

Western Carolina University

Faculty Handbook

2024-2025

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Preface

The Faculty Handbook is published to provide a ready access to information about the operation of the University and to provide answers to the most frequently asked questions about operating procedures and policies. The Handbook is divided into four sections: Volume I describes the university organization and governance; Volume II summarizes faculty responsibilities and opportunities for faculty development; Volume III describes the principles, policies, and procedures for curriculum development and revision; and Volume IV contains University Policies. Taken together, these sections supplement undergraduate and graduate issues of the annual *Western Carolina University Catalog* and *The University of North Carolina Policy Manual*, which includes *The UNC Code*.

The *Western Carolina University Catalog* contains, in greater detail, the academic regulations and an expanded history of the University. *The University of North Carolina Policy Manual* contains the policies and operating procedures established by the Board of Governors of the University of North Carolina and defines the statutory authority of the Board of Governors.

In no event do the provisions contained in this faculty handbook constitute a contract between the university and the faculty member. Further, in no event are the provisions contained in this faculty handbook, university policies, and/or University of North Carolina policies and code incorporated into any faculty contract of employment.

Every effort has been made to assure the accuracy of this handbook to the extent possible at press time. The faculty handbook may be reviewed and revised at any time to reflect changes in institutional policy, state and federal law or operational procedures. The official version of the faculty handbook which reflects the current terms, policies and procedures, is available on the university website at <https://www.wcu.edu/learn/office-of-the-provost/resources-for-faculty-and-staff.aspx>.

Other useful links for current information are as follows:

University Policies: <http://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/>

Travel Manual: <https://www.wcu.edu/WebFiles/PDFs/TravelProceduresManual.pdf>

Academic Procedures and Regulations: <https://intranet.wcu.edu/academicaffairs/AA%20Academic%20Procedures%20and%20Regulations/Forms/Regulation.aspx>

The UNC Policy Manual and Code: <http://www.northcarolina.edu/policy/index.php>

Updates to the 2024-2025 Edition

Beyond minor grammatical edits and changes to formatting, the following sections were updated.

Within Section 3.02 (The Faculty Constitution of Western Carolina University), Article III.5 (Research Council) was revised. Language was proposed by the Research Council in response to a request from Faculty Senate. Senate passed a resolution to approve the proposed language in Spring 2024.

Section 4.08 (Post-Tenure Review) was modified to comply with revisions to [UNC Policy 400.3.3](#) and [Regulation 400.3.3.1\[R\]](#). Changes to the PTR policy were approved by the WCU Board of Trustees in June 2024. This section was also reorganized for clarity.

Section 4.09 (Fixed-Term Faculty Promotion) was updated to change all references to non-tenure track faculty to Fixed-Term faculty, language proposed by the Faculty Senate in Spring 2024. Faculty Senate also approved a resolution to include Fixed-Term faculty on collegial review committees evaluating Fixed-Term faculty promotion, and this provision was included in this section.

Sections 4.10 (Termination of Employment) and 4.11 (Hearing and Grievance Committees and Processes) were modified to comply with revisions to [Chapter VI of the UNC Code](#).

Section 4.12A (Graduate Faculty Status) was updated to simplify the process for reviewing candidacy for graduate faculty status. The proposed changes were approved by the Faculty Senate in Spring 2024.

Section 5.01 (Faculty Workload) was modified to comply with revisions to [UNC Policy 400.3.4](#) and [Regulation 400.3.4\[R\]](#). The WCU workload policy resides in APR 12. The section of the handbook related to workload gives an overview of the policy and refers readers to the APR for details.

Section 13.03 (Course Syllabi) was updated to reflect current practice. Details that can become out of date, such as specific references to contact information in support offices, was removed, and readers are now referred to the Coulter Faculty Commons website which maintains current syllabus information and requirements.

Section 16.06 (Academic Program Review) was modified to comply with revisions to [UNC Policy 400.1](#). This section of the handbook gives an overview of the policy and currently refers the reader to the website for the Office of Assessment for

details about the program review process. A new APR on program review is in development which will provide more details specified by [UNC Policy 400.1](#).

About WCU

Western Carolina University is a comprehensive university offering programs at the baccalaureate, master's, intermediate, and doctoral (education) levels. Its instructional programs are organized in six undergraduate colleges (arts and sciences, business, education and allied professions, fine and performing arts, health and human sciences, and engineering and technology) and a graduate school. The university offers resident-credit undergraduate and graduate-level courses and programs on the main campus in Cullowhee and in Asheville at the Biltmore Park instructional site.

Our Mission

As Western North Carolina's regional comprehensive university, Western Carolina University is dedicated to academic excellence, affordability, and access. WCU inspires student learning through innovative teaching, nationally recognized programs, exceptional support, and a robust connectedness with surrounding communities in Southern Appalachia, including the Eastern Band of Cherokee Indians. Through a broad range of scholarly activities, our faculty and students seek to better understand our region, state, nation, and world. With an emphasis on engaging students both inside and outside the classroom, WCU's bachelor's, master's, and professional doctoral programs in Cullowhee, Asheville, and online aim to improve lives and promote economic prosperity throughout Western North Carolina and beyond.

Our Core Values

- Excellence in Teaching, Learning, and Scholarship
- Collaboration with and Respect for our Communities
- Free and Open Interchange of Ideas
- Diversity and Inclusive Excellence
- Robust and Engaging Student Experience
- Investment in our People
- Environmental Stewardship

Our Vision

Western Carolina University will be a national model for public comprehensive universities serving rural regions and an innovative driver for the social and economic mobility of its students. WCU will break barriers to student access and opportunity, and

leverage the expertise of its faculty, staff, and students in confronting the complex health, educational, social, and economic challenges in its region and state.

History

The institution was founded in 1889 by Professor Robert Lee Madison. Chartered as Cullowhee High School, it became Cullowhee Normal and Industrial School in 1905 then later Western Carolina Teachers College in 1929. It became a constituent institution of The University of North Carolina on July 1, 1972 as Western Carolina University, following a reorganization of higher education in North Carolina by the state legislature.

Location

Located in a beautiful valley near the Blue Ridge and Great Smoky Mountains, Cullowhee (population: 6,700) is 52 miles southwest of Asheville and 6 miles south of Sylva. Situated at the southern end of Cullowhee Valley along the Tuckasegee River, the campus is unusually attractive and easily accessible.

Volume I

GOVERNANCE STRUCTURE

1. Governance and Statutory Authority

Western Carolina University, a constituent institution of The University of North Carolina, functions under the jurisdiction of the twenty-four member Board of Governors of The University of North Carolina elected by the North Carolina General Assembly. Policies of the Board of Governors are administered by the president and other members of The University of North Carolina System Office.

The statutory authority, membership, officers, bylaws, power and duties of the Board of Governors are contained in [The Code](#). The Code also describes the duties and responsibilities of the officers of The University of North Carolina and the relationship of the constituent institutions of the Board of Governors. The Code can be accessed online at the following address:

<http://www.northcarolina.edu/apps/policy/index.php>.

The Board of Trustees of Western Carolina University consists of thirteen members: eight appointed by the Board of Governors, four appointed by the NC General Assembly, and the president of the student body, ex officio. The Board of Trustees receives its authority by delegation from the UNC Board of Governors on matters pertaining to the institution and as advisor to the chancellor concerning the oversight and development of the institution. The officers of the Board of Trustees are a chair, a vice chair, and a secretary. The Code includes a description of the statutory authority, duties, membership, and officers of the Board of Trustees. The chancellor is the chief executive officer of the University.

2. Administrative Organization

2.01 The Office of the Chancellor

The Chancellor, the Chancellor's Office, and the central administration have as their primary objective the provision of general administrative leadership for all areas and all activities of the university.

It is the function of the Chancellor to see that the objective is met of providing higher education to the Southern Appalachian region of North Carolina, where major attention is concentrated, and to other areas of the state and the region. The central administration of the university also provides the general direction for the university, seeking and obtaining financial resources and allocating the resources to the various activities throughout the university. It also provides the reporting and review system that enables an evaluation of the effectiveness of institutional activities and of the personnel who have responsibility for the various programs.

2.02 Chief of Staff & External Affairs

Assisting the Chancellor in the administration of the university is the Executive Council whose membership includes the Provost and Vice Chancellor for Academic Affairs, Vice Chancellor for Student Affairs, Vice Chancellor for Administration and Finance, Vice Chancellor for Advancement, Chief of Staff, General Counsel, Chief Information Officer, the Director of Athletics, and Assistant to the Chancellor. The Executive Council reports directly to the Chancellor.

Follow this link to a master Organizational Chart of the University:

<https://public.tableau.com/app/profile/wcu.ir/viz/UniversityOrganizationChart/UniversityOrgChartPUBLIC>

2.02 Chief of Staff & External Affairs

The Chief of Staff is both the principal advisor to the Chancellor on important university operational matters as well as the chief external affairs officer providing executive oversight for the university's marketing, communications and public relations, government relations, external relations, economic development, and special events areas. The Chief of Staff reports directly to the Chancellor and is a member of Executive Council, and provides coordination for the achievement of strategic directions, goals, and initiatives for the Chancellor's Division.

The Office of the Chief of Staff is comprised of university marketing and communications, special events, government relations, economic development and regional partnerships.

Follow this link to a master Organizational Chart of the University:

<https://public.tableau.com/app/profile/wcu.ir/viz/UniversityOrganizationChart/UniversityOrgChartPUBLIC>

2.03 Academic Affairs

The purpose of the Division of Academic Affairs is to support the provision of varied and well-rounded educational programs at the bachelor's, master's, educational specialist, and doctoral levels. These programs serve the needs of the people of the state and the region, as well as foster the development, preservation, dissemination, and utilization of knowledge through effective teaching, learning, research, creativity, and service.

To accomplish its purpose, the academic area of the university is administratively organized into colleges of Arts and Sciences, Business, Education and Allied Professions, Engineering and Technology, Fine and Performing Arts, and Health and Human Sciences. The Brinson Honors College, Graduate School and Research, and Hunter Library also report to Academic Affairs.

Units of the university which are administratively responsible to the Division of Academic Affairs are the Office of Undergraduate Studies (including the Center

2.03 Academic Affairs

for Service Learning, Center for Career and Professional Development, Office of Institutional Assessment, and the Mountain Heritage Center); the Coulter Faculty Commons, Highlands Biological Station, Program for the Study of Developed Shorelines, Office of Global Engagement (WCU Global), and Office of the Registrar; Student Success (including the Advising Center, Academic Success Program, Student Transitions, Math Tutoring Center, Writing and Learning Commons, Office of Student Retention, Mentoring & Persistence to Success Office, and Accessibility Resources); Institutional Planning and Effectiveness (including Accreditation); Educational Outreach (including Military Students Services, Continuing and Professional Education, Distance and Online Programs, Summer Session), the Cherokee Center, and WCU at Biltmore Park.

The Division of Academic Affairs has general responsibility for teaching (administratively located within each college and school) and research administration (administratively located within the Graduate School and Research Division). Graduate School and Research is responsible for providing information and services concerned with funded research, sponsored programs, and other grant/contract activities. The Division of Academic Affairs also provides oversight for special units such as the Public Policy Institute (administratively located in the College of Arts and Sciences); the Cherokee Center; the Small Business and Technology Development Center (administratively located in the College of Business); the Center for the Support of Beginning Teachers, the Office of Teacher Recruitment, Advising and Career Support (TRACS, all administratively located in the College of Education and Allied Professions); the John W. Bardo Fine and Performing Arts Center and the Fine Arts Museum (administratively located in the David Orr Belcher College of Fine and Performing Arts); the Speech and Hearing Center (administratively located in the College of Health and Human Sciences); and the Center for Rapid Product Realization (administratively located in the College of Engineering & Technology).

The Division of Academic Affairs cooperates with regional and state agencies, including area health organizations, community colleges and technical institutes, local public schools and the State Department of Public Instruction, Appalachian Consortium, and others to meet educational needs of the region. It works with federal agencies in a variety of ways, including the National Park Service and the National Science Foundation as well as others, from which substantial grants have been received.

Through and in addition to these centers, offices, and programs, the university has reciprocal relationships with many community organizations and divisions.

2.04 Administration and Finance

The Vice Chancellor for Administration and Finance is the chief business and financial officer for the university. The Vice Chancellor reports to and is principal advisor to the Chancellor on the business, administrative services, and facilities operations of the university. The Administration and Finance Division is comprised of the Office of the Vice Chancellor and seven major units: University Police, Emergency Management, Human Resources and Payroll, Budget Office, Fiscal Affairs, Facilities Management, Parking and Transportation, and the Ramsey Center.

The division's primary objective is to render service to the university. Specifically, the division seeks to

- Provide effective control and timely reporting of the university's financial affairs;
- Provide administrative support services that efficiently and effectively accommodate the university's needs and facilitate the conduct of its primary educational functions;
- Provide a physical environment that is safe, functional and attractive for those who live, work, attend or visit the University;
- Ensure positive accountability and cost-effective use for the resources committed to the operation of the university.

2.05 Department of Athletics

Mission Statement

Catamount Athletics strives to foster a championship culture while preparing student-athletes for lifelong success. #FIGHTON

Guiding Principles – FIGHT ON!

- **First Class Student Experience:** We want all Catamount student-athletes to have an experience that allows them to reach their personal and competitive goals.
- **Innovate and Build the Brand:** We commit to continuous improvement and making Catamount Athletics known.
- **Grow in Every Way:** We believe growth in all areas is necessary to reach our mission.
- **Holistic Student-Athlete Development:** We believe that the future of a student-athlete is as important as the present.
- **Talent and Culture Wins:** We want Catamount Athletics to be a great place to be.

2.06 Office of Internal Audit

- Outreach and Alumni Engagement: We know that partnership is critical to reach our mission.
- Now is Our Time!: We believe that Catamount Athletics is positioned for a high level of competitive success.

The Department of Athletics at Western Carolina University is an integral element of the institution and participates fully in the central University mission of teaching and learning. Just as the University seeks to create a community of scholarship in which the activities of its members are conducted with the highest standards of knowledge and practice in their disciplines, the Athletics program promotes the highest levels of academic and athletic success that shares in the responsibility of achieving the goals of the University.

The Athletics program's activities provide an environment where students, coaches, faculty, staff, and administrators jointly assume responsibility for the success on and off the venues of play. The Athletics program embraces the concept that student-athletes are first and foremost students who possess academic goals, personal interests, and vocational ambitions similar to those of any other student. The Athletics program complements other University programs by enhancing the educational, social, career, and athletic opportunities of the students who participate in athletics. This environment also fosters a commitment to high standards of personal and professional conduct by all members of the athletic community manifested in the highest level of personal and professional integrity.

The Western Carolina University Department of Athletics actively promotes a fair and equitable distribution of athletic opportunities, resources, and benefits to all Athletics program participants, including student-athletes, coaches, and staff; and endeavors a discrimination free environment for all program participants.

The Athletics program provides significant contributions to the University by enhancing loyalty to the alma mater, strengthening the pride and enthusiasm of alumni, fostering a strong sense of community, and serving as a positive public relations tool for the University.

2.06 Office of Internal Audit

What is Internal Auditing?

Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes.

Purpose and Mission

2.07 Office of Legal Counsel and Institutional Integrity

The purpose of Western Carolina University's (University) Office of Internal Audit (OIA) is to provide independent, objective assurance and consulting services designed to add value and improve the University's operations. The mission of the OIA is to enhance and protect organizational value by providing risk-based and objective assurance, advice, and insight. The OIA helps the University accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of governance, risk management, and control processes.

Read the complete Office of Internal Audit charter:

<https://www.wcu.edu/WebFiles/PDFs/audit-charter.pdf>

Code of Ethics

The Office of the State Controller of North Carolina has adopted a Code of Ethics. The Code establishes the standard for the minimum levels of expected behavior and is also intended to serve as a guide for making ethical decisions.

Read the Code of Ethics: <https://www.wcu.edu/discover/leadership/office-of-the-chancellor/office-of-internal-audit/code-of-ethics.aspx>

2.07 Office of Legal Counsel and Institutional Integrity

The Office of Legal Counsel and Institutional Integrity serves as legal counsel for Western Carolina University. We provide legal advice, risk management advice, business consultative services, and compliance direction to the Board of Trustees, the Chancellor, senior officers, and other university managers and employees who are acting in their official capacities on behalf of the university. The Office of Legal Counsel and Institutional Integrity does not represent individual faculty, staff members or students in personal legal matters.

Our service philosophy is to provide excellent legal services that also advance the business objectives of our clients with sound, common-sense solutions. Our practice areas and attorney assignments are listed and updated regularly on our website: legal.wcu.edu.

2.08 Student Affairs

Students, faculty, and staff are encouraged to contact the Student Affairs Office for questions or assistance by calling (828) 227-7147 or by emailing studentaffairs@wcu.edu. The Student Affairs Division website and links to departments can be found at <https://dsa.wcu.edu>.

Mission

The Division of Student Affairs serves Western Carolina University by facilitating, planning and implementing programs and services that create a dynamic campus community. Our services and collaborations assist students by promoting intentional experiences with our colleagues on campus and with our neighbors in the region.

2.09 Information Technology

Student Affairs helps students discover and engage in our campus community, works to provide students with the information they need to make educated choices and supports faculty and staff in pursuit of the mission and vision of the university. We make a difference by building and strengthening the WCU campus community and providing students with experiences necessary to fully realize their potential in a global society.

Student Support Websites

- The Student Concern Response Team has information posted on referring students for assistance at <https://scrt.wcu.edu>.
- For general questions about student contact the Dean of Students at <https://dos.wcu.edu> or email dos@wcu.edu
- Information about the WCU Student Emergency Fund is online at <https://emergencyfund.wcu.edu>.
- WCU's information portal for recognized student organizations and their events are posted at <https://engage.wcu.edu>.

2.09 Information Technology

<https://www.wcu.edu/learn/academic-services/it/index.aspx>

Mission

The Division of Information Technology supports the university's mission by providing and maintaining a secure, reliable and supportable information technology infrastructure and cultivating a knowledgeable and effective staff to embrace WCU's distinctive engaged learning approach, educational outreach, research, community services, and business operations.

Scope

The Division of Information Technology provides university-wide leadership, management, and services in all areas of information technology. The division is responsible for voice, video, and data systems, including the university networks and the various devices and systems that use the networks. The division's responsibility includes maintaining an effective information environment that encourages accurate and secure information access, collection, storage, retrieval, and distribution through electronic means. The division supports the use of technology for teaching, learning, research, and administration. In carrying out its responsibilities, the division works collaboratively with other offices of the university and other UNC system institutions.

Specific Responsibilities and Services

Within this mission and scope, these are the major responsibilities of the IT Division:

- Planning: Develops and implements university strategic and operational technology plans; participates in UNC system-wide planning in

2.09 Information Technology

collaboration with the UNC Division of Information Resources; develops, implements, and maintains an enterprise technical infrastructure.

- Involvement: Implements mechanisms for participation and involvement of stakeholders through a system of governance and prioritization committees: <https://www.wcu.edu/learn/academic-services/it/aboutit/it-governance-prioritization.aspx>
- IT Purchasing: Manages campus-wide IT-related purchasing of all hardware, software, and services.
- IT Asset Management: Manages and maintains all IT assets for the University, including inventory collection, asset tagging, and annual audit.
- Policies and Standards: Develops, implements, and maintains university policies and standards related to IT, and ensures compliance with federal, state, and local regulations.
- Security: Implements IT security strategies to protect university assets.
- Technology Help Services: Supports faculty, students, and staff in the uses of information technology.
- Technology Innovation: Encourages exploration of new technologies and uses of technology.
- Environmental Support: Establishes processes that are responsive to technology's impact on the environment.
- Hardware/Support: Provides or coordinates hardware and software support for university-owned systems.
- Applications Development and Support: Provides systems analysis and programming support for enterprise applications.

3. Faculty Governance and Organization

For the purpose of Section 3, reference to “the Colleges” shall refer to the following unless otherwise noted:

- College of Arts and Sciences
- College of Business
- College of Education and Allied Professions
- College of Engineering and Technology
- College of Health and Human Sciences
- David Orr Belcher College of Fine and Performing Arts
- Hunter Library

Past practice has been to award the Chair of the Faculty Senate a six-credit release from teaching each semester of the academic year. The Provost Office has provided funding equivalent to the adjunct rate to support the release. Although not

3.01 The Role of the Faculty in Policy Development and Implementation

a part of the arrangements in the past, the provost will allow the Chair of the Senate discretion in allocating the release time. For example, if the chair delegates some of the chair's duties to an elected officer because of an inability to give up some teaching responsibilities, the elected officer may be given a portion of the chair's release time. This arrangement will require approval by the appropriate dean and provost.

3.01 The Role of the Faculty in Policy Development and Implementation

The Faculty Senate is the chief policy-recommending body of the General Faculty (as defined in 3.02, Article I, Section 1 of the Faculty Constitution). As such, it provides for Faculty participation in the governance and decision-making process of the university. The Faculty Senate operates under the provisions of the faculty constitution and bylaws. An individual faculty member may initiate proposals concerning policy matters through the appropriate council of the Faculty Senate, through departmental, college, or General Faculty committees, through individual members of the Faculty Senate, through the Chair of the Faculty, and through normal administrative channels. Proposals may concern a change in existing policy, a new policy, a call for the correction of actions contrary to an existing policy, or a call for interpretation of policy. Proposals should be presented in writing after due reflection, study, and consultation.

Proposals may be considered by the appropriate faculty committees, the appropriate Faculty Senate councils, the Faculty Senate, and the General Faculty. Recommendations will be considered by the Chancellor for action. If action by the Board of Trustees is required, the Chancellor will make recommendations to the Board. The only proper communication channel leading to the Board of Trustees is via the Chancellor of the university.

As chief administrative officer, the Chancellor will direct policy implementation through the members of the Chancellor's staff, Vice Chancellors, and other administrative officials.

The committees of the General Faculty and the councils and committees of the Faculty Senate and their responsibilities are contained in the bylaws of the General Faculty and in the bylaws of the Faculty Senate. Lists of the faculty senators as well as council and committee memberships are issued annually.

3.02 The Faculty Constitution of Western Carolina University

ARTICLE I. The General Faculty

Section 1. The General Faculty shall consist of those persons who are approved by the Chancellor for full-time Faculty status, or as further provided by The Board of Governors of the University of North Carolina. Full-time faculty status is described in more detail in Academic Procedures and Regulations document 12 (APR 12) linked from the Office of the Provost website.

Section 2. The General Faculty shall, subject to the approval of the Chancellor, adopt Bylaws for self-governance.

Section 3. Organization

I.3.1 The officers of the General Faculty shall be Chair of the Faculty, the Chair-Elect of the Faculty, the Past-Chair of the Faculty, and the Secretary of the Faculty.

I.3.2 The Chair of the Faculty shall be the presiding officer in General Faculty meetings except on those occasions when the Chancellor elects to preside.

I.3.3 The Chair-Elect of the Faculty shall preside in the absence of the Chair.

I.3.4 The Secretary of the Faculty shall keep a record of all proceedings related to meetings of the General Faculty or of the Faculty Senate.

Section 4. Meetings

I.4.1 The General Faculty shall meet at least once each term during the regular academic year.

I.4.2 Special meetings may be called by the Chancellor, or Chair of the Faculty, or upon written request to the Secretary of ten percent of the members of the General Faculty.

I.4.3 The presence of 25% of the members shall be necessary for a quorum.

Section 5. All members of the General Faculty shall have the right to vote.

Section 6. Duties and Responsibilities of the General Faculty

The duties and responsibilities of the General Faculty shall be as follows:

I.6.1 The General Faculty shall consider reports from the Chancellor, the Faculty Senate, Faculty Councils and Committees, Departments, Colleges, and other units of the University and make recommendations concerning these reports.

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- I.6.2 The General Faculty shall discuss and make recommendations on matters relating to the welfare of the University.
- I.6.3 The General Faculty may amend or repeal, with the consent of the Chancellor, any part or all of the Faculty Constitution. (See Article II, Section 9.) Proposals to amend or repeal shall be discussed at an open forum called by the Chair of the Faculty during the regular academic year. The proposals and written notice of the open forum shall be sent to the General Faculty at least ten working days prior to the forum. The General Faculty will vote on proposals by electronic ballot within five working days following the forum. Actions to repeal or amend shall not be effective unless approved by two-thirds of the members voting.

Section 7. Officers

- I.7.1 Those eligible for the office of Chair, or Chair-Elect, or Past-Chair, or Secretary of the Faculty must be full-time and devote at least one-half time to teaching or other academic duties excluding administration, each of whom shall have been a full-time faculty member a minimum of three full years. Questions of eligibility shall be resolved by the Committee on Nominations, Elections, and Committees. Nominations and elections shall be held in the spring term, and the persons elected shall take office on the following July 1.
- I.7.2 The Chair of the Faculty shall serve ex officio as President of the Faculty Senate. The Chair shall represent the Chancellor in academic matters whenever requested to do so by the Chancellor or the Provost, and shall have such other responsibilities as may be determined by the Chancellor, Provost, or the Faculty Senate. The Chair shall lead the Senate Planning Team. The Chair is an Assembly Delegate.
- I.7.3 The Chair of the Faculty shall serve for a term of one year.
- I.7.4 The Chair-Elect of the Faculty shall serve in the absence of the Chair. The Chair-Elect shall be a member of the Senate Planning Team and shall chair the Rules Committee. The Chair-Elect shall serve as an ex officio member of the Committee on Nominations, Elections, and Committees.
- I.7.5 The Chair-Elect of the Faculty shall serve for a term of one year and succeed as Chair of the Faculty for a term of one year.
- I.7.6 At the end of the Chair of the Faculty's one-year term, on July 1, the Chair will transition to the Past-Chair office and the Chair-Elect will take office as Chair of the Faculty.

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- I.7.7 The Past-Chair shall serve in the absence of the Chair and the Chair-Elect. The Past-Chair shall be a member of the Senate Planning Team and shall serve as the Parliamentarian of the Faculty Senate.
- I.7.8 The Past-Chair shall serve for a term of one year.
- I.7.9 The Secretary of the Faculty shall keep minutes of all meetings of the General Faculty and of the Faculty Senate. The Secretary of the Faculty shall add these minutes to the Faculty Senate webpage in a timely fashion and archive them in a permanent location in the Provost's Office. The Secretary of the Faculty shall keep records of all committee reports submitted to the Chair of the Faculty or the Faculty Senate. The Secretary of the Faculty shall be ex officio Secretary of the Faculty Senate, the Senate Planning Team, and the Committee on Nominations, Elections, and Committees. The Secretary of the Faculty shall keep records of all elections conducted by those committees. The website for meeting minutes is:
<https://catamountwcu.sharepoint.com/sites/WCUFacultySenate>
- I.7.10 The Secretary of the Faculty shall serve for a term of three years and shall be eligible for re-election. Nominations and elections shall be held in the spring term every third year, and the person elected shall take office on the following July 1.
- I.7.11 Nominations for Chair-Elect and Secretary of the Faculty shall be made by the Committee on Nominations, Elections, and Committees at least three weeks before the date of the election. Additional nominees may be added to the ballot by written nomination signed by twenty-five faculty members and submitted to the Committee on Nominations, Elections, and Committees at least two weeks before the date of election. CONEC shall select and submit the names of qualified nominees for each office to its secretary for publication of the ballot. The nominee receiving the highest number of votes in the election shall be declared elected, unless he or she has failed to receive greater than 50% of the votes cast. In that event, a run-off election shall be held between the persons receiving the highest and the next highest number of votes. The person receiving the highest number of votes in the run-off election shall be declared elected.
- I.7.12 In the event of a vacancy of an Office of the General Faculty, the following procedures are to be followed:
- a. The Chair: If a vacancy occurs in the office of the Chair, the Chair-Elect shall serve as Chair for the remainder of the unexpired term.

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He or she shall thereafter remain in the office of the Chair for the following term.

- b. The Chair-Elect: If a vacancy occurs in the office of the Chair-Elect during the Fall Semester, a special election for Chair-Elect of the Faculty is to be conducted by the Committee on Nominations, Elections, and Committees. If a vacancy occurs in the Spring Semester, the office of Chair-Elect shall remain vacant for the remainder of the term and the duties of the Chair-Elect shall be redistributed as determined by the Faculty Senate Planning Team.
- c. The Past-Chair: If a vacancy occurs in the office of the Past-Chair, the Faculty Senate Planning Team shall appoint a replacement from among all past Chairs of the Faculty or from Faculty Senators who have served for more than two years.
- d. The Secretary: If a vacancy occurs in the office of the Secretary during the Fall Semester, a special election for Secretary of the Faculty is to be conducted by the Committee on Nominations, Elections, and Committees. If a vacancy occurs in the Spring Semester, the Faculty Senate Planning Team shall appoint a replacement from the members of the Planning Team not currently serving in a General Faculty Office or as a Council Chair. If the unexpired term of the Office of the Secretary extends into the next academic year, an election for Secretary of the Faculty is to be conducted during the regular spring elections.

Section 8. Elected Committee Membership of the General Faculty

I.8.1 The elected committees of the General Faculty shall be the Committee on Nominations, Elections, and Committees; Delegates to the Faculty Assembly of The University of North Carolina; Faculty Grievance Committee; and the Faculty Hearing Committee.

- a. The Committee on Nominations, Elections, and Committees shall conduct all elections for officers and committees of the General Faculty according to the Faculty Constitution and the Bylaws of the constituent bodies.
- b. Delegates to the Faculty Assembly of The University of North Carolina shall represent the General Faculty and shall serve according to the Charter and Bylaws of the Assembly.
- c. The Faculty Grievance Committee shall carry out the functions as required in [Chapter VI, Section 607, of *The Code*](#).

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- d. The Faculty Hearing Committee shall carry out the functions of the faculty standing committees required in [Chapter VI, Section 603, of The Code](#).

I.8.1.1 In addition to the aforementioned elected committees of the General Faculty, additional university committees shall have a portion of their membership determined by elections conducted by the Committee on Nominations, Elections, and Committees. These university committees shall be the Athletics Committee, the University Budget Advisory Committee, the Gift Review Committee and Center for the Study of Free Enterprise (CSFE) Advisory Board:

- a. The Athletics Committee shall monitor, oversee, and make formal inquiries regarding issues such as academic support for student-athletes, the athletics budget, and gender and minority equity. It will inquire into any matters involving the welfare of student-athletes and will seek resolution of any problems through recommendations to the Chancellor.

The committee will have six members elected from the General Faculty and three members appointed by the Faculty Senate. Each college may have no more than three members on the Athletics Committee at the same time. All members of the general Faculty, below the level of Associate Dean, are eligible to run for membership.

- b. The University Budget Advisory Committee (UBAC) makes recommendations to the Chancellor with respect to matters of budget and planning and serves as a communication link between the university students, staff, faculty, deans, vice chancellors, and chancellor on budgetary matters. The University Budget Advisory Committee consists of twelve members: two students, five staff, and five faculty. The five faculty serving on the UBAC shall be members of the General Faculty, elected to staggered three-year terms in the General Faculty Elections conducted by the Committee on Nominations, Committees, and Elections each spring. Each college may have no more than one member on the University Budget Advisory Committee at the same time. All members of the general Faculty, below the level of Associate Dean, are eligible to run for membership. The runners-up in each year's election will serve as alternates for one year, and will be used to fill vacated

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positions. Faculty may not serve more than two terms consecutively.

- c. The Gift Review Committee, established under WCU Policy 104, shall have the following duties and responsibilities: (1) review gift proposals that are subject to this policy and make recommendations to the chancellor; (2) consult with the University's legal counsel concerning the development of a standard gift agreement to be used by the Support Organization, and review proposed revisions to the standard agreement; and (3) consult with the University's legal counsel concerning proposed revisions to this policy.

The Chair of the Faculty shall serve ex-officio with vote, and shall be the chair of the committee. The Provost shall also be a member of the committee, serving ex-officio without vote. Ex-officio members shall serve on the committee as long as they occupy their institutional office. The committee shall also include one (1) faculty member elected from each of the six colleges: Arts and Sciences; Business; Health and Human Sciences; Education and Allied Professions; David Orr Belcher College of Fine and Performing Arts; and Engineering and Technology. A qualified nominee must be a member of his/her college curriculum committee. In addition, one faculty member of the Library faculty will be elected from Hunter Library. All elections shall be managed by the Committee on Nominations, Elections, and Committees.

CONEC shall manage elections so that approximately one-half of the elected committee members for a term of one year and one-half shall be designated for a term of two years. Upon the expiration of these initial staggered terms, successors shall be elected for two-year terms.

- d. The Center for the Study of Free Enterprise (CSFE) at Western Carolina University was established on December 4, 2015, by an action of the Western Carolina University Board of Trustees consistent with the requirements of University of North Carolina Policy 400.5[R]. The CSFE Advisory Board will include three faculty voting members elected through the standard University election process. The Provost shall appoint three faculty voting members. No more than three (3) of the faculty voting members may be from the same college. (See CSFE Bylaws Section 4.2.) As with other CSFE

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board members, elected voting faculty members shall serve a two-year term with a maximum of two consecutive terms. (See CSFE Bylaws Sections 4.2.1 and 4.2.2.)

I.8.2 Methods of Election

- a. All faculty officers and all faculty-elected, university-level committees (Athletics Committee, Faculty Senate, Liberal Studies Committee, etc.) will be elected during the spring semester of the academic year. Both general faculty elections and college elections for these committees must be completed by the first Wednesday in April.
- b. Each spring term the Faculty Senate shall provide the Secretary of the Faculty with nominees for each vacancy on the Committee on Nominations, Elections, and Committees.
- c. Each spring term the Committee on Nominations, Elections, and Committees shall provide the Secretary of the Faculty with nominees for each vacancy on the Faculty Grievance Committee, the Faculty Hearing Committee, and Faculty Assembly Delegation. These nominations must reach the Secretary of the Faculty in time for publication. In no case, shall this be less than three weeks before the date of the election.
- d. Additional nominees may be added to the ballot for any committee by written nomination signed by at least fifteen faculty members. Such nominations shall be submitted to the Secretary of the Faculty at least two weeks before the date of the election.
- e. Ballots shall be distributed electronically by the Secretary of the Faculty, and those nominees receiving the highest number of votes shall be declared elected.
- f. Interim vacancies shall be filled by the Secretary of the Faculty from the list of those voted on in the most recent election in the order of highest number of votes received, observing so far as possible the balance by colleges and academic rank required in the Bylaws of the General Faculty.
- g. For all faculty-elected, university-level committees that require staggered membership terms, the Committee on Nominations, Elections, and Committees will track and determine proper term spacing through the use of attrition and adjusted election terms.

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- h. The number of persons to be elected to serve on each committee or delegation, the length of terms, other membership requirements, and the system of succession and rotation shall be established in the Bylaws of the General Faculty.
- i. No person shall serve more than two successive terms in the same position, but may be re-elected after one year off the committee or delegation.

ARTICLE II. The Faculty Senate

Section 1. The name of this body shall be the Faculty Senate of Western Carolina University.

Section 2. Purpose and Responsibilities

II.2.1 The Senate shall represent the General Faculty as their principal voice to advise the Chancellor and the Provost on the conduct of the University's affairs. The Faculty Senate shall represent the sense of the General Faculty in the long-term development of the University's identity and mission. It shall serve as a collegial forum for the airing of faculty concerns and suggestions about academic aspects of the University.

II.2.2 The Senate may make recommendations to the Chancellor and/or the Provost, by resolution, on any matter germane to the operation of the University. Correspondingly, the Chancellor or the Provost may delegate legislative responsibility in academic matters to the Senate. Senate focus will be on faculty domains as defined by The Code.

II.2.3 All legislation by the Senate shall be subject to the approval of the Chancellor, who shall inform the Secretary of the Faculty in a timely manner of action taken on such legislation. The Secretary will subsequently inform the Senate of such action(s) at the next Senate meeting.

II.2.4 The Senate recognizes that each of the Colleges is responsible for the policies which affect their operations. However, the Senate reserves the right to review the actions of any College relative to policies which may affect the University as a whole.

II.2.5 The Senate may invite any Dean, Director, Department Head, or Faculty Member to appear before the Senate to provide information. Conversely, any Dean, Director, Department Head, or Faculty Member must contact the Senate Leadership to request an appearance at a Senate meeting.

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Section 3. Membership and Elections

- II.3.1 The Chancellor, or a designee, the Senior-Elected member of the Faculty Assembly Delegation, the Chair, the Chair-Elect, the Past-Chair, and the Secretary of the Faculty shall be ex-officio voting members of the Senate.
- II.3.2 All full-time faculty, serving at the level of Department Head or below, are eligible for elected membership. Questions of eligibility shall be resolved by the Committee on Nominations, Elections, and Committees.
- II.3.3 All members of the General Faculty shall be eligible to vote for Senate membership.
- II.3.4 Faculty of the Colleges and the Library shall elect Senators for a three-year term through election procedures specified in their bylaws. The number of elected Senators will be 20 - 25. Representation by Colleges will be determined by the ratio of full-time Faculty in that College relative to the total number of full-time faculty at the University. Each College will have at least two elected Senators, unless they inform the Committee on Nominations, Elections, and Committees otherwise. No college shall have a majority of Senators. The specific ratio shall be calculated by CONEC annually to determine the exact number of Senators to be elected.
- II.3.5 When a new College is formed, an Election Committee appointed by the Dean of the College shall conduct an election of Senators based on the procedure outlined in Article II, Section 3.4. Such elections will be held during the first month of the academic year, and the new Senators will take office immediately. In the case where a Senator from one College becomes a faculty member in a new College, that Senate seat will be declared vacant, and a new Senator will be chosen according to the procedure stated in Article II, Section 3.11 below. The Senator who becomes a faculty member of the new College will not automatically remain a Senator. That Senator's term will, in effect, end when the new College is formed, and the new elections will determine who the Senators from the new college will be.
- II.3.6 The regular term of Senators shall be for a period of three years, with a maximum of two consecutive terms of service.
- II.3.7 Each year prior to the elections for the Faculty Senate, the Committee on Nominations, Elections, and Committees shall review the number of

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faculty members in each College to determine whether any changes in the proportionate membership are needed.

- II.3.8 Senators shall be elected by the College they will represent and results of the senator elections shall be submitted to the Secretary of the Faculty no later than the first Wednesday in April of the year prior to their service. Faculty members with joint appointments shall be eligible to vote in only one College. Newly elected senators will be invited by the Secretary of the Faculty to attend the last meeting of the Faculty Senate in the spring semester.
 - II.3.9 Whenever a member shall fail to attend, or be represented by a proxy, for three successive regular meetings of the Senate, that Senator's place shall be deemed vacant; however, the Senator may be reinstated by a two-thirds vote of the Senate.
 - II.3.10 A Senator's unexpired or temporarily vacated term shall be filled by the Secretary of the Faculty from the slate of candidates at the time the Senator was elected, in the order of the highest number of votes received. A Senator's term shall be considered temporarily vacated if the absence is to be for a semester or more, but not in excess of an academic year. The position will be considered permanently vacated if the absence exceeds an academic year.
 - II.3.11 Senators shall assume office at the first meeting of the Senate in the academic year following their election.
- Section 4. Senators, as representatives of the College or Library from which they are elected, shall report proceedings of the Senate to their constituent faculties. Senators, as representatives of the General Faculty, may bring to the Senate such proposals as have originated from any university constituency, including individual faculty members, Colleges, students, administrators, Councils, or other groups within their colleges or the library.
- Section 5. Officers
- II.5.1 The Chair of the Faculty shall be the presiding officer, except on those occasions when the Chancellor elects to preside.
 - II.5.1.1 The Chair of the Faculty shall receive a six-credit release from teaching each semester of the academic year. The Provost will provide funding equivalent to the adjunct rate to support the release, and will allow the Chair discretion in allocating the release time to another elected officer in order to best meet obligations of both teaching and service to the Senate.

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II.5.2 The Chair-Elect of the Faculty presides in the absence of the Chair and serves as chair of the Senate Rules Committee. The Past-Chair of the Faculty shall preside in the absence of the Chair and Chair-Elect.

II.5.3 The Secretary of the General Faculty shall serve as the Secretary of the Senate.

Section 6. Councils

II.6.1 The consideration of matters within its jurisdiction may be delegated by the Faculty Senate to Councils, which shall be responsible to and report to the Faculty Senate.

II.6.2 There shall be three Councils, whose duties, special membership conditions, and other information shall be developed in the Bylaws of the Faculty Senate:

- a. Academic Policy and Review Council
- b. Faculty Affairs Council
- c. Collegial Review Council

Section 7. Faculty Senate Meetings

II.7.1 The Faculty Senate shall meet as often as needed during the regular academic year, with the first meeting to be held no later than the second full week of classes in the fall, and be on call during the summer, provided that the Senate may alter meeting dates when necessary.

II.7.2 A special meeting of the Senate may be called by the Secretary at the direction of the Chancellor, or at the direction of the Chair of the Faculty or at the direction of the Senate, on the written request of more than one-fourth of the members of the Senate, or on written request of twenty-five members of the Faculty.

II.7.3 The Secretary shall send notice of regular or special meetings of the Senate to all faculty members to arrive at least five working days prior to regular meetings and two working days before special meetings. The notice shall contain a tentative agenda. All Senate meetings shall be open meetings.

II.7.4 A majority of Senators shall form a quorum.

Section 8. Right of Faculty Appeal

II.8.1 The Senate shall reconsider any action upon petition to the Chair of the Faculty by twenty-five or more faculty members. In the event such reconsideration does not produce agreement, the matter under appeal

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shall be brought to the General Faculty for a decision by a majority of those present at a duly called meeting.

- II.8.2 Written notice of a General Faculty meeting for the discussion of Senate action appealed by petition shall be sent to faculty members to arrive at least one week prior to the date of the meeting and such notice shall include in its agenda a statement of the action appealed.

Section 9. Amendments and Bylaws

- II.9.1 A recommendation to repeal or amend any or several of the provisions of the Constitution shall be made at the regular meeting of the Senate preceding that at which the vote on such recommendation is taken.
- II.9.2 A two-thirds majority of the Senate present and voting shall be necessary in order to recommend the repeal or amendment of the Constitution to the General Faculty.
- II.9.3 The Faculty Senate shall, subject to the approval of the Chancellor, adopt Bylaws to govern its proceedings.

Section 10. Curriculum Assessment, Development, and Review

- II.10.1 The responsibility for curriculum assessment, development, and revision rests with the faculty and is overseen by the Faculty Senate. Primary responsibility resides in the department and college in which the curriculum is housed and delivered. Four university-wide groups have responsibility for reviewing proposed changes in the curriculum. These are the Liberal Studies Committee, the Graduate Council, the Professional Education Council, and the University Curriculum Committee.
- II.10.2. a. The Liberal Studies Committee (LSC) monitors and maintains established learning outcomes and documents their assessment within the program and considers all changes in the liberal studies curriculum and program as detailed in the Official Liberal Studies Document (<https://www.wcu.edu/WebFiles/PDFs/LiberalStudiesDocument-Approved-5-1-2018.pdf>). While the LSC will have authority to suggest the total revision of this program, major revision (such as changing the number of required hours in the liberal studies program or the re-allocation of hours) shall require an independent task force empaneled by the Faculty Senate. The 15-member Liberal Studies Committee will include elected representatives from each of the Colleges and Schools of the university and the Library as well as three *ex officio* non-voting members including the Director of

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Undergraduate Advising, the Chair of the Academic Policy and Review Council, and the Assistant Provost for Undergraduate Studies. Each College will conduct the election(s) for its representatives to the LSC in the spring semester and report the results of these elections to CONEC and the Secretary of the Faculty. Elected membership will be proportional from each College and School. Representation shall be determined by calculating the average of the number of junior/senior majors, undergraduate degrees awarded, undergraduate student credit hours generated, FTE for students, and FTE for faculty from the preceding year of the election. Each Spring CONEC will determine the distribution of the LSC membership based on these criteria and will inform each College of the number of elections for vacant seats they are to hold that semester. No College or School shall have more than three members on the LSC and the total number of elected members from all Colleges and Schools shall be eleven. Each College, School, and the Library shall have at least one member on the LSC. In the event that membership calculations reduce the number of representatives for a college AND all representatives from that college are mid-term, the total number of elected members may increase by no more than two members, to thirteen. Elections will be staggered and terms will be three years. A quorum will be met when a simple majority of voting members is present. The chair shall be elected from the membership at the first meeting each year, can serve a subsequent term, and is eligible to vote on all matters.

b. In the event that the liberal studies program is reviewed as a whole, the chair of the LSC will work in conjunction with the chair of the University Curriculum Committee (UCC; see below) to ensure that all colleges are formally consulted via each of their curriculum committees. If a major liberal studies program change is recommended, the joint LSC/UCC committee will then bring a formal resolution to the Faculty Senate for action.

II.10.3 The Graduate Council considers all changes in the graduate curricula of the university, including graduate education programs. Membership in the Graduate Council will be determined as described below in Article III, Section 4.1.

II.10.4 The Professional Education Council (PEC) considers all changes in undergraduate and graduate education programs. Membership includes faculty from the College of Education and Allied Professions,

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the College of Arts and Sciences, the David Orr Belcher College of Fine and Performing Arts, the university administration, area public school professionals, and WCU students as outlined in the PEC Bylaws <https://www.wcu.edu/learn/departments-schools-colleges/ceap/about-the-college/governance/ceap-professional-education-council/pec-by-laws.aspx>.

- II.10.5 The University Curriculum Committee (UCC) is tasked with taking a university-wide perspective of curriculum and applying institutional knowledge of how proposed curriculum will affect the academic enterprise. The UCC will serve as a consultative body early in the development process for major curriculum changes (i.e. new programs, significant program changes, changes to interdisciplinary programs, etc.) prior to input into Curriculog. The UCC also serves as the university-wide curriculum committee voting on new programs, new courses, and major curricular changes that fall outside of “Fast-Track” approvals as outlined in the curriculum approval process (APR 17). Some of the matters considered by the UCC include early consultation on the planning undergraduate, graduate, and non-degree curriculum and reviewing the following: establishment of academic programs/majors, certification programs, minors, or concentrations within an existing major; consolidation of existing programs/majors; substantial revision or curricular modifications of programs/majors; major extension of academic programs/majors to off-campus sites; and changing titles of academic programs, majors, minors, or concentrations.

Voting membership of the UCC will include a representative appointed from each college’s curriculum committee (for a maximum term of three years), two representatives from the Graduate Council (Chair and/or designee(s)), and one appointed member each from Hunter Library, Liberal Studies Committee Chair or designee. Six additional voting members will be elected, one from each college that develops curriculum, and will serve three-year staggered terms. Non-voting members of the UCC will include the Registrar/Assistant Registrar, the Curriculog Administrator, the Associate Dean from each college that develops curriculum (the Associate Dean of CEAP serves as representative the Professional Education Council), and the Associate Provost for Academic Affairs. Other consultative parties may be brought into UCC meetings as needed (e.g., Educational Outreach, Coulter Faculty Commons, Director of Assessment). Each college that develops

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curriculum will conduct the election(s) for its representatives to the UCC in the spring semester and report the results of these elections to CONEC and the Secretary of the Faculty. No college may have a majority of members. A quorum will be met when a simple majority of voting members is present. Each year, the UCC will select a Chair-elect from its voting membership, who will serve as the UCC Chair the following year. If in any year there is no Chair-elect to assume the Chair, or if the previous Chair-elect declines to serve as Chair, the UCC will select both a Chair and a Chair-elect from the current voting membership.

- II.10.6 The Faculty Senate will receive all recommendations from a regular report included in the Senate agenda the above curriculum councils and committees and has the final faculty vote on new programs, new degrees, new majors, new minors, liberal studies changes, program deletions, and changes to university level curriculum policies and requirements. When new programs are in development, the Faculty Senate shall discuss these programs and take action on them either in conjunction with or prior to the delivery of requests to plan or requests to implement a program are sent to the system office.

ARTICLE III. The Graduate School

Section 1. The Graduate Faculty

- III.1.1 The Graduate Faculty shall consist of those members of the General Faculty who, on recommendation of the Department Head/School Director in consultation with departmental faculty, the Dean of the appropriate college after consultation with the respective College Collegial Review Committee, Dean of the Graduate School and Research, and the Graduate Council, have been appointed by the Chancellor.
- III.1.2 Officers: The Dean of the Graduate School and Research shall serve as Chair of the Graduate Faculty and of the Graduate Council. The Dean shall prepare the agenda for both bodies and shall make an annual report to the Graduate Faculty.
- Section 2. The Graduate Faculty shall meet at least once a year and at other times as needed to act on matters of concern to the entire body. A meeting may be called by the Dean, or upon written request of ten percent of the Graduate Faculty, the Dean shall call a meeting. Twenty-five percent of the membership shall constitute a quorum.

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Section 3. The Graduate Faculty may adopt Bylaws to govern its proceedings.

Section 4. The Graduate Council

III.4.1 The Graduate Council shall be an elected advisory body representative of the Graduate Faculty. It shall be composed of the Dean of the Graduate School and Research, the Associate Dean of the Graduate School and Research, and the Dean of Library Services, a representative from the Office of Financial Aid, and a representative from Undergraduate Admissions as ex officio members; members of the Graduate Faculty from each college with graduate programs elected from that college; and one student appointed by the Dean of the Graduate School and Research. The determination of the specific number of members to be elected from each College will be made by the Dean of the Graduate School and Research with representation from one up to three faculty members from each college. Elected faculty members shall serve staggered three-year terms but not more than two successive terms. They may be re-elected after one year off the Council. All elected members of the Graduate Council are voting members.

III.4.2 The Council shall meet at least twice each regular academic term, and special meetings may be held on the call of the Dean, or upon the request of three of its members, addressed to the Dean, to act on matters affecting the Graduate Faculty and graduate programs. It shall have the right to delegate matters within its jurisdiction to standing committees or special committees which shall be responsible to and report to the Graduate Council. Its duties shall include, but not be limited to, the following:

- a. To establish curricula and standards of instruction.
- b. To regulate admissions, grading practices, and degree requirements.
- c. To make changes in, additions to, or deletions from degree programs.
- d. To appoint graduate faculty.
- e. To evaluate degree programs.

III.4.3 Right of Faculty Appeal

- a. Any action of the Graduate Council will be reconsidered provided that at least 15 members of the Graduate Faculty petition the Dean for reconsideration.

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- b. In the event of failure to produce agreement, the matter under appeal shall be brought to the Graduate Faculty for a decision by a majority of the faculty present at a duly called meeting.

Section 5. The Research Council

III.5.1 Duties

The Research Council promotes and assesses the support of and engagement in research, scholarship, and creative activities across the institution. The Research Council shall meet at least once per semester. Periodic reports shall be provided to the Provost and Faculty Senate by the chair or their designee.

III.5.2 Membership

The Research Council shall be chaired by the Chief Research Officer, who has a nonvoting role, and shall comprise one representative from each academic college, Hunter Library, and the Honors College appointed by the Dean; three faculty senators or senate appointees; and one faculty member appointed by the Provost's Office. These members shall serve staggered three-year terms and may only serve for two consecutive terms. Nonvoting ex officio members are the Director of the Office of Research Administration; the Research Programs Coordinator; a representative from either the Office of Institutional Planning and Effectiveness or the Office of Institutional Assessment; and the Associate Provost for Academic Affairs.

Section 6. Institutional Review Board

The Institutional Review Board (IRB) shall review and approve applications for the use of human subjects in research conducted under university auspices. It shall assist in policy and procedure development for the use of human subjects in research, and provide guidance to the handling of all human subjects in order to assure conformity with federal, state, and university regulations relating to safety, health, and welfare of human subjects in research. The Dean of the Graduate School and Research shall appoint members, including the Chair, to the IRB. Membership shall consist of no less than five members: one member whose primary concern is in a non-scientific area; one member who has no affiliation with the institution and is not a member of the immediate family of a person affiliated with the university; and one member whose primary area of study is children.

Section 7. Institutional Animal Care and Use Committee

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- III.7.1 The Institutional Animal Care and Use Committee (IACUC) shall review and approve applications for the use of animals in research or teaching conducted under university auspices. It shall assist in policy and procedure development and provide overall guidance to the handling of all animal experiment subjects in order to assure conformity with federal, state, and university regulations relating to safety, health, and welfare of the researchers and animals. The Chancellor delegates appointment authority for this committee to the Chief Research Officer. The Chief Research Officer shall appoint all members, including the Chair. Membership shall consist of no less than five members of both sexes; a veterinarian; a practicing scientist experienced in research involving animals; one member whose primary concerns are in a non-scientific area; and one member who is not affiliated with the university in any way and is not a member of the immediate family of a person affiliated with the university.
- Section 8. Dean of the Graduate School and Research
- III.8.1 The chief administrative officer of the school shall be the Dean of the Graduate School and Research.
- III.8.2 After consultation with the Graduate Council and a search committee appointed by the Provost, the Provost shall make nominations for appointment to this office to the Chancellor. If the Chancellor agrees, he or she will appoint the Dean. Periodic review of the work of this office shall be conducted, and the time between reviews shall in no case be more than five years.
- III.8.3 The duties of the Dean of the Graduate School and Research shall be delegated and defined by the Chancellor and shall appear in the official documents of the University.
- Section 9. Patent Committee
- III.9.1 This Committee recommends policies relating to patents and copyrights where obligations, privileges, and finances involve the university, its employees, or its students. It will ensure that Western Carolina University policies conform to those of The University of North Carolina. The Dean of the Graduate School and Research or designee and the Vice Chancellor for Administration and Finance or designee shall be ex officio members. Five faculty members, one of whom shall hold rank in the area of business law and one of whom shall be a member of the Library Faculty, shall be members.

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III.9.2 The Chancellor appoints the chair of the Patent Committee. The Patents Committee shall report directly to the Chancellor.

Section 10. Institutional Biosafety Committee

III.10.1 The Institutional Biosafety Committee (IBC) shall review and approve applications for the use of recombinant or synthetic nucleic acid molecules (r/s DNA) in research or teaching conducted under university auspices. It shall assist in policy and procedure development and provide overall guidance to the handling of r/s DNA in order to assure conformity with federal, state, and university regulations relating to safety, health, and welfare of the researchers and the community. The Chief Research Officer shall appoint all members, including the Chair. Membership shall consist of no less than five members, with the Biological Safety Officer being a standing member; one member with expertise in plants; one member with expertise in animal containment principles; and two members who are not affiliated with the university in any way.

ARTICLE IV. The Colleges

Section 1. The Faculty

IV.1.1 Membership

The Faculty of a College shall consist of those members of the General Faculty who hold appointments in that College.

IV.1.2 Duties and Responsibilities

The Faculty of a College shall have primary responsibility within broader policy guidelines of the University, for curriculum, courses, method of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

IV.1.3 Officers

- a. The Dean of the college shall serve as Chair of the Faculty of that College.
- b. The Faculty of a College may elect a Vice-Chair to preside in the absence of or at the request of the Dean.
- c. The Faculty of a College may elect a Secretary who shall keep a record of its meetings.

Section 2. The Faculty of a College shall hold at least one meeting each regular academic term to act on matters of concern to the College. A special meeting may be called by the Dean. The Dean shall call a special

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meeting upon the written request of ten percent of the Faculty of the College. At regular and special meetings, 25 percent of the Faculty of the College shall form a quorum.

Section 3. The Faculty of a College shall adopt Bylaws to govern its proceedings.

Section 4. Committees

IV.4.1 Dean's Advisory Committee

- a. The Dean's Advisory Committee shall be composed of the Dean of the College, who shall serve as Chair, and members as determined by the Bylaws of the College.
- b. The Dean's Advisory Committee shall advise the Dean on any matter of concern.
- c. The committee shall meet at least once each regular academic term and at the call of the Dean, or upon the request of at least three of its members addressed to the Dean. All meetings shall be announced and scheduled in such a way that maximum attendance will be encouraged.

IV 4.2 Student Advisory Committee

- a. Each College shall have a Student Advisory Committee consisting of one student selected from each department/school in the College. The Dean shall be the Chair.
- b. The duty of this Committee shall be to advise the Dean on matters of common interest to the Dean and the students. Meetings may be called at any time by the Dean. The Dean shall call a special meeting upon the request of more than one-fourth of the student members of the Committee. All meetings shall be announced and scheduled in such a way that maximum attendance will be encouraged.

IV.4.3 Each College should, in its Bylaws, determine the size, method of selection, duties, and responsibilities of such Committees as:

- a. Elections
- b. Curriculum
- c. Collegial Review
- d. Strategic Planning

Section 5. Dean of the College

IV.5.1 The chief administrative officer of the College shall be the Dean.

IV.5.2 After consultation with the Department Heads/School Directors of the College and a Search Committee appointed by the Provost, the Provost

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shall make nominations for appointment to this office to the Chancellor. If the Chancellor agrees, he or she will appoint the Dean. Periodic review of the work of this office shall be conducted, and the time between reviews shall in no case be more than five years.

IV.5.3

The duties of the Dean shall be delegated and defined by the Chancellor and shall appear in the official documents of the University. The Dean of a College is charged by the Chancellor and the Provost to plan, organize, direct, and control the affairs of the College as its chief administrative officer. Activities incorporated under this charge include the following duties and responsibilities:

- a. To establish long range and short range goals for the College.
- b. To effectively organize the College to respond to the needs of people within the University and in the region.
- c. To administer the academic program of the College, including: monitoring the progress of students enrolled in the College, reviewing curriculum and course schedules, evaluating transfer credits, advising and registering students, reviewing credits for graduation, and considering the merits of exceptions to general policies and procedures.
- d. To represent the College in the affairs of the University.
- e. To create a positive environment conducive to the professional growth of the faculty, the educational advancement of students, and the economic development of the region served by the University.
- f. To serve as the chief fiscal officer of the College, including: budget preparation, budget hearing defense, allocation of funds provided to the College, approval of expenditures, internal auditing of College accounts, and financial negotiations with persons involved in the financial activities of the College.
- g. To direct and coordinate the activities of Department Heads/School Directors in achieving University and College goals and objectives.
- h. To assist Department Heads/School Directors in recruiting faculty members and students.
- i. To oversee the process of faculty evaluation and make recommendations to the Provost.
- j. To appoint Search Committees for selection of Department Heads/School Directors and to coordinate their activities.

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- k. To evaluate the performance of each Department Head/School Director on a systematic basis.
- l. To assure that merit salary increases are based upon a reward system which recognizes quality achievements.
- m. To organize activities of the College to develop and maintain appropriate relationships with the external agencies and groups served by the College.
- n. To maintain appropriate relationships with the Graduate School to assure the effective delivery of graduate instruction.
- o. To coordinate all off-campus instructional activities of the College.

ARTICLE V. The Departments

(Clarifying note: Some colleges are organized as Schools rather than departments and have “School Directors” rather than “Department Heads” although department and Department Head language is used throughout this Article.)

Section 1. The Departmental Faculty

- V.1.1 The Faculty of a Department shall consist of those members of the General Faculty who hold appointments in that Department.
- V.1.2 The Departmental Faculty shall have primary responsibility, within broader policy guidelines of the College, the Faculty Senate, and the University, for curriculum, courses, method of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

Section 2. Officers

- V.2.1 The Head of the Department shall serve as Chair of the Departmental Faculty.
- V.2.2. The Departmental Faculty may elect a Vice-Chair to preside in the absence of or at the request of the Chair.
- V.2.3 The Departmental Faculty may elect one of its members to serve as Secretary, who shall record the minutes of all meetings.

Section 3. The Departmental Faculty shall meet at the call of the Department Head and as often as necessary to assure the effective communication of academic matters. A special meeting shall be called by the Department Head at the request of one half of the Departmental Faculty. At regular and special meetings, a majority of the department members shall constitute a quorum.

Section 4. Committees

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- V.4.1 The department shall elect a Collegial Review Committee from among its members to make recommendations to the Department Head on these as well as other personnel matters. Those being considered for promotion or tenure will not serve while they are being considered.
- V.4.2 Other departmental committees, such as a Student Advisory Committee, a Strategic Planning Committee, and a Curriculum Committee, may also be established.
- Section 5. Head of the Department
- V.5.1 The chief administrative officer of the department shall be the Department Head.
- V.5.2 The Dean will consult with the Departmental Faculty and, if an outside search is conducted, a Search Committee appointed by the Dean. After consultation with the Dean, the Provost shall make nominations for appointment to this office to the Chancellor. If the Chancellor agrees, he or she will appoint the Department Head. Periodic review of the work of this office shall be conducted, and the time between reviews shall in no case be more than three years.
- V.5.3 The duties of a Department Head shall be delegated and defined by the Chancellor, and shall appear in the official documents of the University. The duties shall include but not be limited to the following statement:
Heads of Departments within a College are directly responsible to the Dean of that College. They are the chief administrative officers of their respective departments and have general administrative responsibility for matters affecting the academic strength and productivity of their departments. It is their responsibility to develop and maintain a faculty and programs of excellence. Among the specific duties delegated to the Head by the Chancellor within University and College policies and guidelines are the following: recruiting, screening, and recommending the appointment of faculty members; initiating recommendations on all departmental personnel matters including reappointment, promotion, tenure, and other actions on faculty status; maintaining an effective faculty evaluation system and providing leadership in promoting the professional development of the faculty; providing for and administering such departmental committees as are appropriate and needed; oversight of all matters pertinent to the departmental curriculum, including instructional standards, methods, materials, and quality, advisement and other work with students, and the planning, evaluating, and proposing changes and additions in courses and

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programs; managing the departmental schedule of course offerings, staffing of the courses, and preparing and administering departmental budgets; and working cooperatively with other units of the University, such as the Library, to assure the effective functioning of the department.

ARTICLE VI The University Library

Section 1. The Faculty

VI.1.1 The Faculty of the University Library shall consist of those members of the General Faculty who hold appointments in the University Library.

VI.1.2 The Faculty of the University Library shall have primary responsibility, within the broader policy guidelines of the University, for building collections and providing related services in conjunction with the development of curricula, courses of study, and methods of instruction. It shall also have responsibility for research, faculty status, and those aspects of student life which relate to the educational process.

Section 2. Officers

VI.2.1. The Dean of Library Services shall serve as Chair of the Library Faculty.

VI.2.2. The Faculty of the University Library may elect a Vice-Chair to preside in the absence of or at the request of the Dean of Library Services.

VI.2.3. The Faculty of the University Library may elect a Secretary who shall keep a record of its meetings.

VI.2.4. The Faculty of the University Library shall hold at least one regular meeting each term to act on matters of concern to the University Library. A special meeting may be called by the Dean of Library Services and shall be called upon the request of three members of the faculty or ten percent of the faculty, whichever is greater. At regular and special meetings, a majority of the faculty shall constitute a quorum.

Section 3. The Faculty of the University Library shall adopt Bylaws to govern its proceedings.

Section 4. Committees

VI.4.1 The university library faculty shall elect a Dean of Library Service's Advisory Committee, a Collegial Review Committee and may also establish a Strategic Planning Committee, and such other committees as are deemed necessary or desirable.

Section 5 Dean of Library Services

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- VI.5.1 The chief administrative officer of the University Library shall be the Dean of Library Services.
- VI.5.2 Nominations for appointment to this office shall be made to the Chancellor by the Provost after consultation with the university library faculty and a Search Committee appointed by the Provost. If the Chancellor agrees, he or she will appoint the Dean of Library Services. Periodic review of the work of this office shall be conducted, and the time between reviews shall in no case be more than five years.
- VI.5.3 The duties of the Dean of Library Services shall be delegated and defined by the Chancellor and shall appear in the official documents of the University.

3.03 Bylaws of the General Faculty of Western Carolina University

These Bylaws are written under the provisions of the Constitution of the General Faculty and, where the Bylaws are in conflict, the Constitution will govern.

ARTICLE I. Procedures

Procedural questions shall be resolved in accordance with the most recent edition of Robert's Rules of Order

ARTICLE II. The Committee on Nominations, Elections, and Committees.

Section 1. Membership and chair

- II.1.1 The Committee on Nominations, Elections, and Committees (CONEC) shall consist of nine elected full-time faculty members, each of whom shall have been a full-time faculty member a minimum of three full years, and the Chair-elect and Secretary of the Faculty as ex officio members.
- II.1.2 At least one faculty member from each of the Colleges of the university, including the Library, shall serve, but no more than one-half the members shall be from any one College. At least one member from each of the academic ranks of Professor, Associate Professor, and Assistant Professor shall serve on the committee. A member's promotion in rank during a term of office shall not terminate membership. Department Heads/School Directors may serve on the committee.
- II.1.3 Each member shall serve a three-year term, the terms staggered so that three members are elected each year.

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II.1.4 The Chair shall be elected by and from the membership of the committee and shall serve for two years.

Section 2. Duties and Responsibilities

II.2.1 In addition to the duties specified in the Faculty Constitution (Article I, Section 8.1 and 8.1.1), the committee shall promulgate its own rules of procedure, shall devise appropriate and uniform election procedures, shall provide assistance to the elections committees of the Colleges, and shall maintain a record of all elections for the previous five years.

II.2.2 The committee shall insure that all nominations for elections conducted under its supervision be open. Questions of eligibility for nominations shall be resolved by the committee. Committee decisions may be appealed to the Faculty Senate.

II.2.3 The Chair of the CONEC shall call the first meeting of each committee of the General Faculty for which a chair is to be elected.

ARTICLE III. Delegates to the Faculty Assembly of the University of North Carolina

Section 1. Membership and Elections

III.1.1 Delegates to the Faculty Assembly of The University of North Carolina shall represent the General Faculty and shall serve according to the Charter and Bylaws of the Assembly. Nominations and elections shall be held in such a way as to assure that there will be no more than two delegates from any one undergraduate college of the university. Department Heads/School Directors may serve on the Faculty Assembly Delegation.

III.1.2 Delegates and alternates shall be elected to three-year terms, the terms staggered so that each of the two delegates and each of the two alternates are elected in different years.

III.1.3 Chair of the Faculty Senate shall be an ex-officio delegate to the Faculty Assembly.

Section 2. Duties and Responsibilities

III.2.1 The Faculty Assembly delegation shall prepare an annual report of the work of the Faculty Assembly to be presented by the senior-elected delegate to the General Faculty at its first fall meeting.

III.2.2 The senior-elected Faculty Assembly delegate shall serve as an ex-officio member of the Faculty Senate and of the Senate Planning Team.

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- III 2.3 The senior-elected Faculty Assembly delegate shall report matters of interest or concern to the Faculty Senate at its next scheduled meeting after each Faculty Assembly meeting.
- III.2.4 If the senior-elected Faculty Assembly delegate is unable to perform these duties, the next senior delegate will fulfill them.

ARTICLE IV. The Faculty Grievance Committee

Section 1. Membership and Chair

- IV.1.1 The Faculty Grievance Committee (“Committee”) shall consist of twelve (12) elected full-time faculty members with representation from each professorial rank. No officer of administration shall serve on the Committee. For purposes of this section, “officer of administration” shall be deemed to include Department Chairs, Department Heads, and School Directors. Appointment to department headship or to a higher level administrative position during a Committee member’s term of service shall force resignation from the Committee.
- IV.1.2 At least one faculty member from each of the Colleges of the university shall serve, but no more than one-half the members shall be from any one College. A member’s promotion in rank during a term of office shall not terminate membership, unless such promotion causes a professorial rank to be unrepresented, in which case a faculty member at that rank must be elected or appointed.
- IV.1.3 Each member shall serve a four-year term, the terms staggered so that one-fourth of the members are elected each year.
- IV.1.4 The chair shall be elected by and from the membership of the Committee and shall serve for one year. The chair may be elected to successive terms.

Section 2. Duties and Responsibilities

- IV.2.1 The Committee is authorized to hear and advise with respect to the adjustment of grievances of all faculty. The power of the Committee is solely to hear representations by the persons directly involved in grievances and to advise adjustment by the appropriate administrative official. Advice for adjustment in favor of an aggrieved Faculty member may be given to the Chancellor only after the Provost, Dean, Department Head, or other administrative official most directly empowered to adjust it has been given similar advice and has not acted upon it within a reasonable time.

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- IV.2.2 Grievances within the province of this Committee include all those matters related to the faculty member's employment status (see 4.11B) and intra-university relationships. The Committee shall not consider matters involving formal proceedings for the suspension or dismissal of the faculty member since these matters will be considered by the Faculty Hearing Committee.
- IV.2.3 Grievances may be filed by any faculty member during his/her employment at Western Carolina University. If the faculty member is separated from employment while his/her grievance is pending, the grievance must be dismissed unless the Chancellor decides it is in the university's best interest to allow the grievance to continue. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section IV.H.](#))
- Section 3. Principle Procedures
- IV.3.1 See Section 4.11B of the WCU Faculty Handbook for grievance procedures.
- IV.3.2 Changes to the Grievance Procedures shall be made in the following manner:
- IV.3.2.1 Substantive changes (as defined by the Rules Committee of the Faculty Senate) shall be approved by the General Faculty according to procedures in Article VII of the Bylaws of the General Faculty.
- IV.3.2.2 Changes due to directives from the University of North Carolina General Administration shall be made automatically with the General Faculty being informed by the Chair of the Faculty.
- IV.3.2.3 Minor changes (as defined by the Rules Committee of the Faculty Senate) shall be made by the Faculty Senate with the General Faculty being informed by the Chair of the Faculty.

ARTICLE V. The Faculty Hearing Committee

Section 1. Committee Responsibilities

- V.1.1 The Faculty Hearing Committee ("FHC") is authorized to: (i) hear petitions for the review of negative reappointment and tenure/promotion decisions in accordance with [Sections 602 and 604 of the Code](#) of The Board of Governors of The University of North Carolina (the "Code"); (ii) to hear requests for review of intended discharge of or the imposition of a serious sanction on a tenured faculty member (or a faculty member serving a stated term) in accordance with [Section 603 of the Code](#); and (iii) to hear requests for reconsideration of termination due to financial exigency or the major curtailment or

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elimination of a program in accordance with [Section 605 of the Code](#). The central role of the FHC is to gather and preserve evidence, make findings of fact, and provide recommendations and advice to the Chancellor on the merits of the faculty member's allegations. (See [UNC Regulation 101.3.1.1\[R\]](#), [Section II.B](#) and [101.3.1.2\[R\]](#), [Section II.B](#).)

Section 2. Membership and Terms

V.2.1 The FHC shall consist of twelve (12) tenured associate or full professors elected by the General Faculty in accordance with the Bylaws and procedural regulations of the General Faculty. At least one (1) tenured faculty member from each College of the University shall be elected and serve.

V.2.2 No administrative officer may serve on the FHC. For purposes of this Section V.2.2, the term "administrative officer" means the Provost, Assistant or Associate Provost, Dean, Assistant or Associate Dean or Department Head/School Director.

V.2.3 Acceptance of an appointment to an administrative officer position during an FHC member's term of service shall be deemed a voluntary resignation from the FHC.

V.2.4 FHC members are elected to an initial four (4) year term and will be eligible for immediate re-election to an additional four-year term. Terms shall be staggered so that approximately one-fourth of the FHC members are elected each year. After serving two consecutive four-year terms, a faculty member can become eligible to be elected to serve on the FHC after the passage of one (1) year.

Section 3. Chair and Vice Chair; Terms

V.3.1 The officers of the FHC shall be the Chair and the Vice Chair appointed from among and by the FHC membership. Each officer shall serve a one (1) year term and shall be eligible for re-election. In the event the Chair is unable to complete his/her duties or appointment, the Vice Chair may serve in his/her place.

Section 4. Review Panels

V.4.1 A Review Panel is a sub-committee comprised of members of the FHC selected by the Chair to review specific petitions. A Review Panel shall not include any faculty member who has participated in a reappointment, tenure or promotion decision that is the subject of review.

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V.4.2 Upon receiving a written petition for review, the Chair of the FHC will select five (5) members of the FHC to serve on a Review Panel, and shall appoint one (1) member to serve as Chair of that Review Panel. When contacting potential Review Panel members, the Chair of the FHC shall inquire whether the proposed members have any conflicts of interest with any of the parties (i.e., the faculty member requesting the review or the administrators involved in the decision being reviewed) or prior knowledge about the contested matter such that the members cannot maintain objectivity.

Section 5. Training

V.5.1 In accordance with [UNC Regulation 101.3.1.1, Section II.B.1](#) and [Regulation 101.3.1.2, Section II.B.1](#), members of the FHC shall be trained annually by the University Legal Counsel's Office. A member of the FHC must have attended training as a pre-requisite to serving on a Review Panel.

ARTICLE VI. Duly-constituted Committees

Section 1. Duly-constituted committees, as specified in Articles III 8.2, IV 5.2, V 5.2, and VI 5.2 of the Faculty Constitution, are appointed by the Provost or the appropriate Dean for the purpose of reviewing and searching for academic administrators at the levels of Dean, Department Head/School Director, and Dean of Library Services.

Section 2. Membership, duties, and procedures shall be established by the respective colleges, departments/schools, and the library with the advice of the Faculty Senate.

ARTICLE VII. Changes in Bylaws

Section 1. A recommendation to repeal or amend any or several of the provisions of the Bylaws shall be made at the regular meeting of the Faculty Senate preceding that at which the vote on such recommendation is taken.

Section 2. A two-thirds majority of the Senate present and voting shall be necessary in order to recommend the repeal or amendment of the Bylaws to the General Faculty.

Section 3. The faculty may amend or repeal, with the consent of the Chancellor, any part or all of the Bylaws of the General Faculty. Proposals to amend or repeal shall be discussed at an open forum called by the Chair of the Faculty during the regular academic year. The proposals and notice of the open forum shall be sent to the faculty at least ten days prior to the

3.04 Bylaws of the Faculty Senate

forum. The proposals shall be acted upon by the General Faculty, the vote to be conducted by electronic ballot within one week following the discussion. Actions to repeal or amend shall not be effective unless approved by two-thirds of the members voting.

3.04 Bylaws of the Faculty Senate

The Bylaws of the Faculty Senate are written by authority of Article II, Section 9.3 of the Faculty Constitution. For the purpose of this document, Senate Leadership is defined as the General Faculty Officers.

ARTICLE I. Meetings of the Faculty Senate

- Section 1.
- a. Potential faculty matters to be addressed by the Senate are developed (identified) in faculty caucuses and forums. Caucuses are called by the Past-chair of the Faculty at the beginning of each semester. Forums are called as needed by the Chair of the Faculty or the Chancellor or designee.
 - b. Meetings of the Faculty Senate shall be conducted in accordance with the most recent edition of Robert's Rules of Order unless a 2/3 majority of senators agree to suspend the Rules.
 - c. The number, dates, and announcement of meetings shall conform to the provisions of Article II, Section 7, of the Faculty Constitution.
 - d. A meeting notice, which includes a draft of the agenda, shall be prepared by the Senate Planning Team and sent to the faculty by the Secretary or designee on the Friday prior to the Senate meeting. A final version of the agenda shall be sent to the faculty on the Monday prior to the Senate meeting.
 - e. Minutes of meetings shall be prepared and maintained by the Secretary of the Senate. Copies of the minutes shall be distributed to Senators for approval and made available to the university community prior to the next Senate meeting. Approval of the minutes requires a simple majority vote.
 - f. A Senator who cannot attend a meeting of the Faculty Senate may designate another Senator as a proxy. Prior to the meeting, the Senator must send written notification to the Secretary of the Faculty Senate copying the Senator serving as proxy. *A Senator may serve as a proxy for only one person per meeting.*

ARTICLE II. Committees, Councils and other Faculty Groups

- Section 1. Senate Planning Team of the Faculty Senate

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- II.1.1 Membership of the Senate Planning Team shall include
 - a. Chair of the Faculty (facilitator)
 - b. Chair-Elect of the Faculty
 - c. Past-Chair of the Faculty
 - d. Secretary of the Faculty
 - e. Senior Elected Delegate to the UNC Faculty Assembly
 - f. Council Chairs
 - g. Chancellor, Provost, or their designees.
 - h. At large Senators who are elected by the Senate to ensure representation by at least one person from each College
- II.1.2 Responsibilities of the Senate Planning Team
 - a. meets monthly to set the upcoming Senate agenda based in part on faculty and administrative input
 - b. identifies relevant background information on agenda items invites appropriate administrators and/or experts to upcoming Senate meetings
 - c. facilitates changes due to vacancies in Senate Leadership
 - d. makes a yearly assessment of external duties of the Senate Leadership and redistributes these duties as needed. In general, anticipated duties of the Senate Leadership are presented in the table below. No duties shall be reassigned in a manner that conflicts with duties specified to each office in the Faculty Constitution (Article I, Section 7 or Article II, Section 5).

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	Committee Membership	Ceremonial Duties	Administrative Duties	Senate Roles/Duties	Other Duties
Chair of the Faculty	Senate Planning Team Faculty Assembly Chancellor's Leadership Council Paul A. Reid Awards Committee	Attends Graduation Participation in University-wide Assemblies (i.e. Opening Assembly and Spring Awards Ceremony)	Sets Faculty Senate Calendar for next academic year	Chair of Faculty Senate Chair of Senate Planning Team	Gives reports to the Board of Trustees; Monthly meetings with the Chancellor and Provost
Chair-Elect of the Faculty	Senate Planning Team Rules Committee CONEC Chancellor's Leadership Council	Attends Freshman Convocation	Organizes forum and voting for any changes to General Faculty Constitution and Bylaws Update changes to General Faculty Constitution and Bylaws on SharePoint each year Works with Secretary and Past-Chair to finalize Faculty Senate Council assignments	Chairs Senate if Chair is unavailable	Attend Staff Senate meetings Attend SGA Senate meetings (regularity to be determined in consultation with the Student Government leadership)
Past-Chair of the Faculty	Senate Planning Team		Organizes Fall and Spring Faculty Caucus Works with Secretary and Chair-Elect to finalize Faculty Senate Council assignments	Parliamentarian Chairs Senate meeting if both Chair and Chair-Elect are unavailable	
Secretary of the Faculty	Senate Planning Team CONEC		Helps maintain Faculty Senate web page Sends Faculty Senate Announcements Secretary of CONEC Maintains records of General Faculty Elections Works with Chair-Elect and Past-Chair to finalize Faculty Senate Council assignments	Secretary of the Faculty Senate Prepares draft of Faculty Senate Agenda	

3.04 Bylaws of the Faculty Senate

II.1.3 All Councils of the Faculty Senate

- a. The major working units of the Senate are the Councils with composition and scope described in Article II, Section 3 below.
- b. No College shall have a majority of members on any Council.
- c. Council membership for Senators will be for three-year staggered terms.
- d. Faculty Senators shall serve on only one Council. The Senate leadership will make appointments to the various Councils based on availability and interest of each Senator. Senators will be apprised of Council assignments at the beginning of the academic year.
- e. If necessary, Senators may also serve as representatives of their Colleges in satisfying the membership requirements of the various Councils.
- f. The Senate Leadership will complete the faculty appointments for each Council with respect to rotation, continuity, representation, and efficiency. These appointments will be presented to the Faculty Senate at its first regular meeting of the academic year.
- g. The Chair of the Faculty names a Chair for each Council with input from Council membership. The Chair must be a member of the Faculty Senate, will serve a one-year term and shall be eligible for reappointment.
- h. The Chair of each Council shall receive assignments from the Faculty Senate, shall assume responsibility for seeing that the Council completes the assignments in a timely fashion, and shall report the work of the Council to the Faculty Senate at each meeting.
- i. The Senate Leadership is responsible for orienting the new Senate members to the faculty governance system at the beginning of the academic year.
- j. Councils shall meet monthly during the academic year. The Chair of the Council may call additional meetings. A majority of Council members shall form a quorum.
- k. In most instances, matters within its jurisdiction should be considered by each Council as a whole. Councils may establish standing committees or ad hoc committees and delegate assignments to such.

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- l. All standing and ad hoc committees shall report to the Council on a regular basis. Recommendations by such committees shall be acted upon by the Council.
- m. Each Council Chair shall provide an annual written summary of the work of the Council to the Chair of the Faculty by the last regular Faculty Senate meeting of the academic year, which includes Council membership.
- n. If warranted, a Council Chair or any Council member may be removed by action of the Senate Leadership.

Section 3. The Composition and Scope of the Councils

II.3.1 Academic Policy and Review Council (APRC)

- a. Academic policy and institutional governance falls under the jurisdiction of the APRC. Areas of responsibility include:
 - 1. altering admission, graduation, instructional, or retention standards
 - 2. modifying academic policies including grading criteria, etc.
 - 3. reviewing academic programs (i.e. inactivation, reactivation, and termination)
- b. Membership of the APRC shall include:
 - 1. Senators, preferably at least one from each College
 - 2. one full-time faculty representative from the University Curriculum Committee chosen annually by that body
 - 3. one full-time faculty representative from the Graduate Council chosen annually by that body
 - 4. one full-time faculty representative from the Professional Education Council chosen annually by that body
 - 5. one full-time faculty representative from the Liberal Studies Committee chosen annually by that body.

Once the Council membership is established, if there is no representation from a particular College, the Dean of the affected College shall be requested to recommend a full-time faculty member, to be approved by a vote of the Senate Leadership. If a Dean does not meet this expectation within 10 working days of the request, such vacancy will be filled by the Senate Leadership.

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- c. The Chair of the APRC must be a Senator and will be appointed by Senate Leadership. The Chair will serve a one-year term and shall be eligible for additional terms.
- d. The Chair of the APRC will receive written and/or verbal reports about changes to curriculum from the University Curriculum Committee, Liberal Studies Committee, Professional Education Council, and Graduate Council each month. This information will be conveyed to the Faculty Senate at each meeting for information. Curriculum items may become action items at Faculty Senate if so moved (see IV.B.).

II.3.2 Collegial Review Council (CRC)

- a. The jurisdiction of the CRC includes:
 - 1. annual faculty evaluation
 - 2. tenure, promotion and reappointment
 - 3. post tenure review
 - 4. other issues related to faculty performance
- b. Membership of the CRC shall include:
 - 1. Senators, preferably at least one from each College
 - 2. One full-time faculty representative from each of the College's Collegial Review Committee chosen annually by that body.

Once the Council membership is established, if there is no representation from a particular College, the Dean of the affected College shall be requested to recommend a full-time faculty member, to be approved by a vote of the Senate Leadership. If a Dean does not meet this expectation within 10 working days of the request, such vacancy will be filled by the Senate Leadership from the faculty of the effect College.
- c. The Chair of the CRC must be a Senator and will be appointed by Senate Leadership. The Chair will serve a one-year term and shall be eligible for additional terms.

II.3.3 Faculty Affairs Council (FAC)

- a. The welfare and development of the faculty falls under the jurisdiction of the FAC excluding specific issues that are the jurisdiction of the other two Senate Councils mentioned above.
 - 1. Student Course Survey is overseen by FAC.
- b. Membership of the Faculty Affairs Council shall include:

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1. Senators, preferably at least one from each College
2. One full-time faculty representative from each of the Dean's Advisory Committee chosen annually by that body.

Once the Council membership is established, if there is no representation from a particular College, the Dean of the affected College shall be requested to recommend a full-time faculty member, to be approved by a vote of the Senate Leadership. If a Dean does not meet this expectation within 10 working days of the request, such vacancy will be filled by the Senate Leadership.

- c. The Chair of the CRC must be a Senator and will be appointed by Senate Leadership. The Chair will serve a one-year term and shall be eligible for additional terms.

Section 4. Standing Committee

II.4.1 Rules Committee

- a. The jurisdiction of the Rules Committee includes:
 1. reviewing the Faculty Constitution, the Bylaws of the General Faculty and the Bylaws of the Faculty Senate of the Faculty Handbook
 2. receiving and evaluating suggestions for amendments
 3. updating the Faculty Handbook as needed
- b. The Rules Committee will report annually to the Faculty Senate and at other times as needed. The report will include Committee membership.
- c. The Rules Committee will consist of a minimum of four Senators chosen by the Faculty Senate at the first meeting of the academic year and will be chaired by the Chair-elect of the Faculty.

Section 5. Ad hoc Committees

- a. The Faculty Senate may name ad hoc committees to investigate matters under the jurisdiction of the Faculty Senate.
- b. These special committees shall prepare written reports, including Committee membership, submitted to the Faculty Senate.
- c. When the Faculty Senate accepts the ad hoc committee's report, that committee will be disbanded unless the Faculty Senate directs otherwise.

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- d. When student membership is required for an ad hoc committee, the Student Government Association will be requested to provide members.

ARTICLE III. Orientation of New Senators and Council Members

The Secretary of the Faculty will be responsible for orienting new Senators at the beginning of the academic year. New Senators will be asked to indicate their preference for membership on the Councils. The Senate Leadership will make Council assignments with regard to existing Council membership and stated preferences of new Senators.

ARTICLE IV. Procedure for Bringing Business before the Faculty Senate

Section 1. Bringing items to the Senate Planning Team.

- IV.1.1 Any items requiring Senate action may be presented to the Chair of the Faculty by any university constituency, including individual faculty members, Colleges, students, administrators, Councils or other groups. The Chair will then present the item to the Senate Planning Team. In addition, any Department, College, or other body may request discussion of proposed programs, projects, or items before the Senate Planning Team.
- IV.1.2 The Senate Planning Team will take one of the following actions:
 - a. Report the item to the full Faculty Senate for consideration. The Faculty Senate may act on the item at the next meeting, move it for immediate action, or refer it to one of the Councils for further analysis.
 - b. Refer the item directly to one of the Councils for further analysis before action by the Faculty Senate. In this case, the Senate Planning Team will report such a referral to the Faculty Senate at the next Faculty Senate meeting. To avoid extended debate, a time limit will be placed on discussion of the item. The time limit will be determined in advance by the Senate Planning Team. Discussion will be extended beyond that time limit only by a two-thirds vote of the Faculty Senate.
 - c. Return the item to the initiating person(s) for additional clarification and inform the Faculty Senate of this action.
- IV.1.3 Council reports to the Faculty Senate

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Councils will report on their activities at each meeting of the Faculty Senate. Reports will consist of items in two categories.

- a. Action: Items in this category should be presented to the Senate Planning Team to be entered on the agenda. They require appropriate debate and discussion and may be moved to the agenda of the next Senate meeting if prolonged discussion or consultation is deemed desirable.
- b. Information: This category will be used to inform the Faculty Senate of the current work of the Council. Faculty Senate discussion of items in this category will be subject to the time limit outlined above. Any information brought forward may be brought into action if the Senate so moves.

ARTICLE V. Amendments

The Bylaws of the Faculty Senate may be amended or repealed upon a two-thirds majority vote of the senators present at any regular meeting.

ARTICLE VI. Voting Procedures

All votes on resolutions and action items before the Faculty Senate will be electronically recorded, archived with the minutes and made available to the public upon request. Approval of the minutes may be voted on by raise of hand or voice vote.

ARTICLE VII. Reports

Section 1. As provided in Article II, Section 1.m of these Bylaws, each Council Chair shall provide an annual written summary of the Council's work to the Chair of the Faculty by the last regular meeting of the Faculty Senate of the academic year.

Section 2. The Chair of the Faculty shall submit an annual report of Faculty Senate activities to the Chancellor by June 1 each year.

Volume II

Faculty Responsibilities and Development

4. Faculty Responsibilities and Development

4.01 Equal Opportunity and Inclusive Excellence

Western Carolina University is committed to the principles of equal opportunity and inclusion as reflected in the mission, core values, and guiding principles set out in the university's strategic plan, and as codified in University Policy 10, "Policy Statement on Non-Discrimination and Equal Opportunity," found at

<https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-10.aspx>.

Community Vision for Inclusive Excellence

The diverse perspectives encountered at WCU are an important part of the preparation of students for roles as regional, national, and global leaders who contribute to the improvement of society. It is expected that members of the WCU community will not only coexist with those who are different from themselves, but also nurture respect and appreciation of those differences. We encourage civil discourse as a part of the learning enterprise, and as a campus we stand in opposition to harassing or discriminating behavior that seeks to marginalize or demean members of our community.

For more information:

Policy 53: <https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-53.aspx>

Report harassment or discrimination:

<https://cm.maxient.com/reporting.php?WesternCarolinaUniv>

For complaints involving employee-on-employee conduct, concerns may be addressed to:

Equal Employment Opportunity Commission (EEOC)

Charlotte District Office

123 West Trade Street, Suite 400

Charlotte, NC 28202

Phone: (800) 669-4000

Facsimile: (704) 951-6410

TTY: (800) 669-6820

Website: <https://www.eeoc.gov/field-office/charlotte/location>

4.02 Freedom of Inquiry and Responsibility within the University Community

Western Carolina University is dedicated to the transmission and advancement of knowledge and understanding. Academic freedom is essential to the achievement

4.03 Appointments

of these purposes. This institution therefore supports and encourages freedom of inquiry for faculty members and students to the end that they may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal and external restraints that would unreasonably restrict their academic endeavors.

Western Carolina University shall support faculty and students in their responsible exercise of the freedom to teach, to learn, and otherwise to seek and speak the truth. It is the policy of Western Carolina University to support and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication for all members of this institution's academic staff. Members of the faculty are expected to recognize that accuracy, forthrightness, and dignity befit their association with this institution and their position as faculty members. They should not represent themselves, without authorization, as spokespersons for Western Carolina University.

Western Carolina University shall not penalize or discipline members of the University because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility.

Faculty and students of this institution shall share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected.

4.03 Appointments

A. Considerations for Academic Appointments

1. When recommendations and decisions on appointment, reappointment, promotion, and tenure are made, at least the following considerations must be assessed: The faculty member's demonstrated professional competence and potential for future contribution and the needs and resources of the institution. In making recommendations and decisions, administrators and committees shall use criteria and standards recommended by the faculty and approved by the Chancellor and shall comply with all applicable requirements of the *Code of the University of North Carolina*. General guidelines for colleges and departments to use in preparing criteria will be set forth by the Chancellor upon the recommendation of the University Tenure and Promotion Committee.
2. Candidates for tenure-track positions who hold or are pursuing a terminal degree from Western Carolina University may be considered for employment if they have established themselves at other institutions for a significant period of time, usually five years or more, or possess unusual qualifications of benefit to the University. Prior to pursuing their candidacy, department heads and deans

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must seek approval from the Provost. Should exceptions be made, contract language at the time of hire should document the exception.

B. Terms and Conditions of Appointments Including Prior Service Credit

1. The terms and conditions of each initial appointment and each reappointment to the faculty shall be set out in writing. A copy thereof, signed by the Chancellor or the Chancellor's designee and the faculty member, shall be delivered to the faculty member and a copy shall be retained by the Chancellor. The general terms and conditions of such appointments, including those provided herein, shall either be set out in the document of appointment or incorporated therein by clear reference to specified documents that shall be readily available to the faculty member.
2. Prior to the initial probationary appointment at Western Carolina University and upon the recommendation of the concerned departmental advisory committee and departmental head, credit for prior service may be granted by the Provost to be applied against the faculty member's probationary period. The extent of such credit shall be noted in the faculty member's employment contract. As a general rule, one year of service credit at Western Carolina University may be granted for every two years of full-time service at other higher-education institutions.

C. Types of Faculty Appointments

Faculty appointments shall be of three kinds: appointments with tenure, probationary appointments, and fixed-term appointments. All recommendations for initial, full-time appointments shall be made by the department head after consultation with the departmental advisory committee.

1. Tenured appointments

a. Definition

An appointment with tenure is a continuing appointment to a professorial rank that is not affected by changes in such rank and continues until ended by resignation, by retirement, or by approved procedures as provided in Section 4.10 of this document and in [Sections 603 and 605 of the Code](#) of the University of North Carolina. Only faculty members at the ranks of assistant professor, associate professor, and professor are eligible for tenure. Administrative personnel with professorial rank shall be eligible for tenure in rank as faculty members but not in their administrative positions. Although criteria may vary, an administrative officer shall be recommended for tenure by the same procedure prescribed for other faculty members, i.e., a recommendation must originate within the faculty member's academic

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department and receive consideration by the appropriate dean and the Provost. Faculty members with tenure who are appointed to administrative positions shall retain tenure in the academic rank.

b. Initial appointments with tenure

Outlined below are the minimum standards that shall apply when an individual is being considered for an initial tenured appointment.

- i. A file will be prepared by the administrative office to which the candidate would report if employed. The file will contain: (a) a copy of the individual's vita; (b) three letters of recommendation; (c) a letter from the administrator recommending professorial rank and requesting a favorable tenure recommendation. A copy of the file will be provided to the Provost.
- ii. The departmental collegial review committee will review the file and recommend to the dean whether tenure should be recommended. A written report of this recommendation will be transmitted to the Provost through normal administrative channels with intervening administrative levels indicating their concurrence with the recommendations. The administrators recommending action will consult with their respective tenure and promotion advisory committees as necessary.
- iii. In making their recommendation, the various collegial review committees will rely on departmental criteria which are reflective of university standards (Section 4.04C), but will, of necessity, base their judgment on the candidate's record of performance established prior to coming to Western Carolina University.
- iv. Following receipt of this recommendation, the Provost will make a recommendation and transmit all information to the Chancellor for appropriate action.
- v. The recommendation for professorial rank and tenure can be made simultaneously with the offering of the position and can occur at any time during the year.

The recommendation from the Chancellor to the Board of Trustees can be made at any point in the academic year but normally would be made when all other tenure recommendations are forwarded.

c. Probationary appointments for tenure

A tenure-track appointment is a probationary appointment which has as its major purpose the determination of the suitability of the faculty member for a tenure appointment, consistent with the provisions of [Section 602 \(4\) of the](#)

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[Code](#) of the University of North Carolina. Probationary appointments are for a specific term of service and are subject to the reappointment provisions of Section 4.06 of the Faculty Handbook.

- d. Persons in the following categories shall not be eligible for tenure:
 - i. Persons with non-probationary, fixed-term appointments.
 - ii. The director of athletics, head football coach, head basketball coach, assistant director of athletics, and other full-time members of the intercollegiate athletics staff, including assistant coaches of football and basketball. These persons may be appointed to a fixed term as instructors upon recommendation by an instructional department head, the dean, and the Provost. Reappointments may be made for an indefinite period.
 - iii. Persons subject to the State Personnel Act (SHRA Appointments).
 - iv. Administrators exempt from the State Personnel Act (EHRA Appointments).
2. Special Faculty Members
 - a. Faculty members who are appointed as visiting faculty members, adjunct faculty, instructors, associate instructors, senior instructors, artists-in-residence, writers-in-residence or other special categories are regarded as “special faculty members.” Special faculty members may be paid or unpaid.
 - b. Full-time, Fixed-Term faculty that include Clinical/Teaching/Research/Of Practice (CTRP) Professors at the Assistant, Associate, or Full rank are regarded as special faculty members.
 - c. Special faculty members who are paid shall be appointed for a specified term of service, as set out in writing in the letter of appointment. The term of appointment of any paid special faculty member concludes at the end of the specified period set forth in the letter of appointment, and the letter of appointment constitutes full and timely notice that a new term will not be granted when that term expires. However, full-time appointees at the rank of instructor or above (including visiting assistant/associate/full professors) shall be given the notice of non-reappointment if the conditions of appointment to the rank of instructor or above include a provision that the appointment is subject to renewal.
 - d. Special faculty members who are not paid may be appointed for a specified term of service or at will. Their pay and appointment status should be set out in the letter of appointment.

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- e. During the term of their employment, special faculty members are entitled to seek recourse under the Faculty Grievance Procedures.
 - f. Special faculty members, whether paid or unpaid, are not covered by [Section 604 of the UNC Code](#), and that section does not accord them rights to additional review of a decision by the University not to grant a new appointment at the end of a specified fixed term.
3. Appointment of Affiliate Faculty

Institutions may confer honorary academic titles to outstanding individuals who have primary employment responsibility outside the university but provide professional expertise or contributions to an academic program. Such honorary academic appointments are necessary to recruit and recognize professional, especially those in healthcare fields, to serve in critical roles such as preceptors for clinical clerkships or experiential learning. Processes for the selection and appointment of these unpaid faculty roles must reside outside the tenure policies and regulations of each constituent institution as these appointments are not eligible for permanent tenure and shall not be entitled to any rights under any other Section of this Chapter.

D. Provision for Less than Full-Time Employment

Faculty may be employed for less than full-time employment with commensurate compensation. Faculty on full-time employment may apply for relief from all or some employment obligations under the conditions of the Serious Illness and Disability Policy (which includes childbirth) or other compelling reasons.

E. Externally Funded Positions

The written statement of a faculty member's appointment, reappointment, or promotion to a position funded in whole or in substantial part from sources other than continuing state budget funds or permanent trust funds shall specify in writing that the continuance of the faculty member's services, whether for a specified term or for tenure, is contingent upon the continuing availability of such funds. This contingency shall not be included in either of these situations:

1. In a promotion to a higher rank if, before the effective date of that promotion, the faculty member had tenure and no such condition is attached to the tenure, or
2. If the faculty member held tenure in the institution on July 1, 1975, and the faculty member's contract was not then contingent upon the continuing availability of sources other than continuing state budget or permanent trust fund.

4.04 Collegial Review

A. Overview

Western Carolina University faculty members are responsible for evaluating each other's contributions to the University, region, and profession and making recommendations to the administration on faculty performance decisions. Western Carolina University has five separate but related faculty evaluation processes: annual faculty evaluation (AFE), reappointment (R), Fixed-Term faculty promotion (FTFP), tenure and promotion (T/P) and post-tenure review (PTR). This section explains the purpose of each review, defines each of these processes, and explains the roles and responsibilities of all participants.

Full-time, part-time, and adjunct faculty are required to document their teaching, scholarship, and service as related to their primary responsibilities in the Faculty Activity Database (FAD). Reports from the database will be included in materials presented for Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post-tenure Review.

In the event of any conflict between a report generated by the FAD and requirements stated in the Departmental Collegial Review Document (DCRD), the DCRD requirements will take precedence over the FAD report for all review processes and the faculty member should edit the FAD report accordingly. Every report from the FAD will be generated as a downloadable and editable text document (e.g., MS Word) to facilitate individual customizing needs and to allow flexibility in reporting specific departmental requirements as needed.

B. Types of Review

Annual faculty evaluation. The purpose of annual faculty evaluations (AFE) is to provide faculty members with an annual evaluation, which includes written feedback concerning the extent to which they have met the departmental criteria for teaching, service, and scholarly/creative contributions. AFE is based on an annual record of performance.

Reappointment. The purpose of collegial review in the reappointment process (R) decisions is to indicate whether or not a faculty member is meeting the departmental criteria for teaching, service, and scholarly/creative contributions. Reappointment is based, in significant part, on a cumulative record of performance.

Fixed-Term faculty promotion. Fixed-Term faculty means full-time, non-tenured, non-probationary faculty members whose appointment contract includes a provision that the appointment is subject to renewal. Fixed-Term faculty have the option to pursue promotion, but they may also choose not to do so. The purpose of collegial review in the process of Fixed-Term faculty promotion (FTFP) is to determine

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whether or not an individual faculty member merits promotion. Each faculty member presents a dossier describing how the individual has met department criteria for promotion.

Tenure and promotion. The purpose of collegial review in the tenure/promotion (T/P) process is to determine whether or not an individual faculty member merits tenure or promotion. Each faculty member presents a dossier describing how the individual has met department criteria for tenure or promotion. Tenure and promotion are based, in significant part, on a cumulative record of performance.

Post-tenure review. The purpose of post-tenure review (PTR) is to assist faculty members in meeting university performance expectations, recognize and reward exemplary performance, provide a clear plan and timetable for improvement of performance when faculty do not meet expectations, and provide for the imposition of appropriate sanctions when faculty members do not meet the goals established in a faculty success plan. Each faculty member presents material for review that includes the four most recent annual faculty evaluation summary statements, a long-term work plan, a reflective self-evaluation, and a current curriculum vitae. Deans assess the extent to which tenured faculty members have exceeded, met, or not met the department post-tenure review criteria in the five years since the last cumulative review based on the faculty member's review materials and the recommendations of the departmental/school evaluation committee and the department heads or school director.

C. University Standards for Collegial Review

Faculty members at Western Carolina University are expected to be effective teachers, to be practicing scholars in their disciplines, and to provide meaningful service to the University and the community. The particular mix of these expected activities will vary as a function of departmental missions and the role of the faculty member in the department. Tenure-track or tenured faculty members should be active in all three areas. The expected activities of Fixed-Term faculty members will depend on the individual's particular assignment in the department. Overarching expectations of all faculty include professionalism and collegiality. Collegiality is not a separate criterion upon which faculty are assessed, unless otherwise dictated within DCRDs or College by-laws. Collegiality entails shared responsibility and effective cooperation to achieve common goals. Moreover, collegiality among associates must involve appreciation of and respect for differences in expertise, ideas, and background. The concept of collegiality, however, should be distinguished from congeniality; to be congenial is parallel with sociability and agreeableness, while collegiality is a positive and productive association with colleagues. A person need not be congenial to be collegial. See also UNC Policy

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Manual 101.3.1.11.B. The following minimum university standards provide the groundwork for departments to establish specific criteria for collegial review.

1. Teaching

Faculty members at Western Carolina University are scholarly teachers who provide evidence that their teaching is effective. Effective teaching will be documented through the use of student and peer evaluations as well as a self-report. Students will evaluate teachers on the professional aspects of teaching and on their response to instruction. Peers evaluate pedagogical content knowledge as well as the professional aspects of teaching. Faculty members will provide a self-evaluation on the link between their instruction and disciplinary currency.

2. Scholarship

Consistent with its mission and vision as a regionally engaged institution, Western Carolina University defines scholarship broadly through the Boyer Model which includes four categories of scholarship:

Scholarship of discovery. Scholarship of this type includes original research that advances knowledge and may involve publishing journal articles, authoring/editing books, or presenting at conferences. This type of scholarship also includes creative activities such as artistic products, performances, musical, or literary works.

Scholarship of integration. Scholarship of this type involves synthesis of information across disciplines, across topics within a discipline, or across time. Textbooks, bibliographies, and book reviews are examples of this type of scholarship.

Scholarship of application. Sometimes called engagement, the scholarship of application goes beyond the provision of service to those within or outside the University. To be considered scholarship, there must be an application of disciplinary expertise with results that can be shared with and/or evaluated by peers such as technical reports, policy statements, guidebooks, economic impact statements, and/or pamphlets.

Scholarship of teaching and learning. Scholarship of this type is the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Faculty members should demonstrate that they are current and scholarly in their disciplines as reflected in the ways they teach and serve. They are also expected to demonstrate regular activity in one or more of the types of

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scholarship listed above. The relative emphasis on each type of scholarship will be determined in the context of departmental and university mission and needs. Expectations of scholarly activity should be consistent with peer institutions. Expectations for scholarship will be defined by the departmental faculty in the Collegial Review Document and approved by the department head, dean, and Provost.

Departments should recognize and evaluate a wide variety of scholarly activities consistent with the department's and the University's missions. Scholarly activities should not be rigidly categorized. Many activities and products can be classified as more than one type of scholarship.

3. Service

Faculty members are expected to participate in service. Service is expected to increase over a faculty member's employment. Primarily, service requires general expertise and is done as an act of good citizenship. Service at the department/school, college, and university levels includes serving on committees (e.g., search committees, curriculum committees, and collegial review committees), recruiting students, mentoring new faculty members, and advising administrators.

Service may also require special expertise, unusual time commitments, or exceptional leadership. Examples of such service include exercise of special technological, research or pedagogical skills, involvement with students in extracurricular activities, leadership in university governance, or taking on special administrative assignments (e.g., being department head, directing a graduate program, administering a grant obtained by the University).

Service includes community engagement (e.g., providing disciplinary expertise to a professional, civic, economic, or educational entity at the local, regional, or national level).

Advising students is a significant form of service. Advisers are expected to be informed about curriculum and related processes, to be available to those they advise, and to help students in their academic and career planning.

D. Procedures Guiding Collegial Review

Collegial review is the responsibility of the faculty. All procedures for faculty evaluation should reflect the university standards as stated in Section 4.04C.

1. The rule of confidentiality will guide the operations of all collegial review committees.

4.04 Collegial Review

- a. All the committees and parties involved in the evaluation of tenure, promotion and reappointment cases agree to maintain the confidentiality of records, deliberations, and specific recommendations.
- b. Accepting appointment to departmental, college, or university collegial review committees indicates agreement to confidentiality. Confidentiality of the tenure, promotion, and reappointment process is to be respected forever, not just during that particular year of review. Members of collegial review committees participate with the understanding that all matters related to their deliberations remain confidential.
- c. Faculty candidates under review are not to approach committee members at any time concerning the disposition of their review and should understand that inquires of this type are deemed entirely inappropriate. Committee members are encouraged to report candidates who approach them requesting information regarding the review. Committee members must refrain from commenting on the disposition of a review to the faculty candidate.
- d. Violation of collegial review committee confidentiality, including but not limited to the dissemination of written or verbal information, discussion of proceedings or resolutions, should be reported to and investigated by the appropriate Dean/Provost and may result in sanctions against the offending faculty member and will be held confidential.
- e. In the case of departmental collegial review committee violations, appropriate sanctions will be determined by the department head in consultation with the dean and provost. In the case of college and university collegial review committee violations, appropriate sanctions will be determined by the dean and provost.
- f. Appropriate sanctions will be determined in consideration of the gravity of the offense and the resulting damages. Sanctions, at a minimum, will include removal of the offending faculty member from the collegial review committee. Further sanctions may include warning or reprimand (written) and/or permanent removal of the privilege of serving at any level of collegial review or on committees that consider confidential material such as candidate files. In the most severe cases of violation, “sufficiently serious as to adversely reflect on the individual’s honesty, trustworthiness or fitness to be a faculty member;” sanctions should be drawn from Faculty Handbook Section 4.10D.1.c.

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- g. Faculty members who have been sanctioned have the right to appeal, as indicated in Article IV, Section 2.2 of the By-laws of the General Faculty, or Faculty Handbook Section 4.10D for serious sanctions.
2. Annually, each faculty member will receive information concerning departmental expectations. Departmental criteria should be specific and flexible – specific enough to provide guidance to new faculty and flexible enough to accommodate multiple types of teaching, service, and scholarship.
3. Collegial review/faculty evaluation (AFE statements, reappointment, Fixed-Term faculty promotion decisions, tenure and promotion decisions, and post-tenure review feedback) should be based on the degree to which the faculty member meets the established departmental criteria.
4. Each faculty member has the right to receive annual written feedback as part of the AFE and reappointment procedures.
5. Each faculty member has the right to place a written response to the AFE and reappointment feedback in his/her AFE/TPR file. Faculty responses to the department head AFE statement must be submitted to the department head prior to the first day of the following fall semester, unless stated as earlier within the DCRD.
6. All five faculty evaluation processes (AFE, reappointment, Fixed-Term faculty promotion, tenure and promotion, and post-tenure review) must include procedures and documentation that are consistent and aligned. One set of supporting documentation is sufficient for candidates up for both promotion and tenure, when they occur in the same academic year.
7. Reappointment, tenure, and promotion will utilize the departmental criteria that are in effect at the time of the review.
8. Should criteria for reappointment, tenure, and promotion be different from when the faculty member was previously reviewed, the individual may request special consideration by the appropriate department and/or college collegial review committee(s). The following procedures will be followed:
 - a. The appropriate department or college collegial review committee(s) may recommend extension of probationary period and/or reconsider the expectations. The committee should consider such things as the timing of the change in expectations relative to the candidate's eligibility for review and the level of discrepancy between the expectations and the ones under which the candidate had been working.
 - b. The collegial review committee(s) shall make a written recommendation to accept or deny the request and specify any conditions.

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- c. The collegial review committee(s) shall forward the recommendation to the appropriate department head/dean.
 - d. The appropriate department head/dean must review the recommendation with the candidate.
 - e. The appropriate department head/dean may accept, modify, or reject any collegial review committee recommendations.
 - f. Any changes made to the recommendations of the collegial review committee(s) recommendations must first be discussed with the candidate before forwarding them to the Provost for action.
 - g. The Provost may seek the advice and counsel from the University Collegial Review Committee.
 - h. The Provost will notify the candidate in writing specifying the conditions under which the candidate will be evaluated.
 - i. This notification letter will be placed in the candidate's personnel file.
 - j. The candidate will be responsible for including this letter in the TPR application or dossier.
 - k. The faculty member may appeal any unfavorable action to the next level until it reaches the Provost.
 - l. The Provost's decision for a review of an individual's criteria for tenure and promotion shall be final.
9. Department heads and deans should receive training regarding collegial review policies and procedures.

E. Roles, Responsibilities, and Procedures

This section outlines the respective responsibilities of all parties within the collegial review process.

1. Departments
 - a. Recommend criteria consistent with the university standards for teaching, scholarship, and service.
 - b. Review departmental criteria according to established guidelines.
2. Tenured and Tenure-track Faculty members
 - a. Provide evidence in the application or dossier for reappointment, tenure, and promotion reviews. The application (1st, 3rd, 5th year) and dossier (2nd, 4th, 6th year) should reflect their record of teaching, scholarship, and service activities that meet departmental criteria. In the case of required administrative review (see Section 4.06B), the candidate will submit a dossier

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rather than an application, regardless of year. The specific contents and format of the dossier are outlined by the Provost annually.

- b. Acknowledge receipt of AFE and reappointment feedback.
3. Fixed-Term Faculty Members Choosing to Apply for Promotion
Provide evidence in the FTFP dossier including, at a minimum, AFEs since most recent appointment or review action and application form AA-14, and other materials as described in the DCRD.
4. Department collegial review committees
 - a. Evaluate applications, dossiers, and FTFP dossiers against the departmental criteria.
 - b. Vote on candidate reappointment, tenure, promotion, and post-tenure review.
 - c. Provide each candidate with annual written reappointment statements describing, to the extent possible, the committee's impression of the candidate's progress toward tenure, promotion and reappointment.
 - d. Provide each candidate with a written description of his/her reappointment, tenure, promotion, and post-tenure review actions taken by the committee.
 - e. Work with department heads to develop procedures for making recommendations to the college collegial review committee.
 - f. In review actions requiring a vote, a majority vote of the committee is required for a positive recommendation.
 - g. Proxy voting or in absentia voting are not permitted for collegial review committees. If a committee member is not present and able to participate in the discussion, the member may not vote.
5. College collegial review committees
 - a. Receive the candidate's reappointment dossiers in 2nd and 4th years (if required by college by-laws), TPR dossier in 6th year, and dossiers in the event of a required administrative review.
 - b. Receive the recommendations from the department collegial review committee and department head. These documents may be combined or separate.
 - c. Evaluate dossiers against the departmental criteria.
 - d. Assure that departments appropriately followed the procedures specified in collegial review documents.

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- e. Develop written procedures to guide the review process for candidate dossier for reappointment, tenure, and / or promotion review actions (see 4.06 B.2).
 - f. Provide each candidate with a written description of his/her reappointment, tenure, and promotion, review actions taken by the committee.
 - g. In review actions requiring a vote (if required by college by-laws), a majority vote of the committee is required for a positive recommendation.
 - h. Proxy voting or in absentia voting are not permitted for collegial review committees. If a committee member is not present and able to participate in the discussion, the member may not vote.
 - i. Work with deans to develop by-law for colleges for reappointment review actions (see 4.06 B.2.).
6. The University Collegial Review Committee
- a. Receives the recommendations from the college collegial review committee and dean. These documents may be combined or separate.
 - b. Evaluates dossiers against the departmental criteria (DCRD).
 - c. Assures that departments and colleges appropriately followed the procedures specified in collegial review documents.
 - d. Provide each candidate with a written description of his/her reappointment, tenure, and promotion actions taken by the committee.
 - e. A majority vote of the committee is required for a positive recommendation.
 - f. Proxy voting or in absentia voting are not permitted for collegial review committees. If a committee member is not present and able to participate in the discussion, the member may not vote.
 - g. Assure that the departmental collegial review criteria and procedures comply with the university standards, principles, and roles established by the Collegial Review Council of the Faculty Senate.
 - h. Work with the Provost to establish a cycle for evaluating collegial review criteria and procedures.
7. Department heads
- Provide faculty members with a copy of the departmental criteria and collegial review procedures.
- a. Provide new tenure-track faculty with a copy of the current departmental criteria and procedures no later than when the position is offered.

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- b. Provide faculty members with annual written feedback (AFE summary statement and reappointment decisions), which describe the degree to which the faculty member met the departmental criteria.
 - c. Assure that faculty members are sufficiently informed regarding the collegial review process, including the format and required documentation (see Guidelines for Applications/Dossiers provided by the Collegial Review Council and the Provost).
 - d. Make recommendations to the dean for prior service credit to be granted toward tenure and/or promotion during the hiring process of new faculty members within their department.
 - e. Make recommendations to the dean on tenure, promotion and reappointment matters.
8. College deans
- a. Meet with all faculty candidates for promotion and/or tenure to discuss process, criteria and documentation requirements.
 - b. Meet with department heads and college collegial review committee members to discuss department criteria and university procedures and standards.
 - c. Approve departmental criteria to assure they comply with university standards.
 - d. May establish procedures in consultation with the college collegial review committee and department heads for colleges with common disciplinary expectations and/or those containing professional programs guided by accrediting bodies.
 - e. Consult with the appropriate department heads; make recommendations to the Provost for prior service credit for new faculty members.
 - f. Make recommendations to the Provost on tenure, promotion and reappointment matters.
 - g. Inform the candidate in writing of his/her recommendation decision.
9. The Office of the Provost
- Provides training for deans and department heads to assist them with the responsibilities involved in the collegial review process.
- a. Hears appeals from departments concerning the appropriateness of the departmental criteria.

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- b. Consults with the appropriate department head and deans to grant prior service credit for new faculty.
 - c. Develops guidelines annually in collaboration with the Faculty Senate Collegial Review Council for the specific contents and format of the application and dossier.
 - d. Provides training and written guidelines to the University Collegial Review Committee.
 - e. Hears the initial appeal from candidates denied tenure or promotion by the Provost.
 - f. Makes recommendations to the Chancellor on tenure and promotion.
 - g. Makes decisions for reappointment.
 - h. Informs the candidate in writing of his/her recommendation decision.
10. The Chancellor
- a. Receives recommendations from the Faculty Hearing Committee concerning Reappointment, Tenure, and Promotion.
 - b. Hears appeals from candidates denied tenure or promotion by the Provost, following the Provost's negative decisions on reconsideration of appeals.
 - c. Presents recommendations to the Board of Trustees for tenure and promotion.
11. The Board of Trustees
- a. Grants tenure under the delegation of the President and Board of Governors
 - b. Approves promotions.
12. The Board of Governors
- Hears appeals in accordance with The Code and UNC Policy 101.3.1.

F. Records of final action

1. AA-12s or AA-14s transmittal forms, which document the final decision of the review process, will be sent to candidates along with final letters of recommendation decisions on all review actions.
2. A copy of the AA-12 or AA-14 will also be sent to department heads, deans, and human resources.

4.05 Annual Faculty Evaluation

A. Overview

The annual faculty evaluation (AFE) is the primary process for evaluating faculty member performance in teaching, service, and scholarship. The AFE process provides:

- Information for merit salary increases;
- Documentation for tenure, promotion, reappointment, and post-tenure review;
- Feedback to faculty members about their ongoing performance and the extent to which they have met applicable AFE documents.

AFE documents are developed by faculty members in accordance with guidelines provided by the Provost. After approval by departmental faculty, AFE documents are forwarded for approval to the dean of the college. The departmental AFE documents should include multiple means for evaluating teaching, scholarship, and service.

B. Evaluation of Teaching

1. The faculty at Western Carolina University is committed to the idea that effective teaching maximizes student learning. As such we define teaching excellence as the facilitation of engaged and ambitious learning. Even among diverse instructional settings, we recognize that effective teaching incorporates some common aspects that can be evaluated. In accordance with UNC Policy Manual Chapter 400.3.1, WCU's policies for the evaluation of teaching include ongoing student and peer evaluations of teaching and self-evaluation. WCU's evaluation of teaching centers on three areas: pedagogical content knowledge, the professional aspects of teaching (including supervision of students), and student response to instruction, which are defined below. The connection between mechanisms for evaluation and the three areas of teaching are indicated in Table 4.05-1.

Table 4.05-1. Evidence/Artifacts used to demonstrate the three areas for evaluation of effective teaching.

Evidence or Artifact	Pedagogical Content Knowledge	Professional Aspects of Teaching	Student Response to Instruction
Peer review of teaching materials	x	x	x
Direct observation of teaching	x	x	x
Self-evaluation statement	x		

4.05 Annual Faculty Evaluation

Student course survey (SCS) or student assessment of instruction (SAI)	x	x
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a. Pedagogical Content Knowledge

Effective teachers remain current in their fields, know how students learn, and recognize what prior information, including misconceptions, students bring to their courses. Most important, they know how to combine these three kinds of knowledge to create teaching acts that lead to student learning. Shulman (1987) has called this combination “pedagogical content knowledge” to distinguish it from content knowledge alone or pedagogy alone. Using their pedagogical content knowledge, scholars restructure their expertise in forms that are understandable and useable by their students.

A faculty member's pedagogical content knowledge is reflected in the teaching acts that represent a discipline's central concepts, skills and recent advances through a variety of means, including classroom explanations, assignments, and other course requirements. Teachers become more effective as they repeatedly engage in these teaching acts and find out what is easiest and most difficult for their students and modify their teaching accordingly.

b. Evaluation of Pedagogical Content Knowledge

Faculty members should be able to evaluate the current state of their pedagogical content knowledge for a particular course by responding to the questions: “What am I doing to help my students understand the most important material in my field?”; and “How have I changed my teaching practices to help students understand the central concepts, skills and advancements for the courses I teach?”

Peer evaluators should be able to see evidence of pedagogical content knowledge in the portfolios of materials faculty members submit, including their syllabi, assignments, exams, classroom exercises, and self-evaluations. Peer observation reports may include categories that reflect how faculty members have used pedagogical content knowledge in the design of their instruction.

- Statement (by faculty member) discussing how instruction has changed or developed in relation to his/her discipline.
- Peer evaluation of the extent to which a faculty member's pedagogy is appropriate to the discipline.

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c. Professional Aspects of Teaching

Effective teaching relies upon the ability to perform well the required administrative and professional functions associated with instruction. While good teaching relies upon disciplinary expertise – and different disciplines often approach teaching differently – teaching is also a profession that requires common duties regardless of area. Such functions include, for example, providing appropriate and timely feedback to students, providing clear instructions, providing regular information regarding progress, responding appropriately and in a timely manner to students, making materials available, holding classes and making suitable use of class time. Highly effective teaching is more than class management; it is class management that relies upon a faculty member's ability to perform the duties associated with the job.

d. Evaluation of Professional Aspects of Teaching

These workaday aspects of teaching are separate from, but related to, both academic expertise and student perception of learning, and they may be assessed by peers and students. Direct observation by peers of instruction, as well as peer review and evaluation of materials, can provide evaluation of a faculty member's organizational and administrative performance in their classes. Student feedback (on SCSs and prior SAIs for example) may reflect performance in this area.

- Feedback from direct observation of teaching
- Peer review of teaching materials
- SCS/SAI responses on relevant items, such as:
 - My instructor is well prepared for class meetings.
 - Feedback from the instructor clearly indicates my standing in this course.

e. Student Response to Instruction.

Students have a unique and important perspective on certain components of teaching effectiveness. They value intellectual engagement, enthusiasm, and passion for course content. Course organization and clarity, two aspects that relate to student success, are validly rated by students. Effective teachers are available to the students. The extent to which the student feels respected and shares a sense of rapport with the faculty member correlates with teaching effectiveness.

f. Evaluation of Student Response to Instruction

4.05 Annual Faculty Evaluation

- Feedback from direct observation of teaching. Evaluation by peers of teaching materials.
- SCS/SAI responses

2. Sources of data for evaluating teaching

When evaluating a faculty member's teaching for tenure, promotion, and reappointment, all departments must include data from at least the following three sources:

- Student Course Survey (SCS)/Student Assessment of Instruction (SAI)
- Colleagues' reviews of teaching (e.g. classroom observation and/or reviews of teaching materials)
- Faculty member's self-report and evaluation

a. Student Course Survey (SCS)/Student Assessment of Instruction (SAI)

Tenured faculty members are required to report SCS/SAIs during at least one semester each academic year. Those standing for promotion or reappointment may be required to provide more frequent evaluations as prescribed by the Provost. SCS/SAIs will be conducted using forms and procedures that have been departmentally approved and include one of the university-wide assessment forms approved by the Faculty Senate.

b. Colleagues' review of teaching

- Teaching Materials. Each department should designate a committee of at least two faculty colleagues, exclusive of the department head, to review and evaluate teaching materials prepared by the faculty member being evaluated. Materials may include course syllabi, examinations, quizzes, reading lists, assignments, study guides, handouts, slides and media, computer programs, etc. In small departments, reviewers may be selected from outside the department. Each department should develop a protocol to guide the review of materials.
- Direct Observation of Classroom Teaching. All tenure-track faculty members must be evaluated by direct observation of classroom teaching as required by the University of North Carolina General Administration (see UNC Policy Manual 400.3.1.1(G)). Classroom observation should never be used as the sole measure of teaching effectiveness. Each department should develop protocols to guide classroom observation.

c. Faculty member's self-report and evaluation

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Faculty members should be able to address the currency of their pedagogical content knowledge by responding to the questions: “What am I doing to help my students understand the most important material in my field?” and “How have I changed my teaching practices to help students understand the central concepts, skills and advancements for the courses I teach?”

- d. Other information as determined by the College and/or Department Collegial Review Documents.
 - e. Bibliography: <https://catamountwcu.sharepoint.com/sites/TPR-PTR-Emeritus> (see “Bibliography for Standards of Teaching Excellence”).
3. Evaluating library faculty

Librarians have faculty status, hold appropriate rank, may attain tenure, and are employed and evaluated according to the appropriate criteria and procedures outlined in the departmental collegial review documents. Library faculty members have disciplinary roles and primary responsibilities associated with those roles; their contributions may or may not include formal classroom instruction. The evaluation criteria for teaching quality and effectiveness of the library faculty include the following, as relevant to their assigned responsibilities:

- Managing personnel and other resources effectively and/or ensuring unit goals are in concert with overall library and university goals.
- Acquiring, organizing, and creating means of access to library-related information resources.
- Developing library collections, both in physical and electronic form, to ensure that the collections meet the instructional and research needs of the University.
- Assisting patrons in the use of library services and collections either as individuals or groups.
- Applying and/or developing technology to enhance library services.
- Assessing and evaluating library operations, resources and services, strategic and tactical planning, and developing library promotional materials.

Library faculty members must include data from at least the following two sources:

- Colleagues’ review of relevant materials
- Faculty member's self-report and evaluation

4.05 Annual Faculty Evaluation

C. Evaluation of Scholarship

Scholarship is an ongoing activity with the goal of being shared with others and/or evaluated by peers. Faculty members should provide a list and description of their scholarship. Departments must develop criteria for evaluation of scholarship. Departmental criteria should be specific and flexible – specific enough to provide guidance to new faculty and flexible enough to accommodate multiple types of scholarship.

D. Evaluation of Service

Faculty members should provide a list and description of their service activities. Documentation of service may include letters, newspaper articles, advisee evaluations, evidence of service outcomes, etc. Because service varies widely, departments must develop methods of evaluating service.

E. Evaluation of Grant Writing Activities

Grant writing is an activity that requires faculty members to take initiative in matching resources to needs. Departments must develop criteria that evaluate the significance of grant writing activities. Faculty members should provide a list and description of all grants submitted and/or awarded.

F. Annual Evaluation of Faculty Who Are Fixed-Term

With the exception of professorships whose responsibilities are specified by contract, annual evaluation of faculty members who are Fixed-Term (FT Faculty) is built on the following premises:

- All teaching will be formally evaluated. See Section 4.05B.
- In addition to class meetings, FT Faculty will schedule office hours to meet with their students. This could be in person, via email, phone, or electronically.
- Departments will establish criteria for formally evaluating FT Faculty, regardless of their title or type of appointment. All departments should include data from at least the following three sources:
 - Student Course Survey/Student Assessment of Instruction
 - Colleagues' reviews of teaching (e.g. classroom observation and/or reviews of teaching materials)
 - Faculty member's self-report and evaluation
- All FT Faculty will be told in writing at the time of their appointment how their work will be evaluated.
- FT Faculty will receive written feedback on their performance from the department head.

4.06 Reappointment for Tenure Track Faculty

- In the event that problems are identified, the department head will meet with the FT Faculty to address the problem.

4.06 Reappointment for Tenure Track Faculty

A. Overview

The reappointment process is a review of a tenure-track faculty member's annual progress toward meeting departmental criteria for tenure and promotion during the probationary period. (See Section 4.07A.3.) This process is a significant part of the basis of a tenure-track faculty member's annual contract renewal. Reappointment recommendations are made at the department and/or college level and are forwarded to the Provost. Tenure review occurs no later than the final year of a faculty member's probationary period. A decision not to reappoint a faculty member may be made for any reason that is not an impermissible basis.

B. Application and Review Process

In the 1st, 3rd, and 5th year of the probationary period the candidate submits a reappointment application consisting of the completed AA12 form, current curriculum vitae (CV), with the accumulated AFE letters from the department head during each year of the probationary period attached. Applications may not be submitted in two consecutive years.

The department head and dean may determine that the candidate needs to submit a cumulative reappointment dossier during the 1st, 3rd, and/or 5th year of the probationary period. Candidates requiring an administratively initiated review (Dossier) in the 1st, 3rd, or 5th year will complete the dossier within 30 calendar days of notification. These administrative review dossiers will be submitted through full review levels the same as 2nd and 4th year reappointment dossiers as determined by each college.

In the 2nd and 4th year of the probationary period the candidate submits a reappointment dossier as determined by the Provost and the Collegial Review Council of the Faculty Senate. The reappointment dossier is a cumulative record documenting progress toward tenure.

1. The Provost, in consultation with the Faculty Senate Collegial Review Council, will provide instructions for the preparation of the reappointment applications and the reappointment dossiers in June for the next TPR cycle.
2. Reappointment application: 1st year, 3rd year, and 5th year
 - a. The reappointment application is reviewed by the departmental collegial review committee, the department head, the college collegial review committee (if appropriate), the dean, and the provost.

4.06 Reappointment for Tenure Track Faculty

- b. The department collegial review committee meets and makes recommendations on reappointment applications within the time frame established by the Annual TPR Calendar issued by the Provost, said time frame not to exceed 15 working days following the submission deadline. In accordance with the established procedures of each college, department heads submit recommendations directly to the dean or to the college collegial review committee (if appropriate).
 - c. Each college, within their by-laws, will determine the process and manner of review for reappointment dossiers.
 - d. The recommendations then go to the Provost for final decisions.
3. Reappointment dossiers: 2nd year, 4th year, and administrative review
- a. The reappointment dossier is reviewed by the department collegial review committee, the department head, the college collegial review committee (if appropriate), the dean, and the Provost.
 - b. The department collegial review committee meets and makes recommendations on reappointment dossiers within the time frame established by the Annual TPR Calendar issued by the Provost, said time frame not to exceed 15 working days following the submission deadline. In accordance with the established procedures of each college, the department head submits recommendations on reappointment dossiers directly to the dean or the college collegial review committee (if appropriate).
 - c. Each college, within its by-laws, will determine the process and manner of review for reappointment dossiers.
 - d. Recommendations then go to the Provost for final decisions.
4. The candidate is informed in writing of the recommendation decisions and the vote count at each level of review within 5 working days following the vote at each level. The party responsible for notification at each review level is listed in Table 4.06-1.

Table 4.06-1. Party responsible for recommendations/outcome for reappointment.

Review Level	Responsible for Notification
Department/School Collegial Review Committee	Department Head/School Director
Department Head/School Director	Department Head/School Director
College Collegial Review Committee	Dean
Dean	Dean
Provost	Provost

5. Reappointment Application and Dossier submission deadlines

4.06 Reappointment for Tenure Track Faculty

At the beginning of each academic year, the Provost distributes a collegial review calendar. Timely notice of a decision not to reappoint depends on candidate's unbroken length of service at Western Carolina University in the same class of appointment. Important dates relating to the probationary period for reappointment purposes will be included in the hiring contract.

Deadlines for submission are as follows:

- a. In the 1st (except if the candidate is in his/her first full time year at WCU), 3rd, and 5th year of the probationary period, all applications are due on the 1st working day of October.
- b. All tenure track candidates in the 1st full time year at WCU regardless of the probationary year, will submit applications (or dossiers if administrative review is initiated) by the 10th working day of January. If a dossier is required, the candidate must be notified by the end of exam week in fall semester.
- c. In the 2nd and 4th year of the probationary period, all dossiers are due on the 1st working day of October.
- d. All candidates in the 3rd and 5th year of the probationary period who are asked to submit dossiers for administrative review must be notified by the 1st working day of September. However, Department Heads and Deans are encouraged to notify candidates as soon as possible. These dossiers will be due on the 1st working day of October.

Those faculty who change from a fixed-term appointment to a tenure-track appointment, however, should contact the Provost's office to find out the submission deadline for their reappointment dossier.

C. Other Reappointment Considerations

1. Decisions are based on the departmental criteria in effect during the year being reported. If departmental criteria have changed from the previous year, faculty members should refer to Section 4.04D.8 for requesting special consideration.
2. Faculty members who choose to appeal negative reappointment decisions must meet the deadlines described in the section on hearings. (See Section 4.11A.)
3. A faculty member who asserts that the procedures followed to reach the non-reappointment decision materially deviated from the prescribed procedures such that doubt is cast on the decision not to reappoint may appeal that decision to the Faculty Hearing Committee.
4. While reappointment decisions are based on departmental criteria, candidates should be aware that according to [UNC Regulation 101.3.1.2\[R\]](#), Section IIA, "[a] decision not to reappoint... a tenure track faculty member may be made for any reason that is not an impermissible basis." [Section 604C\(1\)\(d\) of The Code](#) of

4.07 Academic Tenure and Promotion

the University of North Carolina provides that a decision not to reappoint “shall not be based upon (1) the exercise by the faculty member of rights guaranteed by the First Amendment to the United States Constitution, or by Article I of the North Carolina Constitution; (2) the faculty member's membership in a group protected from discrimination under state or federal law; (3) other violation of state or federal law; or (d) material violation of applicable university policies for reappointment, promotion, and tenure that materially affected the decision.”

In addition to those classifications in (2) above, the WCU Board of Trustees has affirmed that a decision not to reappoint a faculty member shall not be based upon the faculty member's gender identity or expression, genetic information, sexual orientation, or political affiliation, except where religion, sex, or age are bona fide job related employment requirements, as documented in University Policy 10 Statement on Non-Discrimination and Equal Opportunity.

4.07 Academic Tenure and Promotion

A. Overview of Tenure and Promotion

1. Tenure

Academic tenure refers to the conditions and guarantees that apply to a faculty member's employment. Tenure provides protection against involuntary suspension or discharge from employment or reduction in rank except upon specified grounds and in accordance with the procedures provided in Sections 4.10 and 4.11. Tenure secures the academic freedom of faculty members and enables the institution to attract high quality faculty. The tenure decision shall include, but is not limited to, an assessment of:

- a. The faculty members demonstrated professional competence as evaluated by meeting or exceeding departmental criteria;
- b. The faculty member's potential for future contributions, and;
- c. Institutional needs and resources.

2. Promotion

The University initially assigns faculty rank in accordance with degree preparation, experience, and performance record. Faculty members achieve a higher rank and earn a higher salary on the basis of a collegial review process that evaluates years in rank, earned degrees, and performance toward meeting departmental criteria consistent with university standards. (See Section 4.07A.6.)

3. Probationary period

4.07 Academic Tenure and Promotion

- a. Tenure-track faculty can be on probation for a maximum period of six years, subject to extensions as provided in Sections 4.04D.8 and part e.viii below.
- b. The probationary period provides time for tenure-track faculty to establish a record of academic achievement (in teaching, scholarship and service) and to demonstrate potential for future productivity. It also allows the University to adjust faculty resources in accordance with institutional needs.
- c. Faculty may negotiate a shorter probationary period at the time of hire. Alternatively, faculty who have far exceeded expectations and demonstrated evidence of significant and sustained contributions to the University in all three areas of teaching, scholarship and service, may apply for early consideration of tenure. Faculty who fail in their application for early tenure may reapply during the standard probationary period.
- d. The review of tenure-track faculty must be conducted on a schedule that permits the timely notice requirements in Section 4.10B.2 to be observed.
- e. The probationary period is determined by the following guidelines:
 - i. The maximum probationary period shall be six years of continuous, full-time service at Western Carolina University. Faculty members whose probationary period has extended into the sixth year must be granted either a promise of tenure or, if tenure is denied, a fixed-term appointment for one academic year.
 - ii. Nine-month tenure-track faculty employed for one academic year, beginning in the fall term, shall be counted as fulfilling one year of probationary period.
 - iii. For nine-month tenure-track faculty who do not begin during the fall term, the probationary period will begin the subsequent academic year.
 - iv. For faculty on twelve-month appointments, each successive year of full-time service beginning not later than September 15 of one calendar year and extending through June of the next calendar year shall be counted as fulfilling one year of the probationary period.
 - v. Summer school teaching/service, experience as a graduate assistant, graduate fellow, or other part-time employment does not count toward years of experience for purposes of determining the probationary period of a tenure-track faculty member.
 - vi. In the event of serious illness, childbirth or other compelling reasons, the probationary period may be extended; See “Extension Request” on the Collegial Review SharePoint site:
<https://catamountwcu.sharepoint.com/:u:/r/sites/TPR-PTR-Emeritus/>

4.07 Academic Tenure and Promotion

4. Awarding of tenure
 - a. The Board of Governors of the University of North Carolina has delegated the authority to award tenure to the Western Carolina University Board of Trustees.
 - b. The Western Carolina University Board of Trustees awards tenure based on the recommendation of the Chancellor or the Chancellor's designee.
 - c. Tenure becomes effective upon the approval by the Board of Trustees.
5. Rank
 - a. Western Carolina University recognizes the following faculty ranks: 1) instructor (and other Fixed-Term faculty titles; see Section 4.09C.4.a), 2) assistant professor, 3) associate professor, and 4) full professor.
 - b. An earned master's degree from an accepted institutionally-accredited university/institution is a minimal requirement for appointment to the rank of instructor. For appointments at the ranks of assistant, associate, and full professor, an earned doctorate from a regionally accredited institution is normally required. If specified in departmental criteria, the highest degree normally earned in the field (i.e., terminal degree) may be accepted in lieu of a doctoral degree. Exceptions can be granted in the departmental criteria with the Dean and Provost's approval.
6. Eligibility for promotion
 - a. Candidates must be full-time employees, tenure-track or tenured, and hold an appropriate degree. Promotion is not based solely on a faculty member's years of service. Instead, faculty promotions are based also on earned degrees and cumulative records of performance that meet or exceed departmental criteria.
 - b. Required years in rank for promotion.

For promotion to Associate Professor, faculty must have spent a minimum time in rank in a tenured/tenure-track position at WCU of six (6) years; eligible faculty may apply for promotion to Associate Professor no earlier than their sixth year in rank at WCU to be considered for award of promotion in the following year (year seven).

For promotion to Full Professor, faculty must have spent a minimum time in rank in a tenured/tenure-track position at WCU of five (5) years; eligible faculty may apply for promotion to Full Professor no earlier than the start of their fifth year in rank at WCU to be considered for award of promotion effective at the start of the following year (year six).

4.07 Academic Tenure and Promotion

Exceptions may be made in cases where faculty who have exceeded expectations and demonstrated evidence of significant and sustained contributions to the University in all three areas of teaching, scholarship and service, may apply for early consideration of promotion, only with the endorsement of their department head and dean.

Prior service credit applies towards required years in rank at WCU only if and as specified in the faculty member's tenure-track appointment contract.

- c. Minimum university standards to be considered for assignment of rank are shown below. Definitions and explanations for standards are found in Section 4.04C.
 - i. Assistant professor
Evidence of achievement and promise for sustained contributions to the institution in teaching, service, and scholarship.
 - ii. Associate professor
Evidence of high levels of achievement and contributions to the institution in teaching, service, and scholarship.
 - iii. Professor
Evidence of superior teaching, service, and scholarship.
- d. Experience as a graduate assistant, graduate fellow, summer school faculty, or any other part-time employment are not counted toward years of experience for purposes of determining the appropriate initial rank or promotion in rank.

B. Application and Review Process for Tenure and Promotion

The tenure review process is a review of a tenure-track faculty member's record in meeting departmental criteria for tenure and promotion during the probationary period. Tenure is a continuing commitment by the University to the faculty member. Tenure and promotion recommendations are made at the department and/or college level, then to the University Collegial Review Committee before being forwarded to the Provost, Chancellor, and Board of Trustees. Tenure review occurs no later than the final year of a faculty member's probationary period.

Each faculty member submits a dossier which is a cumulative record documenting progress toward tenure and/or promotion. Dossiers for tenure, promotion, and reappointment have a similar format but the review procedures are different.

1. The Provost, in consultation with the Collegial Review Council, will provide instructions for the preparation of dossiers in June for the next TPR cycle.

4.07 Academic Tenure and Promotion

2. Faculty members prepare and submit tenure and promotion dossiers to department heads for review by department collegial review committees. These committees must meet and vote according to the deadlines in Section 4.07C.3. Department heads' recommendations and department collegial review committee votes are forwarded to the college collegial review committees and appropriate deans. These committees must meet and vote according to the deadlines in Section 4.07C.3. Collegial review committees' and deans' recommendations are forwarded to the University Collegial Review Committee. This committee's votes are forwarded to the Provost whose recommendations are submitted to the Chancellor and the Board of Trustees for final decision.
3. At each level of review candidates are informed in writing within 5 working days of recommendations and vote counts.

4. Dossier submission deadlines

At the beginning of each academic year, the Provost distributes a collegial review calendar. Timely notice of a decision not to reappoint depends on candidate's unbroken length of service at Western Carolina University in the same class of appointment. (See Section 4.07A.3 for more on probationary periods.) Therefore, deadlines for submission of a tenure and promotion dossiers vary according to the date of initial appointment. Important dates relating to the probationary period for tenure purposes will be included in the hiring contract.

The deadline for the submission of the tenure and/or promotion dossier is the 1st working day of October. The term "working days" as used in these policies means any day (excluding Saturdays and Sundays) on the undergraduate Academic Calendar that classes are scheduled to be in session during the faculty member's contracted employment term, not including summer sessions. Official university "Advising Days" count as working days in these policies even though classes do not meet.

C. Other Tenure and Promotion Considerations

1. If faculty apply for tenure and/or promotion prior to their last year of the probationary period and receive a negative review at any level, the recommendation will not be forwarded to the next level except when a faculty member requests that their candidacy continue through the process. Such requests shall be made in writing to the committee chair or administrator at the negative review level and must be submitted no later than 5 working days after receipt of notification.

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2. Faculty will be notified of their eligibility to apply for promotion and/or tenure on or before May 15th of the academic year prior to the year of eligibility.
3. Review deadlines

The Provost publishes a review schedule for promotion and tenure by the end of June for the next academic year. Once the process begins, a date specified by the Provost's Office, all levels of review must complete their work no later than the decision deadline shown in Table 4.07-1. Candidates must receive notification of the reviewer's recommendation decision according to the time limits shown in the notification deadline column. All deadlines for notice are counted from the end of the recommendation decision deadline.

Table 4.07-1. Deadlines for making and communicating tenure and promotion recommendations for all steps of the review process.

Review Step	Recommendation	Notification; Communicated by...
Department CRC	10 working days	5 working days; DH
Department Head (DH)	8 working days	5 working days; DH
College CRC	15 working days	5 working days; Dean
Dean	8 working days	5 working days; Dean
University CRC	20 working days excl. finals week	5 working days; Provost
Provost	8 working days	5 working days; Provost
Chancellor	15 working days	5 working days; Chancellor or designee
Board of Trustees	March Meeting	5 working days; Chancellor or designee

D. Procedures Guiding Review Committees

1. Departmental collegial review committee [Note: Schools headed by a director who reports to the dean of a college function as departments, as described in these procedures.]
 - a. Each department shall have a collegial review committee that shall be chaired by the department head (non-voting) and composed of up to six tenured faculty members elected by the department's full-time faculty. In departments with six or fewer tenured faculty members, the committee shall be composed of the department head and tenured faculty, provided the resultant committee shall consist of at least three tenured faculty members, exclusive of the head.
 - b. In departments with fewer than three tenured faculty, the Department Head in consultation with the department and dean, selects tenured faculty from similar departments to constitute a committee of at least three tenured

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faculty. If the department head is up for review, then the departmental collegial review committee consults with the dean to finalize the committee.

- c. Associate and assistant deans will be eligible for election to department committees.
 - d. Committee members may not be present when their own dossiers are being considered.
 - e. When the department head is the person being considered by the committee, the department head shall be excused, and the committee shall elect a pro tem chair (voting) from its membership. The pro tem chair shall submit the committee's recommendations directly to the appropriate dean.
 - f. Proxy voting or in absentia voting are not permitted for collegial review committees. If a committee member is not present and able to participate in the discussion, she/he may not vote.
2. College collegial review committees
- a. Each college shall have a collegial review committee chaired by the dean (non-voting) and composed of not less than six nor more than 12 tenured faculty members elected from the faculty of the college in accordance with college by-laws to serve staggered three-year terms. Each college shall determine the total number of faculty members to be included on the committee.
 - b. In colleges with six or more departments, no more than one faculty member may be elected from a single department. In colleges with fewer than six departments each department must be represented by at least one elected member.
 - c. In departments with no tenured faculty members or an insufficient number of tenured faculty members, the department head, in consultation with the dean, will nominate tenured faculty from other departments within the College or University, to be elected or appointed (see D.2.b. above) to serve as a representative(s) for that department.
 - d. When presenting the ballot for the college collegial review committee elections, the college election committee shall provide information regarding the balance of committee membership including such information as: seniority, professional rank, departmental representation and continuity of membership.
 - e. Associate and assistant deans will be eligible for election to college committees.

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- f. Proxy voting or in absentia voting are not permitted for collegial review committees. If a committee member is not present and able to participate in the discussion, she/he may not vote.
3. University Collegial Review Committee
- a. The University Collegial Review Committee shall consist of the Provost as nonvoting chair; two tenured faculty members elected from each college by the faculty of the college, and one tenured faculty member elected by the faculty of the university library.
 - b. Members of the committee shall serve three-year terms, staggered so that one-third of the elected members are elected each year. Elected members may not serve consecutive elected terms.
 - c. Associate and assistant deans will be eligible for election to university committees.
 - d. When presenting the ballot for the university collegial review committee elections, the college election committee shall provide information regarding balance of committee membership including such information as: seniority, professional rank, departmental representation and continuity of membership.
 - e. Proxy voting or in absentia voting are not permitted for collegial review committees. If a committee member is not present and able to participate in the discussion, she/he may not vote.

4.08 Post-Tenure Review

A. Overview

1. Purpose and Scope

Post-tenure review (PTR) is a cumulative, holistic, and comprehensive periodic evaluation of tenured faculty performance. The purpose of this review is to support and encourage excellence among tenured faculty. PTR aims to assist faculty members in meeting university performance expectations, recognize and reward exemplary performance, provide a clear plan and timetable for improvement of performance when faculty do not meet expectations, and provide for the imposition of appropriate sanctions when faculty members do not meet the goals established in a faculty success plan. Post-tenure review shall be consistent with the [UNC Policy 400.3.3](#), Performance Review of Tenured Faculty, and associated regulations.

Post-tenure review shall evaluate all aspects of the professional performance of tenured faculty members whose primary responsibilities are teaching, research/creative activity, and service. Post-tenure review and resulting

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recommendations shall take the allocation of a faculty member's responsibilities into account.

2. Faculty to Be Reviewed

For each tenured faculty member, a post-tenure review shall take place at least every five years. A review undertaken as part of the process for conferring tenure or recommending a faculty member for promotion qualifies as a cumulative performance review; the next post-tenure review shall occur five years after the date of the conferral of tenure or promotion regardless of the date of any preceding review. (Candidates who are denied promotion in the required post-tenure review year must undergo review no later than the following academic year.)

Tenured faculty members assigned to administrative positions (associate dean level or higher and other positions as determined by the provost) shall not be required to undergo post-tenure review until the fifth complete academic year following return to regular duties. Department heads and school directors are not typically exempt from post-tenure review. Other exceptions to the review timeline shall be made in the following cases: 1) when a faculty member is on leave from duties, that period shall not be included as part of the five years between mandatory review events, and 2) when a faculty member is temporarily assigned to duties away from Cullowhee/Asheville during the academic year of a required review, review shall occur in the academic year following their return. In the event of serious illness, childbirth or other compelling reasons, an extension to the review timeline may be requested via the extension request form. Requests are reviewed by the provost.

B. Review Criteria and Outcomes

Faculty performance shall be examined relative to the mission of Western Carolina University and that of the college and department of the faculty member (UNC Policy Manual 400.3.3.1[R] II.B.). Criteria for post-tenure review outcomes are established by departments and included in the Departmental Collegial Review Document (DCRD). If criteria in a faculty member's DCRD have changed since the prior review (post-tenure review, tenure or promotion), the faculty member may petition to use a prior version of a DCRD.

The review shall utilize three assessment categories defined in UNC Policy 400.3.3: exceeds expectations, meets expectations, and does not meet expectations.

- Exceeds expectations: The faculty member consistently and considerably surpasses established goals in the faculty member's annual and long-term work plans.

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- Meets expectations: The faculty member consistently achieves and may occasionally surpass established goals in the faculty member's annual and long-term work plans.
- Does not meet expectations: The faculty member does not consistently achieve established goals in the faculty member's annual and long-term work plans.

In the case that the overall assessment given by the dean is that the faculty member is exceeding expectations, the faculty member shall be recommended for recognition and/or reward from the provost.

In the case that the overall assessment given by the dean is that the faculty member does not meet expectations, the faculty member shall be subject to a faculty success plan as described below. The department head or school director, in consultation with the dean, may redefine the faculty member's distribution of teaching, research/creative activity, and service. Adjustments to workload are not punitive. Rather, they are intended to support the department, college, and institution by better leveraging the faculty member's expertise and abilities and improve the faculty member's performance.

Faculty Success Plan

A faculty success plan is a formative strategy that includes specific steps designed to lead to a faculty member's improved performance in achieving established goals in the faculty member's annual and long-term work plans. The plan is developed by the department head or school director in cooperation with the faculty member, departmental post-tenure review committee, and the dean of the faculty member's college within 30 calendar days of the conclusion of the review. The plan shall include (1) a statement of the faculty member's primary responsibilities and specific descriptions of shortcomings as they relate to the faculty member's assigned duties and the long-term work plan established; (2) specific improvements to be accomplished, (3) resources to be committed to the improvement efforts, and (4) other support provided by the administration (UNC Policy Manual 400.3.3.1[R]). The faculty success plan should indicate any modification to workload and take into account the new allocation of responsibilities.

The faculty success plan also includes a specified timeline of at least three years from the date of the implementation of the success plan in which improvement is expected to occur and a clear statement of consequences, in accordance with Chapter VI of *The Code*, should improvement not occur within the designated timeline. The consequences may range from suspension of pay raises

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to, in the most extreme cases, reduction in rank, temporary suspension of employment, or termination of employment.

The department head or school director and departmental post-tenure review committee will monitor the faculty member's progress relative to the faculty success plan and provide verbal and written feedback to the faculty member semiannually. The faculty success plan and the written feedback are to be shared with the dean and the provost. In the event of serious illness, childbirth or other compelling reasons, the success plan timeline may be extended by the provost and should be documented in writing.

C. Review Materials

At a minimum, a faculty member undergoing post-tenure review must provide the following materials:

- a current curriculum vitae (CV)
- the four most recent annual faculty evaluation summary statements from the department head
- the most recent long-term work plan (see below)
- a reflective self-evaluation, which serves to provide the reviewers with context for the work plan and annual reviews. The self-evaluation should be no more than one-page long.
- Any additional materials as directed by faculty member's Departmental Collegial Review Document.
- Any faculty success plans and written evaluations resulting from semi-annual progress monitoring that were required in the time period under review. (See Outcomes section.)

Performance to be reviewed is limited to the five years preceding review or to the period after the prior review event, whichever is less.

Long-term work plans

At the conclusion of the academic year in which a faculty member was reviewed for tenure, promotion, or post-tenure review (or at the beginning of the following academic year), the faculty member shall propose or revise a long-term work plan, which will be considered in the following post-tenure review. The long-term work plan shall be coordinated with the annual work plans and evaluations required by UNC Policy 400.3.4, *Policy on Faculty Workload*. The long-term work plan shall be approved by the department head or school director. The long-term work plan can be modified annually by the faculty member, in consultation with the department head or school director, as deemed appropriate by changes in

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institutional, departmental, or personal circumstances. Plan modifications must be approved by the department head or school director.

In the event that a faculty member and department head cannot agree on a long-term work plan, and that disagreement is alleged to result from violation of law, or a university policy, regulation or rule, or commonly shared understandings within the academic community about the rights, privileges and responsibilities attending university employment the faculty member may grieve this stalemate through the Faculty Grievance Policy and Procedures given in Section 4.11B.

D. Departmental Post-Tenure Review Committee

Each department or academic unit establishes a post-tenure review committee (with a process approved by the departmental faculty) with at least three tenured departmental colleagues and the department head or school director, who serves as a nonvoting chair for the committee. Whenever a department finds it impossible to form a committee containing at least three tenured faculty, the matter will be referred to the provost. The provost, with the approval of the tenured faculty of the department and the dean of the college, will, by selecting tenured faculty from similar departments, constitute a committee of three tenured faculty for the department. Faculty members being reviewed are not permitted to select a member of the committee. However, this does not preclude such faculty members from voting on committee membership along with their colleagues.

E. Review Process

Note that in the process described below, when a department head or school director is under review, the duties normally performed by the department head shall be performed by an administrator or faculty member designated by the dean, typically the associate dean or a tenured faculty member in the department or a closely related department who is not serving on the department post-tenure review committee.

At the beginning of each academic year, the provost distributes a collegial review calendar which includes the timeline for steps in the post-tenure review process.

1. The faculty member submits their post-tenure review materials by the deadline established in the collegial review calendar. The department head or school director will review and certify the submission for accuracy and completeness before the materials are reviewed by the departmental post-tenure review committee.
2. The departmental post-tenure review committee meets after reviewing the faculty member's materials within the time frame established by the collegial

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review calendar. The committee shall provide a brief, written rationale for each assessment in each category of teaching, research/creative activity and service in accordance with the faculty member's long-term work plan and allocation of duties along with an overall assessment of the extent to which the faculty member meets the post-tenure review expectations. The written evaluation along with a record of the committee's votes shall be presented to the department head or school director using the AA-12 transmittal form.

- a. Any review that includes a recommendation for recognition of performance that exceeds expectations shall include a statement of the faculty member's primary responsibilities and specific descriptions of how the faculty member exceeded assigned duties and the long-term work plan.
- b. Any review that indicates the faculty member does not meet expectations shall include a statement of the faculty member's primary responsibilities and specific descriptions of shortcomings as they relate to the faculty member's assigned duties and long-term work plan.

The department head or school director will provide the written evaluation to the faculty member via the AA-12 transmittal form within five working days following completion of the evaluation.

3. The department head or school director shall append an independent evaluation of the candidate to the committee's evaluation using the AA-12 transmittal form. The evaluation shall explicitly state points of concurrence or points of variation from the departmental committee evaluation along with a justification. Specific rationale shall be provided for recommendations of recognition of performance that exceeds expectations or a faculty success plan.
4. The department head or school director will provide the written evaluation to the faculty member via the AA-12 transmittal form within five working days following completion of the evaluation. and will meet with the faculty member to discuss the reviews. The faculty member then has the option of delivering a written response to the department head or school director within fourteen (14) calendar days of receiving the reviews. If the faculty member disagrees with the evaluation, the response shall offer evidence in support of a different assessment. The response shall become part of the permanent record of the post-tenure review.
5. After the response period ends, the evaluations and any written response from the faculty member are forwarded to the dean by the department head or school director. The dean shall review the faculty member's materials and consult with the department head or school director before appending an independent evaluation of the faculty member with respect to the extent that they meet the

4.08 Post-Tenure Review

post-tenure review criteria to the AA-12 transmittal form. In the event that the dean's final assessment of the candidate differs from the departmental committee's and/or department head's or school director's assessment, the dean should state explicitly the reasons for this difference of opinion. The assessment of the dean serves as the final outcome for the process.

6. The dean shall provide a copy of his/her evaluation to the faculty member and the department head or school director in writing via the AA-12 transmittal form within five (5) working days following the completion of the evaluation. The faculty member has the right to grieve the dean's post-tenure review evaluation within twenty-one calendar days from receipt of the evaluation, in accordance with the Faculty Grievance Policies and Procedures of Section 4.11B.
7. The three written evaluations from the departmental post-tenure review committee, the department head or school director, and the dean and any written response from the faculty member will be sent to the provost for information, and the dean's evaluation will be reported to the System Office.

F. Appeals

The Faculty Grievance Committee shall consider problems and appeals that arise from post-tenure review as outlined in Section 4.11B.

G. Due Process

"A faculty member, who is the beneficiary of institutional guarantees of tenure, shall enjoy protection against unjust and arbitrary application of disciplinary penalties. During the period of such guarantees the faculty member may be discharged from employment, suspended, or demoted in rank only for reasons of incompetence, neglect of duty or misconduct of such a nature as to indicate that an individual is unfit to continue as a member of the faculty" (*Code of the University of North Carolina, Chapter VI*, Section 603). Disciplinary actions for noncompliance with the development plan are limited to those established in [Chapter VI](#) of the *Code of the University of North Carolina*. Due process and the right of appeal as specified in the *Code of the University of North Carolina* and the "Tenure Policies and Regulations of Western Carolina University" in the Faculty Handbook shall be guaranteed.

H. Training and Policy Review

The Office of the Provost shall provide ongoing support and training for all post-tenure review evaluators, including departmental post-tenure review committee members, department heads or school directors, and deans. The Office of the Provost ensures that all post-tenure review evaluators benefit from digital training

4.09 Fixed-Term Faculty Promotion

modules prepared by UNC General Administration and receive training in campus-specific policies and procedures. (UNC Policy Manual 400.3.3.1[R])

Through deans, department heads or school directors shall certify compliance with all aspects of the post-tenure review process and with UNC policy and guidelines to the provost. The provost, in turn, shall note the institution's compliance in an annual report on post-tenure review to the UNC System Office.

All Post-Tenure Review procedures must be in compliance with UNC Policy and Guidelines on Performance Review of Tenured Faculty (UNC Policy Manual 400.3.3 and 400.3.3.1[R]). The provost must annually certify that all aspects of the post-tenure review process are in compliance with this policy and these guidelines. Additionally, System Office will conduct a review of the post-tenure review process every five years in compliance with UNC Policy Manual 400.3.3.1 [R].

4.09 Fixed-Term Faculty Promotion

A. Definition and Overview

The term "Fixed-Term Faculty" means full-time, non-tenured, non-probationary faculty members whose appointment contract includes a provision that the appointment is subject to renewal.

The promotion process for Fixed-Term faculty provides for the opportunity of professional advancement but does not result in the granting of tenure. Review is based on evaluation of expectations of the appointment and criteria outlined in the DCRD. Promotions represent new contract appointments and are contingent upon funding and institutional need. Promotion recommendations are made at the department and forwarded to the Dean.

B. Application and Review Process

When eligible, the Fixed-Term faculty candidate has the option to submit a Fixed-Term faculty promotion (FTFP) dossier for consideration of promotion. The FTFP dossier contains, at a minimum, the accumulated annual evaluations since appointment/promotion, completed AA-14 form, and other materials as required in the DCRD.

1. The FTFP dossier is reviewed by the departmental collegial review committee (or equivalent, including representation from upper-level Fixed-Term faculty and/or faculty with knowledge of the Fixed-Term faculty experience), the department head, the college collegial review committee (if appropriate), and dean.
2. The department collegial review committee meets and makes recommendations on the FTFP dossier within the time frame established by the colleges, said time frame not to exceed 15 working days following the

4.09 Fixed-Term Faculty Promotion

submission deadline. In accordance with the established procedures of each college, department heads submit recommendations directly to the dean or to the college collegial review committee (if appropriate).

3. Each college, within its by-laws, will determine the process and manner of review for FTFP dossiers.
4. The Provost is then notified of the final decision.

Fixed-Term faculty promotion submission deadlines

Important dates relating to reappointment/promotion of Fixed-Term faculty will be determined by the colleges. Eligibility for promotion consideration and timing will be included in the hiring contract.

C. Other Considerations

1. Decisions are based on the departmental criteria in effect during the year being reported.
2. Fixed-Term faculty are classified as special faculty members within the UNC Code.
 - a. Special faculty members who are paid shall be appointed for a specified term of service, as set out in writing in the letter of appointment. The term of appointment of any paid special faculty member concludes at the end of the specified period set forth in the letter of appointment, and the letter of appointment constitutes full and timely notice that a new term will not be granted when that term expires. However, full-time appointees at the rank of instructor or above (including visiting and CTRP assistant/associate/full professors) shall be given the notice of non-reappointment specified in Section 4.10B if the conditions of appointment to the rank of instructor or above include a provision that the appointment is subject to renewal.
 - b. Special faculty members who are not paid may be appointed for a specified term of service or at will. Their pay and appointment status should be set out in the letter of appointment.
 - c. Special faculty members are not covered by [Section 604](#) of the UNC Code, and that section does not accord them rights to additional review of a decision not to grant a new appointment at the end of a specified fixed term.
3. Promotion

The University initially assigns faculty rank in accordance with degree preparation, experience, and performance record. Faculty members achieve a higher rank and earn a higher salary on the basis of a collegial review process

4.09 Fixed-Term Faculty Promotion

that evaluates years in rank, earned degrees, and performance toward meeting departmental criteria consistent with university standards. (See Sections 4.04C and 4.07A.6.)

4. Fixed-Term faculty Rank

- a. Western Carolina University recognizes the following full-time Fixed-Term faculty ranks: 1) instructor, 2) associate instructor, 3) senior instructor, 4) Clinical/Teaching/Research/of Practice (CTRP) assistant professor, 5) CTRP associate professor, 6) CTRP full professor, 7) visiting professor/scholar.

CTRP faculty are classified as one of the following as appropriate:

- Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor;
- Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor;
- Research Assistant Professor, Research Associate Professor, Research Professor;
- Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice.

- b. An earned master's degree from a regionally accredited institution is a minimal requirement for appointment to the rank of instructor. For appointments at the ranks of assistant, associate, and full professor, an earned doctorate from a regionally accredited institution is normally required. If specified in departmental criteria, the highest degree normally earned in the field (i.e., terminal degree) may be accepted in lieu of a doctoral degree. Exceptions can be granted in the departmental criteria with the Dean and Provost's approval.

5. Eligibility to apply for promotion

- a. Candidates must be full-time employees, hold appropriate credentials, and have accrued continuous service duration in rank as outlined below. Promotion is not based solely on a faculty member's years of service. Instead, faculty promotions are based also on earned degrees and cumulative records of performance that meet or exceed departmental criteria. Promotions are new contract appointments and are contingent on funding and institutional need.
- b. Candidates must perform continuous service in rank for promotion.
- i. For application for promotion from Instructor to Associate Instructor, faculty must have three (3) years of continuous service.

4.09 Fixed-Term Faculty Promotion

- ii. For application for promotion from Associate Instructor to Senior Instructor, faculty must have three (3) years of continuous service.
- iii. For application for promotion from CTRP Assistant Professor to CTRP Associate Professor, faculty must have five (5) years of continuous service.
- iv. For application for promotion from CTRP Associate Professor to CTRP Professor, faculty must have five (5) years of continuous service.

Duties and contract terms. Definitions and explanations for standards are found in Section 4.04C. Duties and contract terms are listed below and summarized in Table 4.09-1 for instructor positions and in Table 4.09-2 for CTRP positions. The definition and contract terms for Visiting Scholar/Professor are given in Table 4.09-3.

- i. Instructor
Teaching 12 credit hours (or equivalent) per semester plus other duties (equivalent to additional 3 credit hours). 1.0 FTE, 1-3 year contract.
- ii. Associate Instructor
Teaching 12 credit hours (or equivalent) per semester plus other duties (equivalent to additional 3 credit hours). 1.0 FTE, 1-3 year contract.
- iii. Senior Instructor
Teaching 12 credit hours (or equivalent) per semester plus other duties (equivalent to additional 3 credit hours). 1.0 FTE, 3-year contract.
- iv. CTRP Assistant Professor
Terminal degree or equivalent experience, 1.0 FTE, fixed term (one semester up to 5-year appointment), renewable. Promotion eligibility after 5 years continuous service and satisfactory performance in all assigned areas and demonstrated potential for further professional development.
- v. CTRP Associate Professor
Terminal degree or equivalent experience, 1.0 FTE, fixed term (one semester up to 5-year appointment), renewable. Promotion eligibility after 5 years continuous service and sustained record of professional achievement.
- vi. CTRP Professor
Terminal degree or equivalent experience, 1.0 FTE, fixed term (one semester up to 5-year appointment), renewable. Recognized for distinction in the discipline and expert record of professional achievement.

4.09 Fixed-Term Faculty Promotion

Table 4.09-1. Duties, contract terms, and promotion eligibility criteria for instructor positions.

Rank	Duties	Contract Terms	Promotion Eligibility*
Instructor	Teaching 12 credit hours per semester plus other duties (equivalent to additional 3 credit hours)	1.0 FTE & 1–3-year renewable contract	Faculty may opt to stay at this level or apply for promotion to Associate Instructor rank after 3 years of continuous service
Associate Instructor		1.0 FTE & 1–3-year renewable contract	Eligible to apply for promotion to Senior Instructor rank after 3 years of continuous service. Salary step increase upon achievement of rank.
Senior Instructor		1.0 FTE & 3-year renewable contract	Demonstrated superior performance in teaching and service. Salary step increase upon achievement of rank.

*Promotions represent new contract appointments and are contingent on funding and institutional need.

Table 4.09-2. Duties, contract terms, and promotion eligibility criteria for CTRP positions.

Rank	Duties	Contract Terms	Promotion Eligibility*
Clinical/ Teaching/ Research Assistant Professor & Assistant Professor of Practice	Competence in teaching, scholarship, and service with outstanding achievement in at least one area (of appointment). Conditions and	Terminal degree or equivalent experience 1.0 FTE semester up to 5-year renewable contract	Eligible to apply for promotion after 5 years of continuous service. Satisfactory performance in all assigned areas and demonstrated potential for further professional development.
Clinical/ Teaching/ Research Associate Professor & Associate Professor of Practice	expectations for any faculty appointment shall be agreed upon in writing at the time of appointment and adjusted, if necessary, in accordance with	Terminal degree or equivalent experience 1.0 FTE semester up to 5-year renewable contract	Eligible to apply for promotion after 5 years of continuous service. Sustained record of professional achievement. Salary step increase upon achievement of rank.
Clinical/ Teaching/ Research Professor & Professor of Practice	the appropriate DCRD and Faculty Handbook. Equivalent qualifications to tenure-track positions. Duties determined by department/college include solely or combination of clinical work, teaching, research,	Terminal degree or equivalent experience 1.0 FTE semester up to 5-year renewable contract	Recognized for distinction and expert record of professional achievement. Salary step increase upon achievement of rank.

4.10 Termination of Employment

	or other professional duties.		
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*Promotions represent new contract appointments and are contingent on funding and institutional need.

Table 4.09-3. Duties and contract terms for visiting professors and visiting scholars.

Position	Duties and Contract Terms*
Visiting Professor & Visiting Scholar	Designation given to an individual who has been invited to serve the University on a short-term basis, typically one year or less. (This includes university-exchange faculty from partner institutions (domestic or abroad [#]) and visiting positions that occupy a permanent tenure track line while it is vacant.) Full-time, fixed term appointment for a semester or academic year (limited to two years of renewal) that may be at any rank, instructor through full professor depending on qualifications of the individual. Job duties are left open to allow department heads and deans the flexibility to hire individuals to serve unique needs or to take advantage of unusual opportunities.

*International exchanges are coordinated by the academic department and the Office of Global Engagement and may be for a short term (one to three weeks), for a semester, or a year.

4.10 Termination of Employment

A. Types of Termination of Employment to the University

1. Faculty members with permanent tenure or appointed to a fixed term can be terminated from employment because of

- Resignation, retirement or phased retirement.
- Non-reappointment of tenure track faculty
- Denial of Tenure
- Discharge for cause, Suspension, or Demotion
- Financial exigency or Program Curtailment
- Non-disciplinary Separation

2. Non-reappointment of “Fixed-Term” faculty

Non-reappointment decisions can apply to full-time, non-tenured, non-probationary faculty members whose appointment contract includes a provision that the appointment is subject to renewal. Decisions for non-reappointments for probationary or continuing faculty are based upon the procedures outlined in Sections 4.05 and 4.06.

4.10 Termination of Employment

B. Notice of Decisions

1. The following faculty employment decisions are subject to notice as provided by this section:
 - a. Decision not to reappoint a tenure track faculty member after the initial contract period (“Non-Reappointment”)
 - b. Decision not to confer tenure to a tenure track faculty member (“Denial of Tenure
 - c. Decision not to promote in rank a tenure track faculty member or a tenured faculty member (“Denial of Promotion”)
2. **Non-Reappointment.** For a non-reappointment of a tenure track faculty member, the faculty employment decision shall be made by the Provost early enough to permit reasonable notice to be given. For a full-time, tenure track faculty member, timely notice shall be as follows:
 - a. During the first year of service at the Institution, the faculty member shall be given not less than 60 calendar days written notice before the specified term contract expires.
 - b. During the second year of continuous service at the Institution the faculty member shall be given not less than 90 calendar days written notice before the specified term contract expires.
 - c. After two or more years of continuous service at the Institution, the faculty member shall be given not less than 12 months written notice before the specified term contract expires.
3. **Denial of Tenure.** For denial of tenure the faculty member shall be given not less than 12 months written notice before the faculty member’s appointment expires.
4. **Denial of Promotion.** For denial of promotion in rank, the faculty member shall be given written notice within a reasonable time following the final faculty employment decision not to promote.

C. Faculty Resignation and Retirement

1. Faculty may retire in accordance with the provisions of Chapter 135 of the North Carolina General Statutes.
2. A faculty member resigning or retiring from the University should deliver written notice, containing an effective date, to the faculty member’s immediate supervisor. The University requests that it receive such written notice no later than 90 calendar days before a resignation becomes effective.

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3. In order to receive retirement benefits or other benefits available at separation, if any, a faculty member must retire or otherwise separate from the University in accordance with legal requirements through the University's Office of Human Resources.
4. The faculty member who has been approached with regard to another position should inform the department head and dean when such negotiations are in progress. When the faculty member enters into a binding agreement, he/she should promptly notify the department head and the dean of the college. Western Carolina University expects 90 calendar days' notice before a resignation becomes effective.

D. Disciplinary Discharge, Suspension, or Demotion

1. A faculty member, who is the beneficiary of institutional guarantees of academic tenure, shall enjoy protection against unjust and arbitrary applications of formal discharge, suspension, or demotion (a demotion as defined in this Section shall not include a demotion that results in the loss of a faculty member's tenure) During the period of such guarantees, the faculty member may be discharged from employment, suspended, or demoted in rank only for reasons of:
 - a. incompetence, including significant, sustained unsatisfactory performance after the faculty member has been given an opportunity to remedy such performance and fails to do so within a reasonable time
 - b. neglect of duty, including but not limited to, the sustained failure to meet assigned classes, respond to communications from individuals within the faculty member's supervisory chain, report to their employment assignment and by continuing to be absent for fourteen (14) consecutive calendar days without being excused by their supervisor, or to perform other essential duties of their position, or
 - c. misconduct of such a nature as to indicate that the individual is unfit to continue as a member of the faculty, including violations of professional ethics or engaging in other unethical conduct; violation of university policy or law; mistreatment of students or employees' research misconduct; financial or other fraud or, criminal, or other illegal or inappropriate conduct. To justify formal discharge, suspension, or demotion, such misconduct should be either (i) sufficiently related to a faculty member's responsibilities as to disqualify the individual from effective performance of job duties, or (ii) sufficiently serious as to adversely reflect on the individual's honesty, trustworthiness or fitness to be a faculty member.

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Formal discharge, suspension, or demotion may be imposed only in accordance with the procedures prescribed in this section.

2. For the purposes of these regulations, a faculty member serving a stated term shall be regarded as having tenure until the end of that term. Different procedures shall apply to Non-Reappointment, Denial of Tenure, and Denial of Promotion, Separation Due to Financial Exigency or Program Curtailment , a grievance, or any other lesser employment action that is not a formal discharge, suspension, or demotion.
3. **Notice of Intent to Discharge, Suspension, or Demote:** The Provost shall send the faculty member a written notice of intention to discharge, suspend, or demote a faculty member. The letter must include: (i) the proposed date of discharge, suspension, or demotion; (ii) specific reasons for discharge, suspension, or demotion; (iii) the faculty member's right to request a disciplinary hearing; and (iv) the deadline and process for the faculty member to request a disciplinary hearing in writing. The notice shall be provided in such a manner that provides proof of delivery. At any point during these procedures, the Chancellor or the Provost shall have the discretion to either reassign the faculty member to other duties or to place the faculty member on administrative leave with pay. Reassignment or placement of a faculty member on administrative leave with pay is not a disciplinary action.
4. If, within 14 calendar days¹ after the faculty member receives the notice , the faculty member makes no written request for a disciplinary hearing, the discharge, suspension, or demotion, shall be final and without recourse to any institutional grievance or appellate procedure.
5. If the faculty member makes a timely written request for a disciplinary hearing, the chancellor shall ensure a process is in place so that the hearing is timely accorded before the Faculty Hearings Committee. The hearing shall be on the written specification of reasons for the discharge, suspension, or demotion. The hearing committee shall accord the faculty member at least 30 calendar days from the time it receives the faculty member's written request for a disciplinary hearing to schedule the hearing. The Faculty Hearing Committee may, upon the faculty member's written request and for good cause, extend any campus-imposed deadline by written notice to the faculty member. The Faculty Hearing Committee will ordinarily endeavor to complete the disciplinary hearing within 90 calendar days except under unusual circumstances such as when a

¹ In computing any period of time, the day in which notice is received is not counted but the last day of the period being computed is to be counted.

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disciplinary hearing request is received during official university breaks and holidays and despite reasonable efforts the disciplinary hearing committee cannot be assembled.² The procedures for the hearing are set forth in Section 4.11A.6.

E. Separation Due to Financial Exigency or Program Curtailment

"Financial exigency" is defined as a significant decline in the financial resources of the institution that is brought about by decline in institutional enrollment or by other action or events that compel a reduction in the institution's current operations budget. The determination of whether a condition of financial exigency exists or whether there shall be a major curtailment or elimination of a teaching, research, or public-service program shall be made by the Chancellor, after consulting with the academic administrative officers and faculties as required by [Section 605 C\(1\)](#) of the *Code of the University of North Carolina*, subject to the concurrence by the President and then approval by the Board of Governors. If the financial exigency or curtailment or elimination of program is such that the institution's contractual obligation to a faculty member may not be met, the employment of the faculty member may be terminated in accordance with institutional procedures that afford the faculty member a fair hearing on that decision.

1. Reasons for terminating employment

The employment of a faculty member with tenure or of a faculty member appointed to a fixed or probationary term may be terminated by Western Carolina University because of (1) demonstrable, bona fide institutional financial exigency or (2) major curtailment or elimination of a teaching, research, or public service program.

2. Consultation with faculty and administrative officers

When it appears that the institution will experience an institutional financial exigency or when a major curtailment in or elimination of a teaching, research, or public service program is being considered, the Chancellor or the Chancellor's delegate shall first seek the advice and recommendations of the academic administrative officers and faculties of the departments or other units that might be affected. The Chancellor shall assure that full discussion at all appropriate academic levels will precede a decision to eliminate positions as a

² To meet this deadline, faculty are encouraged to consider scheduling hearings during the evening, weekend, or other non-class time. It is strongly recommended that several days and times be established for the hearing when scheduling the first day, for the eventuality that the hearing may take two or more sessions.

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result of either financial exigency or major curtailment or elimination of a teaching, research, or public service program. The Chancellor shall seek alternatives to the elimination of positions. After discussions with the affected department, the Chancellor shall consult the Chancellor's Advisory Committee before formulating the final decision.

3. Termination procedures

a. Considerations in determining whose employment is to be terminated

In determining which faculty member's employment is to be terminated for the reasons set forth above, consideration shall be given to tenure status, to years of service to the institution, and to other factors deemed relevant, but the primary consideration shall be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the institution.

b. Termination

- i. An individual faculty member whose employment is to be terminated shall be notified of this fact in writing. The notice shall include a statement of the conditions requiring termination of employment, a general description of the procedures followed in making the decision, and a disclosure of pertinent financial or other data upon which the decision was based.
- ii. When a faculty member's employment is to be terminated because of major curtailment or elimination of a teaching, research, or public service program and such curtailment or elimination of a program is not due to financial exigency, the faculty member shall be given timely notice as required by the *Code of the University of North Carolina*. (See [Section 605B](#).)
- iii. When a faculty member's employment is to be terminated because of financial exigency, the institution shall make every reasonable effort, consistent with the need to maintain sound educational programs and within the limits of available resources to give the same notice as set forth in Section 4.10B.
- iv. For a period of two years after the effective date of termination of a faculty member's contract for any of the reasons specified in [Section 605](#) of the *Code of the University of North Carolina*, the institution shall not replace the faculty member without first offering the position to the person whose employment was terminated. The offer shall be made in such a manner that provides proof of delivery. The faculty member will

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be given 30 calendar days after attempted delivery of the notice to accept or reject the offer.

c. Termination if reconsideration not requested

If, within 14 calendar days after the faculty member receives the notice, the faculty member makes no written request for a reconsideration hearing, the faculty member's employment shall be terminated at the date specified in the notice given pursuant to Section 4.10E.3.b and without recourse to any institutional grievance or appellate procedure.

d. Request for a reconsideration hearing

Within 14 calendar days after receiving the notice of termination from the Chancellor, the faculty member may request by registered mail, return receipt requested, a reconsideration of the decision to terminate the faculty member's employment if he/she alleges that the decision was arbitrary or capricious. The request shall be submitted to the Chancellor and shall specify the grounds upon which it is contended that the decision to terminate employment was arbitrary or capricious, and shall include a short, plain statement of facts that the faculty member believes support the contention.

Submission of such a request shall constitute on the part of the faculty member: (1) a representation that the faculty member can support his/her contention by factual proof and (2) an agreement that the institution may offer in rebuttal of the faculty member's contention any relevant data within its possession.

e. Jurisdiction of the Faculty Hearing Committee

If the faculty member makes a timely written request for a reconsideration of the decision, the Chancellor or the Chancellor's delegate shall insure that the hearing is accorded before the Faculty Hearing Committee. The procedures for the reconsideration hearing are set forth in Section 4.11A.

F. Non-disciplinary Separation

The non-disciplinary separation from employment of a faculty member with permanent tenure or of a faculty member appointed to a specified term of service before the term expires may occur when:

1. The faculty member is unable to perform the essential functions of the job due to a medical condition of the vagueness of a medical prognosis and the university and the faculty member are unable to reach agreement on a return to work arrangement that meets both the needs of the university and the faculty

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member's condition and the university has demonstrated a business operational need to fill the faculty member's position; or

2. Notwithstanding any exhausted leave credits and leave benefits, the faculty member is unable to perform all of the position's essential duties due to a court order, or due to the loss of credentials or certification required for the position and that would render the faculty member unable to perform all of the essential functions of the job.

A separation under this section (4.10F) is not considered to be disciplinary. A faculty member may file a grievance pursuant to [Section 607 of The Code](#) with respect to a non-disciplinary separation under this section. In the event that such a grievance is filed, the burden shall be on the university (rather than the grievant) to demonstrate that the faculty member was unavailable based on one of the grounds listed in Section 4.10F.1 or Section 4.10F.2 above and that the university took reasonable steps to avoid separation.

G. Grounds for Non-Reappointment for Fixed-Term faculty

1. The decision not to reappoint a Fixed-Term faculty member when a term of appointment expires may be based on any factor considered relevant to the total institutional interests, but it must consider the faculty member's demonstrated professional competence, the potential for future contributions, and institutional needs and resources.
2. These considerations may form, in whole or in part, the basis of the ultimate decision, except that a decision not to reappoint may not be based upon (1) the faculty member's exercise of rights guaranteed by either the First Amendment to the United States Constitution or Article I of the North Carolina Constitution; (2) the faculty member's membership in a group protected from discrimination under state or federal law; (3) other violations of state or federal law; Or (4) material applicable university policies for reappointment, that materially affected the decision. See UNC Policy for details.
3. A Fixed-Term faculty member has 14 calendar days from receipt of the non-reappointment decision from the Chancellor within which to request the Faculty Hearing Committee to review the matter. The review request must be written, addressed to the chair of the Faculty Hearing Committee, and otherwise conform to the requirements of Section 4.11A. If a faculty member makes no request to the committee in the time allowed, further recourse to institutional grievance and hearing procedures is waived.

4.11 Hearing and Grievance Committees and Processes

A. Review of Decisions Regarding Non-Reappointment, Denial of Tenure, and Denial of Promotion

All university policies relating to tenure are subject to and must be consistent with The Code and Policies of the Board of Governors of The University of North Carolina (“The Code” and “UNC Policy/ices” respectively). The Code and UNC Policies may be accessed in their entirety at:

<https://www.northcarolina.edu/apps/policy/index.php>

1. Review of Non-Reappointment Decisions for Tenure-track Faculty

a. Administrative Reconsideration of Provost’s Decision.

- i. A faculty member who would like the Provost to reconsider their negative reappointment decision must file a written request for administrative reconsideration within fourteen (14) calendar days from the date of receipt of the decision. The written request shall consist of a short statement detailing the faculty member’s reasons/grounds for challenging the decision. ***Administrative reconsideration is a condition precedent to further institutional review, and the failure to file the written request in a timely manner constitutes a waiver of the faculty member’s right to a hearing before the Faculty Hearing Committee or one of its Review Panels.***
- ii. The Provost shall meet with the faculty member within seven (7) calendar days of receipt of the faculty member’s written request for administrative reconsideration. The faculty member may not submit to the Provost any documents or records that were not originally included in the dossier. The Provost’s reconsideration will be limited to the dossier and matters considered during the original collegial review process.
- iii. After meeting with the faculty member, the Provost may consult with the dean, department head, and/or others involved in the collegial review process.
- iv. The Provost shall provide their written reconsideration decision to the faculty member within fourteen (14) calendar days following their meeting.

b. Faculty Hearing Committee Review of Provost’s Decision

i. Grounds for Review

The review procedures set forth in this Section pertain to the next level of campus-based review following the Provost’s administrative

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reconsideration. The faculty member who seeks review of a decision is referred to as the “Petitioner” (and also may be referred to as a “party”).

Review of a decision may proceed only if the Petitioner - (1) timely requested the Provost’s administrative reconsideration pursuant to Section 4.11A.1.a above; **and** (2) contends that the decision was based on an Impermissible Basis as defined herein and in [Section 604C\(1\)\(d\) of The Code](#).

Impermissible Basis under WCU and UNC Policy are the following: “(1) the exercise by the faculty member of rights guaranteed by the First Amendment to the United States Constitution, or by Article I of the North Carolina Constitution; (2) the faculty member’s membership in a group protected from discrimination under state or federal law; (3) other violations of state or federal law; or (4) material violation of applicable university policies for reappointment, promotion, and tenure that materially affected the decision.”

ii. Filing a Petition for Review

In the event the Provost’s administrative reconsideration decision is adverse to the petitioner, the petitioner may file a petition for review of the decision within thirty (30) calendar days following receipt of the reconsideration decision.

The petition must be filed electronically via official University email with the Provost and must include the following information:

- A statement that the Petitioner requested Provost’s administrative reconsideration and that decision was adverse to the Petitioner; and
- A statement of specific facts to support a claim that the decision was based on Impermissible Basis or that the review procedures materially deviated from prescribed procedures; and
- The name of the person(s) responsible for the alleged impermissible decision or the material deviation from procedure (the “Respondent(s)” and also a “party” or “parties”). The term Respondent shall also refer to the academic administrator who is designated by the Provost and presents the University’s case at the hearing if the person has not been identified as the responsible person(s).

iii. Burden of Proof and Purposes of Review

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The Petitioner has the burden of proof by a preponderance of the evidence (the greater weight of evidence). (See Section [604.C \(1\)\(c\) of The Code.](#))

The purpose of the campus-based review of a decision is to determine whether the decision was based on Impermissible Basis: it is not to second-guess professional judgments of colleagues based on permissible considerations during the collegial review process. (See [Section 604.C \(1\)\(c\) of The Code.](#))

The Faculty Hearing Committee (“FHC”) and its Review Panels (Bylaws of the General Faculty, Article V, Section 4) are responsible for receiving relevant evidence, making findings of fact, and providing recommendations and advice to the Chancellor on the merits of the Petitioner’s allegations. The role of the FHC is to create a clear, permanent record of the evidence presented at the hearing and to advise the Chancellor whether or not the Petitioner has demonstrated, by a preponderance of the evidence, that the decision was based on an Impermissible Basis.

iv. Scheduling the Hearing

The Chair of the Review Panel shall schedule the hearing as soon as practicable and shall provide written notice to the parties of the date, time, and location of the hearing, with copies to the Provost’s Office and the Legal Counsel’s Office. Hearings shall not be scheduled during official University breaks, including the summer break, or holidays. Notice of the hearing shall be provided no fewer than seven (7) calendar days prior to the scheduled date and time, but no more than twenty-one (21) calendar days prior to the scheduled date and time. A hearing may be continued upon request of a party for good cause.

v. Representatives of the Parties

Each party may bring one (1) advisor. Advisors may not participate in the hearing or be a witness for a party. Attorneys, licensed or unlicensed, are not permitted to attend or participate in the hearing, in any capacity, including as an advisor. The parties may consult with attorneys prior to the hearing, including preparing materials for the hearing.

vi. Hearing Procedures

The hearing shall be conducted in accordance with Section 4.11A.6.

vii. Chancellor’s Decision

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The Chancellor shall base the decision on the report of the Review Panel and the record evidence from the hearing, including the written record of the decision. The Chancellor may, in their discretion, consult with the Review Panel. While the findings and recommendations of the Review Panel are entitled to appropriate deference, the final campus-based decision is the Chancellor's.

Within forty-five (45) calendar days after receiving the Review Panel's report, the Chancellor shall notify the Petitioner and the Respondent(s) of the decision. If the Chancellor concurs with a recommendation of the Review Panel that is favorable to the Petitioner, the Chancellor's decision shall be final. If the Chancellor either declines to accept a recommendation that is favorable to the Petitioner or concurs in a recommendation that is unfavorable to the Petitioner, the Petitioner may appeal the decision by filing a written notice of appeal with the WCU Board of Trustees.

viii. Appeals to the WCU Board of Trustees

Appeals to the Board of Trustees shall be submitted to the Chancellor, by email, with copy to the General Counsel, within fourteen (14) calendar days after receipt of the Chancellor's decision. The notice must contain a brief statement of the basis for the appeal. The purpose of appeal to the Board of Trustees is to assure: (i) that the campus-based process for reviewing the decision was not materially flawed ; (ii) that the result reached by the Chancellor was not clearly erroneous; and (iii) that the decision was not contrary to controlling law or policy. (See [Section 604.C \(2\) of The Code.](#))

2. Review of Denial of Tenure and Denial of Promotion Decisions for Tenure-track Faculty
 - a. Administrative Reconsideration of Provost's Negative Recommendation
 - i. A faculty member who would like the Provost to reconsider their negative tenure or promotion recommendation must file a written request for administrative reconsideration within fourteen (14) calendar days from the date of receipt of the recommendation. The written request shall consist of a short statement detailing the faculty member's reasons/grounds for challenging the negative decision. Administrative reconsideration is a condition precedent to further institutional review, and the failure to file the written request in a timely manner constitutes a waiver of the faculty member's right to a hearing before the Faculty Hearing Committee or one of its Review Panels.

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- ii. The Provost shall meet with the faculty member within seven (7) calendar days of receipt of the faculty member's written request for administrative reconsideration. The faculty member may not submit to the Provost any documents or records that were not originally included in the dossier. The Provost's reconsideration will be limited to the dossier and matters considered during the original collegial review process.
- iii. After meeting with the faculty member, the Provost may consult with the dean, department head, or others involved in the collegial review process.
- iv. The Provost shall provide their written reconsideration decision to the faculty member, with a copy to the Chancellor, within fourteen (14) calendar days following their meeting.
- v. Within thirty (30) calendar days from receipt of the Provost's reconsideration decision, the Chancellor shall review the Provost's recommendation and reconsideration decision, and shall notify the faculty member in writing of the Chancellor's tenure and/or promotion decision.

b. Faculty Hearing Committee Review of Chancellor's Decision

Upon receipt of a negative tenure or promotion decision from the Chancellor, the faculty member may file a petition for review of the decision by the Faculty Hearing Committee. Sections 4.11A.1.a and 4.11A6 apply to negative tenure or promotion decisions under this Section.

3. Review of Negative Early Tenure/Promotion Decisions

Negative early tenure and promotion decisions (i.e., tenure and promotion decisions not involving reappointment) shall be reviewed in accordance with faculty grievance procedures set forth in Section 4.11B of the Faculty Handbook.

4. Review of Discharge, Suspension, or Demotion

a. Disciplinary Discharge, Suspension or Demotion

In accordance with [Section 603 of The Code](#), a faculty member who is the beneficiary of institutional guarantees of academic tenure shall enjoy protection against unjust and arbitrary application of formal discharge, suspension, or demotion. During the period of such guarantees the faculty member may be discharged from employment, suspended, or demoted in rank for reasons of:

4.11 Hearing and Grievance Committees and Processes

- i. incompetence, including significant, sustained unsatisfactory performance after the faculty member has been given an opportunity to remedy such performance and fails to do so within a reasonable time; or
- ii. neglect of duty, including but not limited to, the sustained failure to meet assigned classes, respond to communications from individuals within the faculty member's supervisory chain, report to their employment assignment and by continuing to be absent for fourteen (14) consecutive calendar days without being excused by their supervisor, or to perform other essential duties of their position; or
- iii. misconduct of such a nature as to indicate that the individual is unfit to continue as a member of the faculty, including violations of professional ethics or engaging in other unethical conduct; violation of university policy or law; mistreatment of students or employees; research misconduct; financial or other fraud; or criminal, or other illegal or inappropriate conduct. To justify formal discharge, suspension, or demotion, such misconduct should be either sufficiently related to a faculty member's responsibilities as to disqualify the individual from effective performance of job duties, or sufficiently serious as to adversely reflect on the individual's honesty, trustworthiness or fitness to be a faculty member.

For purposes of this Section, a faculty member serving a stated term shall be regarded as having tenure until the end of that term in accordance with [Section 603\(1\) of The Code](#).

- b. Notice of University Intention to Discharge, Suspend, or Demote Prior to Final Decision
 - i. The Provost, as the charging party, shall send the faculty member a written notice of the University's intention to discharge, suspend, or demote a faculty member. The letter must include: (i) the proposed date of discharge, suspension, or demotion; (ii) specific reasons for discharge, suspension, or demotion; (iii) the faculty member's right to request a disciplinary hearing; and (iv) the deadline and process for the faculty member to request a disciplinary hearing in writing. The notice shall be provided in such a manner that provides proof of delivery.
 - ii. In accordance with [Section 603 of The Code](#), when a faculty member has been notified of the University's intention to discharge the faculty member, the Chancellor or Provost may reassign the individual to other duties or place the faculty member on administrative leave with full pay at any time until a final decision concerning discharge has been reached

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in accordance with the procedures set forth in this Section.

Reassignment or placement of a faculty member on administrative leave with pay is not a disciplinary action.

c. Filing a Request for Review

- i. The faculty member may file a written request for review of the University's intention to discharge, suspend or demote within fourteen (14) calendar days following receipt of the notice. The request must be filed electronically via official University email with the Chair of the Faculty Hearing Committee, with a copy to the General Counsel.
- ii. If, within fourteen (14) calendar days after receiving the notice, the faculty member makes no written request for a disciplinary hearing, the discharge, suspension, or demotion, shall be final and without recourse to any institutional hearing, grievance or appellate procedure. (See [Section 603 of The Code.](#))

d. Burden of Proof and Purposes of Review

- i. The Provost or designee presents the University's case and has the burden to prove by a showing of clear and convincing evidence (evidence that is substantially more likely than not true), that it had permissible grounds for the discharge, suspension or demotion. (See [Section 603 \(2\)\(f\) of The Code.](#))
- ii. The Review Panel is responsible for receiving relevant evidence, making findings of fact, and providing recommendations and advice to the Chancellor on the merits of the Provost's Specifications. The role of the Review Panel is to create a clear, permanent record of the evidence presented at the disciplinary hearing and to advise the Chancellor whether or not the Provost has demonstrated by a showing of clear and convincing evidence, that it had permissible grounds for the discharge, suspension or demotion consistent with [Section 603 of The Code](#), the Tenure Policies, and applicable state and federal law.

e. Scheduling the Hearing

- i. The hearing shall be on the written specification of reasons for the discharge, suspension, or demotion. The Review Panel shall accord the faculty member at least thirty (30) calendar days from the time it receives the faculty member's written request for a disciplinary hearing to schedule the hearing. Disciplinary hearings shall not be scheduled during official University breaks, including the summer break, or holidays. (See [Section 603\(2\)\(c\) of The Code.](#))

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- ii. The Chair of the Review Panel will consult with the Review Panel, the parties and their counsel, if applicable, to identify several potential dates and times for the disciplinary hearing. To meet this deadline, the parties and the members of the Review Panel are encouraged to consider scheduling disciplinary hearings during the evening, weekend, or other non-class time. It is strongly recommended that several days and times be established for the disciplinary hearing when scheduling the first day, for the eventuality that the hearing may take two (2) or more sessions. (See footnote 6 to [Section 603\(2\)\(c\) of The Code.](#))
 - iii. The Chair of the Review Panel may, upon the faculty member's written request and for good cause, extend any campus-imposed deadline by written notice to the faculty member, with a copy to the Provost and the General Counsel. The Review Panel will ordinarily endeavor to complete the disciplinary hearing within ninety (90) calendar days except under unusual circumstances such as when a disciplinary hearing request is received during official University breaks and holidays, and despite reasonable efforts, the Review Panel cannot be assembled. (See [Section 603 of The Code.](#))
- f. Representatives of the Parties
- i. The parties may be represented by counsel. The Chair of the Review Panel shall contact the faculty member to determine whether the faculty member is represented by counsel and, if so, the Chair of the Review Panel will forward legal counsel's contact information to the University's General Counsel. (See [Section 603 of The Code.](#))
 - ii. The University's Legal Counsel Office shall arrange for the provision of counsel to the Provost or designee.
- g. Disciplinary Hearing Procedures
- The hearing shall be conducted in accordance with Section 4.11A.6.
- h. Chancellor's Decision
- Following receipt of the disciplinary hearing committee's written recommendations, the decision as to whether to discharge, suspend, or demote the faculty member is the Chancellor's and shall be effective as of the date of the Chancellor's decision and the institution's obligation to continue paying the faculty member's salary shall cease upon issuance of the Chancellor's decision. If the Chancellor decides to discharge, suspend, or demote the faculty member, the faculty member may appeal the decision to the Board of Trustees. (See [Section 603\(2\)\(g\) of The Code.](#))

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- i. Appeals to the Board of Trustees
 - i. Appeals to the University Board of Trustees shall be transmitted through the Chancellor and addressed to the Chair of the Board. Notice of appeal shall be filed within fourteen (14) calendar days after the faculty member receives the Chancellor's decision.
 - ii. An appeal must contain a brief statement that alleges one or more of the following as the basis for the appeal: (1) that the process for making the decision was materially flawed; (2) that the result reached by the chancellor was clearly erroneous; or (3) that the decision was contrary to controlling law or policy.
 - iii. The appeal to the Board of Trustees shall be decided by the full Board of Trustees. However, the Board may delegate the duty of conducting a hearing to a standing or ad hoc committee of at least three (3) members. The Board of Trustees, or its committee, shall consider the appeal on the written transcript of hearings held by the Review Panel, but it may, in its discretion, hear such other evidence as it deems necessary. The Board of Trustees' decision shall be made as soon as reasonably possible after the Chancellor has received the faculty member's request for an appeal to the Board. The decision of the Board of Trustees is the final decision. (See [Section 603\(3\) of The Code.](#))
5. Reconsideration of Termination Due to Financial Exigency or Program Curtailment or Elimination
 - a. Grounds for Faculty Hearing Committee Review of Chancellor's Negative Decision

A faculty member terminated based upon financial exigency or the major curtailment or elimination of a program pursuant to Section 4.10E of the Faculty Handbook may request reconsideration if the faculty member alleges that the decision to terminate was arbitrary or capricious.
 - b. Filing a Petition for Review
 - i. Within fourteen (14) calendar days after receiving the notice of termination from the Chancellor, the faculty member may request by certified mail, return receipt requested, a reconsideration of the decision to terminate the faculty member's employment if the faculty member alleges that the decision was arbitrary or capricious. (See [Section 605C\(4\) of The Code.](#))
 - ii. The request shall be submitted to the Provost and shall specify the grounds upon which it is alleged that the decision to terminate

4.11 Hearing and Grievance Committees and Processes

employment was arbitrary or capricious, and shall include a statement of facts that support the allegations. The faculty member must support the allegations with sufficient evidence, and, by requesting reconsideration, represents that the allegations are supported by sufficient evidence/facts.

- iii. If the faculty member makes no written request for a reconsideration hearing within fourteen (14) calendar days after receipt of the notice of termination, the faculty member's employment shall be terminated at the date specified in the termination notice without recourse to any University grievance or appellate procedure.

c. Burden of Proof and Purposes of Review

The Petitioner has the burden of proof by a preponderance of the evidence (the greater weight of evidence) to show that the termination decision was arbitrary or capricious.

d. Scheduling the Hearing

The Chair of the Review Panel shall schedule the hearing as soon as practicable and shall provide written notice to the Provost and the faculty member of the date, time, and location of the hearing. Hearings shall not be scheduled during official University breaks, including the summer break, or holidays. Notice of the hearing shall be provided no fewer than seven (7) calendar days prior to the scheduled date and time, but no more than twenty-one (21) calendar days prior to the scheduled date and time. A hearing may be continued upon request of a party for good cause.

e. Representatives of the Parties

Each party may bring one (1) advisor. Advisors may not participate in the hearing or be a witness for a party. Attorneys, licensed or unlicensed, are not permitted to attend or participate in the hearing, in any capacity, including as an advisor. The parties may consult with attorneys prior to the hearing, including preparing materials for the hearing.

f. Hearing Procedures.

The hearing shall be conducted in accordance with Section 4.11A.6.

g. Chancellor's Decision

The Chancellor shall base their decision on the report of the Review Panel and the record evidence from the hearing. The Chancellor may, in his/her discretion, consult with the Review Panel. Within forty-five (45) calendar days after receiving the Review Panel's report, the Chancellor shall notify the faculty member and the Provost of the decision.

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h. Appeals to the Board of Trustees

In the event the Chancellor's decision is averse to the faculty member, the faculty member may appeal the decision to the Board of Trustees in accordance with [Section 605C\(6\) of The Code](#). Appeals shall be transmitted through the Chancellor and be addressed to the Chair of the Board of Trustees. Notice of appeal shall be filed within fourteen (14) calendar days after the faculty member receives the Chancellor's decision. The appeal to the Board of Trustees shall be decided by the full Board of Trustees. However, the board may delegate the duty of conducting a hearing to a standing or ad hoc committee of at least three (3) members. The Board of Trustees, or its committee, shall consider the appeal on the written transcript of hearings held by the Review Panel, but it may, in its discretion, hear such other evidence as it deems necessary. The Board of Trustees' decision shall be made as soon as reasonably possible after the Chancellor has received the faculty member's request for an appeal to the board. The decision of the Board of Trustees is the final decision.

6. The Faculty Hearing Committee Review Process

a. Initial Steps by the Provost and Chair of the Faculty Hearing Committee

- i. The Provost shall promptly forward the petition to the Chair of the FHC and send an acknowledgement of receipt to the Petitioner.
- ii. The Chair of the Review Panel shall determine if the petition was timely filed and if it contains the required information. If the Petitioner has met these requirements, the Chair of the Review Panel may ask the Petitioner for more information or for clarification, which includes permitting the Petitioner to file an amended petition if necessary. If the Review Panel has jurisdiction over the matter, the Chair shall schedule a hearing. If the petition was not timely filed or does not contain the required information, the Review Panel does not have jurisdiction to hear the matter. In that event, the Chair of the Review Panel shall submit a written report to the Chancellor recommending dismissal of the petition, with copies to the Petitioner, Respondent, and the Provost.
- iii. The Chair of the FHC shall form a sub-committee (hereinafter referred to as "Review Panel") for each case. Review Panels shall be selected from the membership of the FHC, and shall consist of five (5) members. The Chair shall also select one (1) alternate member. The Chair of the FHC shall appoint the Chair of the Review Panel, who shall be a voting member of the panel. The Chair of the FHC may serve as Chair of a Review Panel.

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- iv. The Provost or the Provost's designee presents the case for the University in the Faculty Hearing Committee Review Process and shall notify the Chair and the Petitioner of the designation, if applicable.
- b. Role of the Faculty Hearing Committee and Review Panel
- The Faculty Hearing Committee ("FHC") and its Review Panels (see the Bylaws of the General Faculty, Article V, Section 4) are responsible for receiving relevant evidence, making findings of fact, and providing recommendations and advice to the Chancellor on the merits of the Petitioner's allegations. The role of the FHC is to create a clear, permanent record of the evidence presented at the hearing and to advise the Chancellor whether the party with the burden of proof has met that burden.
- c. Selection of Review Panel / Conflicts of Interest
- i. A conflict of interest occurs in the hearing context if a member of a Review Panel: (i) is potentially beneficially or adversely affected by the outcome of the hearing; (ii) has particular knowledge about the matter to be reviewed (e.g., served on a department, college, and/or university collegial review committee that considered the Petitioner's dossier); or (iii) may otherwise be viewed as biased in hearing the matter.
 - ii. A member of a Review Panel is obligated to disclose any potential conflict of interest to the Chair of the FHC and recuse themselves from the Review Panel if the conflict of interest could affect the member's ability to decide the case in an objective manner.
 - iii. The Chair of the FHC has the authority to remove a member of the Review Panel upon the disclosure of a conflict of interest or upon a request by the Petitioner that a member be removed for cause (i.e., undisclosed conflict of interest). The Chair of the FHC will replace a removed member with another eligible member of the FHC.
- d. Responsibilities of the Chair of the Review Panel
- i. The Chair of the Review Panel shall determine all procedures for the review process consistent with the requirements set forth in Sections 4.11A.6.e-i. The chair shall set the date and time for the hearing and shall coordinate logistics (e.g., reserving appropriate rooms for the hearing and witnesses, and scheduling a court reporter) with the assistance of administrative staff in the Office of Legal Counsel.
 - ii. The Chair of the Review Panel shall instruct the parties on the hearing procedures. The chair may make procedural rulings such as the number of witnesses a party may call or the length of each party's presentation.

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The Chair of the Review Panel may explore whether the parties can agree to stipulate to certain facts that could reduce the time required to hear the matter. Stipulated facts must be documented and introduced as a joint exhibit at the hearing.

- iii. The Chair of the Review Panel is ultimately responsible for receiving records of the hearing and shall ensure that all original documents and exhibits forming the record of the hearing have been provided to the court reporter.
 - iv. The Chair of the Review Panel is responsible for writing a report to the Chancellor of the Review Panel's findings of fact, conclusions, and recommendations.
- e. Pre-hearing Procedures / Exchange of Witness Lists and Proposed Exhibits
- At least five (5) calendar days before a scheduled hearing, the Petitioner and Respondent shall exchange witness lists and copies of exhibits (documentary evidence) that the parties intend to introduce into the record at the hearing. The parties are responsible for making sufficient copies of exhibits for all of the members of the Review Panel, the court reporter, and the opposing party. Exhibits should be clearly marked by the parties (e.g., Petitioner's Exhibit 1, 2, 3, etc.).
- f. General Hearing Procedures
- i. North Carolina law provides that personnel records are confidential, and all participants must not disclose information acquired during the hearing except as provided by law.
 - ii. The hearing is closed to the public.
 - iii. Witnesses in the proceeding shall be sequestered in separate witness rooms until such time as they testify and are dismissed.
 - iv. Hearing testimony must be recorded by a court reporter, and a copy of the hearing transcript will be provided to the Petitioner upon written request to the Legal Counsel's Office.
 - v. Hearings are informal; rules of evidence do not apply in the proceeding. The Chair of the Review Panel will make determinations of whether evidence is unduly repetitious, irrelevant or immaterial and should be excluded.
 - vi. Ex parte communications regarding the subject matter of the hearing are prohibited (i.e., communications between either the Petitioner or the Respondent and members of the Review Panel). Questions about the hearing shall be directed to the Chair of the Review Panel.

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g. Order of Hearing Procedures

- i. The Chair of the Review Panel will commence the hearing with a summary of the hearing procedures, including any applicable time limitations, and order of presentation of evidence.
- ii. The Chair of the Review Panel will read the Petition or Specifications into the hearing record or ensure that an accurate and complete copy is introduced as an exhibit.
- iii. The party with the burden of proof (“first party”) shall present their case first and may start with an opening statement. The first party may testify on his/her own behalf and call witnesses, all of whom may be questioned by the Review Panel and cross-examined by the other party. The first party may introduce documentary evidence. For reference, the party with the burden of proof for each type of case is as follows:
 - Review of Non-Reappointment, Denial of Tenure or Denial of Promotion Decisions for Tenure-Track Faculty – Petitioner (preponderance of the evidence) (See Section 4.11A.1.b.iii.)
 - Review of Discharge, Suspension or Promotion – Provost or designee (clear and convincing evidence) (See Section 4.11A.4.d.)
 - Reconsideration of Termination Due to Financial Exigency or Program Curtailment – Petitioner (preponderance of the evidence) (See Section 4.11A.5.c.)
- iv. At the close of the first party’s case, the second party will present his/her case in the same manner as described in Section 4.11A.6.g.iii.
- v. At the close of the second party’s case, the first party may present evidence to rebut the second party’s case.
- vi. At the end of the first party’s rebuttal, if any, the Chair may permit the parties to provide brief closing statements, summarizing the key points of their case.

h. Review Panel Deliberations

The Review Panel’s deliberations take place in closed session after completion of the hearing. The Review Panel Chair will facilitate discussion and is a voting member of the Review Panel. The Review Panel should: (i) consider all relevant evidence presented by the parties but only that evidence presented at the hearing; (ii) evaluate conflicting evidence and assign appropriate weight to the evidence presented; (iii) determine whether

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the party with the burden of proof met that burden; (iv) make findings of fact; and (v) make recommendations concerning the disposition of the matter.

i. Review Panel Report

The Chair of the Review Panel is responsible for preparing the panel's written report, which should include the hearing date, the Review Panel members hearing the matter, the nature of the Petitioner's allegations, findings of fact/statement of the evidence supporting the panel's decision, and the Review Panel's decision and recommendations. The report shall be provided to the Chancellor, with copies to the Petitioner and the Respondent(s), within fourteen (14) calendar days from completion of the hearing. The Chair of the Review Panel shall ensure that a complete record of the hearing is provided to the Chancellor with the report. Following completion of the Review Panel's report, the review continues to the Chancellor in accordance with the appropriate type of decision (i.e., non-reappointment, denial of tenure or promotion decisions, etc.).

B. Faculty Grievance Policy and Procedures

1. Purpose of the Grievance Process

- a. [Section 607 of The Code](#) of the Board of Governors of the University of North Carolina ("The Code") provides a process for faculty members to seek redress concerning employment related grievances. The purpose of the grievance process is to reach a consensual resolution of disputes between and among faculty members and administrators if possible, and, failing that, to determine whether a faculty member has been adversely affected or suffered a remedial injury in his/her professional or academic capacity, and the adverse effect or remedial injury is due to an administrator's decision(s) that is alleged to violate law, or a university policy, regulation or rule, or commonly shared understandings within the academic community about the rights, privileges and responsibilities attending university employment. (See [UNC Policy 607\(3\)](#) and [UNC Regulation 101.3.1.3\[R\], Section IVB](#).)
- b. The grievance process is not intended to second-guess professional judgments of officers and colleagues responsible for making administrative decisions based on permissible considerations. (See [UNC Policy 607\(3\)](#) and [UNC Regulation 101.3.1.3\[R\], Section IVB](#).)

2. General Information about the Grievance Process

a. Who May Grieve

Grievances may be filed by any faculty member (the "Grievant") during their employment at Western Carolina University ("WCU" or the "University"). If

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the Grievant is separated from employment while their grievance is pending, the grievance must be dismissed unless the Chancellor decides it is in the University's best interest to allow the grievance to continue. (See [UNC Regulation 101.3.1.3\[R\], Section IV.H.](#))

b. What May Be Grieved – General Grievances and Post-tenure Review

Grievances are limited to matters directly related to a faculty member's terms and conditions of employment. Grievances must be based upon a decision made by an administrator in a supervisory role over the faculty member. The grievance must allege that the decision was in violation of federal or state law, or UNC Policy or Regulation, constituent institution policy or regulation and that the faculty member was negatively affected by such decision. (See [Section 607\(3\) of The Code.](#))

c. What May Not Be Grieved

The following matters may not be grieved: (1) dissatisfaction with the general application of a University, college or department policy, regulation or rule challenged on the grounds that the policy, regulation or rule itself is unfair or inadvisable; (2) non-reappointment or non-extension of a contract upon expiration of an existing contract for non-tenure-track faculty; or (3) matters that are subject to [Section 603, Section 604, or Section 605 of the Code](#), or a matter that is not grievable as defined in [UNC Policy 607](#) or [UNC Regulation 101.3.1.3\[R\], Section IV.B.](#)

3. The Grievance Process

a. Initiation of the Grievance Process / Informal Meeting with Administrator(s)

Prior to filing a grievance, the faculty member shall meet with the responsible administrators (typically the Department Head and Dean) to attempt to resolve the issue(s) giving rise to the grievance.

b. Filing a Grievance

- i. A grievance must be filed within twenty-one (21) calendar days from when the Grievant knew or should have known of the decision being grieved. If no grievance is filed within the prescribed timeframe, the faculty member will be deemed to have waived their right to an internal grievance process. Filing occurs when the written grievance is delivered to the responsible administrator by email, with a copy to Chair of the Faculty Grievance Committee (the "Committee") and the General Counsel. The Chair of the Committee shall promptly forward copies of the grievance to the other members of the Committee and the Provost.
- ii. The grievance must include the following information:

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- A statement that the Grievant met with the Department head and Dean, or other responsible administrator, in an effort to resolve the matter, and the meeting was not successful;
- The nature of and grounds for the grievance: specifically, a statement of facts to support a claim that the decision being grieved violated the Grievant's rights under particular laws or specified policies, and how the Grievant has been adversely affected/injured;
- The name(s) of the responsible administrator(s) for the alleged improper decision (the "Respondent(s)"). Persons may be named as Respondents only if they were active and substantial participants in the decision being grieved. The term Respondent shall also refer to the academic administrator who is designated by the Provost and presents the University's case in any mediation and at the hearing if the person has not been identified as the responsible person(s); and
- The remedy sought.

c. Mediation

- i. Unless the parties to the grievance have participated in mediation prior to the faculty member's filing the petition, before taking any action on the petition, the Committee shall refer the matter for mediation. (See [UNC Regulation 101.3.1.3\[R\], Section II.B.](#))
- ii. Within seven (7) calendar days of receipt of the grievance, the Chair of the Committee will ask the parties if they are willing to participate in mediation. The parties shall respond in writing to the inquiry from the Chair regarding mediation. Neither party is obliged to engage in mediation. A decision by either party not to pursue mediation or to terminate mediation will not be held against that party. (See [UNC Regulation 101.3.1.3\[R\], Section III.D.5.](#))

If the parties agree to mediate, the grievance process is suspended until the mediation is concluded and the Chair of the Committee is notified of the outcome. (See [UNC Regulation 101.3.1.3\[R\], Section III.F.](#))
- iii. The parties will, by mutual agreement, select a mediator from a pool of mediators. Mediators may be trained members of the faculty or staff, outside mediators from the community, or mediators from other campuses within the university who have successfully completed formal mediation training substantially equivalent to that required for

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certification by the North Carolina Administrative Office of the Courts or to have been formally trained in university setting mediation. The pool of mediators will be maintained by the Office of Legal Counsel. This selection should normally occur within twenty-one (21) calendar days of the agreement to mediate. If the parties cannot agree upon a mediator, the mediation will be terminated. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section III.D.1 and 2.](#))

- iv. Attorneys for either party may not participate in the mediation process. However, the mediator may be an attorney specially trained in mediation. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section III.D.4.](#))
 - v. The mediator will schedule and conduct all mediation activities in a timely fashion.
 - vi. Any mediated agreement shall be in writing and shall be signed by the Grievant and the University official with authority to bind the University to the particular agreement. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section III.E.](#)) Copies shall be provided to the parties and the original shall be kept by the Provost. The mediator will send an unelaborated written statement, signed by the parties, to the Committee informing it that the matter has been resolved.
 - vii. The only record to be produced in the event of a failed mediation is an unelaborated written statement from the mediator to the Committee informing it that mediation has terminated without an agreement. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section III.D.6.](#))
 - viii. As a condition of participating in the mediation process, both parties must agree in writing that: (1) the mediator cannot be called as a witness in any subsequent proceeding involving the matter being grieved and, (2) nothing done or said by either party during a mediation process may be referred to or otherwise used against a party in any subsequent proceeding. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section III.D.7.](#))
- d. Grievance Hearing
- i. Duties and Authority of the Chair of the Committee
The Chair of the Committee shall determine all procedures for the entire grievance process, unless otherwise indicated in this policy. The Chair shall set the schedule for the grievance proceeding, and the order of presentation at the hearing. The Chair, with the assistance of administrative staff in the Office of Legal Counsel, is responsible for logistics (e.g., reserving a room and obtaining a court reporter). The Chair is responsible for maintaining all records of the grievance proceeding,

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for compiling the official record to transmit to the Chancellor, and for writing a report of the Committee's recommended findings and conclusions for transmission to the Chancellor.

The Chair shall have complete authority to ensure a full and fair hearing including, but not limited to, the authority to grant extensions, recesses and adjournments, require witnesses to stay outside the hearing room before or after testifying, set time limits for arguments, reject evidence which is repetitive or has no relevance to the issues, and terminate or recess the proceeding if it becomes unproductive due to disruptive behavior.

ii. Determination of Committee Jurisdiction

If mediation is declined or fails to produce an agreed upon resolution, the Committee must decide whether a hearing should be held in response to the grievance. For the purpose of determining whether a hearing should be held, the Committee must assume the truth of the information contained in the written grievance. (See [UNC Regulation 101.3.1.3\[R\], Section IV.C.](#))

A grievance properly is dismissed if the Grievant fails to specify in the grievance a remediable injury attributable to the alleged violation of a right or privilege based on a specified federal or state law, specified University policies or regulations, or commonly shared understandings within the academic community about the rights, privileges and responsibilities attending University employment. (See [UNC Regulation 101.3.1.3\[R\], Section IV.C.](#))

Dismissal is required if the grievance addresses a problem that is not within the Committee jurisdiction, such as a disciplinary issue or a matter that is the responsibility of another body. (See [UNC Regulation 101.3.1.3\[R\], Section IV.C.](#))

The Committee's decision to dismiss a grievance shall be communicated to the Grievant, with a copy to the Provost and General Counsel, within ten (10) calendar days from the date the grievance was filed, or after the termination of an unsuccessful mediation process, if applicable. The dismissal decision shall be prepared by the Chair and shall be no more than an unelaborated written statement. (See [UNC Regulation 101.3.1.3\[R\], Section IV.C.](#))

iii. Scheduling the Hearing and Notice

The grievance hearing shall be held no later than thirty (30) calendar days from the date the grievance was filed, or after the termination of an

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unsuccessful mediation process, if applicable. The Chair has authority to grant extensions on the Chair's own motion or the motion of any of the parties. An extension may be granted only for good cause as determined by the Chair. An extension may not exceed ten (10) calendar days in length; however, more than one extension may be granted.

The Chair shall serve a Notice of Hearing on the Grievant, the administrator(s) identified as Respondent(s) to the grievance, the Provost or designee, and the General Counsel no later than ten (10) calendar days before the hearing. The Notice of Hearing shall include: (1) the date, time, and place of the hearing; (2) a copy of the grievance; (3) the names of the Committee members; (4) the names of all parties to the grievance; and (5) a summary of the issues to be considered by the Committee.

iv. Composition of the Committee

A minimum of five (5) Committee members is required to hear the matter and take action. The Chair shall also select one (1) alternate member. In the event that fewer than five (5) members remain after challenges are allowed, the Secretary of the Faculty shall make temporary appointments in accordance with Article I, Section 8.2.f of the Faculty Constitution.

v. Committee Conflicts of Interest and Challenges Without Cause

A conflict of interest occurs in the hearing context if a member of the Committee is potentially beneficially or adversely affected by the outcome of the hearing or may otherwise be viewed as biased in hearing the matter.

A member of the Committee is obligated to disclose any potential conflict of interest to the Chair and recuse themselves from the Committee if the conflict of interest could affect the ability to decide the case in an objective manner.

The Chair has the authority to remove a member of the Committee upon the disclosure of a conflict of interest or upon a request by the Grievant that a member be removed for cause (i.e., undisclosed conflict of interest). The Chair will replace a removed member with another eligible member of the Committee.

Each party shall have an unlimited number of challenges to Committee membership if the challenge is for cause (i.e., a conflict of interest).

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Each party shall have a maximum of two (2) challenges without cause to the composition of the Committee.

Challenges shall be filed in writing with the Chair within seven (7) calendar days of receipt of the Notice of Hearing. The Chair shall have the authority to decide whether a Committee member challenged for cause should be disqualified. If the Chair is thus removed, the Committee shall elect a new chair after Committee replacements, if any, have been appointed.

vi. General Hearing Procedures

North Carolina law provides that personnel records are confidential, and all participants must not disclose information acquired during the hearing except as provided by law.

The hearing is closed to the public.

Witnesses may appear voluntarily in the hearing and may not be compelled to appear by either party. Witnesses in the proceeding shall be sequestered in separate witness rooms until such time as they testify and are dismissed.

Each party may bring one (1) advisor. Advisors may not participate in the hearing or be a witness for a party. Attorneys are not permitted to attend or participate in the hearing, in any capacity, including as an advisor.

Hearing testimony must be recorded by a court reporter, and a copy of the hearing transcript will be provided to the Grievant upon written request to the Legal Counsel's Office.

Hearings are informal; rules of evidence do not apply in the proceeding. The Chair of the Committee will make determinations of whether evidence is unduly repetitious, irrelevant or immaterial and should be excluded.

The Grievant has the burden of proof by a preponderance of the evidence (the greater weight of evidence).

vii. Order of Hearing Procedures

The Chair of the Committee will commence the hearing with a summary of the hearing procedures and order of presentation of evidence.

The Chair of the Committee will read the grievance into the hearing record or ensure that an accurate and complete copy of the grievance is introduced as an exhibit.

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The hearing begins with the Grievant's presentation of their case. The Grievant may testify on their own behalf and call witnesses, all of whom may be questioned by the Committee and cross-examined by the Respondent. The Grievant may introduce documentary evidence.

At the close of the Grievant's case, the Respondent will present their case in the same manner as described in the previous paragraph above.

At the close of the Respondent's case, the Grievant may present evidence to rebut the Respondent's case.

viii. Committee Deliberations and Recommendations

Following the hearing, the Committee must deliberate to determine whether the Grievant met their burden of proof and established that the grievant has been adversely affected or suffered a remedial injury in their professional or academic capacity; and (2) the adverse effect or remedial injury is due to an administrator's decision(s) that is alleged to violate law, or a university policy, regulation or rule, or commonly shared understandings within the academic community about the rights, privileges and responsibilities attending university employment.

The Committee shall consider only the record evidence presented at the hearing. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section IV.D.](#))

The Committee cannot reverse a Respondent administrator's decision but can recommend only a reassessment and adjustment of that decision.

If, after hearing the matter, the Committee determines that an adjustment in favor of the Grievant is appropriate, the Committee shall so advise the Grievant and the Dean, Department Head, or other Respondent administrator. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section IV.E.](#)) The Committee's written decision must be provided to the Grievant, with copies to the Respondent(s), the Provost, and the General Counsel within seven (7) calendar days after the conclusion of the hearing.

If the Committee determines that no adjustment in favor of the Grievant is appropriate, it shall so advise the Grievant, the Respondent, and the Chancellor. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section IV.F.](#))

ix. Respondent/Administrator's Response

If the Committee's decision favors the Grievant, the Respondent administrator with the authority to act on the recommendations made by the Committee shall have seven (7) calendar days to provide the written

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response to the Committee's recommendation(s) to the Grievant, with copies to the Chair, Provost, and General Counsel.

If the Respondent administrator does not make the recommended adjustment, or a different adjustment satisfactory to the Grievant, within a reasonable period of time, the Committee shall advise the Chancellor of its recommendation that an adjustment is appropriate. (See [UNC Regulation 101.3.1.3\[R\], Section IV.E.](#))

x. Chancellor's Decision

The Chancellor shall base their decision on the record evidence from the hearing and the written decision/recommendation of the Committee. (See [UNC Regulation 101.3.1.3\[R\], Section IV.F.](#))

The Chancellor may, in their discretion, consult with the Committee before making a decision. The decision of the Chancellor is the final administrative decision. (See [UNC Regulation 101.3.1.3\[R\], Section IV.F.](#))

The Chancellor shall notify the Grievant and the Respondent of their decision as soon as practicable. The Chancellor's written decision shall include: (1) the time limit within which the Grievant may file an appeal to the Board of Trustees; (2) that a written notice of appeal containing a brief statement of the basis for appeal is required within fourteen (14) calendar days following receipt of the Chancellor's decision; and (3) that, following timely receipt of the notice of appeal, a detailed schedule for the submission of relevant documents will be established. (See [UNC Regulation 101.3.1.3\[R\], Section IV.G.](#))

4. Appeal to the Board of Trustees

a. Decisions which may be appealed to the Board of Trustees

- i. If the Committee did not recommend an adjustment in favor of the Grievant, then the decision of the Chancellor is final and may not be appealed to the Board of Trustees. (See [UNC Regulation 101.3.1.3\[R\], Section V.A.1.](#))
- ii. If the Committee recommended an adjustment in favor of the Grievant, and neither the Respondent nor the Chancellor made the adjustment, the Grievant may appeal to the Board of Trustees. The decision of the Board of Trustees is final. (See [UNC Regulation 101.3.1.3\[R\], Section V.A.2.](#))

b. Board of Trustees Appeals Process

- i. A Grievant entitled to appeal the disposition of their grievance to the Board of Trustees must deliver a written notice of appeal to the Board of

4.11 Hearing and Grievance Committees and Processes

Trustees, in care of the Chancellor, by certified mail or by another means that provides proof of delivery within fourteen (14) calendar days after receipt of the Chancellor's written decision. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section V.B.](#))

- ii. The notice of appeal shall contain a brief statement of the basis for the appeal. The grounds for appeal are: (1) the Chancellor's decision was clearly erroneous and not supported by the record evidence; (2) the Chancellor's decision violated applicable specified federal or state laws, The Code or Policies of the University of North Carolina, or University policies or regulations; or (3) the process used in deciding the grievance was materially flawed. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section V.C.](#))
- iii. The Board of Trustees may delegate to a designated committee the authority and responsibility to make final decisions on behalf of the full board concerning appeals of faculty grievances. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section V.A.3.](#))
- iv. If the Board of Trustees agrees to consider the appeal, it will do so on a schedule established by the Chancellor, subject to any instructions received from the Board of Trustees or a committee thereof that is authorized to consider the appeal. If the Grievant fails to comply with the schedule established for perfecting and processing the appeal, the Board of Trustees may extend the time for compliance or it may dismiss the appeal. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section V.B.](#))
- v. The purpose of the Board of Trustees review is to determine whether: (1) the Chancellor's decision was clearly erroneous and not supported by the record evidence; (2) the Chancellor's decision violated applicable federal or state laws, The Code or Policies of the University of North Carolina, or University policies or regulations; or (3) the process used in deciding the grievance was materially flawed. (See [UNC Regulation 101.3.1.3\[R\]](#), [Section V.C.](#))
- vi. The Board of Trustees shall base its decision on the record evidence from the hearing and the written decision of the Committee.
- vii. The Board of Trustees will issue its decision as expeditiously as is practical.
- viii. The decision of the Board of Trustees is final. (See [Section 607\(5\) of The Code.](#))

4.12 Status Appointments

A. Appointment to Graduate Faculty Status

Graduate faculty members may teach graduate courses; serve on master's or doctoral committees such as for theses, disquisitions, or dissertations; direct graduate student learning; or engage in research and creative activities to stay current in and to advance their area of expertise. According to SACSCOC requirements, graduate faculty members may only teach courses bearing designators for which they have been specifically approved.

1. Status Membership Categories, Qualifications, and Rights

a. Full Graduate Faculty status

i. Qualifications

- Full-time faculty status in a department that offers or supports a graduate program related to their teaching or research discipline
- Highest earned degree in the teaching discipline or a related discipline or evidence of alternative qualifications as indicated by the AA-21 Alternative Qualifications Justification Form

ii. Rights of Membership

- Direct a master's or doctoral committee, such as a thesis, disquisition, or dissertation committee
- Serve on a master's or doctoral committee
- Teach courses at the 500-level or above
- Supervise graduate research, independent studies, internships, field studies, or practica

b. Affiliate Graduate Faculty status

i. Qualifications

- Evidence of engagement in graduate education or research
- Evidence that the individual is current in the discipline
- Demonstration of appropriate professional credentials and/or expertise
- SHRA, EHRA-nonfaculty, or part-time faculty status at WCU or at another accredited institution of higher education;
- or professional experience appropriate to support a specified graduate program

ii. Rights of Membership

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- Serve on a master's or doctoral committee
- Teach courses at the 500-level or above if hired for teaching through normal hiring practices
- Supervise graduate research, independent studies, internships, field studies, or practica.

2. Process for Receiving and Continuing Graduate Faculty Status

a. Full Graduate Faculty status

A faculty member with the qualifications specified in 1.a.i may be recommended by their Department Head and College Dean for Full Graduate Faculty Status via the AA-21 form at the time of hire or by submitting a revised AA-21 if status was not granted at the time of hire. Qualifications are reviewed and Graduate Faculty status is conferred by the Office of the Provost. This status is valid for the duration of employment unless status termination is recommended by the Department Head and Dean. Status is modified by sending a revised AA-21 to the Office of the Provost.

b. Affiliate Graduate Faculty status

- For New or Current Employees with a teaching assignment:** A faculty member with the qualifications specified in 1.b.i may be recommended by their Department Head and College Dean for Affiliate Graduate Faculty Status via the AA-21 form at the time of hire or by submitting a revised AA-21 if status was not granted at the time of hire. Qualifications are reviewed and Affiliate Graduate Faculty status is conferred by the Office of the Provost. This status is valid for the duration of employment unless status termination is recommended by the Department Head and Dean. Status is modified by sending a revised AA-21 to the Office of the Provost.
- For Qualified Professionals nonaffiliated with WCU:** A professional qualified for Affiliate Graduate Faculty Status may be nominated for Affiliate Graduate Faculty Status by the following process:
 - The department head of the department housing the associated graduate program must submit the following to the Graduate School:
 - Cover letter supporting this nomination,
 - Affiliate Graduate Faculty Status Nomination Form (available from the Graduate School), and
 - Current curriculum vitae for the nominee;

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- The Graduate Council subcommittee will review the material and make a recommendation to the Graduate Council for a vote to approve or not approve Affiliate Graduate Faculty status.

Affiliate Graduate Faculty Status for qualified professionals is granted for a six-year term and is renewable upon recommendation by the Department Head to the Graduate Council.

B. Emeritus Status

Emeritus faculty status may be awarded to honor a retired faculty member who has had a distinguished professional career and has made significant contributions to Western Carolina University. Faculty on phased retirement are not eligible for emeritus status until their participation in the program is completed. It is recognized that the bearer of the emeritus title has knowledge and experience from which others in the university may benefit.

1. Qualifications

Successful candidates for Emeritus professor will have had:

- a. Permanent tenure and at least ten years of full-time employment at Western Carolina University prior to retirement, although exceptions can be made in extraordinary circumstances.
- b. A record of excellence in one or more of the following areas: teaching, research or service. "Excellence" is to be determined by the submitting faculty's individual department committee and Dean.
- c. Candidates must be nominated for Emeritus status by any member of the General Faculty or faculty on Phased Retirement. The nomination must be made within two years of the retirement date, although exceptions can be made with written approval from the Dean of the candidate's college. The nomination should include a brief statement of why the individual deserves Emeritus status.
- d. Candidates may self-nominate or be nominated by a faculty member (with an option to decline).

2. Process

Candidates for Emeritus status prepare an application, including the nomination statement, an updated CV, and the AA-12, the Transmittal Form for Recommendation of Emeritus Faculty, available from the Provost's office.

The application is first reviewed by the Department Collegial Review committee, who votes and then forwards a recommendation to the Department Head. The Department Head makes a recommendation to the College Collegial

4.12 Status Appointments

Review Committee. The College Collegial Review Committee votes and forwards a recommendation to the Dean. The Dean then forwards a recommendation to the Provost. The review process is to follow the timeline established for emeritus review in the Provost's annual collegial review.

3. Rights and Privileges

Emeritus professors

- will be granted faculty rates/discounts on university events, including Catamount athletic events (when available)
- will maintain full library borrowing privileges
- will maintain their university email account (if requested)
- will receive documents and communications that are normally received by the full-time faculty including communications from the department, college, and university at large.
- will be listed in the University catalog and on appropriate university web pages.
- will continue to receive faculty rates and access to university recreational facilities.
- will maintain a mailbox in the Department office (if requested and space permits)
- may obtain free parking permits.
- may march with the faculty, wearing appropriate regalia, in University exercises where appropriate.
- will maintain a university ID card with #92 number
- may request office space
- will be eligible to submit for grants and university funding

The use of Health Services is controlled by University Policy 80. Emeritus faculty are not eligible for services provided by the University Health Center.

The University's priority for space and funding must be for those who are current faculty members, but Emeritus faculty who remain professionally active may apply for use of departmental and university resources. If resources are available, Department Heads should make every effort to provide Emeritus faculty with office space and generally available faculty services. Emeritus faculty whose professional service requires University support should develop a statement of goals and objectives with the department head addressing expected activities and the disposition of any funds associated with faculty research or discretionary accounts. These faculty should submit an annual

4.12 Status Appointments

report to the department head documenting their professional activities and achievements that will serve as the basis for decisions related to continuation or changes to their duties and responsibilities.

4. Chancellor Emeritus

The title Chancellor Emeritus may be conferred upon a chancellor at the time of, or subsequent to, retirement from active service at Western Carolina University.

5. Retired Associate

The title Retired Associate may be conferred by the chancellor of Western Carolina University upon any member of the faculty or administration at the time of, or subsequent to, retirement from the university. The Retired Associate shall be considered a member of the academic community with the right to participate in social and cultural activities of the campus, with faculty library privileges, and with any other privileges granted by the chancellor.

C. Graduate Status for Emeritus Faculty

An emeritus faculty member may be considered for graduate faculty status. If approved, they will have all the rights and privileges of a graduate faculty member.

1. Rights and Privileges

Emeritus faculty with graduate status will have all rights and privileges granted to regular members of the graduate faculty, namely “They may teach and have full responsibility for graduate level courses, serve on thesis and dissertation and comprehensive committees.”

2. Term of Appointment

The graduate status appointment will be for a three-year term and may be considered for renewal upon recommendation of the department head.

3. Policy and Procedure

Nominations for graduate faculty status are to be made by the department head following consultation with existing graduate faculty in the respective programs. The nominations must include an assessment of the graduate teaching effectiveness of the faculty member. Nominations would be considered by the dean of the college and forwarded to the Graduate Council for recommendation to the Graduate Dean. Following a review and favorable recommendation by the Graduate Dean, the recommendation is forwarded to the Provost for a final decision. Upon approval, the individual’s name will be listed in the Graduate Catalog.

4.13 Distinguished Professorships

A. Endowed Professorships

Endowments or trusts are established to support professorships for senior faculty in academic departments of the university. The term, professorship, refers to an appointment which carries a salary supplement and may also provide funds for appropriate expenses related to teaching and/or professional activities. Criteria for selection, terms of appointment, and other details vary and are established for the specific professorship involved. A professorship usually is named in honor of an individual, business firm, or organization.

1. The Creighton Sossomon Professorship

The Creighton Sossomon Professorship was established for the purpose of strengthening the faculty in the Department of History by assisting Western Carolina University in attracting and/or retaining outstanding scholar-teachers in American, English, or European history. Appointments to the professorship are limited to specialists in these fields and are intended to recognize and encourage superior teaching.

2. The H. F. and Catherine P. Robinson Professorship

The H. F. Robinson and Catherine P. Robinson Fund was established by the Robinsons' families and friends to honor their memories and their substantial contributions of their lives and career to higher education, to North Carolina, and to Western Carolina University. The professorship seeks to fulfill Dr. Robinson's wish to encourage and inspire faculty members in their quest for quality instruction, research, and service.

Specifically, the professorship recognizes and rewards a faculty member in the Department of Biology whose contributions in teaching, research, and service to the people of Western North Carolina mountain area exemplify the goals and dreams of Cotton Robinson.

3. Adelaide Worth Daniels Professor of Special Education

The Daniels Professorship is designed to provide expert training and instruction to students in Western's teacher education programs so that they may better serve children with special educational needs, and to serve current teachers of students with special needs.

4. Carol Grotnes Belk Distinguished Professorship in Commercial and Electronic Music

A legendary North Carolina philanthropist with an extensive record of supporting higher education in North Carolina provided a gift to Western Carolina University to establish the Carol Grotnes Belk Professorship. The professorship is designed

4.13 Distinguished Professorships

- to benefit students seeking basic backgrounds in commercial and electronic music through study in its composition, arrangement, production and design. With its emphasis on commercial and electronic music, the professorship is tying the traditional music performance programs to trends in the entertainment industry, marketing and public relations.
5. **Jay M. Robinson Distinguished Professorship in Educational Technologies**
Endowed with a combination of financial contributions and matching state funds, the Jay M. Robinson Professorship enables WCU to bring to the campus experts from the corporate or educational sectors who are using electronic technologies to enhance the teaching and learning process.
 6. **Blanton J Whitmire Distinguished Professorship in Environmental Sciences**
A lifelong dedication to environmental stewardship and desire to see development in Western North Carolina proceed without negatively impacting the region's environment led Drs. Blanton J. and Margaret S. Whitmire to present a gift to Western Carolina University, creating a distinguished professorship in environmental science. Their gift in 1997 was combined with matching state funds to create the professorship, continuing the Whitmire family's longstanding tradition of supporting education – in particular, education at Western Carolina University. The professorship is designed to be filled by a scholar who can provide expertise in the most critical areas of environmental science in the mountain region.
 7. **Sequoyah Distinguished Professor in Cherokee Studies**
Western Carolina University's Sequoyah Professorship is named in honor of a revered figure of Cherokee history and culture who devised the Cherokee syllabary, the first written Native American alphabet. In addition to helping WCU build a true academic program in Cherokee Studies, the Sequoyah Professorship is designed to bolster the scholarly relationship between the university and the Eastern Band and create opportunities for collaborative research.
 8. **Carolyn Plemmons and Ben R. Phillips Distinguished Professorship in Musical Theatre**
Established in 2000 as the first such commitment to musical theatre in the University of North Carolina system, the Phillips Professorship focuses on an interdisciplinary area of study anchored in the departments of communication and theatre arts, and music. The program is designed to provide students with practical work-related experiences, build skills needed in both music and theatre, and provide an interdisciplinary foundation.

4.13 Distinguished Professorships

9. John A. and Dorothy Luxton Parris Distinguished Professorship in Appalachian Culture

The professorship was established in the summer of 2002 through the estate of John and Dorothy Parris, augmented with a \$100,000 grant from the C.D. Spangler Foundation and matching state funds. Spangler, a former banking executive and education leader, served as president of the UNC system from 1986 through 1997. The professorship in the interdisciplinary area of Appalachian studies was designed so that it could be anchored in the departments of anthropology, art, communication and theatre arts, English studies or history.

10. Taft B. Botner Distinguished Professorship in Elementary and Middle Grades Education

The Botner professorship is endowed through gifts from the Botner estate, combined with matching funds from the state. The professorship is intended to attract an expert in education with expertise in an area specifically related to the preparation of teachers of children in kindergarten through ninth grade.

11. Catherine Brewer Smith Distinguished Professorship in Communication Disorders

A gift from the estate of Catherine Brewer Smith, a Franklin resident who died in 2001 and whose father attended Western Carolina University, enabled WCU to create an endowed professorship in communication disorders. The professorship is designed to help serve the speech-language pathology needs of the Western North Carolina region, where above-average poverty levels and lengthy drives to service providers combine to hamper treatment for adults and children.

12. Mountaintop Distinguished Professorship in Advanced Optics Manufacturing

Developers of a lakeside golf club in southern Jackson County provided the funding to allow Western Carolina University to establish an endowed professorship in advanced optics manufacturing. This professor is expected to be a world-class applied research engineer who can help build innovative product capacity that is relevant to emerging economic sectors of the Western North Carolina region. The professor also is expected to integrate his or her teaching responsibility with the development of bio-adaptive rehabilitative medical devices leading to improved quality of life for people with disabilities.

13. Ambassador Jeanette W. Hyde Distinguished Professorship in Gerontological Social Work

4.13 Distinguished Professorships

Jeanette Hyde's contribution was combined with matching state funds to establish the professorship in social work. The professorship is designed to provide leadership for WCU's academic, service and applied research programs in gerontology – in particular, WCU's Gerontology Initiative, which supplies a range of programs and services that enhance the social, cultural, physical and economic well-being of older adults.

14. WNC Healthcare Organizations: The Distinguished Professorship in Physical Therapy and the Distinguished Professorship in Nurse Anesthesia

The creation of distinguished professorships in physical therapy and in nurse anesthesia at Western Carolina University are the result of partnerships involving the university and regional health care providers aimed at addressing critical personnel shortages in those two fields. The Physical Therapy position will be filled by a nationally recognized scholar with a specialty in human movement or gerontology, and that individual will lead the program as it makes an expected transition to the doctoral level over the next several years.

15. Gimelstob-Landry Distinguished Professorship in Regional Economic Development

Financial contributions to support an endowed professorship in regional economic development at Western Carolina University were provided by Florida real estate businessmen Herbert Gimelstob and Laurence D. Landry. Their gifts have been combined with state matching funds to create the professorship. A search is pending for an individual who will address core issues in education and regional economic policy development. In addition to teaching and conducting research in the College of Business, the individual who fills the position will conduct targeted policy studies and analyses and promote development and refinement of effective economic development policy for the region and state.

16. Joe and Cynthia Kimmel Distinguished Professorships in Construction Management

Western Carolina University's efforts to build one of the top construction management programs in the nation received a major boost in December 2005 when Kimmel & Associates, a construction industry executive search company based in Asheville, announced a pledge to the university.

In addition to providing an endowment for program operations and an endowment for scholarship support, the pledge from Joe and Cynthia Kimmel will provide for endowed professorships in construction management. Combined with matching state funds, Kimmel's contributions will possibly establish five professorships.

4.13 Distinguished Professorships

17. Cass Ballenger Distinguished Professorship in Engineering

A professorship in engineering at Western Carolina University is being developed through a gift from Cass Ballenger, who served North Carolina's 10th Congressional district in the U.S. House of Representatives from 1986 to 2005. Ballenger's gift will be combined with matching state funds to establish the professorship, which is expected to add a nationally renowned expert in engineering to WCU's faculty.

18. Wesley R. Elingburg Distinguished Professorship in Business Innovation

An Asheville native who is an alumnus of Western Carolina University provided the financial contributions to enable the university to create an endowed professorship in business innovation. The professorship will enable the university to recruit a nationally recognized expert in a business discipline who will work closely with WCU's undergraduate and graduate programs in entrepreneurship.

19. Myron L. "Barney" & Mrs. Barbara Coulter Distinguished Professorship in the Scholarship of Teaching and Learning

This professorship is named in honor of Chancellor Emeritus and Mrs. Coulter. The individual who is chosen to be WCU's distinguished professor in the scholarship of teaching and learning (SoTL) will provide leadership to expand WCU's work in the scholarship of teaching and learning and for the SoTL field in general. The individual will play an active role in the publication of WCU's international peer-reviewed journal for the Scholarship and Teaching and Learning, *MountainRise*. The individual will teach courses in the traditional arts and sciences and engage in his/her own SoTL research. In addition, the individual will provide leadership for WCU's participation in the Carnegie Academy for the Scholarship of Teaching and Learning.

20. BB&T Distinguished Professorship in Capitalism

The BB&T Distinguished Professor of Capitalism will directly address core issues involved in establishing an ethical business culture that is an essential part of how our organization works. The person who holds the professorship will be expected to teach both undergraduate and graduate students and conduct applied research, and integrate, consistent with the curriculum governance structure of the university, a discourse on the ethical, moral, and philosophical underpinnings of capitalism.

21. The Chancellor John Bardo and Deborah Bardo Distinguished Professorship in Educational Leadership

4.14 Contracts and Salaries

The \$500,000 professorship was made possible by a five-year challenge-grant program established by the C.D. Spangler Foundation to increase the number of distinguished professorships in high-need academic fields. The individual who is chosen to be WCU's distinguished professor in educational policy will provide leadership and visibility for Western's Department of Educational Leadership and Foundations as s/he will lead the UNC-II goal for involvement in educational policy at the state, regional, and national level. The focus of this work will be to positively influence policy for BK-12 education, community colleges and the university.

B. Madison Professorships

The University has acquired numerous distinguished professorships through outside donors. These professorships are typically restricted to individuals who are external to the university. As the university has created higher standards and expectations, it has begun to grow its own distinguished professors. The Madison Professorship designation is a way of recognizing these individuals and retaining them.

4.14 Contracts and Salaries

A. Overview

Contractual agreements are made each year between individual faculty members and the chancellor of the university. Most faculty members receive an appointment for a period of 9 months of required service extending over the regular academic year beginning in August. A few faculty appointments may be made for 10, 11 or 12 months of required service extending over the fiscal year beginning July 1.

Contracts are usually renewed near the end of the fiscal year. Unless a different time period is specified in the contract, faculty who are issued contracts must return them within thirty days after receipt or the contracts may be rescinded by the university. During their first year of service, faculty employed for nine months are paid in eleven installments. Thereafter, salaries are spread over a twelve-month period covering the fiscal year July 1 through June 30. It is understood, however, that all salaries paid for July and August in the new fiscal year are released on the anticipated fulfillment of service during the ensuing academic year. Failure of such fulfillment obligates the employee to refund the payments made for the months of July and August proceeding the new term of service. Persons receiving eleven salary payments who do not fulfill their service commitment are obligated to refund advance salary received.

B. Summer School Employment

Summer employment for nine-month faculty is neither required nor guaranteed. Summer School salaries are paid in addition to the regular contracted annual salary. Separate contracts for summer services are issued by each college. Rates of pay for summer employment are guided each year by the APR for Summer Session with the approval of the Provost. The amount paid to an individual is based upon class enrollment, number of credit hours taught and/or the faculty member's full time base pay or part time credentials during the previous academic year. Each college determines the rate of compensation for independent studies and internships.

Faculty and staff on nine-month appointments who are not employed during the summer months are, of course, free to pursue their own interests during this time, including employment at other institutions. Persons on twelve-month appointments are not eligible for summer school pay in addition to their regular salaries unless Policy 22 warrants an exception.

4.15 Absences and Leave for EHRA Personnel

A. Annual Leave and Sick Leave

Members of the faculty on 9/10-month appointments do not earn annual leave or sick leave. In lieu of such leave, the following policies shall apply:

1. Holidays and vacation periods built into the academic calendar are defined as providing the equivalent of the annual leave and holidays earned by twelve-month employees. Nine/ten-month faculty are not granted such leave at any time within an academic year except as provided in the academic calendar.
2. Provision may be made for less than full-time employment in accordance with provisions of Section 4.03D. (The provisions of this section are applicable to members of the faculty on both nine- and twelve-month appointments.)
3. Full-time, 9/10-month faculty members not covered by the provisions in the Employment Policies for University Employees Exempt from the State Human Resources Act may be carried at full salary during extended periods of incapacity due to illness or injury substantiated by competent medical opinion, provided that (a) the departmental faculty can absorb the work load of the faculty member for the duration of the absence, (b) the period of incapacity does not exceed one academic semester pursuant to WCU Policy 89 (Serious Illness and Disability Leave for Faculty), (c) the department head and dean concur that the academic program of the department will not be adversely affected, and (d) the provost, with the approval of the chancellor, authorized the arrangement. Any exceptions to these provisions must have the recommendation of the dean and provost and be approved by the chancellor.

4.15 Absences and Leave for EHRA Personnel

When appropriate, the provisions of Section 4.03D shall apply. Emergency leave (less than one week in duration) may be granted by the department head. It is the responsibility of the faculty member to contact the department head immediately when such circumstances prevent the faculty member from meeting a class or discharging other duties incident to employment. The department head will make the arrangements necessary to cover the affected classes and other obligations. The department head shall notify the dean if the circumstances indicate that the absence could extend beyond the short period of time covered by these provisions.

4. All employees have rights under the Family and Medical Leave Act of 1993 (FMLA). Under FMLA, eligible employees are entitled to up to 12 weeks of unpaid, job-protected leave for certain family and medical reasons. If an employee earns paid leave, use of that leave may count against the 12-week period. Furthermore, any period of time that any employee is carried at full salary pursuant to paragraph #3 above will count towards the 12 workweeks to which the employee is entitled under FMLA. The full text of WCU's policy for faculty not covered by the "Employment Policies for University Employees Exempt from the State Human Resources Act" is contained in this volume, Section 12.
5. Approval for absences of a professional nature, for reasons such as attendance or participation in meetings of learned societies or teaching in WCU-sponsored instructional programs at off-campus locations, can be granted. The faculty member must make satisfactory provision for scheduled classes and the discharge of other duties with the department head in advance of the absence. A memorandum of the provisions agreed upon, using the standard form provided for this purpose, is to be filed with the department head in advance of the absence.

B. Leave of Absence

1. Purposes of Leaves of Absence
 - a. Pursuit of an advanced degree: Study and research that will contribute to significant progress toward, or completion of, an advanced degree appropriate to a faculty member's current or projected responsibilities with the university may be presented as the basis of an application for a leave of absence. The faculty member must have been accepted for admission to such a program by an accredited educational institution and must provide the appropriate administrators with sufficient information about their program to allow full evaluation of the benefits to be derived by the individual and the university in granting the leave.

4.15 Absences and Leave for EHRA Personnel

- b. Professional development: Leaves of absence may be granted for the purpose of study, research, academically purposeful travel, writing and publication, and for other forms of scholarly, creative, or academic endeavor leading to significant professional development of the faculty member as appropriate to that faculty member's current or projected responsibilities with the university. The faculty member must provide sufficient information about the projected purposes of the leave to allow full evaluation of the benefits to be derived from the leave by the individual and the university.
 - c. Leaves of absence for reasons other than pursuit of an advanced degree or professional development may be granted by the chancellor on an individual basis.
 - d. Questions concerning policy and regulations relating to military leave with or without pay should be directed to the Office of Human Resources.
2. Types of Leaves of Absence
- a. Sabbatical Leaves: In accordance with the statutes of the state of North Carolina, Western Carolina University does not grant sabbatical leaves.
 - b. Leaves of Absence without Pay: Upon the recommendation of the department head and dean, with the concurrence of the Provost, and with the approval of the chancellor and Board of Trustees, leaves of absence without pay may be granted to members of the faculty on both nine- and twelve-month appointments under the following conditions:
 - i. The faculty member must be a full-time employee who either holds permanent tenure or whose appointment is subject to renewal.
 - ii. Determination must be made that (a) the faculty member, if not permanently tenured, is an individual who is to be recommended for reappointment; (b) there is a reasonable expectation that a position will be available for the faculty member upon his/her return; and (c) appropriate arrangements can be made to carry forward the academic program to which the individual is assigned without adverse effect during the period of leave.
 - iii. A leave of absence without pay may be granted for one or more terms or for a full academic year for faculty on nine-month appointments. Faculty on twelve-month appointments may be granted leaves of absence without pay for a period of time up to one year with the time and duration of the leave to be determined on a case-by-case basis.
 - iv. Leaves of absence without pay may be renewed on an individual basis up to a maximum of two years.

4.16 Employees Exempt from the State Human Resources Act

- v. Nothing in these policies shall be interpreted as giving a faculty member granted leave any special guarantees over and above those available to all other faculty holding the same faculty status. All faculty members, including those on leave, are subject to the same consideration and review processes concerning reappointment, promotion, and tenure.

When the circumstances of the faculty member's absence from the campus, e.g., activities out of country, are expected to be such that the timely execution of the consideration processes or of the reconsideration and appeals procedures by either the university or the faculty member may be prevented, a written understanding of any special arrangements to be observed should be developed and mutually agreed to by the faculty member and the university.

In the event of financial exigency or the curtailment of positions for other reasons, the faculty member on leave shall be subject to the actions taken, consistent with the UNC Code and the Tenure Policies and Regulations of Western Carolina University, as though the faculty member were not on leave.

- vi. When appropriate, the provisions of Section 4.03D shall apply to the granting of leaves of absence without pay.
- vii. Any individual wishing to request leave of absence without pay must complete an application. Applications may be obtained through the department head or dean.

C. Serious Illness and Disability Leave for Faculty

Western Carolina University, in accordance with Board of Governors policy, has developed University Policy 89 on Serious Illness and Disability Leave for Faculty. Please link to <https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-89.aspx> to review this policy.

4.16 Employees Exempt from the State Human Resources Act

Employment policies for university employees exempt from the State Human Resources Act (EHRA) are outlined in [UNC Policy 300.2.1](#). Policy 300.2.1 applies to those positions that are not subject to the State Human Resources Act (North Carolina General Statute 126) but does not include: faculty positions subject to institutional tenure regulations; positions within administrative categories of employment subject to G.S. 116-11(4), G.S. 116-11(5), or G.S. 116-14; positions within the "physicians or dentists" category under G.S. 126-5 with faculty

4.17 Outside Employment, Conflicts of Interest, External Professional Activities, and Dual Employment with Other State Agencies

appointments; and university students who are employed incident to their status as students, as in graduate teaching assistantships, or work-study positions.

4.17 Outside Employment, Conflicts of Interest, External Professional Activities, and Dual Employment with Other State Agencies

Western Carolina University, in accordance with the UNC Policy Manual, has developed University Policy #54 (link below) on Conflicts of Interest, External Activities for Pay, and Conflicts of Commitment. Please also see the Office of Research Administration web page regarding conflicts of interest in relation to sponsored research (link below). Finally, University Policy #8 (link below) addresses Dual Employment with State Agencies.

A. Conflicts of Interest, External Activities for Pay, and Conflicts of Commitment

Policy #54: <https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-54.aspx>

[Appendix A – Conflict of Interest Disclosure Form](#)

[Appendix B – External Professional Activities for Pay](#)

Office of Research Administration conflicts of Interest web page:

<https://www.wcu.edu/learn/office-of-the-provost/research/sponsored-research/research-compliance/conflicts-of-interest.aspx>

B. Dual Employment

Policy #8: <https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-8.aspx>

[Dual Employment Permission Form](#)

[Request for Additional Payment to Employee for Work Performed for Another State Agency Notice of Intent](#)

4.18 Benefits

Staff members in Human Resources are available to interpret fringe benefits and assist in the enrollment process. Faculty members will be provided with details of the fringe benefit programs at the time of employment or during orientation for new faculty. Faculty members who have questions concerning fringe benefits should direct them to the Office of Human Resources.

4.18 Benefits

A. Phased Retirement-Program

The University of North Carolina Phased Retirement Program is designed to provide an opportunity for eligible full-time tenured faculty members to make an orderly transition to retirement through half-time service. The goals of the Program are to promote renewal of the professoriate in order to ensure institutional vitality and to provide additional flexibility and support for individual faculty members who are nearing retirement. The Program is entirely voluntary and will be entered into by a written agreement between an Eligible Faculty Member and Western Carolina University. The Program is designed to accommodate a maximum three-year period for the employee.

B. Retirement System: Mandatory Program

In addition to the Federal Social Security Program (FICA), Western Carolina University faculty must contribute to either the Teachers' and State Employees' Retirement System (TSERS) or the Optional Retirement Program (ORP) through TIAA-CREF. The employee is required to contribute six percent of gross salary each month. The selection of a retirement program is a lifetime election and cannot be changed at a later date. Employees are fully vested after five years of contributing membership in the ORP. Participating members with TSERS must contribute for five years to be fully vested. The TSERS is a defined benefit plan and the ORP is a defined contribution plan.

For faculty participating in the TSERS, the university contributes a percentage of the employee's salary to the Retirement System Pension Fund, the Retiree Health Plan Reserve, the Disability Income Fund, and the Death Benefit Trust Fund. For faculty participating in the ORP, the university contributes a percentage of the employee's salary directly to the employee's ORP account, the Retiree Health Plan Reserve, and the Disability Income Fund. These percentages are established by the legislature during each legislative session and are subject to change annually.

Faculty who have questions concerning these retirement program options should contact the Office of Human Resources.

C. Disability Income Plan of North Carolina

The State of North Carolina makes available the Disability Income Plan (DIP) of North Carolina for employees who participate in either the Teachers' and State Employees' Retirement System (TSERS) or the Optional Retirement Program (ORP). The DIP provides partial replacement income for eligible employees who become temporarily or permanently disabled from the further performance of their regular job duties. After one year of contributing membership in the TSERS or ORP (earned within 36 calendar months preceding disability), an employee is automatically

4.18 Benefits

eligible for coverage under the Short-Term Disability Benefit. Benefits are payable after the conclusion of a 60 continuous calendar-day waiting period following the onset of disability. After five years of contributing membership in the TSERS or ORP (earned within 96 months prior to the end of the short-term disability period), an employee becomes eligible for a Long-Term Disability Benefit. Details concerning the DIP may be obtained from the Office of Human Resources.

D. Voluntary Supplemental Disability Insurance

In addition to the State of North Carolina Disability Income Plan (DIP), the University offers voluntary supplemental disability insurance underwritten by Lincoln Financial to employees who are participants of the TSERS. Employees who are participants of the ORP are eligible to enroll in the Standard Disability Benefits Plan. Both plans are designed to augment the coverage provided under the State's DIP. Details concerning voluntary supplemental disability insurance may be obtained from the Office of Human Resources.

E. Retirement System: Voluntary Program

The University makes available voluntary tax-sheltered plans for employees who may wish to provide supplemental income for their retirement years and, at the same time, reduce the amount of their current taxable income through the use of a tax-sheltered annuity. There are four different types of investment vehicles offered through the University as authorized under the Internal Revenue Service Code (IRC). These are Tax-Sheltered Annuities, authorized under Section 403(b) and 457(b) of The IRC; the State of North Carolina Deferred Compensation Program, authorized under Section 457 of The IRC; and, the State of North Carolina 401(k) Plan, authorized under Section 401(k) of The IRC. Under this arrangement, the employee pays state and federal income tax only on the amount of the reduced salary. Social Security deductions and contributions to either, the Teachers' and State Employees' Retirement System or the Optional Retirement Program will continue to be based on gross salary prior to reduction. Additionally, all three voluntary supplemental plans offer a Post-Tax/Roth option. Details on voluntary tax-sheltered plans may be obtained from the Office of Human Resources.

F. Voluntary Group Life Insurance

The University makes available a group life insurance policy, underwritten by Securian Life Insurance Company, to eligible employees and their dependents. The purpose of this plan is to provide term life insurance coverage (which includes an accidental death and dismemberment benefit) at a reasonable cost. The University also makes available a Core Accidental Death and Dismemberment policy at no

4.18 Benefits

cost to active employees. Details on voluntary life insurance options are available in the Office of Human Resources.

G. Health Benefits

The State Health Plan of North Carolina oversees the health benefit plan that is available to faculty, staff, retirees, and their dependents. Two plans are instituted by the State Health Plan. Both plans are Preferred Provider Organization (PPO) plans and are designed to provide health insurance protection for active State employees and their eligible dependents. Retirees also have access to State Health Plan benefits when specific health insurance vesting thresholds are met. There are additional plans available for Medicare Eligible retirees. Blue Cross and Blue Shield is the Claims Processing Contractor for both medical plans through December 31, 2024. Beginning January 1, 2025, Aetna will assume Processing Contractor responsibilities for both medical plans. Details on health benefits are available in the Office of Human Resources.

H. Liability Protection

Under Article 31A of Chapter 143 of the General Statutes of North Carolina, an employee is entitled to protective assistance by the State if the individual is responsible for an alleged legal wrong attributable to conduct by the employee within the course and scope of his or her State employment.

I. State Employees' Credit Union

The State Employees' Credit Union (SECU) is a financial cooperative owned by its members and available to State employees and their families. Membership in the Credit Union may be obtained by submitting a completed and signed application for membership, together with a deposit of at least \$25 to cover the purchase of at least five shares of stock.

J. NCFlex

NCFlex offers multiple benefit programs to employees who are employed in permanent appointments at least half time or greater. The benefits programs include a dental plan, a Health Care Flexible Spending Account, a Dependent Care Flexible Spending Account, critical illness coverage, a vision care plan, a TRICARE Supplement, an accident plan, and a cancer policy. NCFlex allows an employee to contribute money on a pre-tax payroll deduction basis to an NCFlex account, file claims for eligible expenses, and be reimbursed tax-free from the employee's account.

K. Educational Program

A waiver of tuition for faculty and staff:

1. Shall be allowed for full-time faculty of instructor rank and above, and other full-time employees (.75 FTE and above) of the university who hold membership in the Teachers' and State Employees' Retirement System or Optional Retirement Program. Tuition waivers are not applicable for temporary or part-time employees, or for any employee who is not a member of the Teacher's and State Employee's Retirement System or Optional Retirement Program.
2. Shall apply only during the period of one's normal employment. (The period of normal employment may be for a calendar year.)
3. Shall be allowed for up to three courses during the regular-term academic year (to include one course in the summer semester) and shall not include charges or fees for enrollment in correspondence courses, continuing education courses, extension courses, or other instruction principally supported by receipts from enrollees.
4. Shall be granted only to employees who meet the requirements for admission to the university and who have been duly admitted by the appropriate Office of Admissions.
5. Do not include such other charges as registration, laboratory, supplementary texts, and/or material fees which must be paid by the student. Members of the faculty and the staff of the university, who enroll for a course under these regulations, shall be required to complete the full schedule of work encompassed in their normal employment obligations.
6. Tuition waivers are not applicable for temporary or part-time employees, or for any employee who is not a member of the Teachers' and State Employees' Retirement System or Optional Retirement Plan.
7. Each applicant for tuition waiver must complete and submit through regular administrative channels, a "Request for Full-Time Faculty and Staff Enrollment in Course" form. These forms are available in the office of the department heads.
8. Enrollment requests should be cleared as follows: faculty members—Provost; staff members—appropriate division head for the unit in which the staff member works.

4.19 Services

A. Health Services

Western Carolina University is pleased to make available medical services offered through Health Services (HS) to the faculty and staff employed by the university. The details of all coverage, eligibility requirements and instructions for enrollment can also be found in University Policy 80. Health Services will review this policy annually and adjust as needed.

1. Eligibility for Services

Health Services are available for the following employee classifications:

- Employees that are subject to the employee health access fee as part of the employee benefit package at WCU. Those employees fall into the following classifications:
 - Permanent Full-Time and Permanent Part-Time EHRA
 - SHRA and SHRA-Exempt
 - Tenure Track, Tenured, and Phased Retirement Faculty
- Employees that are not subject to the health fee, but can access services on a charge per visit basis:
 - Temporary Part-Time and Temporary Full-Time SHRA and SPA Exempt
 - Hourly Employees
 - Fixed-Term, Adjuncts, Part-Time, and Visiting Lecturer Faculty
- Children and dependents of employees that are not enrolled students of WCU and retirees of WCU are not eligible for services.

2. Available Services

The monthly health fee allows the employee access to the department's services. Additional fee-for service charges may be incurred during the course of care provided at health services. These charges are typically for lab work, injections, minor procedures, and medications prescribed and dispensed in HS. Often the charges for these items are less than office co-pays to primary care providers. Charges may be eligible for claims filing under the state employees' health plan.

a. Convenient Care

Health Services is designed for convenient care for employees including sick visits, urgent care assessments, treatments and procedures. This includes, but is not limited to, the management of colds, flu, stomach bugs, minor suturing of wounds, basic immunizations, brief physicals, and performing basic laboratory and diagnostic procedures.

4.19 Services

Health Services cannot, and should not, serve as the employee's primary physician for acute and/or chronic medical conditions. Employees will be provided a list of local primary physicians upon request.

Health Services clinicians cannot provide medical advice, treatment, assessment, or prescriptions over the telephone or through e-mail. All medical contacts must be initiated via a phone call to the department to request an appointment or speak to the triage nurse. Providers visits may be in person at the Bird Building or if appropriate via a telehealth appointment

Each employee that is assessed the monthly access fee is entitled to three medical provider visits per fiscal year. The fee covers a routine office visit with a medical provider. Any additional services rendered for diagnostic or therapeutic purposes, such as lab work, procedures, and medications will be billed to the patient at the time of service and can be filed to the employee's health insurance.

Employees are allowed to utilize health services as often as needed; however, after the third visit, an additional office charge will be incurred.

Services that do not have an associated charge are as follows: routine blood pressure checks, and basic medical assessments by the nursing staff.

b. Allergy Clinic

Employees are also allowed to utilize allergy clinic services in HS. If the employee is receiving immunotherapy injections as part of an ongoing allergy treatment plan, HS nursing staff can work with the prescribing physician/allergy specialist to administer the allergy shots on campus. Allergy clinic visits do not count toward three visits per year, and immunotherapy administration is charged at each visit.

c. Laboratory Services

Employees are allowed to utilize the convenience of lab services on campus for routine/standing labs that may be ordered by outside health care providers. Signed orders are required from the outside provider to utilize this service.

HS lab will serve as the specimen collection site and will coordinate sending the lab order along with the specimen to the outside reference lab. The reference lab will send results directly to the ordering provider. The reference lab will also file insurance claims for any lab testing performed.

Lab collection services do not count toward the three visits per year

d. Worker's Compensation Claim

4.19 Services

HS serves as the initial medical contact site for worker's comp injuries during normal business hours. Worker's Compensation medical contacts will be charged directly to the department in which the employee works as outlined in the fee-for-service schedule.

Employees are responsible for following university and departmental policies and procedures for reporting these claims and the medical contacts.

Further information is available in Western Carolina University's Safety and Health Program Manual or by contacting the Director of Safety and Risk Management.

3. General Information

- a. Telephone calls and e-mail requests for medical advice, treatment and requests for prescription medicines are prohibited.
- b. All medical contacts and health records are strictly confidential and are maintained securely in compliance with all HIPAA regulations.
- c. Health Services may utilize a protected patient portal to provide follow up information to patients. The patient will need to create an account in the portal for that correspondence to occur.
- d. Health Services is an in-network provider with the State Employees' Health Plan. Charges generated for services such as on-site laboratory testing, allergy shots, immunizations, or minor procedures can be filed on an insurance claim for payment. Prescription medications dispensed in the on-site pharmacy are not eligible to be filed to insurance and are billed as self-pay to the patient.
- e. Health Services is open to faculty and staff Monday-Friday from 8:00 a.m. to 5:00 p.m. During holidays and scheduled breaks, the department's hours are subject to change and will be updated on the HS website at [Health Services](#).

B. Speech and Hearing Clinic

The Speech and Hearing Clinic is the primary clinical training site for students in the Communication Sciences and Disorders Department. Students in the training program receive supervision by American Speech Language and Hearing Association certified speech-language pathologists and audiologists. In order to accomplish this training mission, the clinic offers speech, language, swallowing, and hearing evaluations and follow-up treatment for individuals of all ages (birth through geriatric) with known or suspected communication or swallowing disorders. The clinic also offers a broad range of consultative services to individuals and agencies in western North Carolina.

C. Off Campus Partners

The Student Affairs Division has entered into an agreement with Off-Campus Partners (OCP) to list off-campus housing opportunities. OCP provides a site to link potential tenants with potential landlords/property managers. Users are provided with a variety of online services, including but not limited to the capability to search a database of off-campus properties, to post properties for rent or sale and to post and search messages on message boards. The link to this service is available at: <http://offcampushousing.wcu.edu>.

D. Hunter Library

Hunter Library provides high-quality intellectual content to support the teaching, research, and lifelong learning activities of the WCU community. Free and open access to the library's physical and electronic collections is available to WCU students, faculty, and staff. The library is generally open every day of the academic semester.

Hunter's librarians connect people with quality information. They provide research assistance by telephone, e-mail, online chat, in person at the reference desk or by appointment and teach people to find, evaluate, and use information effectively. The library operates on a liaison model, which means that there is a subject librarian with disciplinary expertise for each academic program the university offers, as well as an undergraduate services librarian. Teaching faculty are encouraged to contact their subject liaison to arrange instruction for their classes, request materials for the collection, facilitate student access to course readings when possible, seek support for their own research and publishing, or any other library-related need.

In accordance with the American Library Association, Hunter Library seeks to "serve all community members, including people of color, immigrants, people with disabilities, and the most vulnerable in our communities, offering services and educational resources that transform communities, open minds and promote inclusion and diversity" (American Library Association, 2016).

As part of WCU's mission, Hunter Library supports the university curriculum and the research needs of students, faculty, and staff while encouraging academic success, fostering critical thinking, and enriching the community. The library strives to build and maintain a collection of quality intellectual resources that reflect inclusive excellence, and consists of a general collection and several specialized collections: maps, curriculum materials, special collections, digital collections, reference, leisure reading, government documents, periodicals, and databases.

4.19 Services

Core Values (Adapted from the American Library Association “Librarianship and Information Service: A Statement on Core Values,” (March 2000) and The American Library Association Code of Professional Ethics for Librarians):

- Assurance of open and equitable access to information
- Commitment to literacy and learning
- Free and open exchange of ideas
- Preservation of the human record of the institution and the region
- Excellence in professional service to our communities
- Collegiality in the workplace

For information on services provided to all faculty, see our web page “For Faculty and Staff” <http://www.wcu.edu/library>, or call (828) 227-7465.

E. Technology Support

Technology Support has been specifically designed around services. Faculty can find all services they need at this page: <https://ithelp.wcu.edu/en-us>. Services are available in the following areas: academics and instructional support, accounts and access, Banner and myWCU, email, calendaring and collaboration, servers and storage, training, research, security, web, video and event support, hardware and software, network and internet.

F. Services for Retired Faculty and Staff

1. **Parking.** Upon request, the Office of Parking Operations will provide parking permits to retired faculty and staff at no charge.
2. **Library.** Retired faculty and staff have the same library privileges as active faculty and staff. However, priority is given to students and active faculty and staff. A book checked out by a retired member is subject to recall if it is needed by a student or active faculty or staff member. Carrels are available for annual assignment on a space available basis after the needs of students and active faculty or staff has been addressed. Guidelines are established in consultation with the Library Committee for assignment of these study carrels.
3. **Athletic Activities and University Events.** Athletic activities are available on the same basis as to active faculty and staff. For paid events, prices are the same for both retired and active faculty and staff. Free activities are equally open to both retired and active faculty and staff and participation is welcomed.
4. **Athletic Facilities.** Retired faculty and staff have the same privileges as active faculty and staff. The policies and procedures governing use of the swimming pool, tennis courts, and other facilities make no distinction between the two groups of persons.

4.19 Services

5. **Personnel Services.** The Human Resources staff provides retired faculty and staff with assistance upon request regarding insurance, new regulations or legislation affecting retired persons, and with their medical insurance coverage.
6. **Identification Cards.** A permanent ID card is available for retired faculty and staff; requests should be addressed to the CatCard Office.

G. CatCard Office

1. The CatCard Office is responsible for producing WCU's faculty and staff identification card, the CatCard. Faculty members may obtain a CatCard photo ID in the CatCard Office, 2nd Floor Brown Hall. The CatCard provides WCU faculty members with proof of employment and access to a variety of campus-wide services and systems.
2. Faculty members use the CatCard for employment identification, to utilize Library services, to receive treatment at University Health Services, and to enter the Campus Recreation Center (once Campus Recreation Center fees are paid). The CatCard can also be used to make purchases (like a debit card) at various locations across campus. These locations presently include IT Services, Health Services, vending machines, copiers and printers, the University Bookstore, all food service locations, and the University Center (tickets, outdoor rentals, copies, faxes, etc.).
3. Faculty members may take advantage of the CatCard's payment function by depositing money into CatCash at <https://my.wcu.edu/>. Funds may also be added to CatCash at the Add-Value station in Hunter Library.
4. Value remaining in an employee's debit account is carried forward until the conclusion of employment. A refund may be requested at any time. A processing fee of \$5.00 is charged for all refunds.
5. Cardholders are responsible for safeguarding their CatCard. If a CatCard is lost, either accidentally or by theft, the card owner should freeze their CatCard using the GET app, or by visiting <https://get.cbord.com/wcu/full/prelogin.php>. This deactivates the lost card and prevents further use. A replacement card can be obtained by visiting the CatCard Office on the second floor of Brown Hall. A replacement fee will be charged to your University account when the card is made. The University cannot accept responsibility for unauthorized use of a lost card prior to deactivation.

5. Instructional Responsibilities of Faculty

5.01 Faculty Workload

The UNC Policy on Faculty Workload (UNC Policy 400.3.4) states that “the Board of Governors has an obligation to ensure that the constituent institutions are deploying and monitoring faculty workloads in a consistent, efficient, and effective manner across the UNC System.” As such, each constituent institution is required to have and implement a policy on faculty workload that is aligned with the institution’s mission. Western Carolina University’s policies and procedures for developing annual faculty workload plans and reporting on faculty load are outlined in APR 12: Faculty Workloads and Workload Plans. Given the variation in faculty responsibilities and structures in academic departments, definitions of ordinary workload distributions in the context of the disciplinary norms is further defined in department and school Collegial Review Documents.

Tenure-track and tenured faculty generally have a teaching load of 18 credit hours (or equivalent contact hours) per academic year. Fixed-Term faculty will generally have a teaching load of 24 credit hours (or equivalent contact hours) per academic year. The ordinary distribution of workload that constitutes a full-time load (1.0 FTE) for tenure-track and tenured faculty is 60% teaching; 20% research, scholarship, and creative activities; and 20% service. For Fixed-Term faculty, the ordinary distribution of workload that constitutes a 1.0 FTE is 80% teaching; 0-20% research, scholarship, and creative activities; and 0-20% service.

Creation of annual workload plans for faculty is a collaborative process between the faculty member and their supervisor and is carried out as part of the annual faculty evaluation. Shifts in the normal workload distribution for an individual faculty member are permissible for reasons outlined in APR 12 (e.g., reassignment for administrative duties, course release for externally funded research, off-campus scholarly assignment, etc.).

Finally, APR 12 outlines policies, limitations and procedures related to overload assignments.

5.02 Office Hours

It is expected that faculty members will maintain regular office hours for student consultation in addition to their teaching assignments. It is left to colleges and departments to determine these guidelines.

5.03 Cancellation/Disruption of Classes

Since Western Carolina University is a residential university with more than 4,000 students in residence halls, the university does not, as a matter of general practice,

5.03 Cancellation/Disruption of Classes

close its operations or cancel classes in Cullowhee. Exceptions to that practice are rare and occur only when there are unusual circumstances such as bad weather, or when the entire student body is away from campus (usually during an extended break) and would face difficulty in returning to campus. Classes taught in locations other than Cullowhee will be held unless conditions at those sites are hazardous. Western Carolina University will abide by the host administration's decision to cancel classes or close facilities.

The Provost will evaluate conditions and determine whether conditions require modifications to the regular campus class schedule. If a decision is reached to modify daily operations, Public Relations will announce modifications to the university schedule via media outlets, the university website and email. In addition, students, faculty and staff are encouraged to check the university website (www.wcu.edu) when there is a possibility of cancellation. Updates about the status of university operations will be posted on a continuing basis. Students are expected to contact their instructors for any alternative plans for the class. (See Section 5.03.02D.) Faculty are expected to notify students concerning any alternative plans.

A. Inclement Weather: On-Campus Classes

The following general guidelines apply when the possibility of disruption to the on-campus academic schedule occurs because of road conditions.

Each occurrence will be evaluated separately. However, if snow or ice occurs when resident students are present on campus, the university usually will elect to continue with the regular schedule of on-campus classes even though some commuting students may be unable to reach the campus. In such cases, we will attempt to notify off-campus students of our decision by local media and the WCU website (www.wcu.edu), with the expectation that they will use their best judgment about whether or not they are able to attend classes. The University expects students to make every effort to attend classes, but not to place themselves in dangerous driving conditions. Students are expected to contact their instructors for any alternative plans for the class (see Section 5.03B.4). Faculty are expected to take weather conditions into consideration in working with students who were unable to attend classes and to notify students concerning any alternative plans. Faculty members will accommodate those students who are unable to attend class because of hazardous weather conditions.

B. Inclement Weather: Off-Campus Classes

When the possibility of disruption of the off-campus class schedule occurs in winter due to road conditions or conditions at the host site, the following general guidelines apply.

5.03 Cancellation/Disruption of Classes

1. Off-campus Classes—All Locations

Each occurrence will be evaluated separately for each class location.

For WCU classes hosted at locations other than in Cullowhee, please refer to decisions concerning class cancellation made by the specific host campus administration. Online classes will be conducted as determined by the instructors of those courses.

Faculty members whose individual situations prevent them from reaching the class site are responsible for notifying their department head, dean, or the director of the program as soon as possible. The program director (in consultation with the instructor) of which the course is a part will decide whether the individual class can be canceled. If the director decides to cancel a class, the faculty member also is responsible for notifying the students in the class.

Western Carolina University will notify students of class cancellation by means of local media and website (www.wcu.edu) announcements throughout the region affected. The Office of Public Information is responsible for making these arrangements when a decision has been reached.

When classes continue to meet under adverse weather conditions, students will individually use their best judgment about whether they are able to attend class. The faculty are expected to take these conditions into consideration in working with students who are unable to attend class.

2. WCU at Biltmore Park Decisions affecting courses offered at Biltmore Park are managed by the Provost's Office in consultation with the Executive Director for Western Carolina University at Biltmore Park. Faculty will be notified of decisions made by the Executive Director. Notification concerning cancellation of classes will be posted on the university website. If adverse weather conditions develop after the faculty and students have reached Asheville, the Executive Director will make decisions about the continuation or cancellation of classes and notify all the students and faculty in class. When Asheville-Buncombe Technical Community College announces cancellation of its classes, WCU's Engineering Technology classes held at the A-B Tech campus are cancelled.
3. Cherokee Center Decisions affecting courses offered in Cherokee are managed by the Director of the Cherokee Center in consultation with the Executive Director of Educational Outreach. Faculty and their department head will be notified of the decisions by the Director of the Cherokee Center.
4. Make-Up of Cancelled Classes Due to Inclement Weather: Each instructor is expected to develop a plan for making up class time cancelled due to inclement

5.04 Permission to Offer Courses

weather or any other pertinent reason. Examples of appropriate class make up activities include extra class meeting (face to face or on-line), extra assignments, supplemental discussions, etc. Any required make-up activity needs to take place during the regular academic week unless the course, in general, stipulates otherwise.

5.04 Permission to Offer Courses

Any individual offering a regular Western Carolina University course, including those offered through the educational outreach division, shall do so only with the permission of the head of the department which normally would offer the course. Permission should be received prior to the planning for the class and should be in writing with a copy to the dean of the college in which the department is located. It may be necessary in some instances to give oral approval and to confirm this as quickly as possible by written note, but these instances should be considered the exception rather than the rule.

The approval should be for a specific period of time, most often one term's duration only. The time period should be spelled out in the written authorization. Short courses, institutes, and special instructional efforts of short duration will be considered to be exceptional. An express approval in all instances need not be required. It is expected, however, that when academic credit (including awarding Continuing Education units) for such activities might be anticipated that prior approval be obtained.

5.05 Class Size Guidelines

A. Minimum Class Size Guidelines

The following general policy and guidelines will apply to all regular courses and sections of courses:

1. Lower division courses with enrollments of 15 or less will not be offered unless reasonably justified as specified in #5 below. Lower division courses are those numbered 100 through 299.
2. Courses numbered 300-499 with enrollments of 10 or less and courses numbered 500 and above with enrollments of 5 or less will not be offered unless reasonably justified as specified in #5 below. For summer terms, courses numbered 499 and below have a minimum enrollment of 11 and courses numbered 500+ have a minimum enrollment of 8. Deviations from these minimum enrollments in the summer are subject to the dean's discretion.
3. Courses such as the following are to be considered exceptional and the small enrollment rule will not apply:

5.05 Class Size Guidelines

- i. Independent study and directed readings
 - ii. Internships or Co-op
 - iii. Practicums
 - iv. Student Teaching
 - v. Thesis or Dissertation
 - vi. Private instruction in Music
 - vii. Research
 - viii. Honors
4. The decision to cancel a course because of small enrollment will be made by the head of the department following consultation with the dean of the affected college.
 5. A department head may request that an exception from the small class rule be made for a particular course. Deans, in making the decision to grant exceptions, should be guided by such factors as:
 - i. Whether the course is a required course for majors.
 - ii. The overall SCH productivity of the department.
 - iii. The degree to which the course is a critical component in meeting a scheduled degree program offering, e.g. a course offered in an evening program on a planned schedule for degree attainment.
 - iv. The stage of development of the program.
 6. Every effort should be made to come to as early a decision as possible regarding whether to offer or cancel a course because of small enrollment to reduce the complications stemming from cancellation. However, in general, a decision to cancel can be justifiably made as late as the first day of regular class meetings. In no case should an evening course be canceled until after all regular registration periods have been completed.
 7. Class size guidelines for courses with a Liberal Studies designation are determined by the Provost/designee in consultation with the Liberal Studies Committee.
 8. On-line class size guidelines are determined by the department head in consultation with the Dean of the College or School.
 9. These guidelines do not apply to continuing education, contract, or summer school courses where the guidelines already in existence will continue to be used.
 10. Total enrollment of combined cross-listed course sections should be considered when making cancellation decisions (e.g., combined sections listed

5.06 Guidelines for Classroom Scheduling

under multiple prefixes, or courses that combine residential and distance sections).

A continual review of small class enrollments will be conducted annually. The present guidelines are liberal in terms of the class sizes expected but may require adjustment upwards if circumstances warrant it.

B. Maximum Class Size Guidelines

The dean will determine whether a larger class size will adversely affect instructional quality, student learning and retention. The dean will consider such factors as course level, time the course is offered in the program, course content, and whether additional supplemental instruction (e.g., graduate assistants providing tutorials) is available to students. At the end of the semester the dean and department head will review faculty course evaluations, grade distributions, and withdrawals to evaluate the performance of the class. A request to schedule a course with a class limit above 100 needs the approval of the dean.

Class size guidelines for courses designed as Liberal Studies are determined by the Provost in consultation with the Liberal Studies Committee. On-Line class size guidelines are determined by the Deans of the colleges/school in consultation with their respective department heads.

5.06 Guidelines for Classroom Scheduling

A. Purpose

To provide a schedule of courses which maximize flexibility in scheduling classes and for better space utilization of university classroom spaces.

Please note that whenever feasible every effort should be made to maximize the utilization of classroom space in terms of seats available and other performance indicators related to budget.

B. Guidelines and Best Practices

1. Use of data

Scheduling dashboards, enrollment growth predictions, and seat/course predictions provided by the university should be used when planning course offerings in order to accommodate anticipated changes in program and university enrollment.

2. Growth

As enrollment increases, additional course sections cannot be accommodated within traditionally high demand times, therefore additional sections will be scheduled during underutilized times of the day.

5.06 Guidelines for Classroom Scheduling

3. Online Courses (Residential and Distance)

Residential online courses are offered to manage University seating and instructional capacity, not to replace face-to-face instruction. When vacant seats are anticipated in an online course for distance students, then a residential online section should be offered as part of the same course. Instructor availability and the potential to fill the course with additional enrollment are primary considerations. Growth in online offerings should occur in parallel with projected online enrollment increases.

4. Required resident major courses will be scheduled at times that do not conflict.

Academic units, normally the department, will review required major courses each semester and summer session as students complete the advising for their final semester. Problems associated with major course scheduling will be evident during this process and should be noted. During the program review process, the unit must provide a template of course scheduling for the core degree requirements.

5. Departments with five or fewer courses supporting another academic unit whose curricula support other majors will coordinate schedules.

It is recommended that academic units work out a course scheduling matrix for the identified courses in consultation with affected academic units. Once in agreement, the courses will be maintained at these times and changed only after consultation with the other units.

6. Liberal Studies Core/Perspective courses will be scheduled throughout each day. (In C2 and C5 areas, core courses refer only to courses most often taken to satisfy core requirements.) Courses to support each core and perspective area must be available as delineated on the schedule attached to this document. Multiple units offering courses in a given core or perspective area are required to have courses in each day class scheduling time before any duplication of scheduling times. It is understood that departments with fewer courses may not be able to fully meet this requirement. However, they must offer courses at 8:00 a.m. and/or in the evening.

Prior to each course scheduling period, the Office of Institutional Planning and Effectiveness will provide a list of courses, by class scheduling time, in the core and perspective categories for the previous two semesters. Academic units will be noted and cited if courses are not spread throughout the day. Compliance with this guideline may require departments scheduling courses in each Core/Perspective area to work collaboratively to assure sections are appropriately distributed. Such collaboration will be facilitated by the Provost's office if necessary. Growth in Liberal Studies offerings will need to occur in pace

5.06 Guidelines for Classroom Scheduling

with projected enrollment growth; that accommodation may occur in the form of larger course sections, additional sections, or both.

7. Multiple sections of major courses may not be offered at the same day and time unless approved by the department head. Multiple sections of online courses (e.g., distance and resident-credit) should be cross-listed and taught as one class.

It is the responsibility of the department head to observe this guideline and seek permission from the dean if rationale exists to support the request.

8. Required major courses should be scheduled at times that do not conflict.
9. Units with low-enrolled courses will be noted and justification required each semester.

The dean is required to review a unit's course offerings at all levels. It is understood that initiatives and new programs may not be able to comply, but written justification is required.

The matrix of class meeting times Table 5.06-1 is recommended as a guide for scheduling resident undergraduate classes in academic units. It is understood that some units have more than one prefix of classes. The intent is to review the unit as a whole. Online courses refer to courses delivered completely online, not hybrid classes, and should be counted as evening or 8:00 a.m. classes in complying with the matrix. Day classes are defined as those with start times between 8:00 a.m. and 3:30 p.m. Evening classes are those that begin after 3:30 p.m. but before 5:00 p.m. Classes beginning at 5:00 p.m. or later are considered night classes. University guidelines will be followed when determining low enrolled classes, i.e., less than 15 students for lower division and less than 10 for upper division. Initial application of the matrix below is recommended for Liberal Studies categories.

5.07 Off-Campus Instruction

Table 5.06-1. Percentage of MWF classes (includes MW, MF, and WF classes) and percentage of TR classes to be offered during standard scheduling blocks.

MWF (55-70% of all class offerings)			TR (30-50% of all class offerings)		
Start Time	No Less Than	No More Than	Start Time	No Less Than	No More Than
8:00	5%		8:00	5%	
9:05		30%	9:30		40%
10:10			11:00		
11:15			12:30	10%	
12:20	20%	25%	2:00	20%	30%
1:25			3:30		
2:30	10%				
3:35	15%				
4:40					
Evening	10%		Evening	10%	

Programs that, by their nature and status, are not expected to meet the guidelines are identified as a special considerations category. It is recommended that these programs be reviewed every four years.

10. Other Scheduling Considerations

- a. Enrollment cannot be limited to retain requisite teaching loads or normalize teaching load (class and program enrollment).
- b. No caps can be placed on programs without prior approval of the dean and provost and without passing the curriculum approval process.
- c. Undergraduate courses generally should not have a cap lower than 35 (excluding institutionally approved caps, labs, and other exceptions approved by the dean).

5.07 Off-Campus Instruction

A. Courses Taught in the United States

Western Carolina University offers a broad range of instruction at the undergraduate and graduate level in several off-campus locations. The Division of Educational Outreach provides administrative support for programs offered off site. The College where the program resides is primarily responsible for the site selection, instruction,

5.07 Off-Campus Instruction

and curriculum. Resident programs offered in Asheville are coordinated by the Executive Director of Biltmore Park who reports to the Provost. The program in Cherokee is managed Office of the Provost and is coordinated by the director of the WCU Cherokee Center.

Distance learning programs are approved by UNC System Office and defined by relationship, site and mode of delivery. They include on-site instruction at off-campus sites delivered face to face, via interaction television or through technology enhancement. Off-campus site program offerings are required to conform to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) criteria for such sites, as delineated in the SACSCOC substantive change guidelines. Questions pertaining to SACSCOC requirements can be directed to WCU's Assistant Vice Chancellor for Institutional Planning and Effectiveness, who serves as the institutional SACSCOC liaison. Non-site based learning is delivered on-line. Distance learning programs are administered by the academic colleges with administrative support from the Division of Educational Outreach. Program relationships include area community colleges, schools, military installations, business and industry, professional and governmental agencies and organizations.

B. Courses Taught at Locations Outside the United States

There are three major categories of courses taught outside the United States: (1) Study abroad programs for American students, (2) courses or programs delivered in other countries for nationals of the host country, and (3) travel courses and related learning experiences lead by WCU faculty outside the United States. Information about WCU international partners and other international universities offering opportunities for study abroad during the semester, year, and summer is available from the Office of Global Engagement (WCU Global). Students who pass approved international courses overseas receive WCU credit upon submission of an original transcript to WCU Global at the conclusion of their study abroad experience. Guidelines for proposals for faculty-led study abroad programs are found in the document, "WCU Faculty-led Handbook for Short-Term Faculty-led Programs" available through the Office of Global Engagement website global.wcu.edu.

Special procedures are in place that should be followed by faculty who are assigned to teach a course(s) in locations outside of the United States. Faculty receiving such assignments receive instructions concerning travel guidelines and procedures, student management and follow-up reporting, etc., from the appropriate department head or dean and the Office of Global Engagement. Travel arrangements and permission for travel must be made well in advance in accordance with state travel regulations and policies. Questions concerning

5.08 Student Class Attendance

courses taught outside the United States should be referred to the department head, dean, or the Office of Global Engagement.

In the case of courses/programs for foreign nationals, proposals and plans are developed by the sponsoring party in cooperation with the appropriate departments and colleges. Proposals are coordinated by the Division of Educational Outreach in collaboration with the College and Provost's Office. Approval for such programs and site-based course offerings are required to conform to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) criteria for such programs and sites, as delineated in the SACSCOC substantive change guidelines. Questions pertaining to SACSCOC requirements can be directed to WCU's Assistant Vice Chancellor for Institutional Planning and Effectiveness, who serves as the institutional SACSCOC liaison. Once approved, programs are administered by the Division of Educational Outreach in partnership with the academic departments/colleges.

Detailed procedures and instructions will be made available by the Office of the Provost.

5.08 Student Class Attendance

A. General Attendance Policy

All students are expected to attend and participate in all meetings of the courses in which they are enrolled; any absence is incurred at the students' own risk.

Each instructor will establish the attendance requirements, make-up procedures, and guidelines for absences in each course, and the effect that irregular attendance, lack of participation, and inadequate preparation will have upon a student's grade. Attendance requirements and their relationships to grades shall reflect the norms of the department and college and should not conflict with university policy herein. The instructor will distribute written attendance policies to students at the beginning of each term as part of the course syllabus. An instructor may establish special and more demanding attendance requirements for students who are performing less than satisfactorily. Each student is responsible for complying with the announced procedures for making up missed work.

Institutional funding is based in part on enrollment; therefore, instructors are required to report first-week and second-week attendance through myWCU on all students prior to census day. The Registrar's Office will distribute deadlines and instructions for reporting first- and second-week attendance in a timely manner. Instructors are required to report a last day of attendance on the final grade roster if a final grade other than a passing grade is submitted.

5.08 Student Class Attendance

A student with more unexcused absences than the credit hours given for a course can expect the instructor to lower his/her final grade, especially in a 100- (first year) or 200- (sophomore) level course. Missing approximately 10% of class meeting times (e.g., 4-5 MWF classes, 3 TR classes, or 1 laboratory or a class that meets once per week) or more, results in the loss of a significant amount of class work and experience that is very difficult, if not impossible, to make up. Class attendance may be required of undergraduate students as a condition of admission or readmission to the university or of eligibility to continue enrollment.

B. University Sponsored Absences

In addition to a documented and bona fide medical emergency, the death of an immediate family member, or pre-arranged absence for religious observance, excused absences may be granted for: university events including performances and events sanctioned by the Chancellor to promote the image of the university; regularly scheduled university team competitions (athletic and otherwise), including postseason play (practices and training sessions are excluded); and student engagement sponsored by the institution and approved by the Provost (e.g., research presentations and performances at national conferences or events).

An instructor is expected to honor a valid university sponsored absence if the student notifies him or her of the approved absence at least one week prior to the date of absence, or as far in advance as is feasible. A student who misses class work because of a university sponsored absence is responsible for contacting the instructor, within one class meeting after returning, to make satisfactory arrangements that the instructor deems appropriate for make-up. University excused absences should not lower a course grade if the student is maintaining satisfactory progress in the class and has followed the instructor's make-up procedures. Class experiences that are impossible to make up should be discussed during the first week of classes when there is sufficient time for a student to drop the course.

A student who anticipates missing a large number of classes (i.e., 10% or more of class time) is required to discuss this issue with the instructor during the first week of classes to determine the possible mitigation or consequences. Courses in professional programs with accreditation or licensure requirements should not be taken during a semester when a student anticipates a large number of absences.

The trip or activity sponsor must obtain written permission to travel from the appropriate entity as soon as possible and give each student a copy of the approved request. Each student must provide the request to instructors of their other courses as soon as possible, but ideally at least one week prior to the day of the absence(s).

5.08 Student Class Attendance

The request should contain the name of the sponsor and group, the purpose, date(s), time and location of the event, and the names of participating students.

Forms for University Sponsored Absence and Absence due to Required Religious Observance are available on the Registrar's webpage at <http://registrar.wcu.edu>. (Select the View Our Forms page).

C. Absences Related to Individual Courses

Individual class requirements such as field trips, field research, or service-learning activities are not considered institutional events, but may be integral components of the curriculum. Faculty who sponsor outside activities may request other faculty to excuse students from their classes so they may attend the outside event. Faculty of the other courses are encouraged to support the requests when it is reasonable to do so, however, individual faculty of the other courses will determine whether to excuse the absence. Should students be unable to attend the outside class event because of required attendance in other classes, they will not be penalized by the professor offering the outside activity. The event sponsor should complete the appropriate form for students to present to their instructors.

D. Drop for Non-Attendance

An instructor will have the discretion to cancel a student's registration for a course if the previously registered student fails to attend the first class meeting and fails to notify the instructor prior to the end of the first day of class. Students may re-register for the course on a seats-available basis up through the end of drop/add (5th day of semester). For courses in sessions other than the full semester (i.e., 8-week, and summer session courses), instructors may request a drop for non-attendance prior to the 5th day of the session.

Although instructors may drop students for non-attendance, students should not assume that this will occur. Students are responsible for dropping a course, if that is their intent, to avoid a grade of W or F. Instructors may have a student that was dropped for non-attendance reinstated by emailing the Registrar's Office.

Student appeals resulting from emergencies or other extenuating circumstances will be considered on a case-by-case basis by the department head or by the appropriate dean or designee. Re-registration will not be permitted for any reason after census day (10th day of semester).

V. Religious Observance Policy

According to North Carolina General Statute 116-11 (3a), a student may request absences for required religious observances. WCU allows two absences each academic year for religious observances required by faith. To obtain

5.09 Class Records and Reports

permission to be absent for religious reasons, a student must complete the Absence Due to Required Religious Observance form, available at <http://registrar.wcu.edu>. (Select the View Our Forms page), obtain all necessary signatures, submit it to each instructor for review and approval, and submit it to the Assistant/Associate Vice Chancellor for Student Success for final approval at least two weeks prior to the proposed absence. Students are encouraged to discuss these absences with the faculty member prior to the end of the drop/add period in case the absence will unavoidably keep the student from completing the requirements of the course. However, if the student completes the form and submits it to the instructor prior to the two-week time frame, he/she shall be given the opportunity to make up any tests or other work missed due to an excused absence for a required religious observance.

E. Military Excused Absences

Instructors are encouraged to accommodate students who are required to participate in weekly or monthly meetings, weekend drills, annual trainings, military schooling or other training, or official military events as members of the National Guard or Reserves.

Students are responsible for informing their course instructors that they are members of the National Guard or Reserves and to avoid registering for courses in which frequent military-excused absences will significantly and substantially impact their academic learning.

Students who seek to be excused from class for Guard or Reserve duty are encouraged to provide a copy of orders or a letter from the unit command to the course instructor and inquire about making up missed course work. The course instructor is encouraged to permit the student a reasonable amount of time to make up missed assignments. Whether students are permitted to make up missed assignments or tests depends upon faculty discretion.

If called to active military service during an academic term, students may request a Military Deployment Withdrawal initiated through Military Student Services.

5.09 Class Records and Reports

A. Official Class Lists

Official class lists from Banner are available in real time to instructors through the search menu within the myWCU portal. Students' photos are also provided.

Official class lists include registered students, students auditing the course, and students who have withdrawn after the add/drop deadline. Students who do not

5.09 Class Records and Reports

appear on the official class list should be instructed to register for the class immediately. The University only receives funding for students who register prior to the UNC system census date. (Fall and Spring census day is always the tenth-class day of the semester. System census for summer varies by course start date; however, instructor compensation for summer courses depends on the second day census regardless of the start date and length of the course.)

Prior to census, instructors may drop students from their roster in accordance with the Drop for Non-Attendance policy published in the university catalog. Students who quit attending class are not eligible to be dropped for non-attendance (see policy) nor can they be administratively withdrawn from the course by the instructor. Continuing and newly admitted students may self-register or self-drop via myWCU up through the end of the add/drop period. Students who present a duly-signed late registration form prior to census will be registered for the course by the Registrar's Office. Late registration is a manual process and cannot be done online. Students are generally not permitted to register after the end of the late registration period. When web registration ends, the information system will notify students of any manual changes made to their schedules and instructors of any changes that affect their class lists.

B. Class Lists from Canvas and Other Systems

Class lists from Canvas and other systems, such as the system for reporting administrative attendance and academic progress, synchronize to the official class list in Banner. Synchronization is at fixed intervals throughout the day. The myWCU platform includes applets that display data from Canvas as well as from Banner. Lists from systems like Canvas may also be filtered and/or combine data as is the case when cross listed courses are combined and students who withdraw are hidden from view; however, Banner is always the system of record. If you suspect a problem with the official class list or one of the synchronized class lists, please report the problem immediately to the IT Help Desk so that a tracking ticket can be assigned.

C. Official Grade Rosters

Official Final Grade Rosters are also presented to instructors through myWCU. The Registrar's Office will send instructions for reporting final grades to all instructors at the end of the term. Final grade rosters become visible in myWCU when grading is turned on. Final grades are not official until they have been properly recorded in myWCU and rolled into academic history. Final grades roll to history on the grading deadline at the end of the exam period and at specific intervals during all

5.10 Evaluation of Student Work

other times. An official grade must be recorded for every student whose name appears on the official myWCU grade roster.

5.10 Evaluation of Student Work

All faculty are expected to develop appropriate student evaluation procedures for their courses. In doing so, they should consider issues concerning the nature and purpose of evaluated course work, as well as the frequency and format of student evaluation practices. The WCU Faculty Senate has adopted the following guidelines as a way to promote teaching excellence among faculty and academic achievement among students:

- Evaluation procedures should be in writing and distributed to students at the beginning of each course.
- Students should be evaluated at frequent intervals throughout the semester. Prior to the university withdrawal deadline, at least one graded assignment should be returned to students.
- Faculty are expected to evaluate student work in an effort to promote the development of skills in the following areas: writing, information use, critical analysis of arguments, oral communication, service learning, moral reflection, and cultural diversity. These skills are the core of the Liberal Studies program.
- Students should receive prompt feedback on graded course work.
- Students should be given opportunities to review and discuss all graded course work.

The procedures established for grading review and discussion should be clearly announced to classes and should be such that the security required for examinations is preserved. Final examinations and other graded materials that contribute significantly to the final course grade which are not permanently returned to the students should be retained in the instructor's files for at least one semester following the completion of the course.

5.11 Final Examination Schedules

An end-of-course evaluation of student work is required in every credit course. End-of-course evaluations may take the form of final exams, reports, projects, performances, portfolios, research papers, conferences, etc.

Many end-of-course evaluations are written final exams. To reduce conflicts and final evaluation overloads for both students and faculty, a final examination schedule is developed by the registrar for the entire university. Classes that conform to the University's standard meeting patterns and times will be assigned an exam time. All courses with an assigned final exam period are expected to meet during the

5.12 Grading System

assigned time, as it counts toward total required instructional time for the course. Courses that meet once per week (except evening courses) cannot be accommodated in the exam schedule and will use their last meeting day to administer a final exam. Evening courses will use the exam time designated by the Registrar. All final exams are to be administered at their designated times and places during final exam week. Final exams are not to be administered during the last week of classes, except for those courses that cannot be accommodated by the final exam schedule provided by the registrar. Change in time of an examination for an entire class for any reason must be approved by the head of the department, the dean of the college, the Assistant or Associate Provost, and the Chancellor. If a change is approved, the Registrar's Office should be notified to avoid room and student scheduling conflicts.

No student is required to take more than two final exams on any one day. Any student who has three final exams scheduled on one day has the option of taking all three or submitting to the professors a written request for rescheduling. Requests to have an examination rescheduled must be made in writing at least five days before the examination is scheduled.

To reschedule, the following steps should be taken:

- The student should request in writing a change in date from the instructors of the courses that present the conflict.
- If the conflict is not resolved, the student should work with his/her academic advisor to have one of the exams rescheduled.
- If the conflict still cannot be resolved, the student should work with the Office of Academic Affairs to have one of the exams rescheduled.

5.12 Grading System

The grading system of WCU for undergraduate and graduate students is contained in the current issue of the university catalog (undergraduate and graduate). Faculty members are referred to the academic regulations sections of the catalog for detailed explanations of the grading system. Unless approved through the curriculum process, all courses must comply with the grading scale approved for the course and found in the relevant catalog.

Instructors teaching a course for the first time should review the final grade requirements approved through the curriculum process.

5.13 Grade Reporting

Instructors must submit final grades for all courses on the final grade roster available through myWCU following instructions published by the Registrar's Office > Faculty and Staff > Web Grading. Only grades submitted through this process will

5.14 Progress Reporting at Fifth-Week and Beyond

appear on students' official transcripts. If a grade other than a passing grade is submitted (W, F, I, IP, or U), the instructor should also submit the student's last day of attendance on the final grade roster.

If a student's name appears on the grade roster, a grade must be given. Students who do not officially withdraw from the university or from a class are not automatically dropped from the class. Final grades are to be recorded by the instructor prior to the announced grading deadline, generally 10:00 a.m. the Monday following exam week. For courses whose end dates do not conform to the regular academic calendar, grades are due within 48 hours of the class end date as recorded in the student information system. The 48-hour deadline applies to all summer courses. Grades of W cannot be assigned by the instructor during the grade reporting process.

Unreported grades are rolled to Incomplete grades at the grading deadline. When this occurs, instructors are required to list the conditions to remove the incomplete and send them to the department head (see registrar.wcu.edu > View Our Forms Page > Explanation of an Incomplete Grade).

Instructors should adhere rigidly to grade reporting deadlines because of the need to process grades as quickly as possible and notify students of information that may affect academic standing and eligibility to continue. Missing grades also affect assignment to the Dean's and Chancellor's Lists, the production of transcripts, and the conferring of degrees.

5.14 Progress Reporting at Fifth-Week and Beyond

Academic progress must be reported through myWCU according to instructions published by the Registrar's Office at the fifth, eighth, and eleventh week for the students and/or courses indicated below.

Fifth- and eighth-week progress (mid-term) grades should be reported for freshmen and sophomore level (100-299) courses during the fall and spring semester. Fifth-, eighth-, and eleventh-week progress should be reported for student athletes and those designated as at-risk. Faculty are requested to report fifth-week level progress in Banner for students in undergraduate courses at the 300 and 400 levels who are determined by the faculty member to be academically at risk. In addition to undergraduates determined to be at risk in 100 and 200 level courses, faculty members are requested to report progress in the eighth week for those students in 300 and 400 level courses that were identified as at-risk in the fifth week.

The progress reporting tool used by the University clearly identifies students in each class whose progress is to be reported. Timely reminders and instructions

5.15 Final Grade Changes

will be distributed by the Registrar's Office. Instructors are encouraged to advise students about their academic progress throughout the term, but especially prior to midterm. If students are making unsatisfactory progress, instructors should inform them of the reasons for the deficiency and advise them of the steps they could take to improve their academic performance or standing.

5.15 Final Grade Changes

A. General Policy

When a grade other than incomplete or in-progress is reported officially by an instructor at the end of a term, the grade is recorded and can be changed only if an error was made in estimating or reporting it. Grade changes must be submitted by the instructor and approved by the instructor's department head and dean. The student and the instructor are notified whenever a grade change occurs; instructors are notified if the change is not approved. Only the instructor can change the grade in a course except as provided in the incomplete grade policy. Grade changes are initiated from the instructor menu within myWCU. In the case of a student appeal (as in 5.16) or an academic integrity violation, the final grade may be determined by the appropriate appeal body as part of sanctions (see the Academic Integrity Policy). Any request by a student for a change in a final grade must be submitted to the instructor within 35 days after the end of final exams.

B. COVID-19 Grade Changes

Because of disruptions associated with the COVID-19 pandemic, students had an option to convert eligible final grades from a regular letter grade to an S or U for courses taken during the Spring 2020, Summer 2020, Fall 2020, and Spring 2021 semesters. Some courses were exempt from S/U grading; this list is maintained by the Registrar's Office. The S/U grading option also allows students to revert to their original final letter grade. Instructor permission is not required to initiate or reverse a COVID-19 S/U option. Students wishing to exercise this option should be directed to the Registrar's Office. Making a COVID-19 related grade change is an administrative action that cannot be accomplished with the tools normally used by instructors to change final grades.

5.16 Academic Action Appeal Policy/ Procedures

A student has the right to appeal a final assigned grade or dismissal at the program level. A student may only appeal a final grade or program dismissal if he/she can show the grade or program dismissal was assigned *arbitrarily or impermissibly*. A student who wishes to appeal a grade on a particular assignment or exam can do so

5.16 Academic Action Appeal Policy/ Procedures

only in the context of how it affects their final assigned grade or dismissal from a program.

A final grade or program dismissal is deemed to have been assigned arbitrarily or impermissibly if, by a preponderance of the evidence, a student establishes that:

- The final grade or dismissal was based upon the student's race, color, religion, national origin, age, sex, disability, sexual orientation, or for some other arbitrary or personal reason unrelated to the instructor's exercise of his or her professional academic judgment in the evaluation of the academic performance of the student; or
- The final grade or program dismissal was assigned in a manner not consistent with the standards and procedures for evaluation established by the instructor, the program, or the University in the Catalog, in the course syllabus, or during the class/program in written or oral communications directed to the class/program as a whole; or
- The final grade or program dismissal was the result of a clear and material mistake in calculating or recording grades or other evaluation. Individual elements (e.g., assignments, tests, activities, projects) which contribute to a final grade are generally NOT subject to appeal or subsequent review during a final grade appeals procedure. However, individual elements may be appealed under these procedures providing all of the following conditions are met:
 - The student presents compelling evidence that one or more individual elements were graded on arbitrary or impermissible grounds;
 - Grounds can be established for determining a professionally sound grade for the appealed element(s); and
 - The ensuing grade for each appealed element would have resulted in a different course grade than that assigned by the faculty member.

If dismissal from the Graduate School is a result of grades (3 C's or an F), the student may appeal the grade causing the dismissal. If the appeal is unsuccessful, the dismissal stands; the student cannot appeal the dismissal as well as the grade because dismissal is based upon the grades.

If a student is appealing dismissal from a program, or a final assigned grade that results in dismissal, the student shall be allowed to continue taking courses until the appeal is resolved (with the approval of the program in which the classes are taken), with the exception of clinical placements or internships, or when the

5.16 Academic Action Appeal Policy/ Procedures

students' continued participation is deemed by the program director or department head to be harmful or disruptive to other students and/or the program.

If the appeal is unsuccessful and the dismissal stands, the student will be removed from any classes in which he or she is registered and will be responsible for any tuition and fees accrued as a result of registration during the appeals process.

A. Academic Action Appeal Procedure Overview

Students who wish to appeal a final assigned grade or dismissal from an academic program for any reason other than academic dishonesty should follow, in order, the academic appeal procedure outlined below. (n.b. For these procedures, a "working day" is a day classes are held on campus.)

Appeals of a final assigned grade and appeals of dismissals from an academic program follow similar procedures:

1. Appeal to the instructor
2. Appeal to the Department Head
3. Appeal to the Academic College – Associate Dean conducts initial review and may dismiss the appeal or allow step 4.
4. College Academic Action Committee review
5. Academic Dean review
6. Appeal to the Provost – This step is only allowed for alleged violations of procedures, protected class, or constitutional rights.

In the event that the faculty member whose grade is being reviewed is also a department head/school director, the associate dean shall do those things required by the head or director. In the event that the faculty member whose grade is being reviewed is also an associate dean, the academic dean or Provost can name an appropriate substitute to perform the functions of the associate dean as required by this policy.

B. Final Grade Appeal Procedures

The following procedures detail the steps for appealing a final assigned grade (whether or not that grade results in dismissal from the Graduate School). The student is encouraged to meet/talk with the instructor prior to filing a formal appeal.

The student must demonstrate that the grade was impermissibly or arbitrarily assigned. (See Academic Action Policy above). That the student simply disagrees with the assigned grade does not constitute a basis for a review.

1. Appeal to the Instructor

5.16 Academic Action Appeal Policy/ Procedures

Within 35 calendar days after the student receives notification of the academic action (grade) the student should submit a formal written appeal to the instructor. This appeal must include:

- i. a statement of the reason(s) why the student believes the grade was impermissibly or arbitrarily assigned (see policy Academic Action Appeal Policy)
- ii. the resolution sought.

If the grade being appealed is leading to dismissal from the Graduate School, the Dean of the Graduate School should be copied on the student's initial appeal. All correspondence should include contact information.

The instructor must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the instructor is approving or denying the appeal.

2. Appeal to Department Head

If the student is unable to resolve the grievance through the appeal to the instructor, the student should submit a written appeal to the department head within 10 working days of receiving the instructor's written response (from Step 1). If the department head is the instructor for the grade assigned, the associate dean of the department's college will serve this function. Students appealing to the department head assume the burden of proof. Therefore, the appeal must include

- i. A statement of the reason(s) the student believes the grade was impermissibly or arbitrarily assigned;
- ii. The steps taken to resolve the disagreement over the assigned course grade; and
- iii. The resolution sought.

The appeal must be accompanied by evidence the student believes supports the conclusion that the grade was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation.

Within ten working days of receiving this appeal, the department head will attempt to resolve the appeal. If the department head is unable to resolve the appeal within ten working days, the department head will notify the student of the decision, and the student has 10 days to appeal to the associate dean of the academic college.

3. Appeal to the Academic College (Associate Dean Review)

5.16 Academic Action Appeal Policy/ Procedures

If appealing to the academic college, the student should forward (to the associate dean of the academic college) his/her initial appeal to the instructor and response from the instructor (from Step 1), the subsequent appeal to the Department Head, and the Department Head's written notification (from Step 2). Upon receipt of the appeal and aforementioned materials the Associate Dean may request further information from the student, the instructor, and/or the Department Head.

If the Associate Dean concludes that the facts alleged by the student would not constitute a violation of the Academic Action Appeal Policy or Procedures, the Associate Dean may, in consultation with the Dean and Graduate Dean, if applicable, dismiss the review. The student will not be allowed any further appeal.

If the Associate Dean determines that the facts alleged in the student's written appeals could, if true, constitute a violation of the Academic Action Appeal Policy or Procedures, the Associate Dean, within ten working days of receiving all information, shall refer the case to the College's *Academic Action Committee*.

4. Academic Action Committee review

The College Academic Action Committee (CAAC) will consist of faculty members (who do not teach in the program from which the appeal originated) and students as designated by the academic college (graduate or undergraduate based upon appeal) appointed by the appropriate Academic Dean or Associate Dean. At least two of the faculty members shall be selected from "allied" disciplines or programs. The Associate Dean will serve as ex officio (non-voting) chair of this committee. The purpose of the CAAC is to determine whether the facts support the student's contention that the grade was impermissibly or arbitrarily assigned as defined in the policy. It is not the function of the Committee to re-evaluate the student's work to determine whether the CAAC agrees with the professional judgment of the faculty member who assigned the grade.

The CAAC Chair shall convene the Committee not later than ten working days from the request by the associate dean to examine the student's appeals to the instructor and department head. The CAAC will also take into consideration any written statements received by the associate dean from either the student or the instructor, and any additional relevant documentation. Additionally, the CAAC may request oral presentations from both parties. Other relevant parties may be questioned.

5.16 Academic Action Appeal Policy/ Procedures

Neither the student nor the faculty member may be accompanied or represented in the hearing by legal counsel or other advisor. The CAAC may consider only such evidence as is offered by the parties and at the hearing(s) and need consider only the evidence offered that it considers fair and reliable. The burden of proof shall be on the student to satisfy the Committee that a preponderance of the evidence supports a conclusion that the grade was awarded arbitrarily or impermissibly as defined. All recommendations of the CAAC shall be made by a simple majority vote.

Within ten working days from the conclusion of its hearing(s) on the matter, the CAAC Chair will provide a written report to the academic dean and to the graduate dean (for graduate-level grade appeals). The Committee report must include the Committee's finding as to whether or not the grade assigned was awarded arbitrarily or impermissibly as defined in the policy. If such a determination is made, the CAAC shall recommend a course of action which could include recommending assignment of a specific grade to replace the one originally assigned or implementation of some process to re-evaluate the student's work.

5. Review by the Dean

Within ten working days after receiving the CAAC's report, recommendations and other documentation assembled in the review, the academic Dean will, in consultation with the faculty member and department head, determine a final course of action. S/he will then communicate the final action in writing to the student, faculty member, department head, and (for graduate-level grade appeals) the dean of the Graduate School.

6. Appeal to the Provost

An appeal to the Provost is only allowed if the student can establish a reasonable basis that the appeal procedures were not followed, discrimination of a protected class has occurred, and/or a student's exercise of rights guaranteed by the First Amendment has been violated. If the student feels one of these conditions applies, s/he must file a written appeal to the Provost explaining the situation that warrants this level of appeal.

C. Program Dismissal Appeal Procedures

The following procedures detail the steps for appealing a dismissal from a program for any reason other than final assigned grade(s), including failure to adhere to technical standards.

Dismissal from the Graduate School (and therefore dismissal from the program) based on bad grades may only be appealed by appealing the final grade(s)

5.16 Academic Action Appeal Policy/ Procedures

resulting in the dismissal from the Graduate School. The student is encouraged to meet/talk with the program director prior to filing a formal appeal.

The student must demonstrate that dismissal was impermissibly or arbitrarily assigned (see Academic Action Policy). That the student simply disagrees with the dismissal does not constitute a basis for a review.

1. Appeal to Program Director

Within 35 working days after the student receives notification of the academic action (grade) the student should submit a formal written appeal to the instructor. This appeal must include

- i. a statement of the reason(s) why the student believes the dismissal was impermissibly or arbitrarily assigned (see policy Academic Action Appeal Policy)
- ii. the resolution sought.

When appealing a dismissal from a graduate program, the student must copy the Dean of the Graduate School on this initial appeal. All correspondence should include contact information.

The program director must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the program is approving or denying the appeal.

2. Appeal to Department Head

If the student is unable to resolve the grievance through the appeal to the program director, the student should submit a written appeal to the department head within 10 working days of receiving the program director's written response (from Step 1). If the department head is the instructor for the grade assigned, the associate dean of the department's college will serve this function. Students appealing to the department head assume the burden of proof. Therefore, the appeal must include:

- i. A statement of the reason(s) the student believes the dismissal was impermissibly or arbitrarily assigned;
- ii. The steps taken to resolve the disagreement over the dismissal; and
- iii. The resolution sought.

The appeal must be accompanied by evidence the student believes supports the conclusion that the dismissal was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation.

5.16 Academic Action Appeal Policy/ Procedures

Within ten working days of receiving this appeal, the department head will attempt to resolve the appeal. If the department head is unable to resolve the appeal within ten working days, the department head will notify the student of the decision and copy the dean of the Graduate School, and the student has 10 days to appeal to the associate dean of the academic college.

3. Appeal to the Academic College (Associate Dean Review)

If appealing to the academic college, the student should forward (to the associate dean of the academic college) his/her initial Appeal to the Program Director and the program director's response (from Step 1), the subsequent Appeal to the Department Head, and the department head's written notification (from Step 2). Upon receipt of the appeal and these materials the associate dean may request further information from the student, the program director, and/or the department head.

If the associate dean concludes that the facts alleged by the student would not constitute a violation of the Academic Action Appeal Policy or Procedures, the associate dean may, in consultation with the academic Dean and Graduate Dean if applicable, dismiss the review. The student will not be allowed any further appeal.

If the associate dean determines that the facts alleged in the student's written appeals could, if true, constitute a violation of the Academic Action Appeal Policy or Procedures, the associate dean, within ten working days of receiving all information, shall refer the case to the College's Academic Action Committee.

4. Academic Action Committee Review:

The College Academic Action Committee (CAAC) will consist of faculty members (who do not teach in the program from which the appeal originated) and students as designated by the academic college (graduate or undergraduate based upon appeal) appointed by the appropriate Academic Dean or Associate Dean. At least two of the faculty members shall be selected from "allied" disciplines or programs. The Associate Dean will serve as ex officio (non-voting) chair of this committee. The purpose of this Committee is to determine whether the facts support the student's contention that the dismissal was impermissibly or arbitrarily assigned as defined in the policy. It is not the function of the CAAC to re-evaluate the student's work to determine whether the Committee agrees with the professional judgment of the program director or faculty member(s).

The CAAC Chair shall convene the Committee not later than ten working days from the request by the associate dean to examine the student's appeals

5.16 Academic Action Appeal Policy/ Procedures

to the program director and department head. The committee will also take into consideration any written statements received by the associate dean from either the student or the program director, and any additional relevant documentation. Additionally, the Committee may request oral presentations from both parties. Other relevant parties may be questioned.

Neither the student nor the program director may be accompanied or represented in the hearing by legal counsel or other advisor. The CAAC may consider only such evidence as is offered by the parties and at the hearing(s) and need consider only the evidence offered that it considers fair and reliable. The burden of proof shall be on the student to satisfy the Committee that a preponderance of the evidence supports a conclusion that the dismissal was awarded arbitrarily or impermissibly as defined. All recommendations of the CAAC shall be made by a simple majority vote.

Within ten working days from the conclusion of its hearing(s) on the matter, the CAAC Chair will provide a written report to the academic dean and to the graduate dean (for graduate-level grade appeals). The Committee report must include the Committee's finding as to whether or not the dismissal assigned was awarded arbitrarily or impermissibly as defined in the policy. If such a determination is made, the CAAC shall recommend a course of action which could include recommending readmission or implementation of some process to re-evaluate the student's actions/work that lead to the program dismissal.

5. Review by the Dean

Within ten working days after receiving the CAAC's report, recommendations, and other documentation assembled in the review, the academic Dean will, in consultation with the program director and department head, determine a final course of action. S/he will then communicate the final action in writing to the student, faculty member, department head, and the dean of the Graduate School.

6. Appeal to the Provost

An appeal to the Provost is only allowed if the student can establish a reasonable basis that the appeal procedures were not followed, discrimination of a protected class has occurred, and/or a student's exercise of rights guaranteed by the First Amendment has been violated. If the student feels one of these conditions applies, s/he must file a written appeal to the Provost explaining the situation that warrants this level of appeal.

5.17 Academic Advising

Academic advising at WCU includes academic, career, and personal components. Faculty and Professional Advisors must be experts in the academic component, including academic policies and support resources on WCU's campus. They must also be informed about career opportunities and resources in their own disciplines as well as related disciplines. Advisors should make appropriate campus referrals when it is in the best interest of the student.

Academic advising is the responsibility of both faculty and professional advisors. Academic advising is part of the normal professional load for faculty at WCU, and adequate time should be set aside for quality advising. A reasonable full-time faculty advising load is between 20 and 33 students (Advisor Load, N.D.; Habley, 2002). When evaluating faculty as part of the Annual Faculty Evaluation and when considering promotion, tenure, and merit pay, department heads should consider both the quantity of advisees per faculty member and the quality of advising. Faculty with unusually heavy advising loads (greater than 33:1) should be given special consideration, compensation, or course release time to ensure the quality of advising.

Because academic advising is a significant part of the educational mission at WCU, advising will be evaluated for faculty as part of the Annual Faculty Evaluation. Advising will also be factored into promotion, tenure, and merit pay decisions as determined by department tenure/promotion/reappointment documents. Professional advisors will be evaluated under the personnel rules and regulations applicable to SHRA and/or EHRA non-faculty employees.

An effective academic advising system dictates that all who serve as advisors participate in ongoing training.

A. Undergraduate Academic Advising Model

1. All new campus-based students (freshmen, transfers, and readmits) will have their initial contact with the Advising Center, School of Health Sciences Student Services (in the College of Health and Human Sciences), Mentoring & Persistence to Success (MAPS), Honors College, or Suite 201 in the College of Education and Allied Professions. Initial academic advising will be carried out through a process which includes, but is not limited to, phone, letter, web, and email contact with incoming students prior to enrollment. Initial enrollment will be finalized during freshman and transfer new student orientations.
2. Incoming students, first-year students, transfers, and readmits, are encouraged to declare a major as soon as possible. Students with 45 hours or more are required to declare a major prior to enrollment.

5.17 Academic Advising

- Professional advisors serve as the Primary Advisor for students with 0-45 hours. Once a student has earned 46 hours, the Faculty Advisor becomes the Primary Advisor, and the professional advisor becomes the student's secondary advisor. Students with 60 or more hours no longer have a professional advisor; they are assisted solely by the faculty advisor. This support system is summarized in Table 5.17-1.

Table 5.17-1. Advising model for students based on earned credit hours.

Number of Earned Credit Hours	Primary Advisor	Secondary Advisor
0-45	Professional Advisor	Some departments will choose to assign a faculty advisor as secondary
46-60	Faculty Advisor	Professional Advisor
60+	Faculty Advisor	N/A

- As soon as a major is declared, students will be assigned to a professional advisor in that major. Once a student completes 46 credit hours the department determines and assigns a faculty advisor. Those assignments are completed via email communication between the Registrar's Office and academic departments.
- Academic advising processes, as well as advisor training, are coordinated and monitored by the University Advising Council consisting of a faculty member from each college, and representatives from the Advising Center, MAPS, Honors College, Academic Success Program (ASP), Educational Outreach, Admissions, Registrar, School of Health Sciences Student Services (SHS), and Residential Living. A training manual has been developed and will be regularly updated. This manual is available on the Advising Center's website (<http://advising.wcu.edu>). Professional advisors coordinate advisor training sessions with their assigned majors/departments at the start of each academic year and as needed through the year.
- Professional advisors in the Advising Center serve as liaisons to the Colleges to facilitate communication and student hand-off.
- Assigned professional advisors will communicate regularly with the Department Head/Program Director for freshmen and transfer students in each major to facilitate the declaration of major process for students and to assist students and faculty as needed regarding academic advising.
- Academic advising will have specific value in the tenure, promotion, reappointment, merit pay, and annual faculty evaluation processes defined by the department tenure/promotion/reappointment document. All advisors,

5.17 Academic Advising

whether faculty or staff, will be evaluated annually per the personnel policies and procedures pertaining to their respective classifications. The University Advising Council will develop and provide suggested tools for advisor evaluation, including student evaluations, narrative self-evaluations, file audits, etc.

B. Alt-PINs

The Alt-PIN is a secondary personal identification number (920# is the primary) which is used in Banner to prevent students from registering for classes in terms that are not yet available to them for registration. This alt-PIN changes every semester, so students must receive advising in order to obtain it. Students with more than 45 credit hours cannot get this number from the Registrar, Advising Center, or Honors College because these agents do not know whether or not the student has met with the faculty advisor.

C. Types of Advisors

1. **Professional Advisor:** An advisor, counselor, or staff member assigned to the Advising Center, MAPS, Honors College, School of Health Sciences Student Services, or Suite 201.
2. **Senior Academic Advisor for Athletics:** In addition to the duties of a professional advisor, the Senior Academic Advisor for Athletics is housed in WCU Field House and will support and direction to athletic advisors. These positions will serve as the main point of contact for assigned teams and will proactively engage student-athletes about academic goals, degree completion, and NCAA and Southern Conference eligibility standards.
3. **Senior Advisor for Campus Partnerships:** In addition to the duties of a professional advisor, the Senior Academic Advisor is housed in the Advising Center and will support and offer maintenance of WCU's student support platform (Navigate), create training materials, and offer campus training for utilization.
4. **Senior Advisor for Student Onboarding:** In addition to the duties of a professional advisor, the Senior Advisor for Student Onboarding is housed in the Advising Center and will support and maintenance of WCU's Pre-registration platform, serve as a liaison to WCU New Student Orientation, and serve as a liaison for WCU Admissions.
5. **Senior Transfer Academic Advisor:** In addition to the duties of a professional advisor, the Senior Transfer Academic Advisor is housed in the Advising Center and will serve as the academic liaison for NC Community Colleges, serve as the primary contact person regarding academic advising for transfer students,

5.17 Academic Advising

coordinate WCU's outreach to feeder institutions regarding educational programs and requirements, provide unofficial transcript evaluations for potential transfer students, and serve on WCU's Transfer Advisory Board.

6. **Faculty Advisor:** A fully qualified full-time faculty member whose responsibilities include advising students in the department with declared majors. Faculty advisors in each major will continue to provide comprehensive advising to declared advisees in the program with 46 or more hours. Department heads assign Faculty Advisors to declared students. Contacts that are expected to occur with student advisees include

- Provide and review with the advisee the major eight-semester plan.
- Discuss specific requirements and expectations for the major.
- Discuss course sequencing (what semesters/years they should be taking certain courses)
- Review degree evaluation and confirm remaining courses for degree completion.
- Discuss careers and various career paths for graduates of the major.
- Discuss reported 5th-week grades (with students who request advice).
- Discuss scholarship opportunities (Rhodes, Truman, etc.).
- Discuss intern/co-op opportunities.
- Encourage students to join professional organizations/groups/activities
- Discuss adjustment to the university as it concerns academic progress.
- Encourage advisees to take advantage of resources on campus
- Advise for early registration and approve next semester's course schedule.
- Provide all advisees who have declared majors with their alternate pin numbers for web registration.

Each department handles Advising Day differently- some require a drop-in style group advising, some require individual appointments/office visits (Professional Advisors are responsible for requesting this information from the departments every semester to post on Advising Center's webpage).

7. **Major Contact Person:** The department head will serve as or designate a primary contact person for declared majors. This person will have the following roles and responsibilities:
- Coordinate the scheduling of first-year orientation sessions during extended orientation.

5.17 Academic Advising

- Ensure that contact is made with each newly declared major in the program to welcome them to the department.
- Assign advisors in accordance with departmental protocol.
- Ensure that the newly declared major and faculty advisor make initial contact.
- Serve as liaison with the professional advisor assigned to the program. The professional advisor will communicate with an undeclared student interested in the major or declaring a major in the department.
- Remind instructors of 100- and 200-level courses in the department to report fifth-week grades.
- Remind faculty advisors to be available to discuss reported fifth-week grades with freshmen advisees who request help.

D. Responsibilities of Professional Advisors

1. **Professional Advisors:** Suite 201

Responsibilities: The Teacher Recruitment Advising Career Support (Suite 201) initiative places professional advisors in the College of Education and Allied Professions whose responsibilities include academic advising for students majoring in Elementary and Middle Grades Education, Physical Education, Special Education, and the Birth-Kindergarten Distance Education Program.

2. **Professional Advisors:** Educational Outreach

Responsibilities: Distance Learning students eligible for admission to WCU must complete a two-stage process. Stage one is admission to WCU. Stage two is admission to an approved program. Students not yet admitted to an approved program may be offered enrollment as an undeclared student to complete coursework toward the Liberal Studies requirement. Educational Outreach provides academic advising support to students while in this status.

3. **Professional Advisors:** Advising Center, MAPS, SHS, and Honors College

Responsibilities: Professional advisors advise undeclared students and assist advisees in identifying an area of interest and declaring a major. In addition, each professional advisor in the Advising Center will be assigned to a college or department within the Colleges to work with students intending to declare majors in that College. Professional advisors in the Advising Center and MAPS serve as liaisons to the Colleges to facilitate communication and student hand-offs. Assigned professional advisors will communicate regularly with the Faculty Major Contact Person for first-year students and transfer students in each major to facilitate the declaration of major process for students and to assist students and faculty as needed regarding academic advising.

4. **Athletic Advisor:** Advising Center

Responsibilities: The Senior Athletic Advisor advises current student-athletes to ensure NCAA eligibility and compliance, and assist with major changes, and registration for students with 0-45 completed hours. In addition, this advisor works closely with WCU Athletics regarding academic success and progress toward degree.

E. Processes for Admitting and Advising New Students

1. Pre-registration Survey

Beginning each April for fall admits, and November for spring admits, incoming undergraduate students are directed to complete a Pre-registration Survey, a web application designed to begin the advising and registration process at WCU.

The Pre-registration Survey is completed by all newly admitted undergraduate students, including freshmen, transfer students, ASP, Honors, and International students. The Pre-registration Survey is only accessed by campus-based students; it is not intended for Distance Learning Program students.

The Pre-registration Survey assists the Advising Center by streamlining and organizing administrative processes in preparation for Orientation. It enables the assignment of professional advisors to incoming students who build tentative course schedules before a student arrives for orientation.

The Pre-registration Survey also allows the Advising Center to create and run various reports related to class seating demands, major selection, pending student registration, and important enrollment requirements (i.e., tuition deposit and immunization requirements).

2. New Student Orientation

During New Student Orientation, professional advisors meet with parents and new students. Professional advisors assist with schedule adjustments, declaration of major, and change of major. They also assist students with running and understanding the WCU degree audit tool within their myWCU account.

3. First and Subsequent Semesters of Enrollment

During the first semester, professional advisors meet individually with all new incoming students before completing the third week of class to assess adjustment to university life and make first course referrals as appropriate.

Each semester thereafter, professional advisors meet with all students to discuss 5th-week grades, and 8th week grades and establish action plans for all

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grades less than “C.” They advise undeclared students for early registration and provide alt-PINs to undeclared students and students with 0-45 completed credit hours for web registration.

At any time, professional advisors will meet with students who want to change their major. The professional advisor is a liaison to the intended major.

F. Additional Responsibilities

1. Professional Advisors

Responsibilities: Professional advisors teach the Learning Contract class, LC 101, for new freshman and transfer students placed on Academic Warning with a GPA within the range of 1.0 to 1.999 at the end of their first semester. Students placed on Academic Warning with a cumulative GPA in this range at the end of their first semester must participate in the Learning Contract program during their second semester. Students who do not choose this option are not eligible to continue enrollment in the University for one term. Professional advisors also teach LC 101 to students who are returning to WCU after Academic Suspension or Academic Dismissal.

Finally, professional advisors will meet with their assigned departments each semester and exchange information regarding major, program, and course adjustments.

2. Department Heads

Responsibilities: Department heads facilitate the designation of a Faculty Major Contact Person for each undergraduate major in the department and will communicate with the designated Contact Person to monitor and facilitate the completion of the role responsibilities.

3. Associate Deans

Responsibilities: Associate Deans meet with professional advisors assigned to respective colleges once each semester throughout the academic year.

4. Academic Program Deans

Responsibilities: The dean of each undergraduate college supports and monitors the academic advising model. The dean also facilitates regular communication between the Faculty Major Contact Person for each major and the assigned advisors in the Advising Center, MAPS, and Honors College.

G. Advisor Training and Development

An effective academic advising system dictates that all who serve as advisors participate in ongoing training.

5.18 Graduation

Advising processes, as well as advisor training, will be coordinated and monitored by the University Advising Council consisting of a faculty member from each college, and representatives from the Advising Center, MAPS, Honors College, Academic Success Program (ASP), Educational Outreach, Admissions, Registrar, School of Health Sciences Student Services (SHS), and Residential Living.

A training manual has been developed and will be regularly updated. The University Advising Council will coordinate all university-wide advisor training.

H. Advising Program Evaluation

The University Advising Council will meet annually to review the Undergraduate Academic Advising Model and to update the model as needed.

Academic advising will have specific value in the tenure, promotion, reappointment, merit pay, and annual faculty evaluation processes as defined by the department tenure/reappointment/promotion document. All advisors, whether faculty or staff, will be evaluated on an annual basis in accordance with their respective evaluation processes. The University Advising Council will develop and provide suggested tools for advisor evaluation including student evaluations, narrative self-evaluations, file audits, etc.

5.18 Graduation

A. Regalia

Faculty may purchase or rent graduation regalia through the bookstore. Orders for purchase must be placed eight weeks in advance to guarantee delivery. Rental orders must be placed six weeks in advance to avoid late order fees and charges. Please contact the bookstore at 828-227-7346.

B. Participation in Graduation Exercises

All faculty members are expected to attend at least one commencement ceremony each academic year. Approximately half of the faculty should attend the December exercises, and the other half should attend the May exercises. Students graduating with honors will be appropriately recognized during these ceremonies, and attendance by graduating students is also expected.

5.19 Adoption Policies and Procedures for Textbooks, Supplemental Texts, and Other Printed Materials

5.19 Adoption Policies and Procedures for Textbooks, Supplemental Texts, and Other Printed Materials

A. Overview

Textbooks for courses numbered 100-499 are furnished on-campus to residential credit, undergraduate students, on a rental basis by the Textbook Rental Department of the WCU Bookstore.

Full-time students pay a fee of \$161.00 per semester and are entitled to the principal textbook used in each course for which they register. Part-time students pay a prorated amount equal to the number of semester hours for which the student is registered times the established hourly rate. Textbook Rental fees are included with tuition and fees.

Purchase of supplemental printed materials (including another textbook, workbooks, paperback books, other printed materials, CDs, or codes for online materials) may be required in some courses and are not part of the Textbook Rental Department. The Textbook, Textbook Rental, and Course Materials Policy (University Policy #14) governs all Textbook Rental and Supplemental Material Adoptions.

B. Textbook and Course Materials Standard Operating Procedures

1. Obtaining Desk Copies and Faculty Loan Textbooks
 - a. The source for desk copies is the publisher. Textbook publishers will provide desk copies to instructors who complete a standard desk copy request form online from the publisher. Publishers will only honor requests received from instructors and will only send desk copies directly to instructors.
 - b. The WCU Bookstore will provide faculty loans to instructors if a faculty desk copy has not been received by the beginning of the term for which the book is needed. To obtain the faculty loan, a "Faculty Textbook Loan" form must be filled out and brought to the WCU Bookstore. This allows the instructor to keep the book for an eight-week period. There will not be a charge for the loaned textbook unless the book is not returned. If the textbook is not returned, the department will be charged the textbook replacement cost or a rental fee.
 - c. If a faculty member sends a request form to a publisher and the publisher refuses to provide a desk copy, the WCU Bookstore can issue a faculty loan to the faculty member on an extended loan basis.
2. Procedures for Textbook Adoptions
 - a. The WCU Bookstore will send an email each semester to department heads and faculty members to explain adoption procedures, solicit textbook orders,

5.19 Adoption Policies and Procedures for Textbooks, Supplemental Texts, and Other Printed Materials

and to specify response dates which must be met to permit order and delivery of books by the beginning of the next school term.

- b. Adoption forms may be obtained online at <http://books.wcu.edu> under the “Faculty” section, or from the WCU Bookstore.
- c. The person initiating the request for a new adoption must fill in all the information requested. WCU Bookstore personnel can assist faculty members in obtaining this information by telephone or email.
- d. The WCU Bookstore does not maintain “standing orders” for supplemental or graduate-level texts. These books and supplies must be ordered for each semester.
- e. If special supplies are needed for any course, the supplies should be listed in an email and sent to Jennifer Thomas, jrthomas@wcu.edu, or Matthew Jackson, jackson@wcu.edu.

C. Policies for Adoption of Rental Textbooks

1. New textbook adoptions will be for at least two full academic years (four semesters and two summer school terms).
2. The economics of the textbook rental system depend upon repeated use of the books in inventory. Therefore, within the two-year adoption period, it is expected that the course(s) utilizing the adopted textbook will be offered at least two times. Under this policy, if a new edition is published it cannot be substituted until the full adoption period has been fulfilled. If the course cannot be offered twice within the adoption period due to circumstances beyond the department’s control and a new textbook adoption is deemed necessary, an exception to the policy may be requested.
3. Exceptions are subject to availability of funds. Exceptions are not made for multiple-section courses. Criteria for exceptions have been established by a Textbook and Course Materials Committee whose membership includes faculty, staff, and students. The Bookstore will consider requests for exceptions on a first-come, first-served basis and in the following order of priority:
 - Death of a faculty member assigned to the course;
 - Retirement or departure of the faculty member assigned to the course;
 - A faculty member new to WCU is assigned to the course;
 - A new text edition is adopted whose previous edition is over 5 years old.
4. Exception forms may be obtained online at <http://books.wcu.edu> under the “Faculty” section, or from the WCU Bookstore. Requests for exceptions are on a first-come, first-served basis and in an order of priority based on the criteria

5.20 Academic Regulations

above. The bookstore manager will notify the department of the final decision. The new edition must then be used for any remainder of the old edition's adoption period plus its own two-year minimum adoption period.

5. Only one rental textbook per course may be adopted and issued (See policies and procedures related to supplemental texts and other printed materials.) Pilot programs or other initiatives may modify the number of materials or format of materials offered. These programs will be reviewed and introduced through the Textbook and Course Materials Committee and any updated criteria will be shared with Faculty.
6. The Textbook Rental Department may decline to offer a rental textbook for a special topics course or for courses in which
 - the book is revised annually, or
 - the textual content is consumed during its utilization, or
 - the course is offered only once during the textbook's two-year adoption.

D. Policies for Adoption of Supplemental, Distance Learning, and Graduate Texts; Workbooks; and Other Printed Materials

1. Faculty members may require the use of supplemental textbooks, workbooks, other printed materials, CDs, or codes for online materials, in addition to the adopted rental textbook for undergraduate courses. Faculty members, department heads, and deans should be considerate of the financial demands that purchases of supplemental texts, workbooks and other printed materials impose on students. Care should be given to assure that the use made of such supplemental materials in a course justifies their expense to the students.
2. The WCU Bookstore will order and stock supplemental, distance learning, and graduate books in response to order forms submitted by faculty members. Each semester, the bookstore manager will send a letter to department heads and faculty members to explain order procedures for supplemental, distance learning, and graduate books and other printed materials, to solicit orders, and to specify response dates which must be met to accomplish order and delivery of books by the beginning of the next school term.

5.20 Academic Regulations

The academic regulations and degree requirements for undergraduate students are found in the current version of the Western Carolina University Course Catalog (online). All faculty are encouraged to review and become familiar with these regulations and requirements.

6. Professional Development Opportunities and General Information

6.01 Professional Development Opportunities

Professional development is important at Western Carolina University. The following principles guide Western's support of faculty development.

A. Principles of Faculty Development

1. Faculty members have the responsibility to promote their own growth as teacher-scholars.
2. Western Carolina University seeks to develop a community of scholarship; therefore, the university has responsibilities to support the development of both community and scholarship.
3. Faculty at Western Carolina University are expected to be active in teaching, research/scholarship, and service across their careers; therefore, there should be support for faculty development in each of these areas.
4. Faculty have different developmental needs at different stages in their careers; therefore, a variety of support programs will be needed to meet those needs.
5. Some aspects of faculty development are better implemented at the departmental, college, or university levels; therefore, a comprehensive faculty development program should offer support at each of these levels.
6. Support for faculty development represents an investment of the institution in its most important resource; therefore, faculty should be held accountable when funds are expended on their behalf. Faculty receiving support (not awards) are expected to report on their funded activities as well as on the impact those activities had on their development. In addition to written reports, faculty might also share their reports with colleagues orally, or, in special instances, lead a colloquium for interested faculty on their experiences. In this way, investment in one faculty member may benefit a wider group.

B. Resources, Activities and Programs to Support Teaching

With all its work with faculty being voluntary, formative and confidential, the Myron L. Coulter Faculty Commons for Excellence in Teaching and Learning, located in Hunter Library, offers the following resources, activities and programs.

- Support for faculty in all aspects of teaching and learning
- Support for scholarship following the Boyer model
- Training and support for Canvas, the university's online course management system

6.01 Professional Development Opportunities

- A Faculty Learning Studio, where faculty can receive one-on-one support and consultation for the instructional use of digital media and/or experiment with digital tools
- Individual consultations with faculty about course design and pedagogical questions
- Consultations concerning the preparation of tenure and promotion files
- Student Feedback Opportunities facilitated by an instructional developer to provide feedback from students
- Regularly updated website for events and resources
- Workshops, panel discussion, and other events related to face-to-face and online teaching and learning, professional development, and educational technology
- Publications: monthly newsletters
- Annual New Faculty Orientation in collaboration with the Office of the Provost
- Annual Summer Institute on Teaching and Learning
- Events focused on scholarship development
- Support for Qualtrics survey software and survey design
- Communities of Practice program for peer-to-peer learning, individual faculty mentoring, book discussion groups, and writing groups.
- Support for graduate teaching assistants and part-time faculty
- Support for professional development, including leadership training
- Support for revising and implementing Student Learning Outcomes
- Support for pursuit of Quality Matters certification and course recognition
- Active learning design and implementation support, especially for faculty teaching in high-flex, high-tech classrooms

C. Programs to Support Faculty Development

1. Quality Enhancement Plan (QEP) Faculty Development Grant

This program, established in 2008, supports activities connected to the implementation of the goals of the QEP. Funds are available to support travel, subsistence, registration/tuition expenses and/or teaching equipment and materials associated with activities related to faculty development in support of the QEP. Maximum award is normally \$750; contingent on available state funds.

2. Professional Development Grants

Established in 2012, these grants support the strategic mission of WCU by providing funds for faculty and instructional staff to pursue professional development opportunities in areas such as teaching and learning, course improvement, scholarship, leadership, certification, accreditation, assessment,

6.01 Professional Development Opportunities

and other related areas. Funds may be used for courses, workshops, training, testing, and related activities. Professional Development Grants encompass the goals of two former grant programs, Micro grants and Provost Instructional Improvement Grants, while adding increased flexibility for professional development.

3. Board of Governors Award for Excellence in Teaching

This award is designed to encourage, recognize, and reward superior teaching and meritorious performance on a North Carolina University system-wide basis. Teaching faculty who have earned tenure and been employed at Western Carolina University for at least seven years are eligible for nomination. The amount of this award is \$12,500.

4. Chancellor's Distinguished Teaching Award

This award is designed to encourage, recognize, and reward superior teaching and meritorious performance. Teaching faculty with more than two years of service at Western Carolina University are eligible for nomination if they have not received this award in the preceding five years. Amount of award: \$2,000.

5. Excellence in Teaching Liberal Studies Award

This award recognizes a faculty member for excellence in promoting significant student learning in teaching liberal studies courses on a regular basis. Any full-time faculty member who has taught at Western Carolina University for at least one year may be nominated by a faculty member, department head, and dean or by self-nomination. A minimum of four liberal studies courses need to have been taught at Western in the two years prior to the spring semester. Amount of award: \$1,500. This award is handled through the office of the Assistant Vice Chancellor for Undergraduate Studies.

6. Innovation Scholar Award

This award encourages and recognizes a faculty member who produced exemplary types of scholarship outside of the scholarship of discovery, including integration, engagement, and teaching and learning. The award is open to any full-time faculty member or faculty team who has taught at Western Carolina University for at least one year. It carries with it a \$1,000 prize.

7. Student-Nominated Faculty of the Year Award

The Student-Nominated Faculty of the Year Award (formerly the Last Lecture Award) recognizes those faculty who teach with passion and enthusiasm. It is the only teaching award selected solely by students. The winner of the Award is asked to give a "last lecture" to the campus during Homecoming Week in the following fall semester.

D. Programs to Support Research

1. The Hunter Scholar Award

Initiated in 1987, this award supports scholarly research during the calendar year. It consists of release time for two semesters, the assignment of a graduate research assistant, support funds from Hunter Library, and designation as the Hunter Scholar. It is available to full-time, tenure-track faculty members as funds permit.

2. Faculty Research and Creative Activities Grant

This program provides faculty a block of time to devote completely to their research or creative activities. Four awards of up to \$5,000 each will be made when funds permit. All full-time tenure-track faculty are eligible to apply. The financial award may be used for any purpose.

3. The University Scholar Award

Designed to recognize the research and creative activities of faculty, this award is given annually to the faculty member who, in the opinion of the awards committee, has achieved a position of prominence in his or her discipline through research and/or creative activities. Amount of award: \$1,000

In addition to these programs, the Office of Research Administration provides support for faculty and staff seeking both internal and external funding for scholarly activities. The staff offers assistance in all aspects of proposal development: proposal writing workshops, identifying appropriate funding agencies, review and evaluation of proposals and budgets, budget management, procedures on the welfare of experimental subjects, and federal assurances. The *Western Research Notes* is published three times a semester to inform faculty and staff of grant and contract opportunities.

E. Programs to Support Service

1. O. Max Gardner Award

This annual award is given to a UNC system faculty member who has "made the greatest contributions to the welfare of the human race." It is considered the UNC system's highest faculty award and includes a \$10,000 cash prize. WCU selects up to one nominee each year.

2. WCU Award for Excellence in Community Service

Founded in the 2013-2014 academic year, the WCU Award for Excellence in Community Service recognizes a WCU faculty member who demonstrates a "sustained, distinguished, and superb achievement in university public service and outreach, and contributions to improving the quality of life of others."

6.01 Professional Development Opportunities

Successful nominees will have achieved a level of creativity and impact at a magnitude that exceeds the normal accomplishments of a productive faculty member, as demonstrated by a sustained record of service projects, teaching and learning methods, and/or scholarship. Winners of the WCU Excellence in Community Service award will receive a plaque, a cash award of \$1,000, and their status will be formally recognized as part of WCU's annual spring awards ceremony.

3. Paul A. Reid Distinguished Service Awards

This program consists of two awards given annually for distinguished service: one to a member of the administrative staff and one to a faculty member. To be considered, a faculty member may be recognized not only for excellence as a teacher, but also for contributions in the areas of scholarly activities, and service. Amount of award: \$1,000

F. Programs to Support both Teaching and Research

The Visiting Scholars Program supports bringing scholars to campus in order to enrich the college intellectual and cultural environment. Departments may propose scholars to meet with faculty and students in small group sessions and address the university community on topics of interest to the department. Typical award: up to \$1,500 (more if sponsored by two or more departments)

G. Other Types of Support

1. Free Tuition for Faculty and Staff

Any permanent UNC system employee who is employed at least 75% time and participates in either the Teachers and State Employees Retirement System (TSERS) or the Optional Retirement Program (ORP) may participate in the tuition waiver program. Western Carolina University allows employees to take courses under the tuition waiver program in either the fall or spring semester.

The number of courses an employee may take under the UNC system tuition waiver program has been increased from 2 to 3 courses per academic year. This increase is the result of legislation passed during the 2014 General Assembly session.

2. Doctoral Study Assignment Program

Through this university system-sponsored program, faculty members can apply to receive full salary and related benefits while pursuing doctoral studies on a full-time basis at an accredited university. Applicants are screened and prioritized on individual campuses, and final selection is made by the UNC System Office. Note that there are very few of these highly competitive grants.

6.02 Leave of Absence without Pay for Professional Pursuits

3. Scholarly Development Assignment Program

Western Carolina University offers scholarly assignments to provide opportunities, including opportunities away from campus for tenured faculty members to pursue full-time independent study, research, or creative work, designed to promote scholarly growth and development. Receiving one of these assignments depends upon the quality and feasibility of the activity proposed and upon the availability of financial support. Recipients may be released from their usual duties to pursue scholarly assignments for one semester at full pay or for the academic year at half pay.

4. Division of Information Technology

The Division of Information Technology offers a wide range of services to support teaching and research. In addition to supporting computer classrooms and labs, the division supports the Learning Management System. It offers training workshops and individualized consultation on topics ranging from assistance with faculty web site development to designing technology support for research, grant proposals, and new teaching initiatives. The Division welcomes the opportunity to collaborate with academic departments and individual faculty members in exploring new uses of technology.

5. Hunter Library

Services available through Hunter Library include

- Access to approximately 240 databases.
- Access to Hunter Library's collection of books and journals through our on-line catalog.
- Borrowing of books and periodicals from other libraries through ABC Express and Interlibrary Loan.
- Customized library instruction for a particular assignment or course.
- Assistance in the design and assessment of a research assignment.
- Design of specialized online research guides for your classes.
- Assignment of a locked study for faculty use (competitive; request forms must be submitted).

6.02 Leave of Absence without Pay for Professional Pursuits

Faculty can request a leave of absence without pay to pursue a professional development activity or further education. The form to request leave is on the following two pages.

6.02 Leave of Absence without Pay for Professional Pursuits

EHRA Personnel Request for Leave of Absence Without Pay
Western Carolina University

I, _____, hereby request a leave of absence without pay as described below.

Duration of Leave: _____ to _____
Beginning Date Ending Date

The extent of leave requested:

Full-time or Part-time leave of absence (_____%)

The general purpose of the leave of absence is:

Pursuit of an advanced degree in a program in an accredited educational institution to which I have been accepted; or

A professional development activity as defined in the current Faculty Handbook; or

Other (Explain below)

I do / do not request that my leave of absence be considered for approval under the provisions of the State Retirement System as educational leave, thereby making me eligible for retirement service credit for the period of my leave. I understand that such approval will obligate me to make the appropriate monthly payments to cover my contribution to the retirement system.

Please describe specifically the activities in which you will be engaged while on leave, the agency/location where these activities will be undertaken, and the benefits to be derived from the leave by you and the university. Please state whether you will be employed by anyone during the leave and, if so, describe the nature of the employment including the name of the employer, your position with the employer, and the nature of the employment relationship (e.g., visiting professor, tenure track position, staff position). Please state whether you will be working on a funded project and, if so, name the funding source and describe the nature and duration of the project. Attach appropriate documentation. (Continue on an additional page, if needed.)

6.02 Leave of Absence without Pay for Professional Pursuits

I understand that this request and any leave granted are subject to all pertinent Provisions set forth in the current Faculty Handbook. I further understand and agree that use of the leave of absence without pay for the purpose other than those set forth herein can result in an immediate or early termination of my leave. In the event of a need to change any of the terms and conditions of my leave after it has been initially approved, I understand that I must file and secure timely approval of a new or amended request covering such changes.

Applicant Signature Date

Address and telephone number during leave:

Reviewed and Approved:

Department Head Signature* Date

Dean Signature* Date

Provost Signature Date

Chancellor Signature Date

Date approved by Board of Trustees: _____

Date approved by State Retirement System, if applicable: _____

*If the dean/director and department/unit head approve the request, they will prepare and attach to this request, at the time it is transmitted, an explanation of the impact of this leave upon the work of the department/college (or other unit) and how the duties of the employee will be covered for the duration of the leave. Include in this memorandum any additional conditions on which approval of the leave should be predicated.

6.03 Other Opportunities Provided Through the University

A number of the service and research centers at WCU provide opportunities for the faculty to be active professionally and to develop and apply their skills and knowledge. These centers include:

- Center for Rapid Product Realization
- Center for Community Engagement and Service Learning
- Center for the Study of Free Enterprise
- Continuing and Professional Education
- Cherokee Center
- Coulter Faculty Commons for Excellence in Teaching and Learning
- Corporation for Entrepreneurship and Innovation
- Fine and Performing Arts Center
- Highlands Biological Station
- Local Government Training Program
- Mountain Heritage Center
- Programs at Biltmore Park
- Public Policy Institute
- Program for the Study of Developed Shorelines (PSDS)
- Small Business and Technology Development Center
- Southern Appalachian Biodiversity and Ecology Center (SABEC)
- Teacher Recruitment, Advising and Career Support (TRACS)

Additionally, one of the significant functions of the university's Office of Global Engagement is the provision of opportunities for the professional growth of the faculty through faculty exchanges and opportunities to engage in consultation, technical assistance, and research abroad.

7. General Information for Faculty

7.01 Classroom Supplies and Equipment

A certain amount of money is allotted each year for use in purchasing classroom supplies and equipment. At the beginning of the fiscal year, these funds are divided so that the departments know the amounts available for their use. An instructor desiring supplies or equipment should make formal requisition through the department head, who in turn, passes on the request through the dean of the college to the purchasing agent. The purchasing agent makes the purchase of the materials, which are paid for through the instructor's office. This procedure must be followed. The university will not be obligated for purchases made in any other

7.02 Special or Emergency Problems

manner. The same general procedure is observed in the purchase of materials for any other use.

University Policy #75 pertains to the removal of university assets from campus. As a general rule, removal of university equipment, furnishings, and similar property from campus is not permitted. Specific exceptions may be made when all the following conditions are met:

- Relocation is temporary
- The purpose of the relocation is for the conduct of University business by a University employee (Lending University property for personal or organizational use by private parties is expressly prohibited)
- Property, while relocated, will be adequately protected from loss and damage
- Head of the administrative unit to which the property is assigned must approve the relocation
- Absence of the property, while relocated, will not hinder normal, on-campus operations.

7.02 Special or Emergency Problems

Problems may arise for which faculty need special help. Table 7.02-1 indicates which offices should be contacted when a particular kind of problem occurs.

Table 7.02-1. Contacts and resources for various problems.

Problem or Issue	Contact or Resource
Abuse or misuse of state property	Internal Auditor
Broken furniture in classrooms	Department Head, Dean or Facilities Management
Cat-TRAN	(828) 227-TRAN
Clerical assistance	Department Administrative Support Associate
Crime	University Police
Heat, lights, water	Facilities Management
Janitorial services	Department Head or Facilities Management
Library services	Hunter Library
Meals for university guests	Assistant to the Provost or Chancellor
University guests	Assistant to the Provost or Chancellor
Parking and traffic	(828) 227-PARK
Police or medical emergencies	On-campus: (828) 227-8911 or 911 Off-campus: 911 Non-emergency: (828) 227-7301
Residence hall issues	Residential living director
Sickness	Health Services
Stolen property	Department head and/or university police
Teaching	Department head, then dean, then provost

7.03 Mail Service

The campus mail system distributes U. S. Postal Service and inter-departmental mail for University departments. Only official University mail and mail from independent organizations, both student and non-student, recognized by the university may be distributed through the campus mail system. Mail for personal or private purposes is not eligible for postage-free distribution. The University cannot pay any postage for mail from independent organizations. All outgoing mail must have proper postage, or a departmental account code noted with it to charge back the department for postage.

As a service to University employees, mail department personnel will pick up personal mail with the proper postage affixed from department mailboxes and will deliver the mail to the Cullowhee Post Office. However, employees should not use a University business address as their address of record for personal mail. In addition, personal packages such as goods purchased online for personal reasons should not be delivered to a University business address. The University mail department cannot assume responsibility for lost, misplaced, or delayed personal mail.

Stationery bearing the University letterhead may be used only for university business purposes. Personal mail should be on personal stationery and such mail must not be posted through the University postage meter.

7.04 Proposal Application Process for External Funding

External funding to which individual faculty members, departments, colleges, and other administrative units of the university may apply augments the university's ability to fulfill its mission of research, instruction, and service. Funding is received from federal, state, and local governments, foundations, corporations, and individuals.

A. Proposal Development, Approval, and Submission

Proposal applications are prepared by faculty and staff with support from department heads / unit directors, respective deans, and the Office of Research Administration of the Graduate School and Research. Faculty and staff pursuing external funding should consult their supervisor, department head, and/or dean before working with the Office of Research Administration. Before submission to funding agencies, proposals require documented approval utilizing the online InfoEd system by the department head / unit director, the respective dean, the Director of Research Administration in the Graduate School and Research, and occasionally legal counsel in the case of contracts.

7.04 Proposal Application Process for External Funding

Approval by the Department Head and Dean(s) represents review of terms and conditions, resources including space to conduct the research, and conforms to the university/departmental mission and ensures that the proposal provides an accurate representation of WCU's abilities to address the sponsor's goals.

When proposals are finalized, they should be submitted electronically to the Office of Research Administration for routing for approval through the InfoEd system. Proposals must be received by the Office of Research Administration a minimum of 10 business days before the funding agency's deadline. This ensures that enough time is provided to faculty, staff, department heads, deans, and research administration to review and approve all submissions and that proposals meet institutional and sponsor expectations. Prior to submission, the Office of Research Administration requires approval in InfoEd and conflict of interest (COI) training. InfoEd is WCU's official proposal tracking and award management system. It is used to create and manage the official University records for all sponsored projects. Each record contains financial and compliance information necessary for submission and financial management after an award is made.

All proposals requesting funding for a grant, contract, or cooperative agreement, whether submitted to the sponsor agency electronically or via hardcopy, must be submitted by the Office of Research Administration.

The Office of Research Administration is responsible for ensuring that all administrative signatures have been obtained in addition to ensuring that all offices in the university, such as Administration and Finance, Office for Institutional Planning and Effectiveness, Institutional Review Board, Institutional Animal Care and Use Committee, Institutional BioSafety Committee, etc., if needed, have an opportunity to review the proposal prior to submission to the sponsor agency.

B. Funding Notifications

When faculty members are notified of the agency's approval or denial, they should notify the Office of Research Administration promptly. The Office of Research Administration is responsible for negotiation and execution of contracts. Agency decisions must be reported each month to the University of North Carolina System Office by the WCU Office of Research Administration.

C. Sponsored Agreements and Effort Accountability

Regulations established by the federal government require that effort reporting be maintained on all sponsored agreements. This requirement covers all personnel paid directly from the sponsored agreement and those who devote cost sharing efforts to it.

7.05 Approval of Communications and Marketing Materials

A standard reporting form is used to report the effort budgeted and the effort devoted for all programs. The effort report forms and the procedures for compliance with federal regulations can be obtained from the Office of Research Administration.

7.05 Approval of Communications and Marketing Materials

To assure appropriate quality, branding, and cost management, all official publications and all video and audio materials intended for use in student recruitment, university development activities or external relations initiatives such as corporate partnerships as well as paid advertising to support any initiative require University approval through the [Office of University Communications and Marketing](#). This office provides a variety of professional services and resources for offices engaged in planning marketing efforts, including design and copy writing guidelines and assistance, guidance on appropriate use of WCU logos and brand marks, assistance with social media and email marketing strategy and platforms, and paid media planning. Early contact with the office is recommended. Requests for assistance should be submitted for approval through departmental, college and office channels to the Chief Marketing and Communications Officer, 409 Administration Building, telephone x2629, or by using the Creative Request Form located at go.wcu.edu/ucmrequest.

In addition, any and all contact with members of the external news media about WCU programs, events and activities should be coordinated through University Communications and Marketing, 420 Administration Building, x3083 or x3079.

7.06 Issuing University Contracts or Other Legal Documents

No contract may be issued in the name of the university unless it is reviewed by legal counsel and executed in accordance with University Policy #62, "Contract Review and Execution," found at: <https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-62.aspx>. No other documents of a legal nature may be executed in the name of the university by university personnel without review and approval by legal counsel pursuant to policy. Additionally, only certain positions specified in Section III of Policy 62, or those who have specific, delegated authority from the Chancellor, have authority to sign contracts binding the university.

7.07 Employment of Consultants

The Board of Governors of the University of North Carolina has adopted a policy concerning the employment of consultants by UNC institutions. Under this policy, university departments must receive authorization, in writing, from the University

7.08 Uniform Traffic Code

Chancellor before entering into a contract for consultant services less than or equal to the university's delegation of \$250,000. Contracts exceeding \$250,000 must receive written authorization from UNC System Office's Chief Operating Officer.

A written justification for consultant services must explain what services are desired; why the work cannot be accomplished by employees of the university; how the work relates to the proper functions of the university; what benefits will be received; what the estimates of the cost of the services are; what potential sources of consultant services have been identified, if any; and supply additional information that may be required.

Whenever possible, consultant services should be obtained from other state agencies. The policy also requires that competition be sought for consulting services exceeding \$29,000 whenever practical.

A complete copy of the policy is available from the Office of the Chancellor. Faculty, department heads, deans and others should review the policy thoroughly prior to requesting consulting services.

7.08 Uniform Traffic Code

The Board of Trustees at Western Carolina University has adopted parking and traffic ordinances, copies of which are on file with the Board of Governors of The University of North Carolina and the Secretary of the State of North Carolina. A copy of the parking and traffic ordinances is available in the Parking and Transportation Office, Facilities Support Building, 3344 Old Cullowhee Road, and is available online at:

<http://www.wcu.edu/discover/campus-services-and-operations/parking-and-transportation/regulations/official-regulations.aspx>

It is the responsibility of all faculty, staff and students to purchase a registration permit before the start of the fall semester or within 24 hours of employment and to become familiar with the Traffic Code.

Policies pertaining to parking services on campus are promulgated by the Parking, Traffic, and Safety Committee and recommended to the Board of Trustees. Regulations, monetary charges, and penalties are established pursuant to General Statute 116-44.4. Please visit the following page for up-to-date information:

<https://www.wcu.edu/discover/campus-services-and-operations/parking-and-transportation/>

University police officers have the authority to enforce violations of the North Carolina Traffic Laws on campus. Violators of state traffic laws may be subject to a state traffic citation or a WCU campus citation depending upon the circumstances of the incident.

7.09 Campus Solicitation

Campus traffic citations are categorized as either a moving violation or a parking violation. All moving violations may be appealed through the Police Department. Parking violations are appealed through the individual's T2 account.

State traffic citations cannot be appealed and are processed through the court system.

7.09 Campus Solicitation

A. Solicitation Policy

It is the intent of the Campus Solicitation Policy to protect all Western Carolina University students, faculty, and staff from the harassment of constant, unwarranted, or unchecked solicitation. It is not the intent of this policy to deprive the student population of much needed services; hopefully, by adherence to this policy, these services will better serve the students. The complete text of the policy is found in WCU Policy #114: [Free Expression and Solicitation](#).

The major points of interest to faculty, students, student groups, or other groups wishing to sell items on campus are as follows:

- All sales and solicitation activities must have approval of the university prior to initiation.
- Approval forms are available in the University Center Administrative Office, Second floor University Center.
- Sales and solicitation to be conducted in campus residence halls, the Hinds University Center, and cafeteria lobbies require approval from the Director of Campus Activities and the appropriate building coordinator. At all other locations, approval is required from the Office of Administration and Finance and the building coordinator.
- Approval to solicit on the campus will be considered only for officially recognized campus organizations, not individuals.
- Door-to-door sales are not permitted in any campus facility.
- Students may not use residence hall rooms as places of business. Similarly, university employees may not use university facilities to conduct private enterprises.
- Each person involved in conducting an approved sale or solicitation activity must carry an original copy of the solicitation permit issued for the activity. These permits will be issued by the Director of Campus Activities or the Office of Administration and Finance at the time approval is granted.

B. Sale of Complimentary Textbooks

The Faculty Senate of Western Carolina University concur that the sale of complimentary textbooks by faculty is an unprofessional practice. Faculty may consider the following suggestions as to what to do with complimentary textbooks that are no longer needed for professional use:

- Return the textbooks to the publisher or give them to the sales representative during the next visit.
- Give them to colleagues who would have a use for them.
- Make them part of a small departmental library for student use.
- Give them to students.

7.10 Campus Disturbances

A. Academic Freedom

The following statement of policy was approved by the Board of Trustees on March 20, 1969:

Western Carolina University respects the right of each member of the academic community to be free from coercion and harassment. It recognizes that academic freedom is no less dependent on orderly liberty than any other freedom, and it understands that harassment of others is especially reprehensible in a community of scholars.

The right of dissent has been an honored American tradition. This privilege will be respected by the university. However, the substitution of noise for speech, disorder for dialogue, and force for reason is a rejection and not an application of academic freedom. A determination to discourage conduct which is disruptive and disorderly does not threaten academic freedom; it is, rather, a necessary condition.

Therefore, any act of violence or intimidation, threat, seizure of any person or property, or any unauthorized activity by individuals or groups which prevents the normal operation of the university in any way, including unacceptable behavior as hereinafter defined, will not be condoned, and disciplinary action appropriate to the offense will be taken immediately. This action may include expulsion, suspension, or separation, as well as prosecution for violation of North Carolina General Statutes.

Similar action will be taken against those whose conduct is contrary to university regulations and state law with respect to such disturbances. Persons who are not members of the university will be subject to prosecution by the State of North Carolina.

7.11 Salary Equity

B. Unacceptable Behavior

Unacceptable behavior is defined as disruptive picketing, protesting, demonstrating, or other conduct that directly interferes with the orderly operation of the university or with the lawful pursuits of any member of the university community or with any person otherwise on university premises with the express or implied permission of the university. Information regarding may be found at:

<http://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-82.aspx>

Without in any way limiting the scope of the foregoing definition, the following actions specifically are prohibited:

1. Unauthorized occupancy of university facilities, buildings, or lands.
2. Interference with the rights of students, faculty, staff or persons who are guests of the university to gain access to any university facility for the purpose of class attendance, participating in interviews, conferences, or any other purpose not forbidden by law or university regulations.
3. Interference with the orderly operations of the university by breach of the peace, physical obstruction or coercion, or by noise, tumult, or other forms of disturbance.
4. Interference with university traffic, pedestrian or vehicular.

7.11 Salary Equity

Faculty may determine at some point in their employment that they are not being compensated equitably compared to other faculty within or outside the university. This inequity may be due to discrimination in merit pay decisions, unfair merit pay decisions, salary inversion, salary compression, or other issues. In such cases, faculty are encouraged to pursue an informal resolution to the matter, as mentioned in Section 4.11B.3.a. In all cases, the desired first course of action is to consult the academic department head, the dean, and the provost. If satisfactory resolution to the matter is not obtained, the faculty member may elect to pursue further action through the Faculty Grievance Committee (see Article IV of the Bylaws of the General Faculty and Section 4.11B) or as directed in Section 4.01 including the process for filing a complaint under [WCU Policy 53](#).

7.12 Academic Integrity Policy

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parentheses below to identify the appropriate entities in charge of that step of the process.

7.12 Academic Integrity Policy

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is, by nature, a violation of the Code of Student Conduct (Code) and will be addressed as outlined in that document. If the charge occurs close to the end of an academic semester or term, or in the event of the reasonable need of either party for additional time to gather information, timelines may be extended at the discretion of the appropriate academic dean.

A. General

Instructors have the right to determine appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course in which the violation occurs.

B. Definitions

1. **Cheating:** Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. **Fabrication:** Creating and/or falsifying information or citation in any academic exercise.
3. **Plagiarism:** Representing the words or ideas of someone else as one’s own in any academic exercise.
4. **Self-plagiarism:** Reusing work that you have already published or submitted for a class. It can involve re-submitting an entire paper, copying, paraphrasing passages from your previous work, or recycling old data.
5. **Facilitation:** Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g., allowing another person to copy information during an examination).

C. Undergraduate and Graduate Academic Integrity Process

1. Within five (5) class days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or Associate Dean of the Graduate School when applicable) in writing of the allegation and sanction(s).
2. Within ten (10) class days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a

7.12 Academic Integrity Policy

meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not submit a written request for a meeting with the instructor within five (5) class days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal. The instructor will then complete and submit the Academic Integrity Violation Faculty Resolution Form indicating “Student did not participate” on the student signature line.

3. Within five (5) class days of meeting with the instructor, the student shall either appeal the decision in writing to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) class days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) class days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
4. Within five (5) class days of receiving a student’s written appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.
5. Within five (5) class days of meeting with the department head, the student shall either submit a written appeal regarding the decision or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit a written appeal to the academic dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) class days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) class days of meeting with the department head, the alleged violation of

7.12 Academic Integrity Policy

the Academic Integrity Policy shall not be subject to further review and/or appeal.

6. Within seven (7) class days of receiving a student's written appeal, the appropriate academic dean must schedule an Academic Integrity Board hearing with the student. (See Section 7.12D below for composition of the Academic Integrity Board.) The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) class days of the hearing, the appropriate academic dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.
7. Within five (5) class days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic dean. No action by the student within five (5) class days of the meeting with the department head shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) class days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
8. If the student elects to file an appeal of the decision of the Academic Integrity Board, s/he must submit a written appeal within five (5) class days of receiving written notification of the decision of the Academic Integrity Board to the designated academic dean. An appeal to an academic dean must be limited to the following grounds: 1) a violation of due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).
9. If an appeal is heard by an academic dean, s/he shall review pertinent records within ten (10) class days of receiving a valid appeal. The academic dean may agree or disagree with the allegation(s) of the instructor. The academic dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and/or Academic Integrity Board. Within five (5)

7.12 Academic Integrity Policy

class days of making a decision, the academic dean shall provide the student with a written decision. The decision of the academic dean shall be final.

10. The student must remain enrolled in the course related to the case and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.
11. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic dean must provide the Associate Vice Chancellor of Student Success with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc.). The Division of Student Affairs shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

D. Academic Integrity Board

The Academic Integrity Board is comprised of at least two (2) individuals, including at least one faculty member and one currently enrolled student. Students and faculty members serving on boards for each college are chosen by their respective college deans. A faculty member assumes the role of chair of the board, as designated by the academic dean of that respective college. The Associate Vice Chancellor/Dean of Students provides training to all board members before they participate in hearings.

E. Sanctions

The instructor, department head, Academic Integrity Board, and/or academic dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor, department head, Academic Integrity Board, and/or academic dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanent removal from the course or suspension/expulsion from a program or the University must be referred to the Associate Vice Chancellor/Dean of Students.

F. Habitual Violations of the Academic Integrity Policy

Students falling into this category may face course-related sanctions imposed by their instructors, department heads, the Academic Integrity Board, and/or academic deans. Additionally, they may be subject to University-level sanctions administered by the Associate Vice Chancellor/Dean of Students or their designee for multiple

7.13 Technology Support

violations of University policies. When materials related to Academic Integrity Policy violations are received, the Associate Vice Chancellor/Dean of Students assesses whether the student has prior violations of university policies. Students with a history of violations or those who commit severe and/or egregious breaches of the Academic Integrity Policy may be referred for hearing proceedings, as defined by the Code of Student Conduct.

G. Forms

The instructor resolution form can be found here:

https://www.wcu.edu/_files/experience/Instructor-Resolution-Form-2022.pdf

The department head resolution form can be found here:

https://www.wcu.edu/_files/experience/Department-Head-Resolution-From-2022.pdf

7.13 Technology Support

Technology Support has been specifically designed around services. Faculty can find services they need at: <https://ithelp.wcu.edu>. Available services include

- academics and instructional support
- accounts and access
- Banner and myWCU
- Canvas
- Office 365, including email, calendaring, and collaboration
- servers and storage
- training
- research technology consultation
- security
- web, video and event support
- hardware and software assistance
- network and internet

Faculty may also access online help, view our complete Service Catalog, and access additional links for assistance from the link above.

7.14 Emergency Management

Western Carolina University is committed to creating and maintaining a culture of safety. Our University has many strategies in place to promote a safe environment and respond to emergencies. Unfortunately, we never know when an emergency might happen. They come in the form of severe weather, accidents, and terrorist attacks. Planning your response now will help you remain calm, think clearly, and react appropriately to any disaster.

7.14 Emergency Management

Faculty and staff should visit the [Department of Emergency Services](#) and the [Office of Safety and Risk Management's](#) websites to reference detailed safety and preparedness information. Additionally, a [checklist](#) has been provided to assess your preparedness for an emergency.

A. To Report an Emergency

In the event of an emergency on campus, you can reach the University Police Department 24 hours a day, 365 days a week by dialing:

- 8911 from a campus phone
- 828-227-8911 from your cell phone

Dialing 911 from your cell phone will take your call to Jackson County 911. To reach the University Police Department for non-emergencies, dial 227-7301

B. Emergency Notification and Communication

In an emergency, Western Carolina University uses multiple methods of communication and notification to inform the campus community and general public about the nature of the emergency, what is being done, and what you should do.

1. Rave

Rave allows students, faculty, staff, and parents to receive voice, text, and email messages in case of emergency. Register for WCU Alerts today:

<https://www.getrave.com/login/wcu>

2. Alertus Computer Pop-Up Emergency Notification

The Alertus computer desktop emergency notification system allows Western Carolina University Public Safety to send emergency notifications and updates directly to staff, faculty, and classroom computers during an emergency.

3. Outdoor Siren System

A siren sound alert means there is an emergency on campus, a potentially dangerous condition, or an impending threat (i.e., severe weather, hazardous materials spill, or a person with a gun). When the siren sounds, everyone on the WCU campus should take shelter indoors immediately. Close all windows and doors, if possible, and remain sheltered until an "all clear" is given.

4. Campus Email

This system will send an email to the entire campus community – every student, faculty, or staff member through their WCU mailbox.

5. WCU Home page

7.14 Emergency Management

In the event of an emergency, we will update the WCU home page and provide any pertinent links for additional information (www.wcu.edu).

6. LiveSafe Mobile Safety App

This mobile safety app is available for all students, staff, and faculty to report crime tips and receive emergency information during crisis situations. Additionally, this safety app contains features including peer-to-peer SafeWalk, the WCU interactive map, Passio information (CatTran), and numerous other functions. Mobile phone users can download the LiveSafe app on their iPhone or Google store and select WCU as their location in order to connect with the app.

C. Training

The Department of Emergency Services, the University Police Department, and the Office of Risk Management and Safety are available to provide preparedness, safety, and security training on an individual or group level. Please contact the Department of Emergency Services at (828) 227-3445 to discuss available training programs.

D. Response Actions to Specific Emergencies

In the event of an emergency on campus, faculty members are often looked to for leadership and direction by their students. Faculty members should remain calm, follow the instructions provided by public safety personnel, and assist in directing students. Faculty should also participate in any emergency planning within their building or department. Faculty members are expected to observe University policies and procedures in the event of a disaster or crisis situation on campus. Monitoring email, the emergency information website, and WWCU for information and direction will be critical during a crisis.

E. Students in Crisis

Working with college students on a day-to-day basis provides many rewarding experiences as well as unexpected challenges. Some of those unexpected challenges arise because many of our students are struggling with issues in their personal lives that may have the potential to impact our campus community. It's with those students in mind that the Division of Student Affairs provides - [A guide for Assisting Students in Need](#). Getting students the help they need before they are in crisis is a goal we should always be working towards. Please take a few moments to review the guide, developed specifically for faculty and staff, to familiarize you with the many programs and resources available to our students.

If an individual present in your area is actively suicidal, homicidal, or excessively agitated so that individuals are feeling threatened:

7.14 Emergency Management

1. Call University Police immediately at 227-8911 (8911 from a campus phone).
2. While awaiting the arrival of UPD, try to move the individual to a quiet and secure space if possible. If this only agitates the individual, move all other personnel and students to a safe space apart from the individual. Enlist the help of a co-worker so that the individual of concern is not left alone, and you are not left alone with the individual of concern.
3. While waiting for UPD, you may call Counseling and Psychological Services (CAPS) (227-7469) to request assistance. Ask the front desk to find a clinician to respond to you.

F. Emergency Actions

1. In Case of Fire

If your building's fire alarm is sounding:

- Ask everyone to calmly exit the building
- Assist persons with disabilities or special needs if you are able. If you are unable to assist, exit the building and immediately notify public safety officials of the location of persons still inside the building.
- Do not use the elevators!
- Do not stop to turn off computers; just close the door and leave.
- Evacuate to your building's Evacuation Assembly Area (EAA)

If you smell smoke, remember:

- Stay close to the floor
- Do not open doors that feel hot
- Do not use the elevator; only the stairs
- If all possible exits are unsafe open the windows
- If you cannot evacuate due to fire or smoke, hang something out of the window to catch the attention of firefighters and call 828-227-8911 or 8911 from a campus phone.
- Always remain calm. This could save your life!

If you have a fire in your area or a lab:

- Get everyone out
- Close the door as you leave
- Activate the fire alarm located near the area/lab (if it is not already sounding an alarm) and exit through the nearest door.
- Evacuate to your building's Evacuation Assembly Area (EAA)

DO NOT BE A HERO! PLEASE, NEVER PUT YOURSELF IN DANGER!

7.14 Emergency Management

2. In Case of Power Failure

- In buildings equipped with emergency generators, the emergency generator will provide limited electricity to crucial areas, inclusive of the fire alarm system and emergency lighting
- Turn off all electrical equipment, including computers. Do not attempt to restart or “power-up” equipment until the power has been restored.
- In the event of an extended, campus-wide, or area-wide power outage, instructions and information will be provided through the emergency notification and communication methods as described
- Elevators will not function during a power failure. Use the stairs to evacuate.
- If you are trapped in an elevator, use the emergency phone/intercom. If there is no emergency phone, trigger the elevator’s emergency alarm button.

3. Medical Emergency / Personal Emergency

All medical emergencies occurring on campus should be reported immediately to the campus Emergency Communications Center by dialing **(828) 227-8911** or **x8911 from a campus phone**.

When contacting emergency personnel, remain calm and be prepared to provide the following information:

- The exact location of the injured person(s): i.e., building name, floor, and room number. If you are outside, give details of your location, the best way to access your location, and use landmarks to help emergency workers locate you quickly.
- Your name and phone number.
- Type of injury or problem.
- The individual’s present condition.
- The sequence of events leading to the emergency.
- Stay on the phone with the dispatcher until emergency response personnel arrive.

4. Natural Disasters / Hazards

a. Winter Weather

i. Driving

- While there is snow on the roads, only travel if you have to.

7.14 Emergency Management

- Please use your own discretion when it comes to your ability to travel safely to campus.
 - Drive slowly and keep a safe distance from the car in front of you. Give yourself plenty of time to stop and avoid all distractions.
 - For driving conditions on major roads, use the following resources visit the NC DOT site: www.drivenc.gov
- ii. Walking
- Assume that all wet, dark areas on pavements are slippery.
 - Walk in designated walkways as much as possible. Taking shortcuts over snow piles and other frozen areas can be hazardous. Avoid distractions.
 - Watch where you are stepping and GO SLOW.
 - When walking on steps, always use the hand railings and plant your feet firmly on each step.
 - Use special care when entering and exiting vehicles; use the vehicle for support.
- b. Flooding (flash floods and rising water)
- Stay indoors.
 - Never attempt to drive through floodwaters. Six inches of water can stall a car. One foot of water can float a car. This includes trucks and SUVs.
 - Do not enter fast-moving waterways and creeks like Cullowhee Creek on campus.
 - Never go around roadblocks or barricades of flooded areas.
 - Avoid areas where electricity is exposed or near water.
- c. Tornado / high winds / hurricane
- A tornado WATCH means that conditions are favorable for tornado formation.
- Stay indoors
 - Be on alert for potential tornado warnings.
- A tornado WARNING means that a tornado has been sighted or detected on radar and poses an immediate danger.
- Stay indoors.
 - Move away from windows and open doors (preferably into an interior hallway).
 - If possible, move to the lowest level of the building.

7.14 Emergency Management

- Move to the designated shelter areas for your building. Refer to your Building Emergency Action Plan for these locations. If unknown, move to interior hallways, bathrooms, and stairwells. Stay away from windows and doors.
- Do not use elevators, electrical equipment, or telephone.
- Sit on the floor and cover your head with your arms to protect yourself from flying debris.
- Do not try to take pictures or videos of an active tornado or severe weather event.

d. Earthquake

- Stay indoors.
- Crawl under a table or desk or brace yourself by standing in an interior doorway.
- Do not use elevators, electrical equipment, or telephone.
- Do not use an open flame.
- Be prepared for aftershocks.

5. Active Shooter

a. Notification

- Regardless of whether you evacuate or shelter-in-place, call for help.
- Call the University's emergency number at (828) 227-8911 or Jackson County 911.
- Be prepared to stay on the telephone line and give your location, describe the events and their location, and what you see or hear. Also, give your name and telephone number.

b. Actions

i. **Run!**

- Have an escape route and plan in mind
- If you can safely do so, evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering the area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officer
- Generally, do not attempt to move wounded people
- Call 911 when you are safe

7.14 Emergency Management

- Go to a predetermined assembly point when you evacuate. This allows for accountability of all individuals in classrooms or offices.
- Do not re-enter a facility until allowed by a law enforcement officer or University official.

ii. Hide!

If you cannot escape, find a place to hide where the shooter is less likely to find you. Your hiding place should

- Be out of the shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

Areas of refuge have been identified for buildings around campus. Consult your Building's Emergency Action Plan to find out where these refuge locations are.

To prevent a shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture. If necessary, two or more people can hold a table or desk against a door to prevent entry.

If a shooter is nearby

- Lock the door
- Silence your cell phone and/or pager
- Turn off any sources of noise (i.e., radio, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

If escaping and hiding are not possible

- Remain calm
- If possible, dial 911 to alert police to the shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

iii. As a Last Resort - Fight!

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the shooter by

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons, i.e., fire extinguisher, chair, trash can
- Yelling and committing to your actions

7.14 Emergency Management

- Working with others in the room to "gang tackle" a shooter and hold him or her until help arrives.

Do not accept that you are a victim. Do something to facilitate your survival.

iv. Other Considerations

- Listen to the radio (WWCU-FM), check for text messages, or monitor WCU ALERTS.
- If you are outside, take cover until it is safe to enter a facility.
- During an emergency, access to certain areas of campus may be restricted. Do not intentionally go to a part of campus where an emergency is occurring. Be aware that some roads may be closed. Please wait until you are notified that it is clear to enter the affected area.
- Unless you are calling for help, do not use your cellular telephone. Responding public safety officials may need to use the cellular telephone for emergency communications. Too many callers can overwhelm the cellular telephone tower and prevent emergency communications.

6. Shelter in Place

When there is a threat of criminal violence, tornado warning, or hazardous materials spill, it may be necessary for you to shelter in place. This precaution is to enhance your safety while you remain in your facility. Shelter-in-place means **"STAY PUT,"** and do not leave the building. Follow these instructions when notified of an incident that requires you to shelter in place:

- **Acts of violence:** Secure your room by locking the door or barricading access by placing a large desk or another object that restricts access to your location, close blinds, turn off lights, stay quiet, and, if possible, lock doors.
- **Tornado Warning:** Seek shelter indoors on the lowest level of the building in interior rooms, hallways, bathrooms, and stairwells. Stay away from windows and glass doors. **DO NOT try to take pictures or videos of severe storms and tornados. LIVE TO TWEET ANOTHER DAY!**
- **Hazardous materials spill:** Stay inside, close windows and doors, turn off HVAC and fans; await additional instructions from public safety and campus officials.
- During an emergency, access to certain areas of campus may be restricted. Do not intentionally go to a part of campus where an emergency is occurring. Be aware that some roads may be closed. Please wait until you are notified that it is clear to enter the affected area.

7.15 Fraud, Waste, and Abuse

- The University Police Department and other law enforcement agencies will respond to an emergency. Follow any commands that public safety and campus officials may issue.

7.15 Fraud, Waste, and Abuse

Improper governmental conduct includes alleged fraud, misappropriation, mismanagement or waste of state resources. It also includes alleged violations of state or federal law, rule or regulation in administering state or federal programs, and substantial and specific danger to the public health and safety. The Office of Internal Audit investigates allegations of improper governmental conduct by University employees within our statutory authority.

There are two ways to report fraud, waste, and abuse. It can be reported through Western Carolina University's Office of Internal Audit or through the North Carolina's Office of the State Auditor's Hotline.

Persons who report fraud may choose to remain anonymous by utilizing our online form. Persons not concerned with remaining anonymous may call, email, or write the Chief Audit Officer.

Call: (828) 227-2549

Email: gmalloy@wcu.edu

Write: Office of Internal Audit
H. F. Robinson 451
Cullowhee, NC 28723

Anyone wishing to report potential fraud, waste, and abuse may also do so through the North Carolina Office of the State Auditor. The State Auditor operates a toll-free telephone Hotline established by the NC General Assembly, which allows citizens and employees to report potential fraud, waste, abuse, and mismanagement within state government (1-800-730-TIPS). It also provides an electronic link to an anonymous hotline form. See the provided links:

www.auditor.nc.gov/about-us/state-auditors-hotline

<http://www.ncauditor.net/HotTips/>

8. Policy on Illegal Drugs

8.01 Purpose

Western Carolina University is an academic community dedicated to the transmission and advancement of knowledge and understanding. The Board of Trustees is committed to the maintenance and protection of an environment in which students and faculty members may responsibly pursue these goals through

8.02 Applicable Policies, Practices and Programs

teaching, learning, research, discussion and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors. Moreover, it is the obligation of all members of the university community - faculty, students, administrators, and other employees - to help maintain an environment wherein academic freedom flourishes and in which the rights of each member of the academic community are respected.

The illegal use and/or trafficking of drugs can jeopardize the welfare of members of this academic community. Accordingly, in an effort to responsibly address such threats to the integrity of the academic environment, the Board of Trustees adopts this policy.

8.02 Applicable Policies, Practices and Programs

Please note that this policy may be revised at any time, for the most current information please refer to the university's policy website.

A. Education, Prevention, Counseling and Rehabilitation

1. As the primary purpose of Western Carolina University is education, the university's major effort to address drug abuse is educational in nature. The university maintains a comprehensive drug education program available to all members of the academic community (students, faculty, administration, and staff). The activities of the program shall be the responsibility of the Alcohol and Other Drug Committee composed of faculty, staff and students. The committee shall develop and coordinate an ongoing program available to all members of the academic community that:
 - a. informs members of the WCU community about the health hazards associated with drug abuse;
 - b. emphasizes the incompatibility of drug abuse and maximum achievement of personal and educational goals;
 - c. informs members of the WCU community that they also may be subject to criminal prosecution for violating state laws relating to the illegal use, possession, delivery, sale, manufacture or creation of controlled substances.
 - d. educates members of the WCU community about high risk behavior and strategies to reduce risk.
2. Western Carolina University provides information about drug counseling and rehabilitation services to members of the university community, through campus-based programs for students and through community-based organizations for faculty, staff, and students. Persons who voluntarily avail

8.03 Trafficking in Illegal Drugs

themselves of university services are assured that applicable professional standards of confidentiality will be observed.

B. Enforcement and Penalties

1. Western Carolina University will take all actions necessary, consistent with state and federal law and applicable university policy, to eliminate illegal drugs from the university community. The institutional policy on illegal drugs is publicized in catalogs and other relevant materials distributed to students, faculty members, administrators, and other employees.
2. Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as “controlled substances” in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the university community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the university. It is not “double jeopardy” for both the civil authorities and the university to proceed against and punish a person for the same specified conduct. The university shall initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the university.
3. Penalties shall be imposed by the university in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by student discipline, tenure regulations EPA non-faculty personnel policies, and by regulations of the State Personnel Commission.³
4. The penalties to be imposed by the university shall range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.

8.03 Trafficking in Illegal Drugs

For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, N.

³ Rules of the State Human Resources Commission govern disciplinary actions that may be taken against SHRA employees; under current commission policies, discharge rather than suspension is the applicable penalty for SHRA employees in instances where this policy otherwise requires suspension.

8.04 Illegal Possession of Drugs

C. General Statutes 90-89, or Schedule II N. C. General Statutes 90-90, (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone), any student shall be expelled and any faculty member, administrator or other employee shall be discharged.

For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N. C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment³ for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

8.04 Illegal Possession of Drugs

For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N. C. General Statutes 90-89, or Schedule II, N. C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment³ for a period of at least one semester or its equivalent.

For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N. C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the chancellor or the chancellor's designee deems appropriate.

Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment³ for any unexpired balance of the prescribed period of probation.

For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of the students and discharge of faculty members, administrators or other employees.

8.05 Suspension Pending Final Disposition

When a student, faculty member, administrator, or other employee has been charged by the university with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges,

8.06 Compliance with Federal Drug-free Workplace Act of 1988: Pertaining to Employees

the chancellor or, in the chancellor's absence, the chancellor's designee concludes that the person's continued presence within the university community would constitute a clear and immediate danger to the health or welfare of other members of the university community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

8.06 Compliance with Federal Drug-free Workplace Act of 1988: Pertaining to Employees

As a condition of employment, an employee must abide by the terms of this policy and must notify the immediate supervisor at Western Carolina University of any criminal drug conviction occurring in the workplace no later than five days after that conviction.

Western Carolina University will notify federal granting or contracting agencies within ten days after receiving notice that an employee directly engaged in a grant or contract has been convicted of a drug offense in the workplace.

Western Carolina University will impose sanctions and/or require satisfactory participation in drug abuse or rehabilitation programs by an employee convicted of a drug related violation in the workplace no later than thirty days after notice of said conviction.

Links to related policies:

<https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-38.aspx>

[UNC Policy on Illegal Drugs, 1300.1](#)

9. Travel Policies and Procedures

Western Carolina University's Travel Policies and Procedures can be found on the travel page on the Controller's webpage at <https://www.wcu.edu/discover/campus-services-and-operations/controllers-office/for-faculty-and-staff/travel.aspx>

10. Patent and Copyright Procedures

Refer to University [Patent Policy #130](#) for current information regarding patent procedures. Refer to University [Copyright Policy #84](#) for current information regarding copyright procedures.

11. EHRA Employee Involvement in Political Candidacy and Officeholding

Policies adopted by the University of North Carolina Board of Governors and the Western Carolina University Board of Trustees establish processes for resolving, in advance, questions about possible conflicts between a university employee's satisfactory performance of employment responsibilities and the employee's involvement in political candidacy and office holding. The policies apply to all university employees who are exempt from the State Personnel Act (now referred to as "EHRA"), including faculty members. An employee who intends to become a candidate for election or appointment to or to hold any public office is responsible for knowing the terms of and complying with the requirements of the policies.

- Western Carolina University Policy #28, Political Activities of EHRA Employees: <https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-28.aspx>
- UNC Board of Governors Policy 300.5.1, Political Activities of Employees: <https://www.northcarolina.edu/apps/policy/doc.php?type=pdf&id=125>
- UNC Board of Governors Policy 300.5.2, Candidacy for Elective Office; Officeholding (Elective and Appointive Public Office): <https://www.northcarolina.edu/apps/policy/doc.php?type=pdf&id=2582>
- WCU's Conflict of Interest and Conflict of Commitment Policy (#54) should also be consulted prior to running for public office: <https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-54.aspx>

Questions concerning the application and interpretation of the requirements of the policies should be addressed to the affected employee's immediate supervisor. Failure to comply with the policies is a violation of the terms and conditions of university employment and may result in disciplinary action.

12. Family and Medical Leave Act Policy for Faculty Members and Other EHRA Personnel Not Covered by the "Employment Policies for University Employees Exempt from the State Human Resources Act"

This policy was revised in May 2024.

12.01 Purpose

The Family and Medical Leave Act of 1993 was passed by Congress to balance the demands of the workplace with the needs of families, to promote the stability and economic security of families, and to promote national interests in preserving family integrity; to minimize the potential for employment discrimination on the basis of sex by ensuring generally that leave is available for eligible medical reasons (including maternity-related disability) and for compelling family reasons; and to promote the goal of equal employment opportunity for women and men.

Under this policy, employees may use vacation or sick leave (if available), Serious Illness and Disability leave for faculty (if eligible), or leave without pay for absences from work due to (1) the birth of a child or placement of a child for adoption or foster care; (2) to bond with a child (leave must be taken within 1 year of child's birth or placement); (3) to care for the employee's spouse, child, or parent who has a qualifying serious health condition; (4) for the employee's own qualifying serious health condition that makes the employee unable to perform the employee's job; (5) for qualifying exigencies related to the foreign deployment of a military member who is the employee's spouse, child, or parent. An eligible employee who is a covered servicemember's spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the servicemember with a serious injury or illness. An employee's job and benefits are protected while an employee takes leave under this policy.

12.02 Definitions

- Parent: a biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the employee when the employee was a son or daughter as defined. This term does not include parents "in law".
- Child: a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and "incapable of self-care because of a mental or physical disability" at the time that FMLA leave is to commence.
- Spouse: as defined in the statute, means a husband or wife. For the purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the State in which the marriage was entered into or, in the case of a marriage entered into outside of any State, if the marriage is valid in the place where entered into and could have been entered into in at least one State. This definition includes an individual in a same-sex or common law marriage that either:
 - Was entered into in a State that recognizes such marriages; or

12.03 Eligible Employees

- If entered into outside of any State, is valid in the place where entered into and could have been entered into in at least one State.
- Serious Health Condition: an illness, injury, impairment or physical or mental condition that involves inpatient care as defined in [§ 825.114](#) or continuing treatment by a health care provider as defined in [§ 825.115](#). Conditions for which cosmetic treatments are administered (such as most treatments for acne or plastic surgery) are not serious health conditions unless inpatient hospital care is required or unless complications develop. Restorative dental or plastic surgery after an injury or removal of cancerous growths are serious health conditions provided all the other conditions of this regulation are met. Mental illness or allergies may be serious health conditions, but only if all the conditions of [§ 825.113](#) are met.

12.03 Eligible Employees

All full-time, part-time, and temporary employees are eligible if they have been employed for a total of at least 12 months by the employer and have been in pay status at least 1,250 hours during the previous 12-month period on the date on which any FMLA leave is to commence. Eligible employees are entitled to a total of 12 work weeks leave during any 12-month period for one or more of the reasons listed. A work week is defined as the number of hours an employee is regularly scheduled to work each week.

12.04 Leave

FMLA leave is not a paid leave, however, employees may utilize accrued leave or voluntary shared leave if applicable. In some cases, the employee has an option to exhaust accrued leave or go on leave without pay. For faculty who do not accrue leave, the employee may utilize Serious Illness and Disability Leave for faculty, if applicable. To view Policy 89: Serious Illness and Disability Leave for faculty, click [here](#). Periods of paid leave and periods of leave without pay (including leave without pay while drawing short-term disability benefits) count towards the 12 work weeks to which the employee is entitled. This includes leave taken under the Voluntary Shared Leave Policy and Serious Illness and Disability Leave.

12.05 Intermittent Leave or Reduced Work Schedule

Leave may be taken intermittently or on a reduced schedule when medically necessary, to care for the employee's child, spouse, or parent who has a serious health condition, or because the employee has a serious health condition (This would also apply to next of kin to care for a service member - see [FML-Military Caregiver policy located in Section 5 of the State Human Resources Manual.](#)) When leave is taken after childbirth or for adoption/foster care, the employee may take leave intermittently or on a reduced schedule only if the agency agrees.

12.06 Employee Responsibility

If leave is foreseeable, based on planned medical treatment, the university may require the employee to transfer temporarily to an available alternative position for which the employee is qualified and that has equivalent pay and benefits and better accommodates recurring periods of leave.

When an employee is on a reduced work schedule, the time not worked is counted against the total 12 work weeks.

12.06 Employee Responsibility

The employee shall apply with the Office of Human Resources with forms provided by US Department of Labor.

- **Birth or Adoption:** The employee shall give the university no less than 30 days' notice, in writing, of the intention to take leave, subject to the actual date of the birth or adoption. If the date of the birth or adoption requires leave to begin in less than 30 days, the employee shall provide such notice as is practicable.
- **Planned Medical Treatment:** When the necessity for leave to care for the employee's child, spouse or parent or because the employee has a serious health condition, the employee must make a reasonable effort to schedule the treatment so as to not unduly disrupt operations, subject to the approval of the employee's health care provider or the health care provider of the employee's child, spouse or parent. The employee must also give 30 days' notice if practicable of the intention to take leave, subject to the actual date of the treatment.

The employee shall be deemed to have applied for leave under this policy when: (a) the employee is on approved leave but has not given written notice of the intent to take family or medical leave to the supervisor, (b) the employee utilizes leave for any purpose whether with or without pay for a period in excess of 30 days and (c) the basis for the leave falls within the scope of this policy. In these cases, before the leave has ended, the university shall notify the employee that time spent on paid leave or leave without pay during the 30-day period and thereafter is a part of the 12 work weeks of leave.

If the employee will not return to work after the period of leave, the university shall be notified in writing. Failure to report at the expiration of the leave, unless an extension has been requested, may be considered as a resignation.

12.07 Certification

For leave pursuant to this policy, the university may require that a claim for leave because of adoption or foster care be supported by reasonable proof of adoption or foster care.

12.08 Employment and Benefits Protection

The university may require that a claim for leave because of a serious illness of the employee or of the employee's child, spouse, or parent be supported by a doctor's certification which includes the following:

- The date on which the serious health condition began
- The probable duration of the condition
- The appropriate medical facts within the knowledge of the health care provider regarding the condition
- When caring for the child, spouse, or parent, a statement that the employee is needed and an estimate of the amount of time such employee is needed
- When for the employee's illness, a statement that the employee is unable to perform the functions of the position
- When for intermittent leave, or leave on reduced work schedule, for planned medical treatment, the dates on which treatment is expected and the duration
- When for intermittent leave, or leave on a reduced work schedule for the employee's illness, a statement of the medical necessity or the arrangement and the expected duration; and
- When for intermittent leave, or leave on a reduced work schedule, to care for a child, parent or spouse, a statement that the arrangement is necessary or will assist in their recovery and the expected duration.

Whenever possible, certification shall be made on form WH-380 developed by the U.S. Department of Labor.

Where the university has reason to doubt the validity of the certification, the university may require the employee to get the opinion of a second doctor designated or approved by the university. Where the second opinion differs from the opinion in the original certification provided, the university may require the employee to get the opinion of a third doctor designated or approved jointly by the employer and the employee. The third opinion is final and is binding on the university and the employee. The second and third certifications must be at the university's expense. The university may require that the employee get subsequent recertification on a reasonable basis.

12.08 Employment and Benefits Protection

A. Reinstatement

The employee shall be reinstated to the same position held when the leave began or one of like pay grade, pay, benefits, and other conditions of employment. The university may require the employee to report at reasonable intervals to the employer on the employee's status and intent to return to work. The university also

12.09 Interference with Rights

may require that the employee receive certification that the employee is able to return to work.

B. Benefits

The employee shall be reinstated without loss of benefits accrued when the leave began. All benefits accrue during any period of paid leave; however, no benefits will be accrued during any period of leave without pay.

C. Health Benefits

The state shall maintain coverage for the employee under the state's group health plan for the duration of leave at the level and under the condition's coverage would have been provided if the employee had continued employment.

The university may recover the premiums if the employee fails to return after the period of leave to which the employee is entitled has expired for a reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond the employee's control.

12.09 Interference with Rights

A. Actions Prohibited

It is unlawful to interfere with, restrain, or deny any right provided by this policy or to discharge or in any other manner discriminate against an employee for opposing any practice made unlawful by this policy.

B. Protected Activity

It is unlawful to discharge or in any other manner discriminate against any employee because the employee does any of the following:

1. Files any civil action, or institutes or causes to be instituted any civil proceeding under or related to this policy
2. Gives, or is about to give, any information in connection with any inquiry or proceeding relating to any right provided by this policy
3. Testifies, or is about to testify, in any inquiry or proceeding relating to any right provided under this policy

12.10 Enforcement

A violation of or denial of leave requested pursuant to the Family and Medical Leave Act of 1993 is not a contested case and creates no right of grievance or appeal under the State Human Resources Act. Violations can result in any of the following or a combination of any of the following and are endorsed by the U.S. Secretary of Labor:

12.10 Enforcement

- U.S. Department of Labor investigation, or
- Civil liability with the imposition of court cost and attorney's fees, or
- Administrative action by the U.S. Department of Labor.

Volume III

Curriculum Development and Revision

13. Curriculum Overview

13.01 Introduction

Western Carolina University has a tradition of constant and dynamic curriculum revision and a growing practice of outcomes assessment and program evaluation which provides the essential feedback to revise the curriculum. The purpose of this section of the Faculty Handbook is to promote understanding of the elements of the curriculum and to summarize the processes of curriculum revision, assessment, and program review at Western Carolina University. Further information regarding curriculum regulations and the curriculum revision process is provided in APR 17.

13.02 Definitions

A. Bachelor's Degrees

The bachelor's degree is the first academic degree conferred upon students by Western Carolina University upon successful completion of an academic program. Each bachelor's degree requires the completion of a minimum of 120 semester hours to a maximum of 128 semester hours, including (1) a Liberal Studies (general education) component, (2) a major as prescribed by one of the departments which may also require a concentration, (3) a minor, second major, or other approved program as specified by the appropriate college and department, and (4) elective courses (See definition of major below for exceptions). Unless specifically provided for in the catalog description, credit for any course may be applied only once toward the required hours for graduation.

WCU requires the following elements be included in the total hours of academic work:

- 25% of the hours of the degree program must be taken at or above the 300-course level
- 50% of the major must be at or above the 300-course level

Western Carolina University is authorized to offer ten different bachelor's degrees: Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Science (BS), Bachelor of Science in Business Administration (BSBA), Bachelor of Science in Education (BS Ed), Bachelor of Science in Electrical Engineering (BSEE), Bachelor of Science in Engineering (BSE), Bachelor of Science in Nursing (BSN) and Bachelor of Social Work (BSW). Students may obtain from the university a second bachelor's degree provided it is a different degree or the degree is in a different major. (Students may not earn a second degree in the same major.)

B. Master's Degrees

The Master's degree represents a level of higher education and academic achievement beyond the baccalaureate level. The Master's degree reflects significant and advanced training, preparation, and research in academic and professional areas. In some professional fields, the master's degree is accepted as the first level of individual practice of a discipline. Master's degrees consist of a minimum of 30 semester hours; many also include comprehensive examinations, theses, portfolios, and/or other advanced requirements.

Western Carolina University is authorized to offer the following masters' degrees: Master of Accountancy, Master of Arts, Master of Arts in Education, Master of Arts in Teaching, Master of Business Administration, Master of Construction Management, Master of Education, Master of Entrepreneurship, Master of Fine Arts, Master of Health Sciences, Master of Project Management, Master of Public Affairs, Master of School Administration, Master of Science, Master of Science in Athletic Training, and Master of Social Work.

The Master of Fine Arts degree represents the highest level of academic achievement in the studio arts and is recognized as the terminal degree in that field.

C. Doctoral and Advanced Graduate Degrees

Western Carolina University offers five degrees beyond the master's level: the Specialist in School Psychology degree, the Doctoral degree in Education, the Doctor of Nursing Practice degree in Nurse Anesthesia, Nursing Practice, Psychiatric Mental Health Nurse Practitioner, and Family Nurse Practitioner, the Doctor of Physical Therapy degree, and Doctor of Psychology degree.

The Specialist in School Psychology (S.S.P.) degree is a terminal degree program. A Master's degree is not obtained on the way to earning the Specialist in School Psychology degree. The program includes two practica, a year-long internship and the completion of a thesis. Successful completion of the program, including passing the Praxis II exam and requirements related to licensure, will lead to recommendation for Level II licensure and National Certification as a School Psychologist (NCSP).

The Doctoral degree is the highest earned academic degree in U.S. postsecondary education. It is awarded for independent research or preparation at a professional level in academic disciplines or in professional fields. The Doctoral degree is recognized as the terminal degree in most academic and professional fields.

The Ed.D. degree in Educational Leadership prepares senior-level administrators as school leaders in rural communities for service in Pre-K through

13.02 Definitions

12 school systems and community college administration. The program requires 60 semester hours beyond the master's degree; a core of coursework in leadership, research, and a concentration area; an extensive internship; a written comprehensive examination and a disquisition.

The Post-Masters Doctor of Nursing Practice (D.N.P.) degree prepares graduates to analyze systems of care and provide transformational leadership to improve patient safety, quality of care and implement evidence-based culturally competent care practices in nurse anesthesia, nursing practice, or family nurse practitioner. Graduates from this program will be able to interpret and apply research findings to practice settings, determine and measure system and population outcomes, manage information systems and use appropriate technology for health and risk communication. The DNP requires 42 post-master's graduate semester credit hours of coursework and completion of a total of 1,000 clinical practice hours (includes 500 from MSN program). The graduate program offerings for the School of Nursing at Western Carolina University (WCU) are headquartered at our WCU Instructional Site at Biltmore Park in Asheville and also include online instruction for the Nursing Practice DNP program.

The Doctor of Physical Therapy (D.P.T.) degree has student cohorts at both the Cullowhee and WCU Biltmore Park locations prepares graduates to enter the practice of physical therapy as licensed practitioners. Applicants to the program must have a bachelor's degree and have completed 31 to 33 credits of pre-requisite coursework in human anatomy/physiology, chemistry, physics, statistics, and the social sciences. The DPT curriculum requires full-time enrollment for 33 months. Included in the curriculum are 34 weeks of full-time clinical education where students are placed in clinical sites under the supervision of a licensed physical therapist. Curriculum content and delivery is guided by rigorous accreditation standards that require preparation of graduates who can work in various settings and in various roles to restore, maintain, or promote optimal physical function with patients/clients across the life span. A broad theoretical and scientific base is required for the physical therapy diagnosis and management of movement dysfunction as it manifests in patients/clients who have musculoskeletal, neuromuscular, integumentary and/or cardiopulmonary conditions. No dissertation is required, but all students are expected to complete a major project before graduation.

The Doctor of Psychology (Psy.D.) degree in Health Service Psychology is a three-year post-Master's professional preparation program. Upon completion of the program, students will be able to provide culturally competent, evidence-based clinical services while adhering to the highest ethical standards. Professional psychologists will be trained to work in various settings serving underserved

13.03 Course Syllabi

populations, particularly individuals living in rural communities in North Carolina. The Psy.D. program at Western Carolina University ascribes to the practitioner-scholar model of professional training, which places greater emphasis on clinical preparation as opposed to research training. Students in the program will garner experience through formal coursework, supervised clinical experiences, and research requirements with the goal to prepare graduate for licensure.

D. Graduate Courses

The primary function of graduate courses is to broaden the perspective and deepen the advanced knowledge that students have of a particular discipline or professional field of study, or to provide students initial preparation in an advanced professional field that requires foundational knowledge and experience in a related discipline or field of study.

Graduate courses are characterized by a high level of complexity and generalization in the study of a particular subject. They are structured in a manner that allows for a variety of approaches to the subject matter, a wide range of source material, considerable student interaction, and a significant emphasis on independent study and/or research in the library, laboratory, clinic, studio, or community. They are designed to extend the knowledge and intellectual maturity of students beyond the baccalaureate level and are intended for students who are capable of analyzing, exploring, questioning, evaluating, and synthesizing knowledge. Evaluation of student performance in graduate courses entails a variety of means and is commensurate with the level or complexity of these courses.

Graduate courses are numbered 500 and above and are generally restricted to students who have successfully completed a bachelor's degree, though undergraduate students who are admitted into an accelerated bachelor's to master's program may take graduate courses if they have completed 60 credit hours in their undergraduate degree program. Graduate courses generally build upon a foundation of prerequisite undergraduate courses in single or related disciplines, require intellectual maturity of students, and stress independent studies.

13.03 Course Syllabi

All faculty are expected to develop and annually update each syllabus for their courses. Students should receive a course syllabus at the beginning of each course. Copies of syllabi must be on file in the department office. The Coulter Faculty Commons offers resources on syllabus construction including the standardized syllabus language and template: <https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-resources.aspx>

At a minimum, syllabi should include the following:

13.03 Course Syllabi

- Course purposes and a summary of course content. Course goals and objectives (student learning outcomes) should be listed as should include any specific liberal studies objectives if the course has a liberal studies designation.
- Course requirements. These typically include assignments, exams, projects, attendance policies, and deadlines (if known before the start of the course).
- Procedures used to evaluate student work and determine final grades. The relative weight of assignments should be addressed, and the appropriate university grading scale for the course must be included (see catalog). Descriptions of the frequency and format of evaluations are helpful.
- Calendars or schedules of course activities/topics are strongly recommended with an understanding that flexibility may be necessary.
- Statement regarding available accommodations for students with disabilities.
- Abbreviated academic integrity policy with link:
<http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>
- Statement on community vision for inclusive excellence
- Student Resource Statements (as appropriate for the course):
 - Writing and Learning Commons (WaLC)
 - Tutoring for Distance Students
 - Math Tutoring Center
 - Hunter Library
- Mentoring and Persistence to Success (MAPS)
- Academic Calendar including dates for all breaks, university closures, final exams, etc. The academic calendar can be found at:
<http://www.wcu.edu/learn/academic-calendar.aspx>

14. Curriculum Development and Revision

The responsibility for curriculum development and revision rests with the faculty. Primary responsibility resides in the department and college in which the curriculum is housed and delivered. Four university-wide groups have responsibility for reviewing proposed changes in the curriculum. The Liberal Studies Committee considers all changes in the liberal studies program. The Graduate Council considers all changes in the graduate curricula of the university. The Professional Education Council considers all changes in undergraduate and graduate education programs. Finally, the University Curriculum Committee (UCC) serves as the university-wide curriculum committee voting on new programs, new courses, and changes to programs that are large in scope or may impact other disciplines. Some of the matters considered by the UCC include early consultation on the planning of undergraduate, graduate, and non-degree curriculum and reviewing the following:

14.01 Approval Process for Curriculum Changes

establishment of academic programs/majors, certification programs, minors, or concentrations within an existing major; consolidation of existing programs/majors; substantial revision or curricular modifications of programs/majors; major extension of academic programs/majors to off-campus sites; and changing titles of academic programs, majors, minors, or concentrations.

The Faculty Senate considers new programs, new degrees, new majors, new minors, new certificates, liberal studies changes, program deletions, and changes to university level curriculum policies and requirements. New programs are discussed and acted upon by the Faculty Senate, concurrently with or before a request to plan or a request to implement is forwarded to the UNC System Office. After Senate discussion and action, new program proposals will follow the process detailed below. At all levels of the curricular approval process the review of documents should be completed in a timely manner (normally, 2-4 weeks). When timely review is not possible, rationale must be provided in writing to the originating department and college.

14.01 Approval Process for Curriculum Changes

Proposals originate with a faculty member or an appropriate departmental committee—being sure to comply with the items listed in the guidelines and instructions within Curriculog (<https://wcu.curriculog.com/proposal>) or online on the Resources for Faculty and Staff page. All curriculum changes are initiated and processed via Curriculog and are routed to the review steps specific to the curriculum proposal. The approval steps are outlined in the Approval Process flow chart in APR 17. The originating department consults with the Collection Development Librarian to ensure that library resources will support the new course or program.

Course changes affecting only one department are submitted via Curriculog by the department and routed to the Dean of the College, Graduate Dean (for graduate changes) and then to the Provost (or designee) for final approval of the proposal. If the proposal is not approved by the undergraduate and/or graduate dean, the proposal is returned to the department.

Departmental proposals involving another department or college (e.g., an interdisciplinary course or program, or any plan that would change courses required by another department) must be discussed by the departments/colleges involved; and, consultation forms must be uploaded in Curriculog. In case of objection to the proposed action, the responding dean(s), head(s) or their designees will contact the originating dean/designee to discuss the proposal. If the objection cannot be resolved, the Provost (or designee) will serve as mediator in the objection. At any

14.02 Approval Process for New Programs

time during this process, the dean of the originating college has the option of withdrawing the proposal.

Proposals are routed to the Liberal Studies Committee, the Professional Education Council, the Graduate Council, and/or the University Curriculum Committee as appropriate. After deliberation and endorsement, the specific committee or council indicates action in Curriculog. Endorsed proposals move forward for information and/or action by the Faculty Senate. Any Faculty Senate member may request that a curriculum item presented as information only be moved to information and subsequent action. If the proposal is approved, it is submitted to the Office of the Provost.

Approved proposals are stored in Curriculog and updated in the catalog.

Refer to APR 17: Curriculum Proposal Guide for a description of curriculum approval process and Curriculog workflow.

14.02 Approval Process for New Programs

New programs are important because they affect resource allocations and most or all departments across the university. Therefore, these types of changes must be discussed and acted upon by the University Curriculum Committee or other appropriate university curriculum committee before these types of changes are discussed and acted upon by the Faculty Senate. The UCC is involved in early consultation and in making a recommendation on new programs to the Provost. Specific instructions for new programs may be found on APR 17: Curriculum Proposal Guide (online under the heading of Academic Policies and Procedures.)

14.03 Deletion of a Degree Program

This proposal would proceed through all the curriculum flow chart from the department to the APRC on behalf of the Faculty Senate for information and subsequent action. The proposal, if approved, would be forwarded to the Chancellor. In addition, approval is required from UNC System Office and the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).

Refer to APR 17: Curriculum Proposal Guide for curriculum technical review checklists for undergraduate and graduate course and program proposals.

14.04 Graduate Curriculum Guidelines

The Graduate Council reviews and approves graduate curriculum at the University level. Acting in this role, the Graduate Council has established the following requirements and guidelines for proposed graduate program and course curriculum.

The primary functions of graduate programs and courses are to broaden students' perspectives and deepen students' advanced knowledge in a particular discipline or professional field of study, and/or to provide students initial preparation in an advanced professional field.

Graduate programs and courses are characterized by a high level of complexity in the study of a particular subject. They are structured in a manner that allows for a variety of approaches to the subject matter, a wide range of source material, considerable student interaction and a significant emphasis on independent study and/or research in the library, laboratory, studio, or community. They are designed to extend the knowledge and intellectual maturity of students beyond the baccalaureate level and are intended for students who are capable of analyzing, exploring, questioning, evaluating, and synthesizing knowledge. Evaluation of student performance in graduate programs and courses entails a variety of means and is commensurate with the level and complexity of the graduate programs and courses.

Each graduate curriculum proposal will be evaluated based upon the following criteria. Please be sure to address these issues in Curriculog:

- A graduate program or course proposal must originate from the academic department that owns the program or course and the curriculum proposal must be reviewed and approved by the College Curriculum Committee of the department that will offer the proposed program or course.
- The proposal should demonstrate that the graduate course, program proposal or program change is integral to an existing graduate program and meets a verifiable need.
- The proposal should demonstrate how a proposed course fits within or is necessary to a graduate program or program of study or demonstrate how a proposed program or program change fits within or is necessary to other graduate programs in an academic department or College.
- The proposal should demonstrate that there exists a constituency for the course or new program feature. That is, it should indicate that there are students who will enroll in the class and that there will be a steady enough supply of these students to justify making the course a permanent fixture in our graduate offerings.

14.05 Emergency Actions

- The proposal should demonstrate that the course or program proposed is substantially more advanced and rigorous than an undergraduate program or course. The Curriculog proposal should demonstrate that the course or program promises to be rigorous and substantive enough to qualify as graduate education in that particular field.
- The proposal should identify the faculty member who will teach the proposed course or who will be the graduate program director of the proposed program. A brief statement should be provided with the proposal stating the qualifications of the faculty member and verifying the faculty member's graduate faculty credentials.

14.05 Emergency Actions

When emergency action is needed on a curriculum proposal, the power to take such action is vested in the Provost in consultation with the relative dean and with the University Librarian, as appropriate.

14.06 Programs and Courses Instituted on an Experimental Basis

Under special circumstances, programs and courses may be initiated on an experimental basis. Such programs may be approved by the Provost in consultation with the deans and the University Librarian.

Programs and courses instituted on an experimental basis will be for a specified time only and shall require the use of normal channels of approval before being included in the University's permanent curriculum.

15. Liberal Studies Program

15.01 Executive Summary

Western Carolina University's Liberal Studies Program offers students the opportunity to cultivate skills toward academic achievement, engaged citizenship, and career success.

The university's strategic plan, Vision 2020, emphasizes the importance of developing a student's intellectual, creative, cultural and personal outcomes so that they can meet the challenges of the 21st century. To that end, the Liberal Studies program forms the foundation around which the university builds this academic excellence and enriches the student experience.

WCU's Liberal Studies curriculum requires 42 hours and is divided into three parts: Core Courses (21 hours), Perspectives Courses (18 hours), and a First Year Seminar (3 hours). The Core includes writing, mathematics, oral communication,

15.02 Program Learning Goals

wellness, and physical and biological sciences, while the Perspectives center on social sciences, history, humanities, fine and performing arts, and world cultures. One of the Perspectives courses must be upper-level and fall outside of a student's chosen major. Finally, First Year Seminars (FYS) enable students to experience intellectual life at the university from a variety of disciplinary contexts, many of which are directly connected to the major experience.

The Liberal Studies program educates the whole person, preparing people for work, family life and civic engagement, while the curriculum also provides students with the intellectual tools for understanding contemporary issues in their local, national, and global communities.

15.02 Program Learning Goals

The specific learning objectives and outcomes for the Liberal Studies Program are:

Objective: Inquiry

Outcome #1: Students will formulate focused questions and hypotheses that address appropriately the topic at hand, as well as identify and explain a method of inquiry.

Objective: Information Literacy

Outcome #2: Students will identify appropriate information sources and evaluate critically the credibility of those sources for relevance, legitimacy, and bias.

Objective: Critical Thinking

Outcome #3: Students will evaluate evidence and context as a means of analyzing complex issues.

Objective: Problem Solving

Outcome #4: Students will apply appropriate disciplinary methodologies to answer questions and propose solutions to problems within the human and natural worlds.

Objective: Means of Expression

Outcome #5: Students will craft written and/or oral communication demonstrating organization, clarity, logic, and skill for various audiences.

Objective: Awareness of Self

Outcome #6: Students will recognize behaviors and define choices that affect their lifelong well-being.

Objective: Awareness of Impact

Outcome #7: Students will evaluate the impact of their own and others' actions on the human and natural worlds.

15.03 Requirements

Objective: Diversity

Outcome #8: Students will acknowledge and understand the concept of diversity and demonstrate the ability to critically analyze dimensions and perspectives of diversity.

Objective: Equity

Outcome #9: Students will acknowledge and understand the concept of equity and demonstrate the ability to address inequities at social, institutional, and/or individual levels.

Objective: Inclusion

Outcome #10: Students will acknowledge and understand the concept of inclusion and will demonstrate the ability to address issues of inclusive participatory environments.

15.03 Requirements

A. Core Requirement

WCU has five overarching learning outcomes to be achieved and demonstrated by all students: integrate information from a variety of contexts; solve complex problems; communicate effectively and responsibly; practice civic engagement; and clarify and act on purpose and values. The Liberal Studies Core provides students with a common set of curricular experiences providing both the foundational skills to support development of these outcomes and a productive life by fostering academic skills, intellectual habits, and healthy choices (supporting 2020 Vision 2.0 Goal 2.4). All students must be able to communicate clearly in written and oral forms, and to deal effectively with numerical and scientific information. All students need a foundation for productive lives through their knowledge of sound health and wellness practices. These proficiencies are useful in every aspect of life: in independent and collaborative learning, in the workplace, and at leisure. All students are encouraged to complete the Core during their first two years of college. The Core consists of 21 credit hours as follows.

C1 - Writing (6 hours): Two sequential writing courses are to be completed before the commencement of the Junior year of study. These courses are taught in the Department of English Studies (Writing, Rhetoric, and Critical Studies Program, WRCS). English 101 (Writing and Rhetoric) and English 202 (Writing and Critical Inquiry) introduce students to college-level writing via the best practices of composition instruction available. To maintain this quality, these courses undergo constant assessment and improvement. This course sequence addresses an essential academic skill common to all disciplines, that of communicating ideas in written form effectively. English 101 and 202 particularly focus on the *Means of*

15.03 Requirements

Expression, Awareness of Impact, and Information Literacy Liberal Studies learning outcomes.

C2 - Mathematics (3 hours): The Mathematics course introduces applications of mathematics to daily experience, emphasizing the development of conceptual understanding rather than computational drill. An assignment in which students display an application of mathematics and/or analytical problem solving will be required. A student may satisfy the requirement by passing MATH 321 or any 100-level MATH course except for MATH 190-199. Every student must take a college-level mathematics course or receive college level transfer credit in mathematics. Computational tools are the necessary foundations built in secondary education Mathematics courses, but applications of mathematics at the university level go beyond basic skills into higher-order reasoning and analysis. No student can be considered educated without understanding the use of mathematics in these contexts. Depending on choice of mathematics course to fulfill the Liberal Studies requirement, classes will focus on *Means of Expression* and *Problem Solving*.

C3 - Oral Communication (3 hours): The Oral Communication requirement addresses the basic competencies in the contexts of interpersonal, small group, and public speaking. Students who complete the Oral Communication requirement will demonstrate competency in small group communication, demonstrate understanding of critical and literal listening, recognize discrepancies between the speaker's verbal and non-verbal messages, demonstrate competency in public speaking, and demonstrate competency in interpersonal communication. The Communication Liberal Studies course focuses on the *Means of Expression* learning outcome.

C4 - Wellness (3 hours): The Wellness requirement provides students with a foundation for lifelong wellness. The Wellness course includes an integrated fitness activity, emphasizing the crucial role of physical fitness in lifelong wellness. Students will be challenged to make thoughtful and voluntary behavioral changes that promote their lifelong health, including work/life balance. Lifestyle factors such as stress and stress management, recognition of obsessive or addictive behaviors, and the development of healthy interpersonal relationships will be examined. Health and wellness decisions are lifelong considerations for any human being, and healthy people have the best chance of contributing fully to society. The Wellness courses focus on *Awareness of Self, Critical Thinking* and *Awareness of Impact* learning outcomes and supports the 2020 Vision 2.0 Goal 2.4 to create a campus environment that facilitates a healthy lifestyle for students.

C5 - Physical and Biological Sciences (6 hours, all courses must include a laboratory or applied component; courses must be taken in two disciplines): In the

15.03 Requirements

biological sciences, students learn to view humans as having concerns continuous with, though different from, those of other organisms in nature. In the physical sciences, students are directed toward the definition and solution of problems involving the character of matter, energy, motion, or mechanical/dynamic systems. Scientific study includes an appreciation of the scientific method: repeated experimental testing to confirm assertions, revision, and even rejection of hypotheses. Laboratory work will be central to experiencing the character of scientific work and will provide an opportunity to experience the environment in which scientific study is conducted.

Science courses at the 100- and 200-level can be used to meet the Physical and Biological Sciences requirement, even if they are not approved Liberal Studies courses, provided that they have a laboratory or applied component. The science requirement can be satisfied in any of the following ways:

- Students may take two Liberal Studies science courses in different disciplines.
- Students may take a Liberal Studies science course plus one non-Liberal Studies science course with a laboratory or applied component in a different discipline.
- Students may take two non-Liberal Studies science courses with laboratory or applied components in two different disciplines.

Liberal Studies courses in the sciences focus on *Problem Solving*, *Critical Thinking*, *Awareness of Impact*, and *Information Literacy*.

B. The First-Year Seminar Requirement

First-Year Seminar (FYS) courses are recognized by the Association of American Colleges and Universities (AAC&U) as a High-Impact Practice, in terms of student retention and engagement. The FYS supports Initiative 1.3.3 in the WCU 2020 Vision 2.0 Strategic Plan. Student participation in a First-Year Seminar permits students to interact with faculty, connect and collaborate with peers, and successfully integrate into the campus community (Keup and Barefoot, 2005).

The First-Year Seminar introduces students to intellectual life at the university, the development of academic rigor and intellectual disposition. The First-Year Seminar component addresses the Student Sense of Place, Liberal Arts and Sciences Emphasis, Fundamental Skills, Integration of Knowledge, Moral Reflection, and Faculty Commitment components of the Fundamental Principles. The First-Year Seminar introduces students to the importance of Liberal Studies in a university education. It will highlight the necessity for reasoning and communication proficiencies as foundations for life-long intellectual and professional growth. The seminar will reveal that important cultural, social, economic, and political issues of

15.03 Requirements

a global society are not limited to the traditional boundaries of the academic disciplines or the specializations of the professions. In support of Initiative 1.1.1, the First-Year Seminar encourages students to discuss serious ideas and develop rigorous intellectual habits addressing one or more of the following Liberal Studies Student Learning Outcomes: *Inquiry; Information Literacy; Critical Thinking; Problem Solving; Means of Expression; Awareness of Self; Awareness of Impact; Diversity; Equity; or Inclusion*. First-Year Seminar courses support Initiatives 2.1.2 and 3.2.1 to promote a culture of student academic honesty, expanding educational programming around academic integrity and truth seeking.

First-Year Seminar courses will also have a significant writing component based on rigorous reading and seminar-format discussions. The ideal First-Year Seminar course will be capped at 27 students per section, unless there is a compelling reason for smaller or larger classes. The First-Year Seminar course will balance a required common learning experience for all students who take the course with the freedom for individual faculty to pursue disciplinary interests. The First-Year Seminar course may incorporate common themes, such as examining general modes of inquiry as distinct from discipline-specific studies. The First-Year Seminar could be a home for a common theme for the academic year and the use of a common reading, including participation by the text's author in campus-wide intellectual activities. However, such themes would be in addition to the instructor's disciplinary interests.

Instructors of First-Year Seminar courses possess a commitment to general education, the liberal arts, and development of the student as a whole person. A student-centered educational philosophy and a desire to achieve excellence using engaging pedagogy that involves students in the learning process are hallmark characteristics of effective First-Year Seminar Instructors.

First-Year Seminar courses are a stand-alone category and will not fulfill a Perspectives category requirement. The First-Year Seminar must be taken by all new freshmen in their first year. A First-Year Seminar may be a special course motivated by faculty interest, can be proposed in any discipline, and need not be from traditional Liberal Studies disciplines.

Guidelines for FYS:

- Students with 0-15 credit hours are required to take this course;
- Students with 15.1–29.9 credit hours are eligible to take a First-Year Seminar, but it is not required;
- Students with 30 or more credit hours are not eligible to take a First-Year Seminar;

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- When a student is not required to take the First-Year Seminar, it is considered waived, and the Liberal Studies hour requirement will be reduced from 42 to 39. (Total hours for the degree are not reduced.) The First-Year Seminar cannot be repeated and, therefore, it is not possible to replace a grade received in this course.

Grading for all First Year Seminars shall be A, B, C, I (“incomplete”), or U (“unsatisfactory”). Those students receiving a “U” grade must take three credits of liberal studies electives to make up for the unearned credits from the First-Year seminar.

C. Perspectives Requirement

The Perspectives component of the Liberal Studies program seeks to expose all WCU students to a variety of disciplines and viewpoints. *All LS perspectives courses must select a Liberal Studies Student Learning Outcome that will be emphasized in the class and can be assessed by the LS Program. Appropriate SLOs are suggested below.*

Moreover, the Perspectives—like the entire Liberal Studies program—emphasize five core abilities expected of all WCU students: to solve complex problems; to communicate effectively and responsibly; to practice civic engagement; and to clarify and act on purpose and values (2020 Vision, 2.0, Goal 1.2).

The courses that satisfy the Perspectives should be academically rigorous and provide students with the intellectual, creative, cultural and personal outcomes necessary to excel in the twenty-first century (Strategic Direction No. 1).

The Perspectives enrich the student experience and promote inclusive excellence by exposing students to the study of the social sciences, history, the humanities, the fine arts and world cultures (Strategic Direction Nos. 2 and 3).

The learning goals of the Perspectives include Inquiry, Information Literacy, Critical Thinking, Problem Solving, Means of Expression, Awareness of Self, Awareness of Impact, Diversity, Equity, and Inclusion (Liberal Studies program Student Learning Outcomes).

The Perspectives seek:

- To emphasize academic excellence by delivering high-quality courses that are designed to fulfill the educational needs of the state and region (Strategic Direction No. 1 and Goal 1.1);
- To enrich the student experience by offering courses that promote active citizenship and inclusion (Goal 2.1);

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- To provide students with an atmosphere that is committed to respecting diverse viewpoints and experiences, and that reflects the University's core values (Strategic Direction No. 3); and
- To prepare students for the diverse world in which they live (Strategic Direction No.3).

Courses will be designed to offer the student “depth” as well as “breadth.” Breadth should not be interpreted to mean that all Liberal Studies courses will be surveys. Breadth will come from the variety of disciplines, and the teaching and learning styles offered in Perspectives courses. Breadth is understood to include an introduction to a discipline's primary concepts, principles, theories, applications, and relationships with other disciplines. Depth is concerned with the intensive exploration, analysis and evaluation of selected concepts, principles, theories, and modes of inquiry. The breadth and depth aspects of a course should be closely linked and mutually supportive. Each department will choose the category or categories of the Perspectives to which to commit its resources. To ensure that students take courses in a variety of disciplines, departments may offer courses in no more than two of the perspectives categories unless they have the approval of the Liberal Studies Committee. Departments must commit to scheduling Perspectives courses in ways that facilitate development of reasonable student course schedules. Departments are encouraged to offer upper-level courses that fit within the Perspectives categories and that incorporate one or more of the Perspective's areas of emphasis. These upper-level courses will provide considerable depth and might not be offered every semester or in multiple sections.

Academic proficiencies, dispositions and experiences are grounded in the Program Core and are practiced and expanded in Perspectives courses. These areas of emphasis are integral to the Perspectives curriculum and reflect faculty consensus on the most important needs of students. They are essential to active learning and serve as the bases of academic rigor, good intellectual habits and life-long learning. Taken as a whole, the Perspectives support the development of the core abilities identified by WCU (Goal 1.2) and promote the Student Learning Outcomes developed by the Liberal Studies program (Liberal Studies program Student Learning Outcomes).

No Perspectives course will be expected to address all areas of emphasis, and each instructor will be free to determine the best means by which these emphases are taught. Instructors will also be expected to document the ways in which learning outcomes in selected areas of emphasis will be assessed.

P1 - Social Sciences (6 hours; courses must be taken in two different disciplines): Courses in Social Sciences provide systematic study of observational

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and analytical methods and findings of those disciplines that focus on the interpersonal functioning and institutional creations of human beings. Courses in this category may focus on the scientific study of the mental and behavioral characteristics of individuals or groups or may focus on the description and explanation of political, economic, or legal institutions. Included will be inquiry into basic social scientific concepts such as mind, behavior, class, society, culture, freedom, government, property, equality and rights. The study of the Social Sciences should provide students with opportunities for experiential and applied learning (Goals 1.3, 1.4) and should reflect the diversity of individuals and groups within and across human societies (Goal 3.2.1). *Relevant Student Learning Outcomes for these courses could include Inquiry; Information Literacy; Critical Thinking; Problem Solving; Awareness of Impact; Diversity; Equity; and Inclusion.*

P3 - History (3 hours): The study of history introduces students to a distinctive body of knowledge and to the tools of historical inquiry that shape and define it. History locates people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems. The subject of study should be of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that model events. The study of history should engage students in the experience of interpreting the record of the past and drawing their own conclusions. Courses in this category should strive to promote cross-curricular learning, global awareness, and exploration of local histories and cultures (Goals 1.4 and 2.2.2). *Relevant Student Learning Outcomes for these courses could include Inquiry; Information Literacy; Critical Thinking; Means of Expression; Awareness of Impact; Diversity; Equity; and Inclusion.*

P4 - Humanities (3 hours): The humanities confront students with landmark texts that embody the heritage of humanity's attempts to understand itself. These might be in the form of fiction, poetry, dialogue, essay, and other appropriate written forms that embody our literary heritage. The texts chosen for study might be thematic in nature or drawn from a specific ethnic or national tradition. They must be of sufficient breadth and depth to probe fundamental issues regarding the human condition. This study might include narrative form, critical textual analysis, or the study of a language, but the first priority must be to engage students in the exploration of the significance of human modes of being, thought, and values in their lives, including the values of civil discourse, diversity and inclusiveness (Goal 3.2.1). *Relevant Student Learning Outcomes for these courses could include Critical Thinking; Means of Expression; Awareness of Impact; Diversity; Equity; and Inclusion.*

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P5 - Fine and Performing Arts (3 hours): The Fine and Performing Arts courses will emphasize studying, interpreting and critically analyzing the creative arts, including works, events and performances (Initiative 1.1.2.1). Students will be introduced to traditional and contemporary concepts within the various modes of expression, along with theories about the nature of self-expression and how to interpret the creative arts within their socio-cultural contexts. Courses may emphasize the cultural heritage of this region as well as fine and performing arts in the global realm (Initiative 1.3.1 and 1.4). An important course component will be out-of-the-classroom experiences such as visits to gallery and museum exhibits, attendance at theater and musical productions and performances, and attending the lectures, readings, and presentations of visiting artists, performers and writers. Courses may also have an applied component to provide experiences with personal artistic expression. *Relevant Student Learning Outcomes for these courses may include Critical Thinking; Means of Expression; Awareness of Impact; Diversity; Equity; and Inclusion.*

P6 - World Cultures (3 hours): World Cultures courses will involve the study of significant contemporary issues in a global and multidisciplinary setting. Specifically identified issues of study—which might include the consideration of ethnicity, gender, religion or race—should illustrate the nature of cultural diversity and global interdependence, foster awareness of diversity and issues of equity and inclusion across national and cultural divides (Initiatives 2.1.1 and 3.2.1). The study of world cultures should actively engage students in developing core abilities—synthesizing information from a variety of disciplines (which might include the natural and social sciences, history, the humanities and the arts) and communicating effectively (Goal 1.2). *Relevant Student Learning Outcomes for these courses could include Inquiry; Information Literacy; Critical Thinking; Problem Solving; Awareness of Cultural Impact; Diversity; Equity; and Inclusion.*

Upper-level Perspective: Upper-level Perspective courses (ULP's) are intended to broaden and deepen students' education by allowing them to explore any LS Perspective as juniors or seniors, when they have matured in their thinking and aptitudes. Students take three hours from any upper-level (300 or 400) course in any Perspectives area, although in the interests of breadth, it cannot be from the student's major and cannot satisfy major requirements. Selected existing upper-level course in departments may be approved as Perspectives courses in Liberal Studies, and these courses will satisfy this requirement. The LS program also encourages the development of new upper-level LS courses that involve broad, even interdisciplinary, experiences and do not require prerequisite courses. ULP courses should align with WCU's strategic emphasis on academic excellence, particularly in terms of addressing core abilities: synthesizing information from a variety of

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sources; solving complex problems; communicating effectively and responsibly; practicing civic engagement; and clarifying and acting on purpose and values (Vision 2020 2.0, Goal 1.2).

Not only may departments submit existing and new ULP course proposals to the Liberal Studies Committee, but a student may propose a contract with the instructor of any upper-level course to have the course satisfy the ULP requirement, provided that the student satisfies class standing. In this case, specific course requirements, primarily in the areas of core abilities [see above], will be clearly identified or developed to satisfy the LS goals and areas of emphasis. Instructors are not bound to accept a contract proposal, which must be submitted before the semester begins. *All ULP courses must select a Liberal Studies Student Learning Outcome that will be emphasized in the class and can be assessed by the LS program.*

D. Liberal Studies Requirements Summary

The Liberal Studies program includes a total of 42 semester hours. Specific courses that satisfy these requirements can be found on the checksheets provided at liberalstudies.wcu.edu. They are summarized in Table 15.03-1 below.

Table 15.03-1. Summary of Liberal Studies program requirements.

The Core Requirement	21 total hours
C1. Writing	6 hours
C2. Mathematics	3 hours
Satisfied if student passes any MATH course 101 or higher, except for MATH 190-199, MATH 301, MATH 400, and MATH 471.	
C3. Oral Communications	3 hours
C4. Wellness	3 hours
C5. Physical & Biological Sciences	6 hours
<p><i>Courses must be taken in two different disciplines.</i></p> <p>Other 100-200 level science courses from AST, BIOL, CHEM, ENVH, GEOL, NRM and PHYS (with the exceptions of ENVH 200, ENVH 210, NRM 213, NRM 240, and courses numbered from 190-199) meet this requirement.</p>	
The First-Year Seminar Requirement	3 total hours
<p>a. Students transferring in 0-15 credit hours are required to take this course in their first year.</p> <p>b. Students transferring in 15.1–29.9 credit hours are eligible to take a First-Year Seminar, but it is not required. The First-Year Seminar is waived and the student does not have to make up the</p>	

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<p>hours in the Liberal Studies program, but will still need to graduate with the same number of hours required by the program of the major.</p> <p>c. Students with 30 or more credit hours are not eligible to take a First-Year Seminar.</p> <p>d. Grading for the First-Year Seminar is A, B, C, or U (Unsatisfactory).</p> <p>e. If a student receives a grade of U in the First-Year Seminar they must make up the hours by taking another course in the Liberal Studies Program.</p> <p>f. Transition courses such as LEAD, COUN, USI 101 and 130 are <i>not</i> considered First-Year Seminars.</p>	
The Perspectives Requirement	18 total hours
<p>Courses used to meet Liberal Studies requirements (with the exception of the Upper-Level Perspective) may be used simultaneously to meet other requirements, including requirements in the major.</p> <p>Upper-Level Perspective (ULP) Requirement: One of the perspectives categories must be met with an upper-level (300- or 400-level) perspective course that is outside of the discipline of the major. ULPs are bolded. Students should not enroll in courses numbered above their class rank without permission of the department offering the course.</p>	
P1. Social Sciences	6 hours (two courses)
Courses must be taken in two different disciplines.	
P3. History	3 hours
P4. Humanities	3 hours
P5. Fine & Performing Arts	3 hours
P6. World Cultures	3 hours

15.04 Program Assessment

WCU's Liberal Studies Program engages in an on-going assessment of student learning within its curriculum, which consists of approximately 250 courses. The scope and size of its curriculum means that Liberal Studies touches almost every student experience and almost every academic department at the university. For that reason, it is important to evaluate the extent to which the Program achieves its objectives.

Moreover, the accreditation process requires program assessment, as SACS-COC (Southern Association of Colleges and Schools Commission on Colleges) Comprehensive Standard 8.2.b states that for general education competencies, the university must “identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking

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improvement.” (SACS-COC, Resource Manual for the Principles of Accreditation, 2024, p. 72).

At WCU, the general education assessment process is managed by the Liberal Studies Assessment Director. The LS Program utilizes an “artifact,” or student assignment-based, approach for its general education assessment. This approach centers on authentic student work created within the Liberal Studies curriculum, and it is also more easily adapted to the wide variety of outcomes within the program when compared with the most common standardized assessment instruments. Finally, the artifact-based approach does not significantly increase faculty workload because it measures assignments already utilized as an integral part of existing coursework.

To that end, the annual outcomes assessment process addresses two primary questions:

- To what extent are WCU students demonstrating the university’s Liberal Studies learning outcomes?
- What recommendations do the data suggest for strengthening the Liberal Studies Program?

For much more detailed information on the program’s assessment process, please refer to the current Liberal Studies Assessment Plan and the associated university webpage.

15.05 Program Administration

A. Administrative Responsibilities

Functions of the administrative component will be based on an ongoing effort to raise awareness and effectiveness of Liberal Studies at WCU, and will include

- Reviewing department and faculty proposals for Liberal Studies courses with the authority to approve, recommend revision, or reject proposals;
- Reviewing ongoing Liberal Studies courses and faculty based on sound assessment practices;
- Ensuring an appropriate schedule of Liberal Studies courses;
- Identifying appropriate faculty to participate in Liberal Studies course delivery, including First-Year Seminars;
- Providing professional development materials for faculty committed to excellent teaching in Liberal Studies;
- Overseeing assessment for the Liberal Studies Program;
- Participating in new faculty orientation and providing an overview of and expectations for the Liberal Studies Program;

- Publishing and maintaining a website that contains current information about the program and its assessment for faculty, students, and other interested parties.
- Selecting the recipient of the Excellence in Teaching Liberal Studies Award.

B. Responsible Parties

1. Vice Provost for Academic Affairs

The academic attitudes and intellectual habits molded in Liberal Studies will set the patterns for success in subsequent major courses. The retention of quality students will be improved with a more challenging, coherent Liberal Studies Program. Thus, the Liberal Studies Program deserves greater visibility on campus, a direct voice where resource allocations are being decided, and a clearly defined advocate. Administration of the Liberal Studies Program will be the responsibility of the Vice Provost for Academic Affairs.

2. The Liberal Studies Committee (LSC)

The 15-member Liberal Studies Committee will include elected representatives from each of the Colleges and Schools of the university and the Library as well as four *ex officio* non-voting members including the Director of Undergraduate Advising (or designee), the Chair of the Academic Policy and Review Council, the Vice Provost for Academic Affairs, and the Director of Liberal Studies Assessment. A quorum will be met when a simple majority of voting members is present. The chair shall be elected from the membership at the first meeting each year, can serve a subsequent term, and is eligible to vote on all matters.

The role of the Liberal Studies Committee will be to advise the Vice Provost for Academic Affairs and to consider and approve courses for inclusion in the Liberal Studies Program. The Liberal Studies Committee will also oversee the assessment of the Program and will discuss and recommend policy changes. The Committee will also oversee implementation of any new approved program changes.

C. New Liberal Studies Courses

The Liberal Studies Committee requests that all faculty submitting new course proposals keep the following guidance in mind:

- All Liberal Studies courses are open to students of any major.
- All Liberal Studies Upper-Level Perspective courses are open to all students above the first-year level (30 credits or more).

Course proposals for Liberal Studies courses are submitted through Curriculog. After Liberal Studies course proposals are approved by the department,

15.05 Program Administration

they move to the appropriate College Curriculum Committee, and finally to the Liberal Studies Committee for consideration. The Liberal Studies Committee has the right to approve the course proposal, or to reject the proposal. Originators of rejected proposals will receive written feedback from the Liberal Studies Committee.

For both new course proposals and course change proposals made in Curriculog, originators must select the Liberal Studies Outcomes that will be delivered in the course. Further, an exemplar syllabus must be attached to the proposal that includes the following information:

- An explicit indication of which Liberal Studies Category the course satisfies.
- Template language outlining the Liberal Studies outcomes emphasized in the course (template is located on Liberal Studies Assessment webpage).
- A calendar that indicates the schedule of activities for the course and clearly reflects ways that those activities meet the set of Liberal Studies Learning Outcomes to be delivered in the course.

Additionally, any new course proposal must respond to the following prompts:

- Describe how this course meets the educational intent of the Perspectives category. Refer to the category descriptions in the Liberal Studies Program document.
- Describe how this course will develop and assess student accomplishment in Writing and Information Use and one or more of the following: Critical analysis of arguments, Oral communication, Service learning, Moral reflection, and Cultural diversity.
- Describe the student workload, including the types and quantities of reading assignments, writing assignments, examinations, projects, presentations, etc.
- Identify at least one assignment within the course to be submitted for assessment of selected Liberal Studies student learning outcomes. Describe how that particular assignment provides evidence of its related outcome.
- Indicate how this course will offer an intensive exploration and application of selected concepts, principles, theories, and modes of inquiry.
- Describe the pedagogical reasons for the best class size for sections of this course.
- If this course is to be offered at the upper level or is required for your major, describe how the course will be designed to accommodate students from a variety of disciplines.

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- If this course is to be offered at the upper level or is required for your major, describe the department's commitment to teaching upper-level students whose primary interest/major is outside the discipline of the department.

Departments are encouraged to create courses that best represent their discipline in the Liberal Studies Program, including courses that introduce the major. This provision allows departments to make the decision whether their own introductory courses provide the most appropriate exposure for students in Liberal Studies, or whether their discipline and department best serve the Liberal Studies Program with a course separate from major requirements. The opportunity to take courses that introduce the major will aid students in making informed decisions in selecting majors. It is the intention of the Liberal Studies program that courses within the majors do not excessively overlap with Liberal Studies courses, particularly those in the Perspectives categories. The Liberal Studies Committee will be a part of the curriculum review process for all program proposals that involve Liberal Studies courses and overlap beyond 6 hours will require substantial justification.

D. Transfer Students and Non-Fall Semester Freshmen

Transfer students who enter WCU having completed an Associate of Arts or an Associate of Science degree from a member of the North Carolina Community College System will have satisfied Western Carolina University's Liberal Studies requirements, per the articulation agreement with the North Carolina Community College System. Transcripts of students who have received an Associate of Applied Science or an Associate of Fine Arts degree will be evaluated on a course-by-course basis in determining Liberal Studies requirements that have been met.

A transfer student who has completed the General Education or Liberal Studies requirements of another of the 16 campuses in the University of North Carolina system, verified by the Registrar, will have satisfied Western Carolina University's Liberal Studies requirements.

When a transfer student has completed the General Education or Liberal Studies requirements of a public or private institution outside of the University of North Carolina system, the Registrar will determine whether that institution's general education program is sufficiently similar to Western Carolina University's Liberal Studies program to warrant a blanket waiver of the Liberal Studies requirements. If the general education program of the institution is not deemed to be comparable to Western Carolina University's Liberal Studies program, or if a student transfers only part of the general education program from another institution, then the student's transcript will be evaluated by the Registrar's Office

16.01 Background

on a course-by-course basis, with assistance from the Vice Provost for Academic Affairs and the Liberal Studies Committee, as needed. The Registrar's Office will inform the student which Liberal Studies requirements have been met and which requirements still need to be fulfilled.

Students who transfer only a part of the General Education program from the North Carolina Community College System, or part of any other institution's General Education or Liberal Studies Program, will have their transcript evaluated by the Registrar's Office, with the assistance of the Vice Provost for Academic Affairs and the Liberal Studies Committee, as needed. The Registrar's Office will inform the student which Liberal Studies requirements have been met and which still need to be fulfilled.

E. Program Modification Procedure

Proposals for modifications to the Liberal Studies Program will be presented in writing to the Liberal Studies Committee for consideration. The Committee may approve such proposals, reject them, or return them to the originating unit or person with suggestions for revision. Other modifications to the Liberal Studies Program will be made in the context of the ongoing assessment. All proposed changes in the Liberal Studies Program will be manifested in revisions to the Liberal Studies Document. Upon approval by the Liberal Studies Committee, proposed revisions to the Liberal Studies Document will be submitted to the Faculty Senate for final approval.

16. Assessment

16.01 Background

Western Carolina University developed a formal assessment program in 1987. The assessment system that evolved is characterized by its close tie to strategic planning and its incorporation of University of North Carolina assessment and performance measures and standards. The system is designed to meet the assessment expectations of the Southern Association of Colleges and Schools Commission on Colleges, <http://www.sacscoc.org/>, specifically Principles 8 and 8.2.a.

Western Carolina University (WCU) is committed to excellence in student learning, educational practices, and operational effectiveness. Our academic programs, student support services, and administrative units engage in ongoing outcomes assessment to reflect the strategic vision of the university. All units are responsible for identifying specific outcomes, measuring progress, and implementing improvements based on findings. As an institution, we ensure quality

16.02 University-wide Surveys

and demonstrate continuous improvement through annual assessments (Continuous Improvement Reports or CIRs) and periodic review and evaluation of our academic programs, student support services, and administrative units.

You can find additional information at the Office of Institutional Assessment website, <https://www.wcu.edu/learn/office-of-the-provost/assessment-and-program-review/index.aspx> and the Assessment SharePoint site, <https://catamountwcu.sharepoint.com/sites/OfficeofAssessment/SitePages/Office-of-Institutional-Assessment.aspx>.

16.02 University-wide Surveys

Western Carolina University, as a part of the University of North Carolina System, conducts periodic surveys of entering freshmen, sophomores and seniors, and alumni. These surveys cover all aspects of the university, and results are benchmarked against those of other UNC constituent institutions. In addition, the university conducts a variety of locally developed and national surveys on a regular cycle including the National Survey of Student Engagement, the Faculty Survey of Student Engagement and the Beginning College Survey of Student Engagement. Survey results are reviewed by the Chancellor's Executive Council, the Provost's Council, and appropriate units within each division. Results from surveys are summarized and provided to participants, as appropriate at <https://www.wcu.edu/learn/office-of-the-provost/oipe/>.

16.03 Principles of Academic Assessment

Eight guiding principles underlie academic assessment at Western Carolina University:

1. The primary aim of assessment at WCU is to involve faculty in the evaluation of student learning at the program level in order to (a) establish longitudinal documentation of consistently high academic standards for improvement in educational experiences for students, and (b) show evidence of continuous improvements in student learning.
2. The WCU assessment program is designed to measure student skills, knowledge, and accomplishments specified in our strategic vision.
3. Assessment is an on-going process designed and implemented by the faculty in keeping with the role and mission statements of the University; the school and departments in which the programs are located; and principles of institutional accreditation
4. Defining student learning outcomes for each program area is the first step in establishing an assessment program. For each academic major, stand-alone minor, and certificate program, student learning outcomes are defined,

16.04 Academic Program Assessment

students' progress toward these outcomes is monitored, and results are used to continue, modify, or reinforce aspects of the program to ensure continuous advancement in quality education.

5. No single approach to assessment is universally accepted. Therefore, different methods of assessment are appropriate for different programs. The faculty for each program is responsible for determining the methods and appropriateness of the assessment measures used. Possible methods include the following:
 - Faculty-developed, criterion-referenced, end-of-program measurements. Several approaches to end-of-program assessment may be appropriate including tests, performances, exhibits, and portfolio measurements.
 - Student performances on licensing examinations and other certifying measures. These may be used to supplement the broader assessment process but the passing rate on such examinations should not be used as the only measure of program effectiveness. Similarly, results from external program accreditation or certification bodies may be used in support of program assessment. Multiple measures of effectiveness (which include direct measures of student learning) should be assessed, if licensing exams and accreditation standing are used as evidence.
 - Related course sequences. Faculty in programs containing two or more groups of related courses may choose to measure the body of knowledge in each set of related courses. In this case, such assessment might be carried out in the final courses of each sequence; for example, measurement may be made of a concentration within a major as well as a second measurement of the basic major itself.
6. Although students' performance on assessment measures will be used to assess learning in the programs, scores on assessment measures may not by themselves be used to impede student progress toward graduation.
7. Assessment will focus on student success at the program level rather than the individual student level.
8. Identities of individual students whose work is assessed is confidential.

16.04 Academic Program Assessment

At Western Carolina University, we ensure quality and demonstrate continuous improvement through annual assessment of student learning outcomes and periodic review of academic programs.

A. Annual Assessment of Student Learning Outcomes

The purpose of annual assessment of learning is to collect, analyze, and use data to drive improvements in educational experiences and enhance student learning at the program level. All academic programs, including majors, stand-alone minors, and certificates engage in ongoing assessment and continuous improvement of student learning outcomes. Programs are responsible for identifying specific learning outcomes, measuring progress, and implementing improvements based on findings. The annual assessment of learning process at WCU is referred to as Continuous Improvement Reporting (CIR). While Associate Deans may choose an earlier deadline for review and approval in mid-September, the final deadline for program directors/assessment liaisons to enter CIR responses into the assessment software system is in early October. For details about assessment of student learning outcomes assessment at WCU, visit the [Assessment SharePoint site](#).

B. Five-Year Assessment Plans

Assessment plans address the program's student learning outcomes and how, when, and where the assessments will occur. Review of the how, when, and where components of the plan by program faculty is encouraged annually to ensure the plan and the assessment process reflect the changes in courses and curriculum.

The Office of Institutional Assessment collects five-year assessment plans from programs at the five-year midpoint and end of the University's institutional accreditation cycle. These five-year plans are designed to ensure each student learning outcome is assessed at least two times in each five-year accreditation cycle. The most recent mid-point academic year was 2021-2022, and the next is 2026-27.

C. Periodic Academic Program Review

In addition to assessment of student learning outcomes, our academic programs also undergo periodic review through our own institutional program review process or an external review by a programmatic or professional accreditation agency. For programs utilizing WCU's program review process, reviews take place every five to seven years. During review, programs prepare a self-study document, are evaluated by an external team, and produce a strategic action plan to address recommendations. See Section 16.06 for additional information on Academic Program Review. Procedures for academic program review are available on the [Office of Institutional Assessment's website](#) and the [Program Review SharePoint site](#).

16.05 Liberal Studies Assessment

Assessment of the Liberal Studies program is the responsibility of the Liberal Studies Committee. See <https://www.wcu.edu/learn/academic-enrichment/liberal-studies-program/assessment.aspx> and Section 15.04 of this Handbook for additional information on the assessment of the Liberal Studies program.

16.06 Academic Program Review

In addition to outcomes-based assessment of student learning, all academic degree-granting programs at Western Carolina University (WCU) must undergo a formal program review and evaluation process “at least once every seven years from the date of the preceding review or from the implementation date of a new academic program.” (See [UNC Policy 400.1, Section V.A.i.](#)) Academic programs undergo periodic review through our own institutional program review process or an external review by a programmatic or professional accreditation agency.

The primary purpose of external program review is to advance the quality of teaching and learning, research, professional/creative activity, and public service/academic outreach functions through a periodic system of review at the unit level (i.e., department or program). To that end, each program’s faculty and department head hold primary responsibility for assessing the program’s mission, curriculum, operations, and resources relative to the same core effectiveness standards, understanding that these standards have varying degrees of relevance and applicability across programs/departments. The academic program review must, at a minimum, include those elements specified by UNC Policy 400.1. Inclusion of required evaluation elements in the program review self-study does not prohibit department heads from including additional data to support the program’s assessment and continuous improvement processes. Programs undergoing external review by programmatic accreditors may be required to submit a supplemental report to ensure all evaluation components are addressed. It is the intent of the program review process that members of each academic program will have the opportunity to articulate their goals and to explain how the program’s current curriculum and activities support their aspirations.

The goals of the academic program review process are to:

- Maintain high-quality programs that are competitive and consistent with the University’s mission.
- Encourage and support program self-improvement by:
 - highlighting strengths of programs,
 - identifying opportunities for strategic change,

16.07 Assessment in Support Services Units

- validating that programs are meeting the changing needs of stakeholders,
- identifying areas for improvements and supporting improvement changes, and
- providing data necessary in the process of allocating resources.
- Advance the mission of Western Carolina University by:
 - reaffirming the relationship between the mission of the program and the mission of the University,
 - fostering cooperation and collaboration between departments and programs, and
 - meeting the region's educational and workforce needs.
- Provide a formative and summative review of academic programs.

Summaries of program review activities and strategic action plans will be provided by the Office of Institutional Assessment to the Office of the Provost. The Provost will consider summaries of program review activities in making recommendations to the Chancellor for consideration when evaluating program planning decisions (expansion, contraction, or elimination). Summaries of program review activities and recommendations will be reviewed by the WCU Board of Trustees and submitted annually to the President of the UNC System, per policy 400.1.

See the Office of Institutional Assessment's Program Review SharePoint site, <https://catamountwcu.sharepoint.com/sites/OfficeofAssessment/SitePages/Program-Review.aspx> for additional information on academic program review procedures, schedules, and data resources.

16.07 Assessment in Support Services Units

A. Annual Continuous Improvement Reporting in Support Services Units

Assessment in support units encompasses the unit's mission statement, goals, and related outcomes. Units identify specific outcomes, measure progress toward these outcomes, and implement improvements based on findings. To emphasize the overall purpose of assessment as continuous improvement, the annual assessment process at WCU is referred to as continuous improvement reporting (CIR). Each unit reports on their assessments annually through the assessment software system. For details about this process, visit the [Assessment SharePoint page](#).

B. Five-Year Assessment Plans

Assessment plans address the unit's outcomes and how, when, and where the assessments will occur. Review of the how, when, and where components of the

plan by the unit assessor is encouraged annually to ensure the plan and the assessment process reflect the changes in unit operations.

The Office of Institutional Assessment collects five-year assessment plans from units at the five-year midpoint and end of the University's institutional accreditation cycle. These five-year plans are designed to ensure each outcome is assessed at least two times in each five-year accreditation cycle. The most recent mid-point academic year was 2021-2022, and the next is 2026-27.

C. Periodic Program Review in Academic Affairs Support Services Units

Support units, as well as administrative units, are also subject to review every five to seven years. The review process is an external review intended to advance the quality of the services provided by the unit. To that end, each unit assesses its mission, operations, and resources relative to the same core effectiveness standards understanding that these standards have varying degrees of relevance and applicability across units. It is the intent of the review process that members of each unit will have the opportunity to articulate their goals and to explain how the unit's current activities support their aspirations. For details about this process, see the [Program Review SharePoint site](#).

Volume IV

University Policies

17. University Policies

A numerical list of university policies may be accessed at <http://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/>. University policies are listed in numerical and topic order and may be printed at this link.