct. As a matter of record, all conversations with a student regarding aspects of classroom behavior should be documented with copies forwarded to student as well as the appropriate department chair. Students are cautioned that should the situation move to a judicial hearing, they will be removed from the learning environment pending the outcome of the hearing.

C. Persistent Inappropriate Behavior Following a Warning

If the inappropriate behavior persists and/or escalates despite a warning from the faculty member, a report will be filed with the Office of Student Conduct. The individual(s) responsible for such behavior will be advised that their actions merit a judicial review/hearing. The report is to include a copy of any written warning(s) issued to responsible parties, a copy of the syllabus or other documentation which outlines the faculty member's classroom behavioral policy for the course wherein the behavior occurred, and any other relevant information (i.e. statements from witnesses, other written communication/email, and/or physical evidence).

D. Student Rights and Responsibilities

The Students Rights and Responsibilities policy shall govern the subsequent proceedings. An administrative board will hear the case unless otherwise specified by the associate dean of Students. If appropriate, sanctions will be assigned in accordance with established procedures and based upon the severity of the behavior(s) in question. Sanctions may include but are not limited to course section change, removal from the course entirely, or suspension/ dismissal from the University. If a student is removed from the course, no academic credit will be earned.

X. University of Tampa Intellectual Property Ownership Agreement

A. Introduction

This document describes the University of Tampa's policy governing the ownership of Intellectual Property. By promulgating this policy, the University seeks to delineate clearly the rights and responsibilities of the University and those of its Faculty, staff, students, and independent contractors who are involved in the creation of Intellectual Property. In affirmation of the University's commitment to the free and open creation and exchange of scholarly information and academic research, the University anticipates that the avoidance of doubt afforded by this policy will engender an environment that fosters creativity and innovation.

1. The policy is effective as of September 6, 2005, the date first approved.
2. The policy applies to all units of the University, including all colleges, departments, centers, and institutes; and to all University personnel, including all students, faculty, staff, and independent contractors.
3. Definition of Terms

The following terms used throughout the remainder of this policy are defined as follows:

- a. **Creator(s) Defined.** The person(s) who first develops, authors, invents, or otherwise originates the intellectual property to the degree that it is identifiable as a unique and separate item of intellectual property.
- b. **Owner(s) Defined.** The person(s) or institution(s) that possess the legal right of ownership to the intellectual property at a given point in time. The owner may be the creator or another person or institution who subsequently obtains ownership rights to the intellectual property.
- c. **Intellectual Property Defined.** As used in this Policy, the term "Intellectual Property" means:
 - i. All works subject to copyright protection (including writings, pedagogical works in all formats, photographs, musical compositions, motion pictures, audiovisual works, multimedia works, sculpture, works of art, architectural works, data, and designs and software that cannot be patented);
 - ii. All inventions subject to patent protection (including articles of manufacture, devices, compounds, plants,

- biological materials, processes, methods, patentable designs, and patentable software);
- iii. All trade secrets, know-how, and other proprietary information that obtains value from being kept confidential;
- iv. All proprietary and intellectual property rights that apply to the foregoing in any jurisdiction, and the right to apply for and renew the same; and
- v. The exclusive or shared right to make, use, license, commercialize, and deal in the foregoing.

B. Intellectual Property Ownership

1. Policy as to Staff. The University owns the Intellectual Property created by University staff within the scope of their employment by the University or with more than incidental use of University resources.
2. Policy as to Independent Contractors. It is the policy of the University to enter into written agreements with each of its independent contractors describing the Intellectual Property to be created, if any, prior to the independent contractor's creation thereof. Unless expressly set forth in such an agreement to the contrary, the University alone owns all Intellectual Property created by independent contractors within the scope of their engagement by the University or with more than incidental use of University resources.
3. Policy as to Faculty. Ownership of Intellectual Property created by faculty, both full and part-time, vests in and remains with the creator(s) alone, and not the University, unless the Intellectual Property is a Commissioned Work (as defined in Section I.B.5 of this policy).
4. Policy as to Students. Ownership of Intellectual Property created by students vests in and remains with the student(s), unless the Intellectual Property:
 - a. Is a Commissioned Work (as defined in Section I.B.5 of this policy).
 - b. Is a part of a larger work that is a Commissioned Work;
 - c. Is created in the student's capacity as a full- or part- time staff or independent contractor within the scope of his or her employment or engagement by the University; or
 - d. Is created through more than incidental use of University resources as part of a fellowship, assistantship, or stipend, except when the result of collaborative work or scholarship with faculty engaged in Non-Commissioned Work.

5. **Commissioned Work Defined.** As used in this policy, the term “Commissioned Work” means Intellectual Property that:
 - a. Is requisitioned by the University pursuant to a written agreement with the creator(s) in the form attached to this policy as Attachment A, the “Intellectual Property Ownership Agreement”; and
 - b. Is supported by a direct allocation of Extra Consideration ((as defined in Section I.F) by or through the University to the creator(s) expressly in exchange for the requisitioned Intellectual Property. ¹
6. **Extra Consideration Defined.** As used in this policy, the term “*Extra Consideration*” is defined to mean consideration (including extra pay, the allocation of extra resources, or any release time from normal duties) that is provided by the University to the creator(s) of Commissioned Works.
7. **Outside Funding Exceptions.** This policy shall not limit the University’s or any faculty member’s ability to meet any obligations for deliverables under any grant, sponsored research agreement, or other outside funding contract, which shall supersede this policy in all respects.
8. **Negotiated Exceptions.** This policy may be superseded as it applies to any person by written agreement entered into and duly executed by such person and an authorized representative of the University. For example, the creator of Intellectual Property that would normally be owned by the creator hereunder may elect to transfer ownership thereof to the University, pursuant to such terms as may be agreed to in writing by the creator and an authorized representative of the University. No such transfer may carry or create contingent liabilities or costs to the University without the University’s prior, informed consent thereto.
9. **Rights Clearance.** Responsibility for assuring that Intellectual Property does not infringe any third party proprietary rights and is otherwise free of liens and encumbrances rests fully with the owner(s) thereof as determined under this policy.
10. **Registration.** Responsibility for applying for and obtaining statutory registration or other legal protection for any Intellectual Property, including financial responsibility, rests fully with the owner(s) thereof as determined under this policy.

¹ Note that both of the enumerated conditions must be met for Intellectual Property to constitute a Commissioned Work.

11. Authorized Use for Administrative Purposes. The University shall be permitted to use all Intellectual Property created hereunder for appropriate administrative purposes.
12. Limitations on Sale, Modification, and Distribution. The University may not sell, modify, or distribute for use to third parties any Intellectual Property without the prior written permission of the owner thereof (if other than the University), and only upon terms and conditions agreed to in advance.
13. Responsibility to Declare. When Intellectual Property is owned in whole or in part by the University pursuant hereto, the creator(s) thereof must make good faith efforts to maintain notes or records of his or her efforts to create such Intellectual Property, including the completion thereof, and must formally declare the same to their immediate supervisor (whether a college dean, senior administrator) in a timely manner.
14. Negotiations. Faculty, staff, and students affiliated with an academic unit shall communicate, negotiate, and execute a formal agreement involving any “Commissioned Work” with the appropriate academic dean, with review by the chief academic officer(s). The senior administrator for staff and non-faculty employees not affiliated with a specific academic unit shall serve the same role as that of academic dean.

C. Dispute Resolution

1. General. The University encourages open and honest communication between members of the community, and believes that most questions and disputes can and should be resolved amicably and rationally through the forthright analysis of issues and the joint exploration of solutions.
2. Construction. Individuals who are uncertain about how to construe or interpret any portion of this policy or its applicability to particular facts or circumstances should contact their respective academic dean, Senior Administrator, or the Office of Human Resources. In all events, the President of the University is the final arbiter of the construction and interpretation hereof.
3. Grievance Procedures. In cases where disputes respecting this policy are not mutually resolved as above, the University’s formal grievance procedures will be used. Such procedures are set forth in the *Faculty Policies and Procedures Handbook* (for faculty) and the *Employee*

Handbook (for staff, non-faculty employees, and independent contractors), and are available from the dean of students (for students).

4. Regular Review. This policy shall be reviewed every two years by the University administration in collaboration with faculty and staff. Changes to this policy proposed as a result of such review will be subject to the joint approval of the University and the Faculty prior to being made a part of this policy.
5. Compliance with Law. Notwithstanding any other provision of this policy, this policy will be superseded by and modified as necessary to comply with applicable Federal or state law (*e.g.*, to ensure the University's continued status as a tax-exempt entity) . In such an event, the University will endeavor to provide its faculty, staff, students, and independent contractors with notice of the applicable modifications as reasonably in advance as may be afforded by circumstances.

D. General Provisions

1. Use of University Resources and Trademarks. Notwithstanding the prior provisions of this policy, all existing policies governing the use of University resources and trademarks remain in effect.
2. Nondisclosure and Other Agreements. Prior to executing any third party nondisclosure agreement or other agreement respecting proprietary rights or Intellectual Property, University personnel should ensure that their doing so does not conflict with this or any other University policy.
3. Third Party Intellectual Property. Nothing in this policy authorizes any University personnel to make, use, sell, bring to University facilities, or otherwise exploit any third party Intellectual Property, trademark, or other proprietary property in which such personnel does not have the necessary right or license to do so.

XI. Award of Posthumous Degree

The University of Tampa may award a posthumous baccalaureate degree to a student who dies before completing all the requirements for the degree being pursued. Such degrees are designated on diplomas as "In Memoriam" in recognition of the academic achievement of the deceased student. In awarding such a degree, the University acknowledges the loss to the university community, family, and friends and the enduring connection between the deceased student and The University of Tampa.

To be eligible for the award of a posthumous degree, the student should usually have met the following conditions:

- a.) At the time of death, the student was enrolled in his or her senior year.
- b.) The student was in good academic and disciplinary standing and was progressing successfully toward completion of the degree to be awarded.
- c.) Recommendation for the degree is made from the student's major department and approved by the provost and president.

Exceptions to these guidelines may be made in extraordinary circumstances by petitioning the Senate Executive Committee who will make a recommendation for the award to the provost and president.

XII. Faculty Policy for Modified Work Arrangements Due to Qualifying Family or Medical Events

A. Scope

This policy applies to tenure-track and tenured faculty.

B. Policy Statement

This policy supplements the university's Family and Medical Leave Policy (FMLA Policy) which recognizes the right of eligible faculty to take unpaid leave for certain medical and family situations (*Faculty Handbook, 5-22*). This policy provides family-friendly and flexible options for managing faculty leave and work responsibilities when confronted with a serious health condition, or family or parental obligations.

C. Definitions

"Qualifying Family or Medical Event" or "FMLA Event" - Family or medical events which qualify for protection under the university's FMLA policy.

Modified Duties, Modified Work Plan, or Modified Work Arrangement - These terms refer to activities that foster teaching and learning in settings outside the classroom or allow faculty members to serve their teaching units in ways that support curriculum and other development. Examples of these duties include, but are not limited to, student advising, recruitment, curriculum development, distance education, unit administrative work, and banked or deferred teaching assignments.

Banked Course – a course taught up to one year preceding the FMLA Event.

Deferred Course – a course taught within one year from the end of the semester in which the FMLA event occurred.

D. Policy

FMLA Certification & Leave

To receive the benefits of this policy, a faculty member must have an FMLA event as determined by the Office of Human Resources (<http://www.ut.edu/humanresources/>).

This policy in no way affects the ability of faculty to take unpaid leave pursuant to the university's FMLA Policy or to receive benefits under the University's disability policies. There is no requirement for faculty to take unpaid leave to receive benefits under this policy.

The University recognizes however that the unique nature of the academic calendar and teaching duties present challenges for coordinating workload adjustments due to an FMLA Event. Thus, a primary goal of this policy is to allow both the faculty member and the university the opportunity to maintain the integrity of the classroom and avoid placing undue burden on the individual or the department. The university recognizes that no policy can anticipate all circumstances; therefore, the policy leaves room for accommodating individual situations.

Modified Works Plans

- A. If a faculty member has an FMLA Event and needs a workload adjustment, s/he may request a modified work plan. The primary components of such plans include but are not limited to:
 - 1.) For qualifying medical events only, the faculty member receives a single course release, usually during the semester of the FMLA event or the semester after the FMLA event;
 - 2.) Aside from course release, if the FMLA event causes the faculty member to miss additional teaching assignments, the faculty member may ask to makeup those assignments as a Banked Course or Deferred Course. When banking or deferring teaching obligations, due consideration should be given to total workload needs of the university in any single semester and to the needs of the department and the university.
- B. Modified work arrangements must be in writing, approved by the department chair, dean, and provost.

Parental Delay of Tenure Consideration

For tenure-track faculty, requests for modified duties may be combined with requests for parental delay of consideration for tenure as specified in the Faculty Handbook. A faculty member who is the primary care-giver for a newly born or newly adopted child may postpone tenure consideration for up to one year per event up to a maximum number of two years of delay, including all other types of leave. All such delays should be requested and approved by the dean and the provost before the fifth, or final, year of pre-tenure service.

E. Responsibilities

Applying for FMLA Certification & Modified Work Plan

- A. When need for FMLA benefits is anticipated, the faculty member must do the following:
 - 1.) Submit an FMLA application to Human Resources as soon as possible. Faculty must provide all requested documentation to facilitate the processing of these applications.
 - 2.) The faculty member, department chair, and the dean will write an agreement identifying the timing and duration of the FMLA event and Modified Work Arrangement. Modified duties must be specified in detail and should include expectations for specific tasks and outcomes, for time spent on campus as part of the duties (if any), and means for assessing the effectiveness of the Modified Work Arrangement. Such Modified Work Plans must specify course equivalencies for each assignment.
- B. The provost will review and approve these proposals to ensure equity across colleges and compliance with university policies and legal requirements.

Record-Keeping

This policy provides an important financial benefit; therefore, accurate records must be maintained. Human Resources and the Provost's offices will maintain the official records.

Implementation of Policy

The provost is charged with overseeing the implementation of and interpreting this policy. This policy is intended to comply with the requirements of all applicable regulations, including the federal and state Family and Medical Leave laws.

APPENDICES

Appendix A: The Board of Trustees

The ultimate responsibility for the University rests with the Board of Trustees, under the authority conferred by the Certificate of Incorporation, as amended, issued by the Secretary of State of the State of Florida. Governance of the institution is vested in the Board. This responsibility extends to every facet of the institution, including the academic and other programs, funds, property and personnel. The major functions of the Board of Trustees include:

- Formulating policy relating to the educational purpose and mission of the University;
- Overseeing and reviewing the formulation of policy related to the educational and administrative programs of the institution; and
- Creating and maintaining an effective management structure, including the ultimate responsibility for the acquisition, maintenance, and deployment of institutional resources.

The Board of Trustees is composed of a maximum of sixty-one (61) members, including 11 ex-officio members (of which the president is one), and the remainder elected to three-year terms. Service on the Board is limited to two successive three-year terms. Members may be re-elected, however, one year after their second term of service concludes. Selection of trustees is based upon standards endorsed by the Board and included in the *Bylaws of The Board of Trustees of The University of Tampa, A Corporation Not For Profit*.

The Board of Trustees has the power to delegate responsibility for the implementation of its policies and decisions. In large measure this delegation of responsibility is to the president of the University, who in turn delegates responsibilities to other officers.

I. The Committees of the Board (as described in the *Bylaws of The Board of Trustees of The University of Tampa, A Corporation Not For Profit*)

A. The Executive Committee

The Executive Committee considers and recommends the annual University budget to the Board for adoption, and takes emergency action for the Board between meetings of the Board (provided always that, where possible, questions involving interests of standing committees are referred to said committees before action is taken).

Additional duties of the Executive Committee are:

1. To make nominations for membership on the Board of Trustees and of such officers of the Board as are required elsewhere by the Bylaws;

2. To assess continually and appraise Board organization, operation, membership and attendance to assure maximum effectiveness, and to make such recommendations from time to time as, in its judgment, will accomplish the objectives of the Board;
3. To maintain a trustee candidate list through a constant search to identify individuals who are best able to serve the University at the trustee level and who will fill out the complex of skills, experience, and influence required;
4. To sponsor a program for the orientation of new trustees;
5. To order nominations in such a way as to maintain the approximately equal distribution of trustees in terms such that one-third of the terms shall expire each year;
6. To review and approve the chairs elected by the Board of Fellows and the Board of Counselors; and
7. To be the principal review and recommendation source for the awarding of honorary degrees to deserving recipients at commencements, inaugurations, and other special University events; including The University of Tampa Medal and The University of Tampa Distinguished Public Service Award.

B. Other Committees of the Board

The membership of each standing committee should consist of at least four trustees appointed by the chair, subject to the Board and the chair of the Committee. The *ex-officio* members of each standing Committee are the appropriate senior officer and faculty representative of the University, and such other members of the University community as the chair of the Committee may appoint, subject to the Board. Each standing committee of the Board meets on call of its respective chair at least three times a year and may on occasion meet for information purposes, inviting appropriate campus personnel.

1. The Committee on Educational Affairs recommends to the Executive Committee, to which the Board of Trustees delegates its authority to decide, the deserving recipients to be awarded honorary degrees at commencements, inaugurations, and other special University events. The Committee also recommends to the Board of Trustees policies concerning curriculum, faculty tenure and promotion review, academic programs, and any and all academic and faculty matters. The committee performs such other duties as are assigned in the bylaws or by the Board of Trustees.

2. The Committee on Administrative Affairs considers and recommends to the Board of Trustees policies concerning financial management, admissions, and financial aid. The Committee is also granted the authority to investigate all the financial activities of the University involving, but not limited to financial, accounting, and student aid activities. It serves as a focal point for communication between non-committee trustees, independent accountants, and management, as to their duties related to financial accounting, reporting, and controls. The committee assists the Board of Trustees in fulfilling its fiduciary responsibilities as to accounting policies and reporting practices of the University and the sufficiency of auditing relative thereto. The Committee establishes investment policy and oversees the management of University endowments and other investments. It also performs such other duties as assigned by the bylaws or by the Board of Trustees.
3. The Committee on Development considers and recommends to the Board of Trustees policies concerning the acquisition of gifts and grants and performs such other duties as assigned in the bylaws or by the Board of Trustees.
4. The Committee on Athletics considers and recommends to the Board of Trustees policies concerning intercollegiate recreational and intramural athletic programs and performs such other duties as are assigned in the bylaws or by the Board of Trustees.
5. The Committee on Facilities considers and recommends to the Board of Trustees policies concerning the campus master plan, maintenance of existing facilities, residence hall planning. It also performs such other duties as are assigned in the bylaws or by the Board of Trustees.
6. The Committee on Student Affairs considers and recommends to the Board of Trustees policies concerning student retention, conduct and welfare, co-curricular activities, campus life, residence life, and career opportunities. It also performs other duties as are assigned in the bylaws or by the Board of Trustees.
7. The Committee on Board Development and Relations makes nominations to the Executive of the Board of Trustees for membership on the Board and for officers of the Board as required by the bylaws. It maintains a trustee candidate list of individuals best able to serve the University as trustees sponsors a program for the orientation of new trustees. The vice-chair of the Board serves as an *ex-officio* member of this Committee and will be consulted regarding Board nominations.

8. The Committee on Planning considers and recommends to the Board of Trustees policies concerning UT direction, key Board initiatives, and the tracking of institutional and Board performance. It performs such other duties as are assigned in the bylaws or by the Board of Trustees.
9. The Committee on University Relations and Communication considers and recommends to the Board of Trustees plans and policies relating to the promotion of the University and communication with its constituencies. It also performs such other duties as are assigned in the bylaws or by the Board of Trustees.

C. Affiliated Organizations of the Board of Trustees

1. The Board of Overseers is an organization providing planning initiatives, policy formulation and, special funding for the development of University assets.
2. The Board of Fellows is an avenue of communication and cooperation between the University and the community. Board of Fellows members are available as resources to the committees of the Board of Trustees.
3. The Board of Counselors aids the University in its student recruitment program; assists the University with its career planning and placement program; and assists in creating public recognition of, understanding of, and confidence in The University of Tampa.
4. The National Alumni Association consists of former students of The University of Tampa, supports the best interests of the University, and serves the special needs of its former students.
5. The Chiselers, a selective membership women's organization, has stated objectives to improve, beautify, and restore the buildings and grounds of The University of Tampa and to foster interest in the welfare of the University among the people of the Tampa Bay area.
6. The Family Association draws the parents of The University of Tampa students into an active support relationship with The University of Tampa in such a way that they will feel themselves to be a vital part of The University of Tampa family, and that they will wish to assist the University in achieving its goals in ways that are uniquely available to Family Association members.

Appendix B: The University of Tampa Affirmative Action Plan

I. Non-Discrimination and Affirmative Action

A. Goals and Definitions

The University of Tampa is committed to providing its faculty, staff, and students with nondiscriminatory access to its programs, events, and facilities. The University has established personnel policies to insure the objectives of non-discrimination, equal opportunity and affirmative action. This goal pertains to policies and practices of employee recruitment, selection, placement, transfer, promotion, tenure, remuneration, and other conditions of employment.

1. Non-Discrimination - All such personnel policies shall be neutral with respect to sex, race, color, religion, national origin, physical ability, sexual orientation, marital status, and age. Moreover, the University seeks to create and maintain an academic and work environment free of harassment, threat, coercion, or intimidation.
2. Affirmative Action - The primary goal of this Affirmative Action Plan is for women and designated minorities to become utilized at all levels in proportion to their availability of qualified persons.

B. Organizational Structure

The affirmative action officer shall be appointed by, and report to, the president, and shall be responsible for developing and implementing the Affirmative Action Plan. Each member of the University community shares with the affirmative action officer the responsibility for promoting the objectives of non-discrimination, equal opportunity, and affirmative action.

II. Personnel Policies to Insure Equal Employment Opportunity and Non-Discriminatory Conditions of Employment

A. Recruitment and Appointment

The University of Tampa's recruitment policies are designed to advance the goals of the Affirmative Action Plan.

When it has been determined that a vacancy exists and that a search for candidates from outside the University is desired, such vacancy will be announced.

All classified ads must be approved by the Office of Human Resources and placed under male-female listings. The content of an ad will not indicate race, sex, or age preference. Included in all announcements will be the statement "The University of Tampa is an Equal Opportunity/Affirmative Action Employer." The University will emphasize to all agencies that The University of Tampa's hiring policy is based on merit and will encourage referrals of applicants from underutilized and protected categories for all jobs. The director for human resources and/or the affirmative action officer will establish and maintain relationships with organizations and agencies designed to reach minority and female applicants.

In circumstances in which an opening is caused by sudden resignation, incapacitation, or death, positions may be filled without a search. The affirmative action officer and the president must approve such emergency arrangements.

After a request to fill a vacancy has been approved and an outside search conducted, the affirmative action officer will provide the labor pool availability data to the department chair or staff director conducting the recruitment process.

In every instance, an effort will be made to reach a broad base of qualified candidates, which will include suitable representation of women and minority candidates. Each department chair or professional staff director shall, in consultation with his or her department or staff, compile a list of appropriate recruitment sources, including sources likely to reach qualified women and minority candidates. The list shall be updated periodically and be submitted to the affirmative action officer by November 15 of each year or upon request.

1. Management of Applications

A record of applicant flow will be maintained for each job applicant, indicating applicant's name, race and national origin (where stated or known), sex, referral source, date of application and position applied for. These records will be retained in the office of human resources for at least one year. The file of applicants who are not hired and who are potential candidates for future openings will be referred to when suitable openings occur within the next thirty days.

All applications shall be suitably acknowledged. All applicants appearing to have suitable credentials become part of the applicant pool from which candidates for interview will be selected.

When the president, vice president, or other administrator receives an inquiry appropriate for a current opening, he or she shall forward it to

the Office of Human Resources for inclusion in the applicant pool. If there is no current opening, the administrator should forward the inquiry to the Office of Human Resources to be kept on file for thirty (30) days. If an opening occurs during this period, all applications in the current file shall be reviewed and, when suitable, placed in the applicant pool for the opening.

After the announced date for beginning the review of applicants, the appropriate department, staff, or committee shall proceed to complete the screening of applications. Prior to inviting candidates for interviews, the department chair, staff director, committee member shall fill in the required information through item 6 on the "Summary of Recruitment Process" form and forward it to the affirmative action officer for prompt review. If the affirmative action officer is satisfied that the advertisement and recruitment of candidates complies with this Affirmative Action Plan and that the pool of applicants is reasonably consistent with availability data, he/she will so indicate on the "Summary of Recruitment Process" form and return the form to the department chair, staff director, or committee member. After consultation with the appropriate dean or other administrator, the department or staff may then proceed to select and interview candidates.

If, however, the affirmative action officer considers the applicant pool to have inadequate representation of available female and minority candidates or if he/she considers the recruitment process to be otherwise inconsistent with the Affirmative Action Plan, he/she may require a continuing search. In the event an extended search does not produce a satisfactory pool, and the well-being of the University requires that the position be filled, the affirmative action officer shall consult with the president and/or others and shall determine the manner by which the position shall be filled.

2. Selection and Interviewing of Candidates

From the pool of qualified applicants, the department chair, staff director, or committee chair, in consultation with their department, staff, or committee shall select and interview at least three candidates (unless there are fewer than three qualified candidates) who appear best qualified for the available position. If initial interviews do not produce an acceptable candidate, further candidates from the pool shall be interviewed until a recommendation can be made. In selecting candidates for interview, conducting interviews, and recommending candidates for appointment, all departments, staffs, committees, chairs, and directors shall act in accordance with the principle of

nondiscrimination as defined in this Plan.

3. Appointments

Recommendations for appointment shall be made to the supervisor charged with making the appointment. At the same time, the department chair, staff director, or committee chair shall complete the remaining items on the "Summary of Recruitment Process" form and submit it to the affirmative action officer. The affirmative action officer shall keep "Summary of Recruitment Process" forms for at least three years from the time of filing.

B. Retention, Promotion, and Termination Policies

Policies relating to retention, promotion, and termination shall be in accordance with provisions as outlined in The University of Tampa *Employee Handbook* and/or the spirit of this Affirmative Action Plan.

If a person believes that his or her appointment is being terminated or otherwise adversely affected because of sex, minority status or other discriminatory reasons, that person may request in writing an investigation by the affirmative action officer or the director for human resources. The affirmative action officer will give any such investigation a high priority and report his/her findings to the director for human resources. In the event that the charges prove correct, appropriate action will be taken.

Exit interviews are to be requested with employees who voluntarily leave the University. A confidential report will be made to the affirmative action officer in the event that the employee indicates any impression of discrimination or prejudice on the basis of sex or minority status.

C. Compensation and Conditions of Employment

All conditions of employment, including salaries, fringe benefits, assignments, opportunities, and restrictions shall be determined without respect to sex or minority status.

Fringe benefits, including tuition assistance, a contributory retirement plan through Teacher's Insurance and Annuity Association, life insurance benefits, total disability benefits insurance, and individual and major medical hospitalization plans are outlined in the *Employee Handbook*. No fringe benefit program that discriminates against individuals on the basis of sex or minority status will be adopted or maintained by the University.

III. Implementation Procedures

A. Dissemination

The complete Affirmative Action Plan shall be distributed to and filed in the office of the president, vice presidents, deans, and directors. Copies of the plan can be reviewed or obtained by other interested parties from the affirmative action officer or the reserve desk of the library. The statement "The University of Tampa is an Equal Opportunity and Affirmative Action Employer" shall be included in all issues of the academic catalog, staff, student, and faculty handbooks, and all announcements of available positions.

The affirmative action officer shall distribute the complete plan to interested government agencies.

B. Monitoring

In addition to the monitoring described previously, the affirmative action officer will send a written report and supporting data to each unit to be reviewed and verified by the vice presidents and deans during the first week of April and October, concerning the success that the units and divisions have had in implementing the Affirmative Action Plan. The affirmative action officer shall review these semi-annual status reports and, when it seems appropriate, shall respond with written appraisals of the success of the unit in meeting action objectives.

The affirmative action officer, by the third week of April and October, shall have compiled affirmative action status reports and "Employee Composition Summary" reports. These reports shall be available to and may be discussed with the faculties or staffs of the various units or with committees representing the faculties and staffs. The reports shall include current analyses of units by rank or job title, sex, and minority status, and information on hiring, reappointment and non-re-appointment, promotion, and tenure, where relevant. These reports shall be used to make recommendations for improving implementation of the Affirmative Action Plan.

The affirmative action officer shall send a written annual appraisal of affirmative action to the president of the University for transmittal to the Board of Trustees. Copies will be sent to the Senior Administrators of the University and the Macdonald-Kelce Library.

Appendix C: AAUP Statement on Academic Freedom and Artistic Expression

The statement that follows was adopted by the participants in the 1990 Wolf Trap Conference on Academic Freedom and Artistic Expression, sponsored by the American Association of University Professors, the American Council on Education, the Association of Governing Boards of Universities and Colleges, and the Wolf Trap Foundation. The statement was endorsed by AAUP's Committee on Academic Freedom and Tenure (Committee A) and by its Council at their meetings in June 1990.

Attempts to curtail artistic presentations at academic institutions on grounds that the works are offensive to some members of the campus community and of the general public occur with disturbing frequency. Those who support restrictions argue that works presented to the public rather than in the classroom or in other entirely intramural settings should conform to their view of the prevailing community standard rather than to standards of academic freedom. We believe that, "essential as freedom is for the relation and judgment of facts, it is even more indispensable to the imagination."¹ In our judgment academic freedom in the creation and presentation of works in the visual and the performing arts, by ensuring greater opportunity for imaginative exploration and expression, best serves the public and the academy.

The following proposed policies are designed to assist academic institutions to respond to the issues that may arise from the presentation of artistic works to the public and to do so in a manner which preserves academic freedom:

Academic Freedom in Artistic Expression

Faculty members and students engaged in the creation and presentation of works of the visual and the performing arts are as much engaged in pursuing the mission of the college or University as are those who write, teach, and study in other academic disciplines. Works of the visual and the performing arts are important both in their own right and because they can enhance our understanding of social institutions and the human condition. Artistic expression in the classroom, the studio, and the workshop therefore merits the same assurance of academic freedom that is accorded to other scholarly and teaching activities. Since faculty and student artistic presentations to the public are integral to their teaching, learning, and scholarship, these presentations merit no less protection. Educational and artistic criteria should be used by all who participate in the selection and presentation of artistic works. Reasonable content-neutral regulation of the "time, place, and manner" of presentations should be developed and maintained. Academic institutions are obliged to ensure that regulations and procedures do not impair freedom of expression or discourage creativity by subjecting artistic work to tests of propriety or ideology.

¹ Helen C. White, "Our Most Urgent Professional Task," *AAUP Bulletin* 45 (March 1959): 282.

1. *Accountability*

Artistic performances and exhibitions in academic institutions encourage artistic creativity, expression, learning, and appreciation. The institutions do not thereby endorse the specific artistic presentations, nor do the presentations necessarily represent the institution. This principle of institutional neutrality does not relieve institutions of general responsibility for maintaining professional and educational standards, but it does mean that institutions are not responsible for the views or the attitudes expressed in specific artistic works any more than they would be for the content of other instruction, scholarly publication, or invited speeches. Correspondingly, those who present artistic work should not represent themselves or their work as speaking for the institution and should otherwise fulfill their educational and professional responsibilities.

2. *The Audience*

When academic institutions offer exhibitions or performances to the public, they should ensure that the rights of the presenters and of the audience are not impaired by a “heckler’s veto” from those who may be offended by the presentation. Academic institutions should ensure that those who choose to view an exhibition or attend a performance may do so without interference. Mere presentation in a public place does not create a “captive audience.” Institutions may reasonably designate specific places as generally available or unavailable for exhibitions or performances.

3. *Public Funding*

Public funding for artistic presentations and for academic institutions does not diminish (and indeed may heighten) the responsibility of the University community to ensure academic freedom and of the public to respect the integrity of academic institutions. Government imposition on artistic expression of a test of propriety, ideology, or religion is an act of censorship which impermissibly denies the academic freedom to explore, to teach, and to learn.

Source: AAUP, *Policy Documents and Reports*, 8th ed. [Washington, D.C., 1995], 35-36.

Appendix D: AAUP Statement on Extramural Utterances

The statement that follows was approved by the AAUP's Committee A on Academic Freedom and Tenure in October 1964. Its purpose is to clarify those sections of the 1940 Statement of Principles on Academic Freedom and Tenure relating to the faculty member's exercise of freedom of speech as a citizen. In 1989, Committee A approved several changes in language in order to remove gender-specific references from the original text.

The 1940 *Statement of Principles* asserts the right of faculty members to speak or write as citizens, free from institutional censorship or discipline. At the same time it calls attention to the special obligations of faculty members arising from their position in the community: to be accurate, to exercise appropriate restraint, to show respect for the opinions of others, and to make every effort to indicate that they are not speaking for the institution. An interpretation of the 1940 *Statement*, agreed to at a conference of the Association of American Colleges and the AAUP held on November 8, 1940, states that an administration may file charges in accordance with procedures outlined in the Statement if it feels that a faculty member has failed to observe the above admonitions and believes that the professor's extramural utterances raise grave doubts concerning the professor's fitness for continuing service.

In cases involving such charges, it is essential that the hearing should be conducted by an appropriate—preferably elected—faculty committee, as provided in Section 4 of the 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*.¹ The controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness to serve. Extramural utterances rarely bear upon the faculty member's fitness for continuing service. Moreover, a final decision should take into account the faculty member's entire record as a teacher and scholar. In the absence of weighty evidence of unfitness, the administration should not prefer charges; and if it is not clearly proved in the hearing that the faculty member is unfit to continue, the faculty committee should make a finding in favor of the faculty member concerned.

Committee A asserts that it will view with particular gravity an administrative or board reversal of a favorable faculty committee hearing judgment in a case involving extramural utterances. In the words of the 1940 *Statement of Principles*, "the administration should remember that teachers are citizens and should be accorded the freedom of citizens." In a democratic society freedom of speech is an indispensable right of the citizen. Committee A will vigorously uphold that right.

¹ Section 4 provides: The committee of faculty members to conduct the hearing and reach a decision should either be an elected standing committee not previously concerned with the case or a committee established as soon as possible after the president's letter to the faculty member has been sent. The choice of members of the hearing committee should be on the basis of their objectivity and competence and of the regard in which they are held in the academic community. The committee should elect its own chair.

Source: AAUP, *Policy Documents and Reports*, 8th ed. (Washington, D.C., 1995), 32.

Appendix E: Amending the Faculty Policies and Procedures Handbook in the Future

Because of the depth and complexity of faculty responsibilities, rights, privileges, and benefits, it is understood that changes to the *Faculty Policies and Procedures Handbook* will be needed from time to time. The statements below reflect the intentions of the Faculty and administration as of the time of the most recent Handbook revision in 2007-08.

In order to assure that the *Handbook* remains current, the Faculty Senate Executive Council will deal with recommended changes in the following manner:

1. The Faculty Senate Executive Committee will make minor changes by memorandum to the Faculty and administration. Examples of minor changes are typographical errors, changes in administrative titles or responsibilities, and the addition or deletion of committees.
2. Substantive changes are those that touch on important matters such as academic policies or faculty benefits. Substantive changes, from whatever source, will be sent to the Faculty Senate Executive Council and, if approved, will go forward for action by the Faculty Senate.
 - a. If approved by the Faculty Senate by a simple majority, the change, along with the rationale for the change, will be forwarded to the provost.
 - b. The provost will present the changes to the president and the Board of Trustees, if necessary, as expeditiously as possible. The provost will present the rationale and answer questions about the change if necessary.
 - c. After the president and the Board of Trustees have taken action on the change, the provost will report the results to the Faculty Senate Executive Council.
 - i. If the change was approved as presented, it will be forwarded to the Handbook Committee to be included in the updated *Handbook*.
 - ii. If the change was amended, those amendments will be reviewed by the Faculty Senate Executive Council, and if approved, will be taken back to the Faculty Senate for a vote. If approved by the Faculty Senate, the amended change will be forwarded to the Handbook Committee to be included in the updated *Handbook*. If the amended change is not approved, the change will not be made to the *Handbook*.
 - iii. If the change is rejected by the president and Board of Trustees without an attempt to amend the change, the change will not be made to the *Handbook*.

- d. If the change is not made to the *Handbook*, additional attempts may be made to find an acceptable alternative to all parties. Any additional attempts begin the process once again at the Faculty Senate Executive Council as outlined above.
3. Without the recommendation of the Faculty Senate and the approval of the president and Board of Trustees, no amendment to the *Handbook* will be considered in effect, other than the minor changes described in paragraph 1 above.
4. The Faculty Senate Executive Council has responsibility for disseminating corrections in the *Handbook* and for publishing or revising the necessary pages prior to the opening of the fall semester of every even-numbered year. An electronic version of the *Handbook* should be made available as amendments are incorporated.