Faculty Policies and Procedures Handbook

The University of Tampa

September 2017

This Handbook is currently under review to ensure that it is accurate and up-to-date. If you have any questions, please contact the Faculty Senate President or the Provost.
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 offices 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 Teaching and Learning, 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 Teaching and Learning
The associate dean for teaching and learning has a leadership role in supporting faculty in their work in teaching and the enhancement of student learning. Though focused on undergraduate teaching, the associate dean's support of faculty teaching includes both undergraduate and graduate teaching. In carrying out this role, the associate dean is responsible for overseeing the Baccalaureate Experience Program; supervising programs and staff in the First Year Experience; assessing student learning in the Baccalaureate Experience and associated programs and using those data to continuously improve the learning environment; and providing strategic leadership in support of the Center for Teaching and Learning, Educational Technology, and the QEP on "Learning by Doing." The associate dean's position is a 12 month position, and reports to the associate provost and dean of academic services.

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, micro-film 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.

7. The Council on Inter-College Programs

Each inter-college, multi-disciplinary undergraduate program not housed in a specific department will form a committee consisting of one faculty member from each department that contributes to the program. Each committee will annually choose a coordinator; all the coordinators will comprise the Council on Inter-College Programs (CIP), which shall be organized under the Associate Dean of Teaching and Learning. For the purposes of curricular guidance and initiatives that must flow through the university curriculum committee process, the committee coordinators shall function as departmental chairs, and the Associate Dean as College Dean. Course initiatives that are housed in specific departments must still follow existing curricular committee processes for approval through their host colleges, but must also be approved by the respective inter-college program committee and signed off by the committee coordinator and Associate Dean of Teaching and Learning.

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 and Religion  
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, Biochemistry and Physics
   c) Department of Health Science and Human Performance
   d) Department of Nursing
   e) Department of Sport Management

2. Headed by directors and coordinators:
   a) Athletic Training 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 departmental 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 three areas: the curriculum, academic standards, and the approval of earned-degree candidates. In these 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.

The Faculty has primary responsibility for:

1. The curriculum of the University and the specific course offerings it encompasses.

2. For new program proposals, including majors, minors, concentrations, and certificates, alignment with the mission of the department, college, and the university must be considered, along with the human and fiscal resources available.

   a) The process of establishing a new academic degree major, minor, or certificate begins with the establishment of a feasibility committee consisting of the sponsoring department’s faculty and the dean. The committee’s product is a feasibility report, which provides an analysis of: alignment with the university’s mission; student demand; faculty credentials and need; resources, including facilities and Information Technology, library materials, or equipment needs; and a pro forma budget reflecting revenue and costs.

   b) If the feasibility report is signed off by the dean, the committee then makes a presentation of its report to the provost for his/her
consideration. If the dean does not approve the proposal, he/she will provide a rationale for his/her opposition, the proposing faculty can request a meeting mediated by the Provost with the department chair and college dean. The meeting will include a review of any and all materials, rationales, and comments from both the department and dean. In the event a consensus is not met, the Provost’s decision will determine the direction of the proposal from that point.

c) Upon approval by the provost the sponsoring department is asked to draft a complete program proposal for consideration by the Curriculum Committee, which, if approved, forwards the proposal to the faculty senate for consideration and possible approval.

d) Proposals for changes to the Baccalaureate Experience require a collaboration between the provost, the Associate Dean of Baccalaureate Experience, the Faculty Senate, and all appropriate committees of the faculty and, if needed, an ad hoc committee seated for reviews of Baccalaureate Experience matters. The proposal must be approved by the Baccalaureate Committee, the provost, and then shall be presented to the Curriculum Committee, which makes a recommendation to Faculty Senate for consideration and possible approval.

e) For all new course proposals it is recommended there should be early collaboration of dean, department, and the submitting faculty member. It is recommended to have preliminary input from the department in drafting a course proposal; submitting faculty member should also notify the dean the process has begun. The completed draft proposal is to be submitted to the dean and department for input and recommendations prior to department approval. Where new course proposals have an impact on resources form another college, input and recommendations from the supporting college’s dean occurs at this time. Department approval will then be evidenced by confirmation of department vote (with actual tally of vote provided) through department chair signature. The proposal is then to be submitted to the dean for final approval and signature. If the dean does not approve the proposal, he/she will provide a rationale for his/her opposition and the process then goes to mediation, as outlined above. If the new course proposed is to satisfy a Baccalaureate Experience designation, not currently defined in the catalog, then an endorsement by the Baccalaureate Committee is required. This may constitute an additional consideration beyond the approval of the department and the college. If necessary, additional approvals may be required if there are non-traditional modes of delivery (i.e. hybrid or travel components).

f) Substantive changes to an existing course are all other changes to: existing courses that would require a change in course description, resources, pre-requisites for a course, or mode of delivery (e.g. from classroom to hybrid). Substantive changes to majors, minors,
concentrations, program accreditation or certificates are those that require more resources, change in the mode of delivery, or changes in the number of credit hours. All these changes require the signature of the dean. If the dean does not approve the proposal, he/she should provide a rationale for his/her opposition and the process then goes to mediation, as outlined above. If the change proposed affects the way in which the course satisfies requirements of the Baccalaureate Experience then an endorsement by the Baccalaureate Committee is required.

\( g \) Non-substantive changes to courses are those that require no or minimal change to the course content, course syllabus, course title, and no additional human or fiscal resources. Non-substantive changes to existing majors, minors, concentrations, or certificates are those that require no additional resources. For non-substantive changes no dean signature is required. (Approved 11/13/15)

3. The academic standards of the University, including the grading system, examination procedures and practices, and requirements for graduation; and

4. Approval of candidates for earned degrees. (Approved April 8, 2015)

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;

   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.

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 one general meeting 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. 

(Approved April 8, 2015)

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 one University-wide full Faculty meeting that will occur in the following academic year. He/she will advise the administration of this date. 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. (Approved April 8, 2015)
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 the 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. To ensure consistency among colleges, Senate elections will be conducted in March by the respective college's dean's office using an approved online platform with reports going to the college's dean, administrative assistant, and Senate Executive Committee representative. (Approved May 3, 2013)

5. 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.

6. Should a senator resign or become ineligible to serve, he/she shall notify
the president of the Senate. If the vacant seat is for one semester or less, the Senate Executive from the affected college delegation shall appoint as a temporary replacement the candidate with the next highest vote total from the most recent election. If the vacancy is longer, the senate executive shall immediately cause a special election to be held within the unit affected to fill the unexpired term. All rules such as, maximum number from a single department or at rank requirements, remain in force.

7. 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 (6). 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 and executive summaries 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.

6. Producing an executive summary of each faculty senate meeting and posting it on the Senate's Blackboard site after the meeting.

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. At the handover meeting at the end of the academic year, faculty who are not elected to be President, Vice-President, or members of the Executive Committee of the Faculty Senate will provide their rank-order preferences. Liaisons will be recommended by the Executive Committee of the Faculty Senate based on senators’ rank-order preferences of the standing committees. If a standing committee is void of a liaison after this process, senators will 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. While liaisons are not required to attend every meeting, they should remain in contact with the committee, and its chair, and review committee meeting agendas and minutes. Failure to complete the assigned liaison duties may result in dismissal from the Faculty 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. (Approved December 6, 2013)

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.
Neither administrative staff, nor faculty *ex officio* members above the rank of director, shall have a vote on a standing committee.

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.

The Curriculum Committee is an elected committee composed of nine members, each member serving a two-year term. Each college will have two members on the committee, and the Library will elect a representative.
Each position is elected in alternating years. Ex-officio members will include the Associate Dean of the Baccalaureate Experience and the Registrar.

In March 2014, each college will elect a representative whose term expires at the end of the 2015 academic year and a representative whose term expires at the end of the 2016 academic year.

To ensure consistency among colleges, the elections for college representatives to the Curriculum Committee will be conducted in March by the respective college’s dean’s office using an approved online platform with reports going to the college’s dean, administrative assistant, and Senate Executive Committee representative. Only continuing full-time tenure track faculty with a rank of assistant professor or greater can vote in this election and serve on the committee. *(Approved December 6, 2013.)*

8. **Faculty Grants Committee**

The Faculty Grants Committee is an elected committee composed of twelve members, four tenured and eight at-large, each member serving a two-year term. Each college has three members on the committee (one tenured and two at-large). Each tenured position is elected once every two years, with elections staggered across colleges in alternating years. The two at-large positions within each college are elected in alternate years.

To ensure consistency among colleges, the elections for college representatives to the Faculty Grants Committee will be conducted in March by the respective college’s dean’s office using an approved online platform with reports going to the college’s dean, administrative assistant, and Senate Executive Committee representative. Only continuing full-time tenure track faculty with a rank of assistant professor or greater can vote in this election and serve on the committee.

The Faculty Grants 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.

9. **The Sabbatical Committee**

The Faculty Sabbatical Committee is an elected committee composed of eight tenured members, two from each college, serving staggered two-year terms. The committee will elect a faculty member as its chair at its first meeting of the academic year. The Faculty Sabbatical 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.

To ensure consistency among colleges, the elections for college representatives to the Faculty-Sabbatical Committee will be conducted in March by the respective college’s dean's office using an approved online platform with reports going to the college’s dean, administrative assistant, and Senate Executive Committee representative. Only full-time tenured faculty with a rank of assistant professor or greater can vote in this election and serve on the committee. Tenured faculty cannot serve on a College Tenure and Promotion Committee and the Faculty Sabbatical Committee simultaneously. (See Chapter 4, Section V, Part B, #2 for further details.)

10. 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.

11. 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.

12. 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.

13. The Graduate Council

The Graduate Council, chaired by the associate dean for graduate and continuing 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.

14. 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.
15. 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.

16. 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.

17. 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.

18. 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.
19. 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 for both curricular consistency and best practices (for study abroad experiences). For new course proposals with study-abroad elements approved by the International Programs Committee, the committee recommends these proposals to the University Curriculum Committee for their review and 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). (Approved April 8, 2015)

20. Internship Committee

The Internship committee will help ensure consistency in internship offerings for both credit and non-credit internships. Additionally, they will work with departments to determine what qualities are part of internships that count for course credit, create guidelines for internship supervisors, and help maintain consistency across departments in areas such as, but not limited to, the internship approval process, course tracking, and agreement on baseline standards across all majors. In doing so, they will evaluate best practices (e.g., navigating through legal issues related to internships) in internship requirements and ensure internship locations are in-line with UT mission and values. The assistant director of Internship Programs and the director of Career Services should serve as non-voting ex-officio members and the committee should work with the QEP coordinator for internships that will be counted toward the QEP initiative.

This committee will not approve individual internships – that duty should remain at the discretion of the internship coordinator/department, as they can better determine learning objectives. This group should set base
standards of what the departments look at to determine what constitutes a valid internship opportunity.

Baseline standards include items such as work hours required to earn each academic credit, learning objectives, and tasks/duties/responsibilities.

The committee will work to create consistency in the internship approval process by engaging worksite providers, developing standard sets of interview and registration processes, etc. *(Approved 11/13/15)*

21. 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.

22. 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.

23. 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.

24. 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.

25. 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.

26. Hybrid Course Review Committee

The Hybrid Course Review Committee evaluates the online design of a hybrid course proposal once the department offering the course has approved it. The review committee reviews proposals for alignment with best practices and University of Tampa guidelines.

The Hybrid Course Review Committee is made up of at least one representative from each college and one from Educational Technology. The members are approved by the Executive Committee of the Faculty Senate and confirmed by the full Faculty Senate. One member of the committee will serve as the Review Coordinator, who assigns particular courses to individual members of the committee for review. A report from each reviewer comes back to the coordinator, who prepares a report outlining the required changes and deadlines for compliance.

The review uses guidelines/rubrics for hybrid courses offered at the University of Tampa.

A course under review cannot be offered in hybrid form until it has been approved by both the home department and the Hybrid Course Review Committee. The committee's review coordinator informs the faculty member proposing the hybrid design for the course, the chair of the department offering the course, the director of Education Technology, and the Office of Graduate and Continuing Studies whether or not the course has been approved for hybrid delivery. (Approved 4/2014)

27. The Undergraduate Research and Inquiry Committee
The Undergraduate Research and Inquiry Committee advises the director of Undergraduate Research and Inquiry, who will serve as an ex-officio member, in the development of programs and offerings related to inquiry-based experiential education (such as undergraduate research, culminating projects, internships). The goal of the committee is to advance this high-impact practice in the first-year experience, within majors, and with culminating experiences. The committee will seek to increase the engagement of faculty and staff in inquiry-based experiential education activities across the university.

In addition, the committee, in conjunction with the director, develops criteria and procedures in order to review and approve new inquiry-based courses or existing courses that have been redesigned with some inquiry-based components or added assessments. New course proposals with inquiry-based elements will require approval by the University Curriculum Committee prior to receiving approval as an inquiry-based course. The committee will also be responsible for the establishment of criteria and evaluation of proposals for any other inquiry-based projects and activities. The committee will also work with the director to develop materials for marketing and manage issues related to assessment matters.

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, UT 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.) (Updated 2/5/2016)

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’ attendance and participation in the class. (Approved April 8, 2015)

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. 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 a final examination.

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 not 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 (updated 3/29/16):

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

7. 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 to 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.

3. 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 or inquiry-based initiatives. *(updated 4/5/16)*

   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 or possible QEP-related changes to course(s). *(updated 4/5/16)*

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 and/or incorporates inquiry-based service learning or community engagement components into assignments and projects. (*Updated 4/5/16*)

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 and/or community engagement. (updated 4/5/16)

   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.

e) Collaborates with students on faculty-led research projects. *(Updated 4/5/16)*

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; contributes to courses that support QEP-initiatives. *(updated 4/5/16)*
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 Service/Student Involvement

1. Committee Service

A meritorious faculty member:

a) Chairs/serves on a University-wide committee or task force;

b) Chairs/serves on a 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.);

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/participates in 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.).

f) Attends/participates in departmental, college, or institutional-wide events to showcase student scholarship. (Updated 4/5/16)

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, judgings, 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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. Publication or presentation of student co-authored scholarly work appropriate to the faculty member’s discipline or as outlined above. (Updated 4/5/16)

xi. 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 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 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

d) Through "Community Engagement" ICs, a meritorious faculty member collaborates with the community (local, regional/state, national, or global) for the purpose of mutually beneficial exchange of knowledge and resources. Such ICs typically advance disciplinary knowledge while addressing a significant community problem or issue.  *(Updated 4/5/16)*

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
IV. Procedures for Faculty Evaluations

A. Objectives and Uses of Faculty Evaluations

Annual evaluations represent a Dean’s assessment of a faculty member’s performance during a calendar year in the context of three areas of effort outlined in the Faculty Handbook. Tenure/Promotion represents the assessment of a faculty member by a committee of tenured faculty members based on his/her long-term performance and potential for future performance at The University of Tampa in a number of areas as set forth in the Faculty Handbook (Approved March 1, 2013)

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.

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Minimum Weight Needed</th>
<th>Maximum Weight Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>45%</td>
<td>65%</td>
</tr>
<tr>
<td>Service/Student Involvement</td>
<td>15%</td>
<td>40%</td>
</tr>
<tr>
<td>Scholarship</td>
<td>15%</td>
<td>40%</td>
</tr>
</tbody>
</table>

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 three 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 three evaluation areas for the coming year; (2) to document the intentions of the faculty member with respect to activities in each of the three 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 three 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 three 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 three evaluation areas. Each faculty member must be provided an overall composite performance rating that combines each of the individual ratings for the three 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, and student involvement/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 or higher. Tenure recommendations are made by a vote of the tenured faculty at all ranks. Promotion recommendations to associate professor are recommended by a vote of the tenured faculty at the associate level or higher. Promotion recommendations to full professor are made by a vote of the tenured full professor faculty.  
(approved 1/24/2014)

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. 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 or higher. Promotion recommendations to associate professor are made by a vote of the tenured faculty at the associate level or higher. Tenure recommendations are made by a vote of the tenured faculty at all ranks. Promotion recommendations to full professor are made by a vote of the tenured full professor faculty. (approved 1/24/2014)

There may be times when a Departmental or College committee member may need to recuse himself/herself from one or both committees due to potential conflicts of interest when evaluating a candidate or candidates for tenure or promotion. In such cases the member informs the chair of the respective tenure and promotion committee and voluntarily recuses himself/herself from evaluating the candidate or candidates. The member has the opportunity to recuse himself/herself at any time. (approved 1/24/2014)

If there is a recusal from the Departmental committee, the directions in the first paragraph under Part B need to be followed. The College Tenure and Promotion elections occur every spring and a copy of the election results are maintained in the Dean’s office. When there is a recusal from the College committee, the election results need to be examined and the person with the highest vote total who is not currently serving on the College Committee will be chosen if he/she meets the criteria as described in paragraph 2 of Part B. If that person does not meet the criteria then the person with the next highest vote total is chosen, etc. (approved 1/24/2014)

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 three 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-C of Section III Criteria for Faculty Advancement) guide the reviews.  *(approved March 1, 2013.)*

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 three 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.

Junior faculty who have successfully passed through their pre-tenure review will be offered a one-course offload to pursue the recommendations and/or suggestions made in their pre-tenure letters covering, but not limited to, efforts related to pedagogy (such as in class improvement, new curricular proposals), service and scholarship. This one-time offload will be arranged through mutual agreement with the faculty member, department chair and dean. These junior faculty will not be eligible to apply for additional course release time through the Professional Development Award (PDA) during the balance of their probationary (pre-tenure) period.
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. (approved 1/24/2014)

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. The 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-C of Section III Criteria for Faculty Advancement) provide a more extensive list for the three areas of evaluation: teaching, service/student involvement, and scholarship).

Faculty members who were on tenure-track before Fall 2013 may elect to have their Student Involvement and Service evaluated as two distinct areas when they apply for pre-tenure, tenure and/or promotion.

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-evaluation

   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 taught

   e) Number of independent studies and honors tutorials

   f) Number and types of internships supervised
3. Service/Student Involvement
   
   a) Department
   
   b) College
   
   c) University
   
   d) Community
   
   e) Professional/discipline service
   
   f) Leadership roles on committees and organizations
   
   g) Number of advisees per year
   
   h) Student organizations advised
   
   i) Gateways courses taught
   
   j) Student research
   
   k) 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

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.

5. Extension of the Tenure Clock for New Parent or Caregiver, or for Personal Medical Reasons

Upon the written request of a tenure-track faculty member, that faculty member’s tenure-track service may be extended for the following reasons:
(a) On the occasion of the birth of the faculty member’s son or daughter or placement of an adoptive/foster son or daughter with the faculty member, as those terms are defined under the Family and Medical Leave Act (FMLA).

(b) To care for a spouse, son, daughter, or parent who has a serious health condition, as defined under the Family and Medical Leave Act, where the circumstances have had or are likely to have a substantial negative impact on the faculty member’s ability to work over an extended period of time; or

(c) For a serious health condition that makes the faculty member unable to perform the essential functions of his or her position, as defined under the Family and Medical Leave Act, where the circumstances have had or are likely to have a substantial negative impact on the faculty member’s ability to work over an extended period of time.

To make a request under subparagraph (a), the faculty member must make a written request for extension and provide a copy of the notice of FMLA certification of leave (if such a request was made). If the faculty member has not requested leave for this event, he or she shall submit the required documentation to the Office of Human Resources who will determine whether this is an FMLA-qualifying event. The faculty member is not required to take leave for the event, but he or she shall provide the response from the Office of Human Resources along with the written request for extension to the department chair, dean, and provost. Upon receipt of this written request and certification from the Office of Human Resources of an FMLA-qualifying event, the faculty member shall be automatically provided an extension of one year per qualifying event. However, multiple placements or births in a single calendar year shall be treated as one qualifying event.

To make a request under subparagraph (b) or (c), the faculty member must make a written request for extension and provide a copy of the notice of FMLA certification of leave (if such a request was made). If the faculty member has not requested leave for this event, he or she shall submit the required documentation to the Office of Human Resources who will determine whether this is an FMLA-qualifying event. The faculty member is not required to take leave for the event, but he or she shall provide the response from the Office of Human Resources along with the written request for extension to the department chair, dean, and provost. (The faculty member shall not provide any medical documentation to the department chair, dean, or provost. This documentation is provided only to the Office of Human Resources.) Upon receipt of the written request and certification from the Office of Human Resources of an FMLA-qualifying event, the provost
will grant an extension of one year at a time per written request if he or she determines that the circumstances have had or are likely to have a substantial negative impact on the faculty member’s ability to work over an extended period of time. If the faculty member seeks additional time for a qualifying event under subparagraphs (b) or (c) after the initial request has been granted, he or she shall make another written request, which will be determined in accordance with this procedure.

The notification of birth or adoption/foster placement for subparagraph (a) and the request for extension for subparagraphs (b) and (c) must be made in writing within one year of the qualifying event and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

The probationary period may be extended for no more than three (3) years total regardless of the length of the probationary appointment or the number or extent of the qualifying events.

This policy in no way affects the ability of faculty to take 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 leave to receive benefits under this policy. However, to receive benefits of this policy, a faculty member must have an FMLA event as determined by the Office of Human Resources.

A request for an extension under subparagraphs (b) or (c) will not be denied without first providing the faculty member making the request with an opportunity to discuss the request in a meeting with an administrator designated by the provost. A claim that a request for an extension under provision (b) or (c) was improperly denied may be considered in a subsequent review by the Faculty Hearing Committee. *(updated 4/5/16)*

**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)

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. 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]

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

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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.
and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

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. 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.

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.

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:

3. That its operation should not be retroactive.

4. 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.

5. 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 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:

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.

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.

At least twelve months before the expiration of an appointment after two or more years in the institution.


5 For more detailed statement on this question, see “On Crediting Prior Service Elsewhere as Part of the Probationary Period”, Policy Documents and Reports, 10th
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 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. 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 College and American Association of University Professors in 1961.

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 purposes 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 a faculty member's proposal is recommended for approval by the Faculty Sabbatical Committee and approved by the provost but the applicant's sabbatical is deferred by the provost, then the applicant's accepted proposal requires no resubmission. The proposal will be given the highest priority by the provost among the approved sabbatical applications in the following year. The deferral does not alter his/her place in the rotation: in these circumstances, the faculty member will again be eligible for a sabbatical seven years from the date originally requested for the deferred sabbatical.

When the provost denies a faculty member's proposal, the faculty member may reapply in any subsequent year. The denial alters his/her place in the rotation: in these circumstances, the faculty member will again be eligible for a sabbatical seven years from when a sabbatical is granted by the provost. 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 April 1st prior to the year in which they can apply. At the same time the provost provides notice to the faculty member, the provost will also provide a current application and the notification of sabbatical training, to be led by members of the Faculty Sabbatical Committee. Faculty members are urged to signal their intent as early as possible. The applicant is responsible for forwarding their completed application to the provost, the appropriate college dean, department chair and the University’s Faculty Sabbatical Committee by October 1.

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 Sabbatical 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 Sabbatical 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 Sabbatical Committee.

The Faculty Sabbatical Committee will forward their recommendations to the provost by December 1st. On that same date the committee will copy each sabbatical applicant and his or her department chair and dean on the recommendation sent to the provost. Each recommendation will specifically state if the FDC recommended the proposal for approval or denial. Each
recommendation for denial will provide an explicit and detailed rationale regarding the recommendation.

Sabbatical applicants whose sabbatical requests are recommended for denial by the FDC may send a letter of rebuttal to the provost within five working days.

The provost’s decision shall normally be based on merit, subject to budgetary and staffing limitations. The provost will send out letters of approval, delay, or denial to all sabbatical applicants prior to start of the spring semester of that academic year. Each letter will provide an explicit and detailed rationale as to why the sabbatical was denied or delayed, if such is the case. The recommendation will also include whether or not the dean and chair were consulted as to the delay and their recommendations, if any.

After a sabbatical application has been approved, any substantial changes in the sabbatical plan must be communicated to the provost, the dean, the department chair and the chair of the Faculty Sabbatical 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 Sabbatical 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 Grants 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 Grants 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 airfare

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):

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

ii. Domestic travel for presentation at a conference will be 125% of the lowest level of reimbursement

iii. 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 https://spartanweb.ut.edu/ICS/Employees/Human_Resources/Retirement_Planning/

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 cooperate 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
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. Requests 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. Policies Related to Sponsored Grants and Agreements
The University of Tampa encourages faculty members to seek external funding for programs and scholarship that supports the University's mission and vision. The Office of Sponsored Programs within the Office of the Provost serves as the University's authorized liaison for governmental, foundation, corporate or community grants. All proposals and applications must be reviewed by OSP prior to submission.

The University of Tampa is required to comply with applicable U.S. Office of Management and Budget circulars A-110, A-21, and A-133, as amended and other regulations, guidelines and instructions in the notice of grant award or award letter when receiving federal or state funds. In the use of non-federal funds, the University must comply with the award agreement and University policy.

Official University policies related to Grants and Agreements shall be maintained in the Sponsored Program Policy Manual. This manual is continuously updated and available at www.ut.edu/sponsoredprograms.

VII. Policy on Misconduct in Sponsored Research

A. Introduction

The conduct of scholarly activity requires intellectual honesty and integrity. Integrity in the conduct of scholarly activity is essential and must be maintained. Although instances of misconduct are rare, when they do occur they can be destructive of the standards we attempt to instill in our students, of the esteem in which academic research in general is held by the public, and of the financial support of the government and other sponsors for academic research. The importance of integrity in research cannot be overemphasized.

This Policy provides the basis for uniform procedures for dealing with instances of alleged or apparent misconduct in research and the responsibilities for such actions.

This Policy is written and approved in accordance with Public Health Service regulation 42 CFR Part 50, Subpart A.

B. Applicability

The University of Tampa's definition of research misconduct, and procedures for investigating and reporting allegations of misconduct, conform to the definitions and regulations of those federal funding agencies that have policies on this subject. UT policy is applicable to:

1. research proposed, conducted or reported at UT by UT-related individuals, i.e., those with an appointment or official affiliation with UT, including faculty, academic staff, students, postdoctoral scholars, visiting scholars who make significant use of university research resources.
(including participation in any sponsored project awarded to UT, and those with any other UT teaching and/or research titles such as adjunct clinical or consulting appointments;

2. research proposed, conducted or reported elsewhere by such UT-related individuals as part of their UT-related duties or activities; and

3. at the discretion of the University, to research proposed, conducted or reported where such research is claimed, cited or implied to have been done at UT, or where a UT appointment or official affiliation is claimed, cited or implied in connection with the research.

C. Definitions

1. Research Misconduct

"Research misconduct" is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results, or the failure to comply with governmental regulations.

- Fabrication means making up data or results, and recording or reporting them.
- Falsification means manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
- Plagiarism means the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
- Failure to comply means a material failure to comply with governmental or university regulations that apply to the research.

Research misconduct does not include honest error or honest differences in choice of methodology, interpretations or judgments of data.

A finding of research misconduct requires that:

- there is a significant departure from accepted practices of the relevant research community;
- the misconduct is committed intentionally, or knowingly, or recklessly;
- the allegation is proven by a preponderance of the evidence.

2. Inquiry

An inquiry consists of preliminary information-gathering and preliminary fact-finding to determine whether an allegation or an apparent instance of misconduct has substance. The outcome of an
inquiry is a determination as to whether or not an investigation is to be conducted.

3. Investigation

An investigation is a formal examination and evaluation of relevant facts to determine whether or not misconduct has taken place.

4. Complainant

The individual who is making the allegation of research misconduct.

5. Respondent

The individual who is the subject of an allegation of research misconduct.

D. Funding Agency Requirements

Some federal funding agencies have their own policies regarding research misconduct, and require notification to the agency in the event of such an allegation or investigation. Where required, this notification will be made by the director of sponsored programs. While funding agencies recognize that the primary responsibility for the prevention and detection of misconduct, and for the conduct of inquiries and investigations, rests with the awarded institution, a number of agencies have retained the right to initiate their own investigations at any time.

E. Individual Reporting of Possible Misconduct

Any individual who believes an act of research misconduct has occurred or is occurring should notify the dean of the college to which the faculty member conducting the research belongs. Reporting such concerns in good faith is a service to the University and to the larger academic community, and will not jeopardize anyone’s employment. UT will undertake reasonable efforts to protect complainants who make allegations of misconduct in good faith and others who cooperate in good faith with inquiries and investigations of such allegations. UT prohibits retaliation of any kind against a person who, acting in good faith, reports or provides information about suspected or alleged misconduct.

F. Presenting Allegations of Misconduct

To initiate the process, an allegation must be made by the complainant in writing. The allegation must include a description of the alleged misconduct, should be detailed and specific, and include any supporting documentation or evidence available to the complainant.
The University requires the complainant, if a member of the University community, to make known his or her identity. The University may take steps to preserve the anonymity of the complainant if the dean, after reviewing the allegation and available information, determines that the identity of the complainant is not necessary to the inquiry. In rare instances, the identity of the complainant may be unknown to the University and evidence of the misconduct is substantial. In such a case, the University may pursue the inquiry and investigation.

G. Confidentiality

The processes and procedures regarding misconduct in research are intended to be kept confidential to the extent possible by all parties, including the complainant, respondent and any other University staff or faculty who may be involved, consistent with the need to carry out the inquiry or investigation or to comply with legal requirements. Only those directly involved in a preliminary assessment, inquiry or investigation or with a need to know should be made aware that the process is being conducted or have any access to information obtained during its course.

Both the dean and the provost will advise the respondent and complainant of their right to confidential advice and company of a representative of UT's AAUP in all proceedings. AAUP's role is solely advisory to the faculty.

Violations of confidentiality that are not based on the University's need to carry out the inquiry or to comply with legal requirements may be subject to disciplinary sanction.

H. Procedure for Review

The processes described below should be carried out in a manner that is thorough, competent, objective, fair and appropriately protective of the confidentiality and reputations of all participants. Such assessments, inquiries and investigations should be coordinated with the office of the director of sponsored programs to assure that they are carried out in conformance with applicable regulations (if any) in cases where the research is funded by an external agency.

1. Preliminary Assessment

Upon receipt of a written allegation, the provost shall immediately be informed.

Within 7 days of the receipt of a written allegation, the dean should assess the information presented to determine whether there is sufficient evidence to warrant an inquiry, and whether the allegation constitutes research misconduct as defined by this policy.

If both of these criteria are met, the dean shall immediately begin an inquiry and shall so inform the provost. If there are any outside funding
source(s) for the research that is the subject of the allegation the dean shall also inform the director of sponsored programs.

If the criteria are not met, the Dean shall report in writing to the Provost that the allegation does not warrant any further inquiry or investigation under this policy. The provost shall notify the complainant that the matter is closed.

2. Inquiry

An inquiry consists of preliminary information-gathering and preliminary fact-finding to determine whether an allegation or an apparent instance of misconduct has substance.

The dean's inquiry is to determine whether a formal investigation is warranted, and will be guided by the following:

a) At the beginning of the inquiry, the respondent shall be informed in writing of the allegations, including the name of the complainant; given a copy of this policy; and be interviewed to comment on misconduct allegations. Contemporaneously, the dean shall inventory and sequester all research records and other evidence needed to conduct the research misconduct investigation. Where appropriate, the respondent shall be given access to or copies of research records.

b) The inquiry is not a legal proceeding, and no party involved in the inquiry may have legal counsel in the inquiry.

c) Any other relevant individuals, including complainant(s), if known, should be interviewed.

d) The dean shall provide the respondent with a draft copy of the inquiry, and the respondent shall be given an opportunity to comment on the findings.

e) The final inquiry report, including a recommendation as to whether or not a full investigation is warranted, must be submitted by the dean to the provost within sixty (60) days of receipt of the allegation. If this time frame is not possible in a particular case, the reasons are to be documented and the provost so informed.

f) The final report and documentation shall include sufficient detail to permit a later assessment of the determination of whether or not a full investigation was warranted. The report should contain the following information: (1) the name and the position of the respondent; (2) a description of the allegations of research misconduct; (3) the external support involved, if applicable, including grants applications, grant numbers, and publications.
listing the support; (3) the basis for any conclusions including the information reviewed, a summary of the interviews conducted; (4) a statement of the conclusions reached, and whether or not the dean recommends an investigation is warranted for each allegation; and (5) any comments on the report submitted by the respondent.

g) The dean’s decision that an investigation is not warranted will be final. The respondent and complainant shall be notified of the final disposition. The respondent shall also receive a copy of the final inquiry report.

h) The final report of the inquiry and all documentation, including notes, transcripts or recordings of interviews, must be maintained by the Provost’s Office for seven (7) years.

3. Investigation

If the inquiry leads to the conclusion that an investigation is warranted, the provost shall appoint an Investigation Committee. The Investigation Committee shall consist of at least three faculty members. None shall be from the department of the respondent and none should have any involvement with the research under investigation or any known conflict of interest.

The investigation will be guided by the following considerations:

a) The formal investigation should begin within 30 days of the completion of the inquiry and after written notice to the respondent. The investigation is to be completed and the final report sent to the provost within 90 days (from the start of an investigation). If an investigation cannot be completed within this time frame, the provost should be notified as soon as possible. In such cases, it may be necessary for the director of sponsored programs to request an extension of time from federal funding agencies.

b) The investigation is not a legal proceeding, and no party involved may have legal counsel in the investigation.

c) An investigation should normally include an examination of the relevant documentation, including but not limited to relevant research data and proposals, publications, correspondence, and memoranda of telephone calls.

d) Complainants, respondents, and witnesses who may have information related to the matter should be interviewed. Complete written summaries of each interview should be provided to the individual being questioned, and any comments
should be appended to the summary, or reflected in a revised summary if the interviewer agrees.

e) All significant issues should be pursued until the Investigation Committee is reasonably certain that it has amassed all necessary and appropriate information.

f) Where specialized expertise is required, the Investigation Committee may consult experts at other institutions.

g) A draft written report of findings shall be made available to the respondent with the opportunity to provide comments for the consideration of those conducting the investigation. Where identified and appropriate, complainants should also receive the portions of the draft report which concern the role or opinions they had in the investigation. Any comments on the draft from the respondent (and from the complainants, if applicable) shall be appended to the final report.

h) In addition to the interview summaries and comments by the respondent and complainant(s) (if applicable) on the draft report, the final written report should include:

- a description of the policies and procedures followed
- how and from whom relevant information was obtained
- the finding and basis for them

I. **Restoration of the Respondent’s Reputation**

The provost shall make the final determination whether misconduct in research has occurred, based on the report of the Investigation Committee. If UT finds no misconduct, the provost and dean will consult with the respondent and undertake reasonable efforts to restore the respondent’s reputation. Depending on the particular circumstances, the dean or provost should consider notifying those individuals aware of or involved in the investigation of the final outcome, publicizing the final outcome in forums in which the allegation of misconduct was previously publicized, or expunging all reference to the misconduct allegation from the respondent’s personnel file.

J. **Determination of Discipline**

If based on the Investigation Committee’s report the provost determines that the alleged misconduct is substantiated by the findings of the investigation, he or she will determine any disciplinary action against the respondent. Discipline for misconduct in research should depend on the facts of the case, and may include but is not limited to reprimand, suspension with or without pay, reassignment of duties, foregoing salary increase and/or benefit improvements, revocation of tenure, if
applicable, and termination. Only in the case of revocation of tenure and termination shall there be a right of appeal, as required elsewhere in this Handbook.

The University of Tampa will also take appropriate administrative actions against individuals when an allegation of misconduct has been substantiated. If the provost determines that the alleged misconduct is substantiated by the findings, he or she will decide on the appropriate actions to be taken. The actions include:

1. Informing in writing the agency (if any) sponsoring the activity;
2. Informing any publisher of research connected to the misconduct;
3. Informing in writing the University president;
4. Withdrawal or correction of all pending or published abstracts and papers emanating from the activity where misconduct was found;
5. Restitution of funds as appropriate; and
6. Other action deemed appropriate by the provost.

K. Allegations not in Good Faith

Allegations of misconduct must be made in good faith (See section 5 of this policy, above). Allegations in bad faith include, but are not limited to, giving false testimony to the inquiry or investigation, disregarding or ignoring facts that would disprove the allegation, allegations that are malicious or intentionally dishonest. When a dean’s inquiry or an Investigation Committee encounters what it believes may be an allegation in bad faith, it should report this to the provost. The provost shall investigate, and will take appropriate action, including the imposition of sanctions on individuals who have made allegations in bad faith.

L. Internal Coordination/Reports to the Director of Sponsored Programs

In order to assure compliance with external notification requirements, the dean must inform the director of sponsored programs if any outside funding source(s) for the research that is the subject of the allegation. The director of sponsored programs shall be informed in a timely manner of

- commencement of an inquiry
- conclusion of an inquiry
- commencement of an investigation
- consultation if an investigation will take more than 90 days to complete
- conclusion of an investigation.

If termination of an inquiry or investigation before its completion is contemplated for any reason, this should be reported and discussed with the director of sponsored programs.
In addition, the provost is to be advised at once if any of the following circumstances is discovered:

- an immediate health hazard, including to human or animal research subjects
- an immediate need to protect federal or University funds or equipment
- an immediate need to protect the integrity of the research and/or the research misconduct proceeding
- an immediate need to protect the interests of those involved in the research misconduct proceeding
- likelihood that an alleged incident will be reported publicly
- a reasonable indication of a possible criminal violation.

In emergency situations, deans are authorized to take all appropriate actions, including notifying external agencies directly, if conference with the director of sponsored programs is not possible in a timely manner. (See Section 8, Notification to External Agencies, below.) The director of sponsored programs is also authorized to take all appropriate actions.

The dean shall also take interim action as necessary to protect external funds and the purposes of the grant or contract that may be involved. Such action is administrative and not disciplinary. The dean shall inform the provost and director of sponsored programs of such actions.

If, during an investigation, facts come to light that could affect current or potential funding of the people under investigation, or that may, in the dean’s judgment, need to be disclosed in order to ensure proper use of research funds or protection of the public interest, these facts should be reported to the director of sponsored programs as they are learned.

M. Notification to External Agencies

UT will comply with the applicable requirements and regulations of its funding agencies, and will cooperate with those agencies in the agencies’ own procedures in regard to research misconduct.

Under circumstances not involving federal funding agencies, the provost will make the decision whether information about the charges and their disposition will be disclosed publicly or to specific parties, including the research sponsor. This decision will normally be made upon the conclusion of the final report. However, if required by urgent circumstances, such a disclosure may be made at any time. Absent such urgent need, UT will not make interim reports to outside agencies unless required by external regulation.

In accord with the requirements of federal funding agencies, in cases involving research funded by those agencies, the agency will be informed in the following situations. Except as specifically described at the end of this section, the following
notifications to federal funding agencies will be made only by the director of sponsored programs, acting on behalf of the provost:

1. Commencement of an Investigation

Written notification will be provided to federal funding agencies upon determination that an investigation will be conducted. This notice is to be provided on or before the commencement of the investigation, and must include all information required by the agency. Generally, this notice must include at least the following: name(s) and position(s) of the respondent(s); general nature of the allegation(s); the agency support including any proposal or award numbers; the basis for the recommendation of an investigation; any comments by the respondent. This information will be held in confidence to the extent permitted by law.

2. Written Request for a Time Extension

Although regulations generally permit 120 days for completion of the investigation and submission of the final report, UT requires the Investigation Committee to consult with the director of sponsored programs if it appears that the final report will take more than 90 days to complete. This allows 30 days for the disciplinary process, if it is decided to pursue one. The final report to the federal funding agency must include a statement about the sanction (if any) imposed by the institution. If the investigation and determination of discipline are likely to take more time than specified by the relevant funding agency's regulations to complete, the director of sponsored programs will so notify the federal funding agency, including reasons for the delay, interim progress reports, the estimated date of completion of the report, and any other necessary information. If an extension is granted, the agency may (if so provided by its regulations) require the submission of periodic interim reports, or the agency may undertake its own investigation prior to the University's completion of its investigation.

3. Interim Reports

Federal funding agencies must be apprised during an investigation of facts that may affect current or potential funding of the individual(s) under investigation, or that may need to be disclosed in order to ensure proper use of federal funds or protection of the public interest

4. Early Termination

Federal funding agencies must be notified of any decision to terminate an inquiry or investigation prior to the completion of all relevant requirements. This notice must include the reasons for such action. Some agencies have retained the right to investigate the matter further on their own.
5. Termination of Institutional Employment or Resignation Prior to Completing Inquiry or Investigation

If an external sponsor requires an investigation into alleged misconduct be concluded and reported, the termination of the respondent’s institutional employment, by resignation or otherwise, before or after an allegation of possible misconduct has been reported, will not preclude or terminate misconduct procedures outlined in this Policy. If the respondent, without admitting to the misconduct, elects to resign his or her position prior to the initiation of an inquiry, but after an allegation has been reported, or during an inquiry or investigation, the inquiry or investigation will proceed. If the respondent refuses to participate in the process after resignation, the committee will make its best efforts to reach a conclusion concerning the allegations, noting in its report the respondent’s failure to cooperate and its effect on the committee’s review of all the evidence.

6. Final Outcome

Federal funding agencies will be notified of the final outcome of an investigation involving their funded project(s), and provided with a complete copy of the final report.

7. Special Emergency Notifications

In addition, federal funding agencies will be informed at any stage of an inquiry or investigation if any of the following is discovered:

- an immediate health hazard, including an immediate need to protect human or animal subjects
- an immediate need to protect federal or University funds or equipment
- an immediate need to protect the integrity of the research and/or the research misconduct proceeding
- an immediate need to protect the interests of those involved in the research misconduct proceeding
- a likelihood that an alleged incident is going to be reported publicly
- a reasonable indication of possible criminal activity.

N. Record Retention

After completion of a case and all ensuing related actions, the provost will prepare a complete file, including the records of any inquiry or investigation and copies of all documents and other materials furnished as part of the process. The Provost’s Office will keep the file for a minimum of seven years after completion of the case. The funding agency will be given access to the records upon request.
O. Student Academic Integrity Violations

Because this policy is designed primarily to protect the integrity of the public research record, instances of alleged research misconduct by students in practicum-type courses, and in coursework and classroom activities, should be addressed through the Academic Integrity Policy for students rather than through the procedures of this policy. Such determination of applicability or non-applicability should be made in light of the particular facts and circumstances of a student's case.

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

The University of Tampa is committed to the pursuit of excellence in research and seeks to protect the welfare, rights and privacy of all persons who are involved in research projects. The university is guided by the common federal policy of the protection of human subjects (Title 45 Code of Federal Regulations Part 46 "Protection of Human Subjects," July 14, 2009) and its amendments as they appear in the federal register, and the Belmont Report which delineates respect for persons, beneficence and justice as the ethical principles guiding research involving humans as subjects. Questions concerning these procedures can be sent to irb@ut.edu.

Regulations of the U.S. Department of Health and Human Services (HHS) require that all universities which receive federal funding in support of research with human subjects establish an institutional review board (IRB). The IRB is mandated to 1) examine all proposals for research that involve human subjects before the research is conducted to determine whether the research protocol has adequately considered the ethical dimensions of the project and 2) to provide assurance as required to the university, to funding agencies and to the Office of Human Research Protection (OHRP) that all research with human subjects is in compliance with federal regulations.

The IRB has the authority to approve, require modifications in order to secure approval, or disapprove all research activities covered by the HHS regulations, including proposed changes in ongoing and previously approved human subjects research. It has the authority to suspend or terminate the approval of ongoing, previously approved research that is not being conducted in accordance with the IRB's requirements or that has been associated with unexpected, serious harm to subjects. For externally funded research that involves the use of human subjects, IRB approval needs to be acquired prior to proposal approval by the Office of Sponsored Programs.

In addition to relying on the sections of the Common Code cited by number throughout this document, sections of the UT IRB policy have been adopted from comparable institutions that adhere to the same federal guidelines, including Bryn Mawr College, Clemson University, and Rollins College.
A. Domain of IRB Authority

Since the participation of humans in research may raise fundamental ethical and civil rights questions, all faculty, staff and students who involve human beings as subjects in any research, whether funded or not, that is 1) in any way sponsored by the university, 2) conducted by or under the direction of any UT faculty staff or student, 3) uses UT facilities or property for the collection or analysis of data or 4) involves the use of UT nonpublic information to contact or identify participants or prospective participants must obtain IRB approval before beginning their research. This policy also applies to research conducted at other institutions by UT faculty, staff, and students, even if the other institution has its own review process. The University does not accept responsibility for research that is conducted in violation of this policy or without required IRB approval.

The IRB policy described in this document applies to research using human subjects. As per federal guidelines (46.102d), research is defined as “systematic investigation designed to develop or contribute to generalizable knowledge.” Any activity conducted at the University of Tampa that meets this definition of research is subject to the conditions set forth in the common code and explained in this document. A human subject is defined as “a living individual about whom an investigator conducting research obtains data through communication or interpersonal contact or identifiable private information (46.102f)

B. IRB Expertise

IRBs should:

1. be familiar with Federal regulations, applicable state law, and institutional policies and procedures for the protection of human subjects.

2. have effective knowledge of subject populations and other factors that can foreseeably contribute to a determination of risks and benefits to subjects and subjects’ informed consent.

3. be able to judge the adequacy and accuracy of information in the informed consent document, advertising, and any other materials to be presented to subjects.

4. if regularly reviewing research that involves a vulnerable category of subjects such as children, prisoners, pregnant women, or handicapped or disabled persons, include in its membership one or more individuals who are knowledgeable about and experienced in working with these subjects.

5. have the professional competence necessary to review the research
proposals presented for approval.

C. IRB Decisions

The IRB may take the following actions with respect to submitted research proposals (46.109d):

1. Approval: for a period of not greater than (and possibly less than) one year. After receiving written notification of approval, no further action is required from the investigator before beginning the study. If the study lasts longer than 12 months the investigator should inform the IRB chair of the current status of the project, any changes in protocol, and whether any adverse events have occurred.

2. Revise and resubmit: The IRB may request written clarification and/or modification of one or more aspects of the proposal from the investigator. After receiving written notification of a revise and resubmit decision, the investigator should submit a revised application that clarifies the issues involved and/or answers the IRB’s questions, provides the requested documentation or agrees to make requested modifications. The revised and resubmitted proposal will be either approved or disapproved or asked for further modification/clarification if deemed necessary by the IRB.

3. Disapproval: because of the level of risk involved, the proposed research cannot be justified. Written notification of disapproval must include reasons for the decision and offer the investigator an opportunity to respond in person or in writing. When a proposal is disapproved investigators are encouraged to review and resubmit their proposal in accordance with the criteria for acceptance.

D. Criteria for Acceptance of Proposals

The IRB will approve projects that meet all of the following criteria (46.111a, b):

1. Risks to participants: risks to participants are minimized by using procedures consistent with sound research design and which do not unnecessarily expose subjects to risk, and whenever appropriate using procedures already being performed on the subjects for diagnostic or treatment purposes.

2. Anticipated benefit: risks to subjects are deemed reasonable in relation to the anticipated benefits and the importance of the knowledge that may be expected to result.

3. Subject selection: selection of subjects is equitable and has been made considering the purposes of the research, the setting in which the research will be conducted and the special problems of research involving vulnerable populations.
4. Safeguards of vulnerable populations: care has been taken to minimize the likelihood that subjects are vulnerable to coercion or undue influence, especially if they are members of vulnerable populations. Additional safeguards are included to protect the rights of these subjects.

5. Informed consent process: appropriate methods are in place to obtain informed consent from subjects and parental permission if necessary, and to document such consent as required. Section documents informed consent procedures in detail.

6. Protection of privacy and data: the research plan makes adequate provision for monitoring data to ensure safety and to protect the privacy of subjects, and when appropriate to maintain the confidentiality of the data. Section documents protection procedures in detail.

E. IRB Composition

The provost, who will consult with the Faculty Committee before making appointments, will appoint members of the IRB. The composition of the IRB shall be composed of at least five members, not all from the same discipline. One member must be from a science and one must be from a non-science discipline. One member needs to be not affiliated with the university nor have a family member affiliated with the university (46.107). The IRB shall be sufficiently qualified through the experience and expertise of its members, and the diversity of the members, including consideration of race, gender, and cultural backgrounds and sensitivity to such issues as community attitudes, to promote respect for its advice and counsel in safeguarding the rights and welfare of human subjects.

The committee members shall elect the Chair of the IRB. In certain cases, the IRB may consult with non-voting ad hoc members or authorities whose expertise and/or experience is relevant to a particular submission or in conditions when the committee members lack expertise to adequately review a protocol. Members of the IRB shall not vote on protocols on which they are an investigator or have other conflicts of interest, although they may provide information to IRB members regarding the submission.

F. Responsibilities of IRB Chair

1. Inform investigators in writing of 1) questions/issues arising from a submission and 2) IRB decisions.

2. Maintain copies of correspondence between the IRB and investigators and insure that all records are retained for three years after the completion of the research. Records may include copies of submitted proposals, signed informed consent documents, reports of any injuries to subjects.
continuing projects, scientific evaluations, if any, that accompany the proposals, approved sample consent documents, and all other correspondence concerning the use of human subjects.

3. Insure compliance with federal regulations regarding committee composition, quorum, record keeping, and the OHRP annual report.

4. Report information as appropriate to the OHRP, the IRB, principal investigators and other university personnel on issues dealing with changes in regulations, new requirements and ongoing IRB issues.

5. Notify appropriate personnel of cases of injury, unanticipated problems, serious or continuing noncompliance with IRB requirements and suspension or termination of IRB approval should such cases arise.

6. Keep appropriate minutes of IRB meetings, a list of current IRB members and written procedures for the IRB.

G. Responsibilities of Investigators

Investigators have the primary responsibility to:

1. Protect the rights and welfare of human research subjects and comply with all applicable provisions of the UT IRB policy.

2. Be knowledgeable about the requirements of the HHS regulations, applicable state law, and institutional policies and procedures for the protection of human subjects.

3. Conduct their research according to IRB-approved protocol.

4. Obtain and document the informed consent of each subject or each subject's legally authorized representative and provide a copy of the IRB-approved informed consent document to each subject or the subject’s legally authorized representative at the time of consent, unless the IRB has specifically waived either of these requirements.

5. Ensure that each potential subject understands the nature of the research and participation.

6. Promptly report proposed changes in previously approved human subject research activities to the IRB. The proposed changes may not be initiated without prior IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.

7. Promptly report to the IRB any unanticipated problems involving risks to subjects or others or any serious or continuing non-compliance with the HHS regulations or determination of the IRB.
H. IRB Application

All investigators must complete the UT IRB application. Investigators will indicate which of three levels of review they believe to be appropriate to their proposal: exempt research, expedited review, or full review (described in detail below). In general, exempt research is that which involves no risk to subjects, expedited review involves only “minimal risk,” and full review involves risks greater than “minimal risk.” The IRB has the authority to move a proposal to a higher level of review if necessary.

Submitted proposals will be reviewed as they are received on a case-by-case basis. Written notification will generally be given within three days of submission for exempt proposals, within one week for expedited proposals, and within one month for proposals that require full review. However, careful consideration of submitted proposals will take precedence over speed of review.

I. Levels of Review

1. Exempt research:

Exempt studies must be submitted to the IRB for review and granted exemption status by the IRB chair before data collection begins. Exemption refers to relief from the requirement of continuing IRB oversight but not from the requirement that the investigator inform potential subject of proposed procedures and their rights as subjects in accordance with the standards established in that investigators’ discipline. The conditions for exemption are:

Part A (all items must apply):

a) The research does not involve prisoners, fetuses, pregnant women, the seriously ill, or mentally or cognitively compromised adults as subjects

b) The research does not involve the collection or recording of behavior which, if known outside the research, could reasonably place the subjects at risk of criminal or civil liability or be damaging to the individual’s financial standing, employability or reputation
c) The research does not involve the collection of information regarding sensitive topics or personal aspects of the subject’s behavior (e.g., drug or alcohol use, illegal conduct, sexual behavior)

d) The research does not involve subjects under the age of 18 (except as they are participating in projects that fall under categories 1, 3, 4 and/or 5 in part B).

e) The research does not involve deception

f) The research does not require a waiver from informed consent procedures

g) The procedures of the research are generally free of foreseeable risk to the subject. Risk can be mental, physical, psychological or social. In Minimal risk, harm or discomfort anticipated in the proposed research is not greater than an individual would normally encounter in his/her everyday life or during the performance of routine physical or psychological examinations or tests.

Part B (at least one should apply):

The DHHS recognizes the following categories of exempt review (46.101b):

a) Educational research in an educational setting using normal educational practices (e.g., research on regular and special education instructional strategies, research on instructional techniques, curricula or classroom management methods)

Note: In order for a project conducted in classrooms outside of the University of Tampa, to be reviewed under the exempt category, the investigator must supply a letter from the appropriate school district official certifying that the project will a) not differ in significant ways from the normal range of activities of the class, school or district; b) involve only customary and non-controversial instructional goals; c) not deny any students educational benefits they would otherwise receive; d) promise direct benefits to the classroom, school or district; e) incorporate adequate safeguards to protect the privacy (anonymity or confidentiality) of all individuals who might be subjects of the research; or f) involve only existing data on students which are non-identity specific.
b) Research using survey procedures, interview procedures, observing public behavior or using educational tests where the information is recorded anonymously (i.e. so that the subject cannot be identified directly or indirectly through identifiers linked to the subject.) All survey/interview/observational research in which elected or appointed public officials or candidates for public office serve as subjects is exempt, whether or not data collection is anonymous.

c) Research involving collection or study of existing data, documents, records or diagnostic specimens. These sources must be publicly available or the information must recorded by the investigator anonymously (in such a manner that the participants cannot be identified, directly or through identifiers linked to the participant).

d) Research (and demonstration projects) conducted by or subject to the approval of department or agency heads and 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 services under those programs.

e) Research involving taste and food quality evaluations or consumer acceptance studies, if wholesome foods without additives are consumed or foods which contains additives at or below that level and for a use found to be safe by the FDA, or approved by the EPA or the food safety and inspection service of the U.S. Department of Agriculture.

2. Expedited review:

Expedited proposals are reviewed by the Chair and two members of the IRB appointed by the Chair, and approved unless one or both of the reviewers recommends disapproval or more information, in which case the proposal is sent for full review. All members of the IRB will be advised of proposals accepted as expedited. Proposals subject to expedited review cannot be disapproved. Conditions for expedited review are (46.110):

Part A (all items must apply):
a) The research does not involve prisoners, fetuses, pregnant women, the seriously ill, or mentally or cognitively compromised adults as subjects.

b) The research does not involve the collection or recording of behavior which, if known outside the research, could reasonably place the subjects at risk of criminal or civil liability or be damaging to the individual's financial standing, employability, or reputation.

c) The research does not involve the collection of information regarding sensitive or personal aspects of the subject's behavior (i.e., drug or alcohol use, illegal conduct, sexual behavior).

d) The procedures of the research present no more than minimal risk to the subject. Risk can be mental, physical, psychological, or social. In minimal risk, harm or discomfort anticipated in the proposed research is not greater than an individual would normally encounter in his/her everyday life or during the performance of routine physical or psychological examinations or tests.

Part B (at least one item should apply):

a) Research that involves existing non-public identifiable data, documents, records, or specimens that have been collected or will be collected in their entirety prior to the research or for a purpose other than the proposed research (such as medical research or diagnosis). Although confidentiality will be strictly maintained, information will not be recorded anonymously (use will be made of audio or video tapes, names will be recorded even if not directly associated with the data).

b) Research on individual or group characteristics or behavior (including but not limited to study of perception, cognition, motivation, identity, language, communication, cultural beliefs or practices and social behavior) and/or research employing surveys, interview focus group program evaluation, human factors evaluation, or quality assurance methodologies.
i. involve adults where the research does not involve stress to subjects and identification of the subjects and/or their responses would not reasonably place them at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation;

ii. involve children where the research involves neither stress to subjects nor sensitive information about themselves or their family; no alteration or waiver of regulatory requirements for parental permission has been proposed; and identification of the subjects and/or their responses would not reasonably place them at risk of criminal or civil liability or be damaging to their financial standing, employability, or reputation of the subjects or their family members.

c) Collection of data from voice, video, digital or image recordings made for research purposes where identification of the subjects and/or their responses would not reasonably place them at risk of criminal or civil liability or be damaging to their financial standing, employability, insurability or reputation.

d) Collection of data through use of the following procedures: a) noninvasive procedures (not involving general anesthesia) routinely employed in clinical practice, but not involving x-rays or microwaves; b) physical sensors applied either to the surface of the body or at a distance and that do not involve input of significant amounts of energy into the subject or an invasion of the subject’s privacy; c) weighing, testing sensory acuity, electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, echography, sonography, ultrasound, magnetic resonance imaging, diagnostic infrared imaging, Doppler blood flow and echocardiography; d) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing involving healthy subjects.

e) Prospective collection by noninvasive means of biological specimens for research purposes (ex. Hair clippings, saliva, buccal scraping); research on drugs or devices for which an investigational new drug exemption or an investigational device exemption is not required; collection of blood samples by finger stick or venipuncture.

f) Research that involves deception. Deception must be scientifically justified and debriefing procedures must be outlined in detail.
g) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement) survey procedures, interview procedures or observation of public behavior where although confidentiality will be strictly maintained, information will not be recorded anonymously (use will be made of audio or video tapes, names will be recorded even if not directly associated with the data)

h) Research previously approved by the IRB 1) where a) the research is permanently closed to the enrollment of new subjects b) all subjects have completed all research related interventions and c) the research remains active only for long term follow-up of subjects, 2) where the remaining research activities are limited to data analysis or 3) where no new subjects have been enrolled and no additional risks have been identified.

3. Full review:

Any research that does not fall into any of the categories explicitly identified as qualifying for exempt or expedited status. Convened meetings are necessary when a proposal goes through full review. In order for action to be taken on a proposal, a majority of the members of the IRB must be present, including at least one member whose primary concerns are in non-scientific areas. A proposal must receive the approval of a majority of those members present at the meeting. Meetings may be conducted by conference call or by email, provided that each participating IRB member has received all pertinent material prior to the meeting and can actively and equally participate in the discussion of all protocols. Minutes of meetings must be taken and should document: a list of attendees at the meeting, if appropriate, documentation that the criteria for participation via conference call or email were met; actions taken by the IRB; the number of members abstaining, voting for, and voting against each proposal; the basis for requiring changes in or disapproving research; and a written summary of the discussion of debated issues and their resolution. Conditions for full review are:

If any of these apply:
a) Any research involving the use of vulnerable participants (participants who may not be able to make fully informed consent). Vulnerable populations include children under the age of 18 (unless as described previously), prisoners, fetuses, pregnant women, seriously ill, mentally or cognitively compromised adults, persons under treatment for an illness relevant to the project and individuals who may risk retribution by a person with authority over them as a consequence of participation or non-participation in the study. Additional protections as delineated in subparts B (pregnant women and fetuses) and C (prisoners) will be used in studies involving these vulnerable populations.

b) The research involves the collection of information regarding or recording of behavior which if known outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to their financial standing, employability, insurability or reputation.

c) The research involves the collection of information regarding sensitive aspects of the subjects’ behavior (e.g. drug or alcohol use, illegal conduct, sexual behavior).

d) The procedures of the research involve more than minimal risk. Risk can be mental, physical, psychological or social. Minimal risk is defined as harm or discomfort anticipated in the proposed research is not greater than an individual would normally encounter in his/her everyday life or during the performance of routine physical or psychological examinations or tests.

4. Continuing review:

IRB review is an ongoing process and does not end with the initial project approval. All approved projects must be resubmitted annually (46.109e).

Continuing review occurs as follows:

a) Continuation of ongoing research: projects whose IRB approval has expired will be granted renewal of approval by the Chair of the IRB if no changes have been made to the project.
b) Minor revisions in protocol: minor revisions in protocol that do not significantly change the methodology and do not introduce risk are reviewed in an expedited manner.

c) Major revisions in protocol: major revisions in protocol, such as including a new subject population, using different methodology, or changes in level of risk require the submission of a new application.

d) Reports of unforeseen events: All unforeseen negative events that arise in the conduct of research shall be reported immediately to the IRB by the investigator or by subjects. The IRB shall suspend approval of the research until the events are reviewed and a determination made regarding any necessary changes in protocol.

J. Informed Consent

Unless specifically authorized by the IRB as stated below, no investigator may involve a human being as a subject in research covered by the HHS regulations unless the investigator has obtained the legally effective informed consent of the subject or the subject's legally authorized representative (46.116). Investigators are responsible for making sure that informed consent is documented by using a written consent form approved by the IRB.

1. Criteria for Informed Consent

Informed consent refers to the voluntary choice of an individual to participate in research based on an accurate and complete understanding of, among other things, its purposes, procedures, risks, benefits, alternatives, and any other factors that may affect a person's decision to participate. Legally effective informed consent shall (46.116):

a) Be obtained from the subject or the subject’s legally authorized representative.

b) Be in language understandable to the subject or representative and written at a level appropriate to the understanding of the subjects to be enrolled; technical language and "first person" statements that ask subjects to make statements that they are not in a position to verify should be avoided.
c) Be obtained under circumstances that offer the subject or the representative sufficient opportunity to consider whether the subject should participate.

d) Not include 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 releases or appears to release the research investigator, the sponsor, the institution or its agents from liability for negligence.

At a minimum, informed consent shall provide the following information (46.116a):

a) A statement that the study involves research, an explanation of the purposes of the research and the expected duration of participation, and a description of the procedures to be followed.

b) Any reasonably foreseeable risks or discomforts to the subject.

c) Any benefits to the subject or to others which may be reasonably expected from the research.

d) A disclosure of appropriate alternate procedures of courses of treatment, if any, that might be beneficial to the subject.

e) The means by which confidentiality of records identifying the subject will be maintained.

f) A statement explaining how and with whom the results of the study will be shared.

g) For research involving more than minimal risk, an explanation of 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.

h) Contact information for the investigator and for the IRB chair should subjects have questions regarding their rights as participants, and contact information in the event of a research related injury.
i) A statement explaining 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.

Certain projects, if requested to do so by the IRB, can and may require additional statements of informed consent (46.116b), including:

a) A statement that the treatment or procedure may involve risk to the subject (or to an embryo or fetus, if the subject is or may become pregnant) which is currently unforeseeable.

b) Anticipated circumstances under which the subject’s participation may be terminated by the investigator without regard to the subject’s consent.

c) Any additional costs to the subject that may result from participation in the research.

d) The consequences of a subject’s decision to withdraw from the research and procedures for termination of participation.

e) A statement that new findings obtained during the research may relate to the subject’s willingness to continue participation and

f) The number of subjects involved in the study.

Documentation of informed consent may be either (46.117b):

a) Written: a written consent document that contains all elements of informed consent as described above. This form may be read by or to the subject or the subject’s legally authorized representative, and the investigator should give either the subject or the representative adequate opportunity to read it before it is signed, OR
b) Oral Short form: a short form document, acknowledging that the elements of informed consent as described above were presented orally to the subject or the subject’s legally authorized representative. When this method is used, there shall be a witness to the IRB-approved oral presentation of the informed consent (need form for oral summary of informed consent), who will sign both the short form, which will be signed by the subject or the representative, and a copy of the oral presentation. A copy of the oral presentation and a copy of the short form shall be given to the subject or representative.

2. Waivers of Informed Consent

The IRB may waive or alter the requirement for a signed consent form for some or all subjects if it finds either (46.117c):

a) The consent document is the only record linking the subject with the research and the principal risk would be potential harm resulting from a breach of confidentiality (e.g. studies on potentially sensitive topics such as illegal drug use, other illegal conduct or sexual behavior). In this case, each subject will be asked if they want documentation to remain with them or with the research records, and the subject’s wishes will govern OR

b) The research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside the research setting

The IRB may approve a consent procedure that does not include or alters some or all of the elements above, or waive or alter the requirement for the investigator to obtain informed consent if (46.116c)

a) The research or demonstration project is to be conducted by, or is subject to the approval of state or local government officials and is 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 services under those programs AND

b) The research could not practicably be carried out without the waiver

OR (46.116d; all four conditions must be met)
a) The research involves no more than minimal risk

b) The waiver or alteration will not adversely affect the rights and welfare of the subjects

c) The research could not practicably be carried out without the waiver or alteration AND

d) Whenever appropriate, the subjects will be provided with additional pertinent information after participation

K. Research with Children

Federal regulations require that all research conducted with children and/or adolescents must be reviewed (cannot be exempt). The exceptions to this rule are

1. Observations of children's public behavior with no interaction with the children

2. Research conducted in educational settings of normal educational practices (e.g., on instructional strategies or curricula)

3. Research using existing records or data, if these sources are publicly available or if the information is recorded in such a way that the child cannot be identified

Another requirement is that assent must be obtained from the child. Children (those under 18) should be given an explanation at a level appropriate to his/her age, maturity, experience and condition, of the general purpose of the research, procedures to be used, anticipated discomfort and inconvenience. Children should be asked if they wish to participate in the research or not, and failure to object should not, in the absence of affirmative agreement, be construed as assent.

The IRB proposal should include

1. How assent will be obtained from the child and whether or not the child’s parent and/or guardian will be present.

2. How assent will be documented. Children may either sign an assent form or verbally indicate a willingness to participate. A copy of either the assent form or a script of the explanation given to the child must be submitted with the proposal.

L. Research conducted off campus or outside the United States of America:
If some or all of the research is conducted at another institution, that institution must provide evidence of review and agreement from the host institution. If the host institution does not have an IRB, a letter on institutional letterhead signed by an official of the host institution agreeing to permit access to the study population will be required. If the research is conducted outside the United States of America, research must also conform to ethical and legal standards for research involving human subjects of the host country. (Approved, October 21, 2011).

IX. Policy for ethical and humane research involving live vertebrate animals

All research and teaching activities at The University of Tampa involving live vertebrate animals must be approved in advance by the University of Tampa Institutional Animal Care and Use Committee (UT-IACUC). The UT-IACUC follows policies required by the Office of Laboratory Animal Welfare (OLAW) of the Public Health Service. UT-IACUC is tasked with the oversight of all aspects of animal care and use by UT faculty and students in order to ensure compliance with provisions of the Animal Welfare Act and Public Health Service policy on humane treatment of animals. UT-IACUC reviews all research and teaching activities that involve non-human vertebrates and ensures that all animal-related research and teaching activities conducted at the University or under the direction of UT faculty are guided by high scientific and ethical standards that meet or exceed all applicable federal, state and local animal welfare regulations. Any faculty planning to use live vertebrate animals in the course of research or teaching must submit an Application for Use of Vertebrate Animals for Research or Teaching, available from the Office of Sponsored Programs.

In compliance with federal regulations, “the membership of the committee shall consist of at least one Doctor of Veterinary Medicine, one practicing scientist experienced in research involving animals, one member whose primary concerns are in a nonscientific area, one member not affiliated in any way with the institution and not a member of the immediate family of a person who is affiliated with the institution, and not more than three members from the same administrative unit of the institution. “Internal representation on the IACUC at UT is composed of faculty from at least two colleges. As per federal regulations, UT-IACUC members will be appointed by the President of the University. (Approved, May 3, 2013)

X. The University of Tampa Intellectual Property Ownership Agreement

A. Introduction

This section 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
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 1.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:

e) Is requisitioned by the University pursuant to a written agreement with the creator(s) in the form (Appendix E), the “Intellectual Property Ownership Agreement”; and

f) 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. 6

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.

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

6 Note that both of the enumerated conditions must be met for Intellectual Property to constitute a Commissioned Work
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 willendeavor to provide its faculty, staff, students, and independentcontractors with notice of the applicable modifications as reasonably inadvance as may be afforded by circumstances.

D. General Provisions

1. Use of University Resources and Trademarks. Notwithstanding the priorprovisions of this policy, all existing policies governing the use ofUniversity resources and trademarks remain in effect.

2. Nondisclosure and Other Agreements. Prior to executing any third partynondisclosure agreement or other agreement respecting proprietary rightsor Intellectual Property, University personnel should ensure that theirdoing so does not conflict with this or any other University policy.

3. Third Party Intellectual Property. Nothing in this policy authorizes anyUniversity personnel to make, use, sell, bring to University facilities, orotherwise exploit any third party Intellectual Property, trademark, orother proprietary property in which such personnel does not have thenecessary 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 aredesignated 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

1. 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:

   a) 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;

   b) 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.

2. 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 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

1. When need for FMLA benefits is anticipated, the faculty member must do the following:
   a) Submit an FMLA application to Human Resources as soon as possible. Faculty must provide all requested documentation to facilitate the processing of these applications.
   b) 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.

2. 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.

XIII. Policy on Employee Weapons

No University of Tampa employee, vendor or visitor shall carry, possess or store a weapon or firearm while on property owned or controlled by the University.
A. Exemptions

- Chemical agents are permitted, but may only be used as a defensive weapon.

- Certified law enforcement officers may wear a service firearm in accordance with their department policy and federal, state and local laws.

- UT Campus Safety and Security officers may carry firearms.

- Reserve Officer Training Corps or University-recognized ROTC drill team members, may possess firearms or weapons when training or performing official duties to the extent they are legally permitted to do so.

- Campus Safety and Security officials have the discretion to grant written permission regarding the possession, use or display of firearms or weapons for special circumstances or educational purposes. Questions and requests must be satisfactorily addressed before bringing such items to campus.

Exemption Requests

Anyone seeking a firearms or weapons policy exemption must submit a written request to the Campus Safety and Security officials and their University supervisor at least two weeks prior to needing the exemption. The written request must contain the following:

1. Requesting a person’s name and contact information;

2. Specific reason for requesting the exemption;

3. Detailed firearm or weapon description;

4. Firearm or weapon location while on campus;

5. Time frame of exemption request; and

6. Safety measures to be taken

Once a decision is rendered, written notification will be issued to the requesting party(ies). When exemptions are granted, under no circumstances may a weapon or firearm contain ammunition while on University property.

B. Reporting Violations
Potential or suspected weapons policy violations should be reported immediately to Campus Safety and Security officials. Nonemergency reports may be submitted via the silent witness program at www.ut.edu/silentwitness or silentwitness@ut.edu.

C. Individuals Violating the Weapons Policy

Individuals violating the weapons policy or making a false report of any kind with the intent to deceive, mislead or otherwise misinform, may result in University disciplinary action and/or criminal prosecution.

D. Enforcement

University officials will seize any unauthorized firearms or weapons. Seized items may be secured in the Campus Safety and Security office or turned over to the appropriate law enforcement agency. If the owner is legally permitted to possess the firearm or weapon, and it is returned, it must be immediately taken off campus.

E. Definitions/Clarifications

**Firearms:**

Any pistol, rifle, antique firearm, starter pistol, BB gun, simulated firearm, toy gun, or any item that is designed in appearance to resemble a firearm. Concealed Carry Weapons Permit (CCW) holders are not exempt.

**Weapons:**

Knives used to invoke fear or intimidation, brass knuckles, swords, slingshots or any item than may cause bodily injury or harm.

**Electrical Weapons:**

Any non-lethal device that is designed to deliver an electrical current whether by impact and/or by the firing of a dart or projectile that, upon contact, will deliver a specified electrical current to its target.

**Ammunition:**

Any item or material that enables a weapon to be operational and capable of propelling a projectile.

**Chemical Weapons:**
Any device that has the ability to disperse a chemical agent, either through aerosol or foam spray, is permitted as long as it complies with Florida Law (790.001 (b) FSS) in its size, chemical solution and delivery mechanism.

Fireworks or Other Explosives:

Any material that will render an explosion.

Firearms and Weapons Possession:

The University considers employees in possession of firearms or weapons if such items are in a vehicle, office, lab, classroom, space, or common space.

XIV. Policy on Hybrid Teaching

The University of Tampa has adopted the following procedure to guide the development, instruction and assessment of hybrid courses, such that the University strives to achieve the highest quality possible.

A. Definition and Equivalency

1. Definition: Hybrid Course

A hybrid course at the University of Tampa combines online and traditional face-to-face classroom instruction. Hybrid courses are organized to reduce or replace the number of required face-to-face contact hours in order to improve effectiveness and flexibility for instructors and students and/or to achieve other efficiencies. Hybrid courses reduce, by no more than 50%, the number of required face-to-face contact hours.

2. Equivalency:

All policies and guidelines currently in place for courses approved and offered at the University are the same regardless of the mode of delivery. This pertains to credit hours, contact hours, accrediting guidelines (e.g., SACS), learning outcomes, assessment, and the like. Defined below are only equivalency guidelines specific to hybrid courses.

Description, Outcomes and Content: Courses taught in the hybrid format must be equivalent to the same courses taught in the fully face-to-face format. Departments offering a course in hybrid format should be prepared to document that the course has student learning outcomes that are equivalent to the same course taught in the fully face-to-face format.

Credit Hours / Contact Hours: Credit hours and contact hours for hybrid courses should be the same as those for fully face-to-face courses. No less than 50% of the content must be delivered face-to-face. For regular, non-
lab or studio, courses, the credit hours and contact hours are as follows:

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Total Contact Hours</th>
<th>*Minimum Face-to-face Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>25</td>
<td>12.50</td>
</tr>
<tr>
<td>3</td>
<td>37.5</td>
<td>18.75</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>25.00</td>
</tr>
</tbody>
</table>

B. **Eligible Courses**

Courses may only be proposed for hybrid delivery in the summer sessions and within graduate programs unless expressly approved for delivery at another time by the Provost or the Provost’s authorized representative. Guideline for the structuring of such courses are available on the University website through the Center for Teaching and Learning.

C. **Approval and Ongoing Review of Courses for Hybrid Delivery**

1. **Process for Approval:**

   All courses proposed for hybrid delivery must already be approved by the Curriculum Committee and other related faculty committees for special designations, if applicable (e.g., Baccalaureate, Honors).

   New courses designed for hybrid delivery must be submitted to and have the approval of the home department and the Hybrid Course Review Committee (HCRC) before the course can be offered as a hybrid. Once approved by department and HCRC, a memo will be sent to the Curriculum Committee to University records.

   Faculty proposing a course for hybrid delivery are required to follow the procedures set forth by the HCRC, which are available on the University website through the Center for Teaching and Learning. Procedures address faculty training requirements, guidelines for course structure design, and timelines and processes for submitting a course for approval.

2. **Course Requirements:**

   A course proposed for hybrid delivery must be equivalent to the same course delivered face-to-face (see **Equivalency**) and should adhere to the course requirements identified elsewhere in this Handbook (see Chapter 3, Section I, *Instructional Responsibilities of Faculty Members*).

   A course accepted for review by the HCRC must be fully developed following best practices and HCRC procedures and guidelines and should
include the full content of the course being proposed for hybrid delivery.

3. Ongoing Review:

Approved hybrid courses must adhere to the structure approved by the HCRC. Ongoing courses offered in a hybrid format are reviewed by the HCRC at least every three years for compliance with standards established by the HCRC. Instructors may request peer reviews by the HCRC at any time.

D. Faculty Competencies

1. Faculty Training:

Faculty proposing and/or teaching a course for hybrid delivery must complete required training in the basics of hybrid course design and instruction.

Relevant required training is part of the HCRC course approval process to ensure that faculty teaching hybrid courses are knowledgeable and competent in hybrid delivery paradigms. Faculty teaching a hybrid course are expected to abide by established policies and procedures for hybrid course delivery and be knowledgeable in best practices. The University must regularly offer faculty training and certification in the hybrid method.

2. Course Management System and Related Technologies

To achieve consistency and competency for students taking hybrid classes, the University requires use of the University's course management system for the structuring and delivery of courses in hybrid format. The University also may limit the technologies and software not supported through the University's informational technology systems.

Students taking hybrid courses must have adequate technical support available through the University. (Updated 4/5/16)
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 Chislers, 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-reappointment, 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. **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.

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. 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.

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8 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.

The University of Tampa
Intellectual Property Ownership Agreement

This Intellectual Property Ownership Agreement (the "Agreement") is entered into as of this ______ day of ____________________________, _________ (the "Effective Date") by The University of Tampa, of 401 W. Kennedy Blvd., Tampa, Florida 33606-1490 ("UT") and the individual(s) executing this Agreement on the signature below (each, a "Creator").

1. **Commission.** UT hereby commissions Creator to create the works set forth on Exhibit A (the "Works").

2. **Consideration.** UT shall pay or provide to Creator the consideration set forth on Exhibit B at the times and in the amounts designated thereon. Such consideration shall hereby be deemed to be "Extra Consideration" as such term is used in The University of Tampa Intellectual Property to which this Agreement is attached.

3. **Designation of Owner.** The owner of the Works (the "Owner") shall be (check one):

   [ ] UT or [ ] Creator

4. **Ownership.** All Ownership Rights in and to the Works shall vest initially with Owner exclusively. To the extent that for any reason any Ownership Rights in or to the Works do not vest initially with Owner, the other party hereby irrevocably and in perpetuity assigns, transfers, and quitclaims all Ownership Rights in and to the Works to Owner. If Owner is UT, then the Works are hereby deemed to be specially commissioned "works made for hire" to Owner from Creator. The term "Ownership Rights" as used in the Paragraph 4 shall mean all worldwide ownership, right, title, interest, intellectual property rights (including without limitation rights relating to patents, copyrights, trademarks, trade dresses, and trade secrets), all similar ownership rights of every type that may exist now or in the future in every jurisdiction, all applications and registrations therefore and renewals thereof, as applicable, and all rights to sublicense and assign any or all of the foregoing.

5. **Standard Portfolio/Attribution Licenses.**

   a) If Owner is UT, the UT hereby grants to Creator the right to make factual, public representations respecting Creator's role in the creation of the Works, and to publicly display suitably limited portions of the Works as part of Creator's portfolio, as applicable, all subject to Paragraph 9.

   b) If Owner is Creator, then Creator hereby grants UT the right to make factual, public representations respecting UT's role in the creation of the Works, to publicly display suitably limited portions of the Works as part of UT's portfolio, as applicable, and to use the Works for appropriate administrative purposes, all subject to Paragraph 9.

6. **Optional Use License.** Owner hereby grants to the other party the right to use the Works in the manner set forth on Exhibit C, if any (the "Use License"). Owner hereby grants to the other party all licenses and rights to make, use, sell, reproduce, modify, and otherwise exploit the Works that are required to permit the other party to act within the scope of the Use License.
7. **Optional Apportionment.** Owner hereby grants to the other party a (0-100) % interest in the Works (the “Interest”) and therefore:

   a) the other party shall be entitled to receive from Owner a portion of all net revenues received by Owner from the use, sale, or other exploitation of the Works in proportion to such interest, reasonably promptly after Owner’s initial receipt thereof; and

   b) the other party shall be obligated to reimburse Owner for a portion of all costs and expenses paid by Owner to protect, market, and sell the Works, or otherwise to earn such net revenues, reasonably promptly after Owner’s payment thereof.

8. **Perfection and Assertion.** The other party shall provide Owner with all reasonable assistance, including without limitation executing such documents as may be required by the U.S. Patent & Trademark Office and similar entities, to perfect and assert Owner’s rights hereunder. Damages awarded and paid in connection with successful assertion of Owner’s rights in the Works shall be apportioned in accordance with Paragraph 7.

9. **Confidentiality.** The parties acknowledge that premature public disclosure of the Works could forestall the prosecution of statutory intellectual property protection in certain jurisdictions. In view thereof, and notwithstanding any other provision hereof to the contrary, the other party shall not publicly disclose the Works or any material information pertaining thereto without Owner’s prior consent.

10. **Rights Clearance.** Owner, and the other party to the extent of other party’s apportioned interest specified in Paragraph 7, shall defend the Works against third party claims of intellectual property infringement. In all events, Creator hereby represents and warrants to UT that, to the best of Creator’s knowledge as of the Effective Date, the Works are and shall not infringe any third party intellectual property rights and shall be free and clear of all liens and encumbrances, and Creator shall indemnify UT against any claims arising in connection with Creator’s breach of this warranty.

11. **Limitations.** Other than as may be expressly set forth herein, neither party makes any warranties of any kind, express or implied, respecting its performance hereunder, and each party hereby disclaims all such warranties. IN THE EVENT OF A DISPUTE BETWEEN THE PARITES RELATING HERETO, EITHER PARTY SHALL BE ENTITLED TO SEEK OR RECEIVE ANY SPECIAL INDIRECT, CONSEQUENTIAL, OR PUNITIVE DAMAGES. Disputes hereunder shall be resolved in accordance with applicable UT grievance procedures, and neither party shall be entitled to file suit against the other respecting the Agreement until all UT administrative remedies have been exhausted in good faith. Thereafter, jurisdiction and venue shall lie with the appropriate courts in Tampa, Florida, USA.

12. **Taxes.** Each party shall be responsible for the payment of all taxes as may accrue to it by the operation of law, including without limitation in connection with such party’s receipt of any consideration, income, or other value hereunder.

13. **General Provisions.** This Agreement shall be governed by the laws of the state of Florida, USA, not including its conflict of laws provisions. This Agreement does not by itself create any relationship between the parties other than independent contractors. This Agreement may not be amended or waived except by
written amendment executed by UT and all Creators. This Agreement sets forth the entire understanding of the parties respecting the subject matter hereof, and hereby supersedes all prior and contemporaneous agreements and understanding, including, to the extent that they differ, the UT intellectual Property Policy. This Agreement may be executed in counterparts and by facsimile. This Agreement shall remain in force until terminated by mutual agreement of the parties.
Signature Page
To
Intellectual Property Ownership Agreement
(Use separate copies of this page for each Creator, if more than one.)

In witness whereof the parties by their duly authorized representatives execute this Agreement as of the Effective Date by signing below and by initialing Paragraphs 3 and 7, and all Exhibits:

“UT” – The University of Tampa

__________________________________________ _____________________________
Signature of Authorized Representative of UT Date

__________________________________________
Printed Name

NOTARY: Sworn to and subscribed before me this _________ day of ________________, ________

in the state of ____________________________ county of ____________________________.

__________________________________________ _____________________________
Signature and Seal of Notary Public Printed Name of Notary Public

Check one: ☐ Personally known or ☐ Produced ID ____________________________

“Creator”

__________________________________________ _____________________________
Signature of Authorized Representative of UT Date

__________________________________________
Printed Name

NOTARY: Sworn to and subscribed before me this _________ day of ________________, ________

in the state of ____________________________ county of ____________________________.

__________________________________________ _____________________________
Signature and Seal of Notary Public Printed Name of Notary Public

Check one: ☐ Personally known or ☐ Produced ID ____________________________
Exhibit A
To
Intellectual Property Ownership Agreement

Works

(Describe the Works to be created as thoroughly as possible. Include information regarding the Work's general purpose, intended objectives, expected or potential benefits and uses in any contexts, anticipated licenses, and general intellectual property landscape. Use additional sheets as necessary.)
Exhibit B
To
Intellectual Property Ownership Agreement

Extra Consideration

(If consideration is to be paid in portions, specify applicable times and amounts.)
Exhibit C
To
Intellectual Property Ownership Agreement

User License

(Specify all terms and conditions under which Owner grants the other party any rights or licenses to use or exploit the Works in any way, or write "NONE").
The University of Tampa
Intellectual Property Ownership Agreement
(Short Form – For Projects Under $2500)

This INTELLECTUAL PROPERTY OWNERSHIP AGREEMENT is entered into as of this date: ________________
by The University of Tampa (“UT”) and the individual signing below (the “Creator”).

1. **Commission.** UT commissions Creator to perform the following project (the "Project"):

2. **Consideration.** UT will pay to Creator the following Extra Consideration *(not to exceed $2500)*:

3. **Ownership.** UT will own the results and proceeds of the Project, which will be "works made for hire" to UT. Creator irrevocably assigns, quitclaims, and in any event licenses the same to UT. Creator will reasonably assist UT to perfect and assert these rights.

4. **Confidentiality.** Creator will keep the Project and this agreement confidential, and will not publicly disclose the results or proceeds of the Project without UT’s permission.

5. **Warranty.** Creator warrants that, to the best of Creator’s knowledge, Creator’s work on the Project will not infringe any third party intellectual property rights and the results and proceeds thereof will be free and clear of all liens and encumbrances. Creator will indemnify UT against any claims relating to Creator’s breach of this warranty.

6. **Disputes & Taxes.** Disputes will be resolved under UT’s grievance procedures; neither party will file suit against the other under this agreement until all administrative remedies have been exhausted in good faith. Thereafter, jurisdiction and venue will lie with the appropriate courts in Tampa, Florida, USA, and the interpretation and enforcement of this agreement will be governed by the laws of the state of Florida, not including its conflict of laws provisions. Each party will be responsible for the payment of all taxes that accrue to it.

7. **General.** This agreement; (i) does not by itself create any relationship between the parties other than independent contractors; (ii) may not be amended except in writing; (iii) sets for the entire understanding of the parties and supersedes all prior and contemporaneous agreements; (iv) may be executed by facsimile; and (v) will remain in force until terminated by mutual agreement of the parties.

“UT”

Signature of Authorized Representative of UT

Printed Name

The University of Tampa
401 W. Kennedy Blvd.
Tampa, FL 33606-1490

“Creator”

Signature of Creator

Printed Name

Address

Phone

Email
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. (Approved April 8, 2015.)
APPENDIX F: POLICY ON FACULTY CREDENTIALS

The University of Tampa is committed to delivering challenging and high quality educational experiences to a diverse group of learners in both undergraduate and graduate programs. One key part of achieving this goal is to ensure that we have a well-qualified faculty. The purpose of the present policy is to define the guidelines used by all departments to determine that faculty credentials meet the appropriate standards.

In making faculty appointments, a baseline requirement is adherence to the SACS Comprehensive Standard 3.7.1:

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.¹

The University of Tampa further adheres to the following guidelines provided by SACS.² The guidelines apply to all faculty appointments, including full-time (tenure-track and term) and part-time or adjunct appointments:

1. Faculty teaching general education courses at the undergraduate level: doctoral or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

2. Faculty teaching baccalaureate courses: doctoral or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). At least 25 percent of the discipline course hours in each undergraduate major are taught by faculty members holding the terminal degree – usually the earned doctorate – in the discipline.

3. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

The University of Tampa has established the following guidelines for determining the appropriateness of faculty credentials:

¹ Principles of Accreditation, Comprehensive Standard 3.7.1
² “Faculty Credentials—Guidelines,” approved by the SACS College Delegate Assembly, December 2006. Items 1-3 come directly from this SACS document. Items 4 ff. are specific to the University of Tampa.
4. Individuals whose recent sustained artistic or creative accomplishments directly relates to their instruction of a specific course or set of courses. Because of their successful artistic and creative accomplishments (as attested to by their recognition through national honors, juried shows, grants, performance, or professional renown) these faculty members unquestionably demonstrate a level of accomplishment or understanding which enables them to teach the specific courses.

Individuals teaching the arts disciplines must:

- Hold a Master’s or Doctoral degree from an accredited Institution;
- Demonstrate a current and ongoing record of professional achievement equivalent to or surpassing that of a PhD, MFA or applied degree within the field/subject they teach;
- Have been distinguished within their field through ongoing acceptance into juried regional, national or internationally recognized concerts, performance, recitals, reading, screenings, or museum exhibitions;
- Have an ongoing record of publishing and recognition in juried publications that rival the experience of a PhD, MFA or applied degree.

5. Individuals whose sustained record of research accomplishments directly relates to their instruction of a specific course or set of courses. Because of their successful research (as attested to by their publications, grants, and/or patents) these faculty members unquestionably demonstrate a level of advanced accomplishment or understanding which enables them to teach the specific courses.

6. Individuals teaching Scuba Diving must meet the following criteria:

- Be a Professional Association of Diving Instructor (PADI) or an Instructor with a nationally recognized agency subject to approval of the Academic Dive Program Manager;
- Be in good standing with that instructional association;
- Instructional membership must be current and active within the academic year and must carry liability insurance;
- Be current in CPR, First Aid, Oxygen Administration and Emergency Procedures.

7. The University of Tampa has an on-campus undergraduate Reserve Officer Training Corps (ROTC) program for the United States Army. This program has the specific goal of providing instruction in both military education and leadership to ensure students are prepared to enter into the United States Army as Commissioned Officers. All professors teaching in the Army ROTC program are employees of the United States Army; the university provides them with courtesy faculty appointments and credentials them to teach provided they meet one or more of the following criteria:

a. Have Master’s degrees from an accredited Institution;

b. Be Commissioned and Non-Commissioned Officers, have five or more years of service, have completed the ROTC mandated teaching certification course. A combination of their educational and military training combined with their service experience qualifies their instruction of all undergraduate MSL courses;
c. Be Commissioned and Non-Commissioned Officers who have twenty or more years of service, have completed the ROTC teaching certification course and have deployed for a combined total of three or more years. Their military training combined with their extensive service experience qualifies their instruction of all undergraduate MSL courses;

d. Other instructors may be credentialed via narrative justification and course objective matrix with the approval of the Provost’s Office where their experience warrants assignment as the instructor of record.

8. The University of Tampa recognizes that the best interests of the students may, at times, be served by instruction delivered by someone who has not taken the typical academic route to developing her or his ability to effectively teach a particular subject. A request for an exception to the University’s standards for teaching at the graduate or undergraduate level requires a clear demonstration of the qualifications of the prospective faculty member to effectively deliver the instructional assignment.

   A request for exception is made for the particular course or courses an instructor will be asked to teach. For each course, the written request must document how the prospective faculty member’s experience and accomplishments have prepared him or her to effectively deliver the instructional assignment.

   The Dean of the College offering the course shall be responsible for the final decision whether to make the appointment.

   The Dean’s office shall maintain a copy of the documentation that justifies the exception.