



OKLAHOMA CHRISTIAN UNIVERSITY

# 2020 ACADEMIC POLICY MANUAL

Edited: June 2020 Board and FA Approved Changes Only

**Oklahoma Christian University is a higher learning community that  
transforms lives for Christian faith, scholarship, and service.**

**OC is Home. OC Grows. OC is Mission.**

## TABLE OF CONTENTS

<b>ARTICLE I. MISSION DOCUMENTS.....</b>	<b>7</b>
Section 1.01 Mission Statement.....	7
Section 1.02 The OC Covenant .....	7
Section 1.03 The OC Graduate.....	9
Section 1.04 The Statement of Commitment.....	10
<b>ARTICLE II. GENERAL INFORMATION AND DEFINITIONS.....</b>	<b>11</b>
Section 2.01 Definitions.....	11
<b>ARTICLE III. THE ACADEMIC ORGANIZATION OF OKLAHOMA CHRISTIAN UNIVERSITY ....</b>	<b>12</b>
Section 3.01 The Faculty’s Role in the Governance of the University .....	12
Section 3.02 The Faculty as a Policy-Making Group .....	12
Section 3.03 The Faculty as an Advisory Body .....	14
Section 3.04 Meetings of the Faculty .....	14
Section 3.05 The Colleges .....	14
Section 3.06 Deans of the Colleges .....	14
Section 3.07 Departments and Schools .....	18
Section 3.08 Chairs/Associate Deans of Departments and Schools .....	19
Section 3.09 Standing Committees .....	19
Section 3.10 Ad Hoc Committees .....	20
Section 3.11 Academic Policy Manual Changes .....	20
Section 3.12 The Faculty Association .....	21
<b>ARTICLE IV. THE RESPONSIBILITIES AND RIGHTS OF FACULTY MEMBERS .....</b>	<b>21</b>
Section 4.01 Faculty Responsibilities and Rights .....	21
Section 4.02 Faculty Quality of Work .....	22

Section 4.03	Teaching. ....	22
Section 4.04	Professional Achievement .....	25
Section 4.05	Service. ....	25
Section 4.06	Collegiality .....	26
Section 4.07	Contribution to the Spiritual Mission of the University .....	26
<b>ARTICLE V.</b>	<b>STATEMENT OF ACADEMIC FREEDOM AND RESPONSIBILITY .....</b>	<b>27</b>
Section 5.01	Guiding Principles – A High Calling Indeed .....	28
Section 5.02	Rights, Responsibilities, and Limitations .....	29
<b>ARTICLE VI.</b>	<b>FACULTY RANK .....</b>	<b>31</b>
Section 6.01	Faculty Status .....	31
Section 6.02	Rank System .....	33
<b>ARTICLE VII.</b>	<b>FACULTY TENURE .....</b>	<b>46</b>
Section 7.01	Tenure Policy .....	46
Section 7.02	Hiring Faculty with Tenure .....	47
Section 7.03	Summary of Process for Achieving Tenure .....	47
Section 7.04	Calendar for Tenure .....	47
Section 7.05	Confidentiality .....	50
Section 7.06	Granting of Tenure .....	50
Section 7.07	Effective Date .....	50
Section 7.08	Pre-Tenure Annual Reviews .....	51
Section 7.09	Qualification for Tenure .....	51
Section 7.10	Tenure Application Procedures .....	52
Section 7.11	Failure to Achieve Tenure .....	54
Section 7.12	Post Tenure Review .....	54
Section 7.13	Dismissal for Institutional Circumstances .....	56

Section 7.14	Dismissal for Personal Circumstances .....	57
<b>ARTICLE VIII. THE RESPONSIBILITIES AND RIGHTS OF FACULTY LIBRARIANS .....</b>		<b>59</b>
Section 8.01	Library Faculty Responsibilities and Rights .....	59
Section 8.02	Library Faculty Quality of Work .....	59
Section 8.03	Individual Rank .....	62
Section 8.04	Library Faculty Tenure .....	63
Section 8.05	Library Faculty Evaluation .....	63
Section 8.06	Student Evaluations of the Library Faculty .....	64
Section 8.07	Faculty Evaluations of the Library Faculty .....	64
Section 8.08	Self-Evaluation .....	64
Section 8.09	Associate Dean for Teaching and Learning and Library Director Evaluation .....	65
Section 8.10	Librarian Evaluation Interview .....	65
Section 8.11	Appeal Procedures .....	65
Section 8.12	Personnel Files .....	66
<b>ARTICLE IX. FACULTY EVALUATION .....</b>		<b>66</b>
Section 9.01	Faculty Evaluation Process .....	66
Section 9.02	Student Evaluation .....	66
Section 9.03	Self-Evaluation .....	67
Section 9.04	Department Chairs/Associate Dean's and Dean's Evaluation .....	67
Section 9.05	Faculty Evaluation Interview .....	67
Section 9.06	Appeal Procedures .....	68
Section 9.07	Personnel Files .....	68
<b>ARTICLE X. NEW FACULTY .....</b>		<b>68</b>
Section 10.01	Orientation and Evaluation of New Faculty .....	68

<b>ARTICLE XI.</b>	<b>FACULTY DEVELOPMENT .....</b>	<b>70</b>
Section 11.01	Program Management .....	70
Section 11.02	Professional Growth .....	73
Section 11.03	Sabbaticals .....	73
Section 11.04	Assistance for Graduate Study: Terminal Degrees .....	74
Section 11.05	Other Faculty Development .....	75
<b>ARTICLE XII.</b>	<b>FACULTY COMPENSATION .....</b>	<b>75</b>
Section 12.01	Types of Faculty .....	76
Section 12.02	Faculty Salaries .....	76
<b>ARTICLE XIII.</b>	<b>OTHER FACULTY POLICIES .....</b>	<b>78</b>
Section 13.01	Non-Discrimination Policy .....	78
Section 13.02	Contracts .....	78
Section 13.03	Non-Renewal of Contracts .....	78
Section 13.04	Outside Employment .....	79
Section 13.05	Academic Regalia .....	79
Section 13.06	Textbook Selection .....	79
Section 13.07	Course Syllabi .....	79
Section 13.08	Policy on Academic Honesty .....	84
Section 13.09	Academic Appeals Committee .....	85
Section 13.10	Class Attendance .....	85
Section 13.11	Student Records .....	86
Section 13.12	Grading System .....	87
Section 13.13	Grade and Academic Integrity Appeals .....	88
Section 13.14	Make-Up Examinations .....	90
Section 13.15	Final Examinations .....	90

Section 13.16	Holidays .....	90
Section 13.17	Campus Closing Policy .....	90
Section 13.18	Faculty Administrative Assistants .....	91
Section 13.19	Faculty Offices and Equipment .....	91
Section 13.20	Faculty Library Use .....	91
Section 13.21	Institutional Review Board .....	94
<b>ARTICLE XIV. CURRICULUM DEVELOPMENT .....</b>		<b>97</b>
Section 14.01	Academic Affairs Committee and Its Procedures .....	97
Section 14.02	Curriculum Development Procedures .....	100
Section 14.03	Core Curriculum Changes .....	104
Section 14.04	Graduate Degrees .....	107
Section 14.05	Certificate Policies .....	108
Section 14.06	Other Policies and Procedures of the Academic Affairs Committee .....	110
Section 14.07	Graduate Council Charter and Procedures .....	111
Section 14.08	Academic Policies for New Initiatives .....	113

**Preamble:** *The following policy statements are intended to aid in the governance of the academic affairs of Oklahoma Christian University. The policy statements may not be a complete statement of such policies or the accompanying procedures. This manual incorporates by reference the terms of the Oklahoma Christian University Employee Policy Manual in its entirety. Certain Oklahoma Christian University employment policies apply only to faculty members. Those faculty specific employment policies are contained in this Academic Policy Manual. If an ambiguity occurs between a faculty employment policy articulated in this Academic Policy Manual, the Employee Policy Manual, or a specific provision in a faculty contract, the language of the faculty contract will supersede both the employment terms found in this Academic Policy Manual, and the Oklahoma Christian University Employee Policy Manual. The Academic Policy Manual and the Employee Policy Manual are subject to change without notice. The most recent version of each manual can be found on MyOC.*

## **Article I. Mission Documents**

### **Section 1.01 Mission Statement**

Oklahoma Christian University is a higher learning community that transforms lives for Christian faith, scholarship, and service.

### **Section 1.02 The OC Covenant**

#### **Our Covenant**

*Oklahoma Christian University is a higher learning community that transforms lives for Christian faith, leadership, and service.*

The values and behavior of this Christian community are derived from the Bible, rather than the prevailing culture. Because we are a higher learning community dedicated to a distinctively Christian mission, we join together in a community covenant. This covenant is not a creed demanding strict belief in its veracity and inerrancy, and it is not merely an ideal to which we aspire; rather, it is a personal commitment that while we are members of this community, we will abide by the principles and ideals set forth in the covenant. The purpose of our covenant is to unite all of us at Oklahoma Christian University—students, staff, faculty, administration, and Board of Trustees—in a Christian community which is based on biblical principles and which transforms lives for Christian faith, leadership, and service.

We recognize that the University is not the church; however, we are a Christian community which seeks to be guided by the teachings of our Lord Jesus Christ as revealed in scripture. We welcome all students, regardless of their church affiliation, who agree to abide by this covenant. Because the University was founded by members of the churches of Christ and because we seek to serve our church constituents effectively, we expect all full-time faculty and staff to be faithful, active members of the churches of Christ who fully embrace the principles of this covenant.

### **Our Foundation**

God interacts with this world as both Creator and Savior (*Genesis 1; Hebrews 1:1-3*).

The Bible is God's inspired word, which shows us the nature of God, the risen Son, and the Holy Spirit (*2 Timothy 3:16; 2 Peter 1:19-21*).

We seek to honor God by imitating the nature of God and his son, our Lord Jesus Christ, through the guidance of the Holy Spirit (*John 13:13-17; 1 Corinthians 11:1; 1 Peter 2:21*).

As members of this Christian higher learning community, we are guided by specific principles set forth in the Bible (*Psalms 119:105; 2 Timothy 3:16-17*).

### **Our Call**

God calls us to do our best in everything we do (*Colossians 3:17; Colossians 3:23*).

God calls us to submit our will to his (*John 15:14; James 4:7; 1 John 2:17*).

God calls us to submit to one another in love (*1 Corinthians 10:23-24; Galatians 5:13-14; Ephesians 5:21; Philippians 2:3-4*) and to show his love through the justice, mercy, and faithfulness of our lives (*Matthew 5; Matthew 23*).

God calls us to live lives of holiness (*Ephesians 1:4; 1 Thessalonians. 4:7; Hebrews 12:14; 1 Peter 1:15-16*).

### **Our Community Life**

We strive to honor the Lord and be Christ like in all of our conduct (*Colossians 3:12-14; Titus 2:11-14*).

We strive to demonstrate love and respect for everyone, even those who have views that differ from ours, and avoid conduct or language that is demeaning to others (*Galatians 3:28; Philippians 2:3-4; James 2:1-13*).

We strive to exercise our Christian freedom responsibly within the framework of God's Word, humbly submitting to others (*1 Corinthians 10:23-24; 31-33*).

We strive to use wise stewardship of our mind, body, time, abilities and resources and make thoughtful, biblically guided choices in matters of behavior, entertainment, and interpersonal relationships (*Philippians 4:8*).

We strive to practice honesty and integrity in everything we say and do (*Colossians 3:9-10; Revelation 21:8*).

We strive to treat our bodies with the honor due the temple of the Holy Spirit—honoring God's plan that sexual relations be a part of a marriage between a man and a woman, dressing modestly, and avoiding any self-destructive practices (*1 Corinthians 6:19-20*).



For the sake of our personal influence and our life together in Christian community, we also agree to certain community standards of conduct which are not specifically set forth in the Bible, but which enable the community to operate peaceably and in harmony with these principles and with one another. These community standards are set forth in the Student Handbook, the Staff Handbook, and the Faculty Handbook.

*By choosing to be a part of the Oklahoma Christian University community, every member of the student body, staff, faculty, and Board of Trustees affirms his or her understanding of, respect for, and commitment to abide by the principles, and standards of conduct set forth in this covenant.*

### **Section 1.03      The OC Graduate**

*Since its founding in 1950, Oklahoma Christian University has sought to fulfill its mission to “transform lives for Christian faith, leadership, and service.” Educating and nurturing the heart, mind, and soul, OC encourages its graduates to be like Jesus Christ, who “increased in wisdom and stature and in favor with God and man” (Luke 2:52). Christian faith and scholarship, exhibited through academic and spiritual excellence, is the heart of the University’s mission. While students will pursue and attain this excellence to varying degrees, we identify here the qualities desired for all OC graduates.*

#### **A. THE OC GRADUATE KNOWS...**

1. The liberal arts, which enrich life and prepare for the inevitable challenges, opportunities, and changes of life.
2. The specialized knowledge, research methodologies, problem-solving strategies, and practical skills that enable competent living in modern society and successful competition in the global marketplace.
3. How to communicate clearly and think independently, critically, and creatively.
4. How to live and work harmoniously with people of diverse backgrounds and beliefs without compromising truth.
5. The great themes and doctrines of the Bible, including the message of grace and the Lordship of Christ.
6. The history and identity of a cappella Churches of Christ and their restoration heritage.

#### **B. THE OC GRADUATE IS...**

1. Committed to intellectual and spiritual inquiry, nurturing the mind and spirit throughout life.
2. Devoted to Christ, seeking to emulate Him and embody the fruit of the Spirit (Gal. 5:22).
3. Dedicated to truth, righteousness, and excellence in every facet of life.

4. A faithful steward of the blessings, resources, and talents received from God.

**C. THE OC GRADUATE BELIEVES...**

1. The Bible is the revelation of the nature and will of God, the incarnation of the Son, and the work of the Holy Spirit, and is the authority for Christian faith and practice.
2. Life has meaning only through a relationship with God, recognizing that the pursuit of knowledge in any field is ultimately a quest for understanding of God and His creation.
3. Faith and learning are integral and cannot be separated with impunity.

**D. THE OC GRADUATE LIVES...**

1. As a servant-leader in family, church, profession, and community, making a difference for good in the world, both locally and globally.
2. With integrity, by acting consistently with beliefs and in covenant relationship with God.
3. In humble submission to God's will, diligently serving him and all humanity by following the two greatest commandments: to "Love the Lord your God with all your heart, all your soul, and all your mind," and to "Love your neighbor as yourself" (Matt. 22:37 & 39).

**Section 1.04 The Statement of Commitment**

**OC STATEMENT OF COMMITMENT**

*I believe in God the Father, Jesus the Son, and the Holy Spirit.*

*I believe Jesus was born of a virgin, lived on earth, was crucified for us, on the third day rose from the dead, ascended to the right hand of God, and will return someday.*

*I believe, through the sacrifice of Jesus on the cross, in the forgiveness of sins, resurrection of the body, and everlasting life.*

*I believe Jesus is the way, the truth, and the life, and through him is the only way to God the Father.*

*I believe the Bible is inspired by God, and it is my guide to faith and practice.*

*I am a baptized believer and am an active member of a local church.*

*I respect, and actively support, the Christian mission, environment, and community of Oklahoma Christian University.*

*I acknowledge and appreciate the relationship between Oklahoma Christian University and churches of Christ.*

## **Article II. General Information and Definitions**

### **Section 2.01 Definitions**

#### **A. “Academic year”**

The period from the start of the fall semester until commencement in the spring semester, though when the context so requires, it may also include the summer terms.

#### **B. “Adjunct faculty”**

Individuals employed only for teaching specific courses for one or more terms.

#### **C. “Board”**

The governing board of the University known as the Board of Trustees of Oklahoma Christian University. The Board exercises governance control of the University and has ultimate legal and financial responsibility for the University.

#### **D. “Faculty”**

When this term is capitalized, it means those faculty members of the University’s various colleges who are tenured or are on a tenure track, whether full-time or part-time. The term “Faculty” may also refer to other full-time faculty members, such as instructors, or to the Faculty members as a group, when the context so requires.

When used as a lower case term, “faculty” refers to all faculty members, including tenured and tenure-track Faculty, instructors and adjunct faculty. The term “professor” as used in various sections of this Manual is also generally interchangeable with the term “faculty.” Administrators of academic programs who do not teach at least a part-time faculty teaching load will not be given Faculty rank, provided, however, that if they have attained Faculty rank as teachers, they will continue to hold that rank.

#### **E. “Employee Policy Manual”**

The *Employee Policy Manual* contains employment and operational policies. The *Employee Policy Manual* is applicable to all Oklahoma Christian University employees. The terms of the *Employee Policy Manual* are incorporated into this *Academic Policy Manual* and are applicable to all faculty members. Regarding employment matters, the *Employee Policy Manual* supersedes any conflicting employment provision in this *Academic Policy Manual*.

#### **F. “Program”**

A course of study that typically requires the addition of more than a few courses or the addition of courses outside of the particular department or approval by the University’s accrediting body. A decision to establish a new program of study at the University must follow the process set forth for curriculum development in this *Academic Policy Manual* (see [Article XV](#)).

**G. “OC”**

Short form reference for Oklahoma Christian University.

**H. “University”**

When capitalized in this document University refers to Oklahoma Christian University. When not capitalized “university” is used as a general term applicable to other institutions of higher education.

**I. “CAO”**

Short form reference for the Chief Academic Officer.

**J. “OC Covenant”**

A Board approved statement of mission that identifies some of Oklahoma Christian University’s sincerely held religious beliefs mostly related to conduct expectations of members of the OC Community.

**K. “Statement of Commitment”**

A Board approved articulation of a few fundamental core spiritual beliefs of members of the OC Community. Annual written affirmation of the Statement of Commitment is a condition of employment.

## **Article III. The Academic Organization of Oklahoma Christian University**

### **Section 3.01 The Faculty’s Role in the Governance of the University**

The Faculty is an integral and important part of the governance structure of Oklahoma Christian University. The University acknowledges that the Faculty possesses years of experience, training, and commitment, which if ignored, will prevent the fulfillment of the University’s mission. Each Faculty member is encouraged to assist in the formulation of policy and to initiate action for improvements. Though the University exists for the benefit of the students, the Faculty is central to the definition, accomplishment, and evaluation of the mission. Concomitant with the opportunity to participate in governance, each Faculty member has the obligation to lend support to existing institutional policies and decisions.

For the institution to function effectively, it is imperative that each member of the University understands the relationship of his or her role to others in the community. The organizational structure may change from time to time at the discretion of the President. Any questions about the organizational structure may be addressed to the President or the CAO.

### **Section 3.02 The Faculty as a Policy-Making Group**

The Faculty meets monthly or as necessary to consider matters relating to the academic programs, the Faculty, and/or other issues at the University of concern to the Faculty. It is a policy-making body as to the matters listed in paragraphs A and B below, and is advisory on other matters. The Faculty meetings are called and chaired by the CAO or the CAO’s delegate. The CAO and President receive all communications to the Faculty as a body that relate to

possible changes in policy matters and may participate in the discussions and debates of the Faculty. All persons who hold Faculty contracts, or serve as academic deans or chairs are eligible to vote on matters before the Faculty.

The Faculty as a body:

- A. Is responsible for policies and procedures relating to:
  - 1. academic standards;
  - 2. principal admission requirements;
  - 3. graduation requirements;
  - 4. learning methods;
  - 5. the academic instructional process; and
  - 6. all programs that have academic credit.
- B. Has particular responsibility for the core curriculum of the University. Any proposed substantive changes to the University's core curriculum must be approved by the Faculty, provided that substitutions for courses in the core curriculum may be approved, as set forth in [Section 15.03](#). This provision shall not limit the departmental responsibility for the specific content of individual courses. Further, this provision shall not limit the responsibilities delegated by the Faculty or the CAO to the Academic Affairs Committee and the Graduate Council.
- C. The Faculty of a particular college shall have the authority to approve a new graduate program to be offered by the college, provided that a new graduate program shall not become effective until also approved by the University's Graduate Council, the CAO and the President. Major academic policy decisions are subject to the approval of the CAO and the President. On other academic matters, the decision of the Faculty is final. Major academic policy decisions are those that (1) have a significant financial impact on the University; (2) subject the University to significant public scrutiny; (3) affect the University's relationship with core constituencies; (4) materially impact the mission and/or vision of the University; or (5) are several lesser decisions dealing with the same subject matter which collectively are major.
- D. The provisions of this Section shall not limit the usual and customary responsibilities of academic committees, departments, department chairs/associate deans, colleges, deans, the CAO, or the President, nor shall they limit the ability of the Faculty to delegate responsibilities to the Academic Affairs Committee, the Graduate Council, or other committees. Any proposed new or revised academic policies, procedures or programs will be subject to the normal approval processes that apply to the policy, procedure or program.
- E. In the extraordinary circumstance that the CAO or President decides to override a major academic decision, he or she may impose a stay on the decision and shall inform the Academic Affairs Committee of the Board of Trustees, the CAO, the deans, and the President of the Faculty Association of the proposed action and provide an explanation thereof at least 60 days prior to the proposed effective date of the override. During this period, anyone listed above may provide to the Academic Affairs Committee of the

Board a written response. This review procedure shall not apply in situations where the CAO or President do not object to a proposed academic decision but the University lacks sufficient resources to implement the proposed decision in a timely manner.

- F. Other issues of concern to the Faculty should reach the Academic Affairs Committee of the Board at normally scheduled meetings.
- G. The Academic Affairs Committee of the Board is advisory to the full Board of Trustees, to the President and to the CAO. In the event of an action under E. above, the Academic Affairs Committee may (i) recommend no action, (ii) request a stay of the proposed override, (iii) ask interested parties or others to provide information regarding the difference of opinion pending further investigation or evaluation, (iv) recommend to the President that he not implement the override, (v) recommend a compromise solution to the President, CAO, the deans, or the President of the Faculty Association, or (vi) ask the full Board of Trustees to consider the matter, which it may accept or deny.

### **Section 3.03 The Faculty as an Advisory Body**

- A. The Faculty of the University has a tremendous commitment to Oklahoma Christian and also possesses many years of wisdom and experience that can provide helpful insight to the administration on certain non-academic matters. Thus, the Faculty can fill a helpful advisory role.
- B. Recommendations of the Faculty on non-academic matters shall be forwarded to the CAO, other chief officers, or the President as appropriate. The types of non-academic matters on which Faculty input may be particularly helpful include those non-academic matters that: (1) have a significant financial impact on the University; (2) subject the University to significant public scrutiny; (3) affect the University's relationship with core constituencies; or (4) materially impact the mission and/or vision of the University. Examples include, but are not limited to, scholarships, major building renovations, and name changes.

### **Section 3.04 Meetings of the Faculty**

- A. The Faculty as a whole meets during the week before the fall semester begins, the week after the spring semester ends, and monthly during the fall and spring terms. The CAO or the CAO's delegate chairs the meetings of the Faculty.
- B. Agenda items for the monthly meetings of the Faculty may be recommended by any Faculty member.
- C. The CAO, after consultation with the Deans' Council, sets the agenda for Faculty meetings and publishes the agenda at least two days before each scheduled meeting.
- D. Faculty meetings have one or more of the following four objectives: decision-making on policies the Faculty as a body is charged with determining; encouraging Faculty development for improvement in the teaching and learning process; communicating information about events, procedures, activities, and the work of the Faculty; or informing the Faculty on subjects of general interest.



- E. Major policy matters will not be decided on first reading but will be voted on after a second reading, unless the matter is deemed by the CAO or a vote of the Faculty to be an emergency item, in which case it will be effective following an affirmative vote.
- F. Official Faculty business will be conducted at Faculty meetings during the fall (including the week before) or spring (including the week after) terms.
- G. Policy decisions and other votes of the Faculty will be made by majority vote of the Faculty, provided there is a quorum voting. A quorum shall be 50% or more of the full-time Faculty. An electronic vote shall require a quorum of 50% or more of the full-time Faculty. Where a vote of the Faculty of a particular college is taken, the quorum will be 50% of the college's Faculty, whether in person or electronically. Where an election is being held, should one person fail to receive a majority of the votes cast, a runoff election shall be held between the two candidates receiving the highest number of votes.

### **Section 3.05 The Colleges**

- A. The principal work of the Faculty is carried out through the colleges.
- B. The dean of each college coordinates and oversees the work of the Faculty within his or her area.
- C. Each Faculty member is responsible to the dean and the department or school chair for teaching duties, advising assignments, and work outside class related to the University.
- D. Faculty members must keep deans and chairs informed about their office hours, times when they must be away from campus, the focus of their course activities, and their needs in doing their work more effectively.
- E. Faculty members are expected to cooperate with the deans and chairs and to work to strengthen the academic program of the University.

### **Section 3.06 Deans of the Colleges**

- A. The deans are central to the academic administration of the University. Selection of the dean is a cooperative process involving the administration and the Faculty members of the college.
- B. Each dean is responsible for a major area of the curriculum and faculty. The natures of the colleges vary greatly; some involve closely-related disciplines, and others involve fairly divergent disciplines which are bound together by similar philosophies or common methodologies. Whatever the nature of the college, the dean's chief responsibilities are faculty, curriculum, and students.
- C. Selection.

The CAO is responsible for recommending to the President the deans for the various colleges. The process of their selection will involve a representative search committee appointed by and chaired by the CAO or his or her appointee. The Search Committee will see that the following steps are followed:

1. in order to promote faculty and career development, positions may be restricted to internal candidates (or initially restricted to internal candidates);
2. the position is posted in appropriate national or other media;

3. an application packet is collected from each candidate;
4. all application packets are reviewed by the Committee;
5. certain candidates are screened during brief screening interviews;
6. well-qualified candidates will undergo a complete interview process on campus including interviews with Faculty in the college, other deans, representative students, various administrators, the CAO, and the President; and
7. the Search Committee shall submit its recommendation to the President.

#### D. Responsibilities.

The main duties of the dean include the following:

1. promote quality instruction, faculty development and growth, and student learning and achievement;
2. serve as the first line of support for the institution's commitment to a Christian worldview and the liberal arts philosophy of undergraduate education;
3. oversee operations of the college and planning for the college's future development and growth;
4. exercise strong leadership for teaching, research, and spiritual values among the faculty;
5. determine the caliber of academic employees who direct the learning and development of students. He or she is the chief line of contact between the administration and the faculty of the college;
6. evaluate and develop faculty competence in and out of the classroom;
7. assist in the development and administration of faculty evaluation systems to encourage growth and improvement;
8. supervise non-faculty positions in the college;
9. oversee all teaching assignments in the college;
10. see that teaching assignments fulfill University expectations. The teaching load for Faculty is 24 hours during the regular academic year, typically 12 hours during the fall term and 12 hours during the spring term;
11. promote faculty members' personal career satisfaction. Faculty should develop improved skills and productivity as a result of the dean's leadership and encouragement. He or she should find ways privately and publicly to encourage, recognize, and reward teaching excellence;
12. assess student learning and development in the courses and programs. He or she is specifically responsible for developing and implementing with Faculty of the college a plan for assessment of student learning;
13. work with the Registrar's Office and the Faculty to oversee the advisement of all students in the college;
14. mentor students, as well as faculty, for optimal growth and achievement;



15. work to keep Faculty and students actively participating in chapel and the spiritual life of the University. The dean must be an articulate spokesperson and model of Christian values in administering the college;
16. plan effective communication to the Faculty of the college and work to keep Faculty and student morale high;
17. encourage the leadership qualities of all faculty, students, and staff in the college;
18. develop, justify, and manage the college's budget. That process includes requests for adjuncts and regular Faculty additions;
19. effectively use the facilities and equipment which are available to the college.

He or she should work closely with the Director of the Physical Plant to be sure facilities are properly maintained and kept attractive for faculty, staff, and students in the college;

20. administer the University's academic undergraduate and graduate programs and work with the college's Faculty to keep the curriculum current;
21. coordinate the development of library materials needed by the college;
22. conduct strategic planning for his or her college. He or she is expected to involve the Faculty and administration in developing a rolling five-year plan. That plan should drive the administration and work of the dean;
23. care for the image and integrity of the college. He or she will work to promote the public image of the college. He or she is responsible for representing the college to the University administration and, in turn, representing the University administration to the college. The dean also appoints Faculty members to represent the college on standing and ad hoc committees of the University;
24. make the alumni and professional groups effective sources of information, avenues for placement of graduates, and sources of influence for enhancing the reputation of the college and the placement of graduates;
25. work with the Admissions Office to coordinate Faculty efforts in recruiting students for programs;
26. develop resources for the college by assisting administrators with enrollment management and fundraising;
27. conduct and guide the search for new Faculty;
28. appoint chairs with the approval of the CAO; and
29. groom one or more potential successors to the position of dean and oversee succession planning at the department chair/associate dean level.

All appointments are for a five-year term with reappointments allowed. Deans will be members of the Deans' Council, which is chaired by the CAO.

#### E. Evaluation

The CAO will evaluate each dean on a regular basis. Generally, the evaluation will be conducted in conjunction with the President. In addition to the evaluation by the CAO, surveys of the faculty in the dean's college shall be done at least bi-annually. Both the evaluation and the survey are intended to provide the dean with information that will be helpful to him or her in managing the college or programs for which the dean is responsible.

### **Section 3.07 Departments and Schools**

The smallest academic units of the University are its departments and schools.

- A. The College of Biblical Studies is not divided into departments.
- B. The College of Business Administration is not divided into departments.
- C. The College of Engineering & Computer Science includes the following departments:
  - 1. Department of Computer Science
  - 2. Department of Electrical and Computer Engineering
  - 3. Department of Mathematics
  - 4. Department of Mechanical Engineering
- D. The College of Liberal Arts includes the following departments and schools:
  - 1. Department of Art and Design
  - 2. Department of Communication
  - 3. Department of Criminal Justice
  - 4. Department of History and Political Science
  - 5. Department of Interdisciplinary Studies
  - 6. Department of Language and Literature
  - 7. Department of Music
  - 8. Department of Psychology and Family Science
  - 9. School of Education
- E. The College of Natural & Health Sciences includes the following divisions and schools:
  - 1. Division of Natural Sciences
  - 2. Division of Health Sciences
    - i) School of Nursing
    - ii)

### **Section 3.08 Chairs/Associate Deans of Departments and Schools**

Much of the academic work of the University is accomplished by the chairs/associate deans of the departments and schools. The primary duties of the department or school chairs/associate deans, in collaboration with the dean of the college, include the following:

- A. evaluate and develop faculty competence in and out of the classroom;
- B. oversee all teaching assignments in the department or school;
- C. see that teaching assignments fulfill University expectations. The teaching load for Faculty is 24 hours during the regular academic year, typically 12 hours during the fall term and 12 hours during the spring term;
- D. promote faculty members' personal career satisfaction. Faculty should develop improved skills and productivity as a result of the chair's leadership and encouragement. He or she should find ways privately and publicly to encourage, recognize, and reward teaching excellence;
- E. work with the Faculty in the department or college to assess student learning and development in the courses and programs;
- F. work to keep Faculty and students actively participating in chapel and the spiritual life of the University. The chair must be an articulate spokesperson and model of Christian values in administering the department or school;
- G. develop, justify, and manage the department or school's budget. That process includes requests for adjuncts and regular Faculty additions;
- H. effectively use the facilities and equipment which are available to the college;
- I. administer the department or school's academic programs and work with the Faculty to keep the curriculum current;
- J. coordinate the development of library materials needed by the department or school;
- K. conduct strategic planning for his or her department or school;
- L. work with the Admissions Office to coordinate Faculty efforts in recruiting students for programs;
- M. developing resources for the department or school by assisting administrators with enrollment management and fundraising; and
- N. assisting the college dean with the search for new Faculty.

### **Section 3.09 Standing Committees**

Much of the work of the Faculty is accomplished through standing committees. Some committee roles are by virtue of the position one holds, and still others are by appointment or election, as described in the section(s) of the *Academic Policy Manual* regarding the committee. Service on committees is considered part of the Faculty member's professional service to the University and is part of the way in which a Faculty member's service is evaluated.

A list of the University's academic standing committees is found on [academics.oc.edu](http://academics.oc.edu). Committee purpose and membership are at the discretion of the President. All committees should conduct their business with appropriate confidentiality and decorum. Unless otherwise provided in the charter of the committee, a quorum shall be one half of the voting members of the committee.

### **Section 3.10 Ad Hoc Committees**

Administrators and the Faculty Association are encouraged to use ad hoc committees to deal with matters on which they need or desire group input but on which a standing committee is not necessary. Unless otherwise provided in the charter of the committee, a quorum shall be one half of the voting members of the committee.

### **Section 3.11 Academic Policy Manual Changes**

The Faculty and administration of the University each have strong and vital interests in the terms and provisions of the *Academic Policy Manual* and in the development of policies that will advance the mission of the University. Mutual respect, trust, and open communication serve as guiding principles in all dealings between the Faculty and administration, including matters of governance. The intent of this policy is to ensure that the Faculty will have reasonable opportunity to review and provide input on policy changes that have a material impact upon the Faculty and their work at the University.

#### **A. Changes to University Policies and Faculty Policies by University Administration.**

When the University administration develops a new policy, proposes a change to an existing policy, or proposes an amendment or modification of the *Academic Policy Manual*, and the proposed change will have a material impact on academic programs and/or the work, duties, and rights of the Faculty, then before the University

Administration adopts or implements the proposed change, the CAO will: (a) provide the written proposal to the appropriate Faculty Association committee or committees for review and consultation, and (b) provide the proposal to each member of the Faculty for a period of review and comment of not less than thirty days. If, after Faculty review, the CAO proposes substantive changes to the proposed policies, the Faculty Association and/or its duly constituted representative committees are given another reasonable opportunity to review and comment on the changes. Exceptions to the procedure specified in this section are highlighted below.

#### **B. Mandatory Legal Requirements.**

It is understood that changes in legal requirements may often be implemented in a variety of ways. Therefore, when state or federal law requires that the University adopt a new policy or change an existing one, and the University administration adopts the legal requirements as its policy (e.g., the Federal Education Records and Privacy Act), the courtesy of a period of Faculty comment and review on implementation will be provided when feasible.

#### **C. Matters Controlled by the Board of Trustees.**

Policy changes described above that are implemented by or pursuant to the authority of the Board of Trustees will also be subject to Faculty review and comment as provided above, unless the Board specifically directs otherwise.

#### D. Exigencies.

If the University administration, because of urgent circumstances beyond its control (such as a deadline imposed by a governmental or other external agency or institution), is unable to provide a period of comment and review before adopting a policy or changing an existing policy, the administration will provide the period of comment and review provided for in Section 3.11.A after the provisional adoption of the policy or take other steps that ensure that Faculty have a full and fair opportunity to participate in the formation and adoption of the policy.

#### E. Policy Changes with No Material Impact.

New policies or changes to policies that do not materially affect Faculty or their work do not fall within the requirements of Section 3.11.A. The determination of whether a policy has a “material impact” as opposed to “routine” or “non-material impact” is to be made by the CAO after consultation with the Deans and the President of the Faculty Association.

### **Section 3.12 The Faculty Association**

The faculty of Oklahoma Christian University understands that the primary means of transforming lives for Christian faith, scholarship, and service is to connect faculty with students. Furthermore, the members of the faculty constitute a large block of stakeholders in the University and one of the most consistent participants in its history. Therefore, mindful of the faculty’s centrality to the teaching, research, service, and religious mission of this university and in partnership with the President, the Chief Academic Officer, and the Board of Trustees, the members of the faculty have united as a community of scholars to consider their responsibilities and needs, represent them to the administration and trustees of the University, and provide advice as needed. The Faculty Association has adopted a Constitution to govern its activities. For the Constitution of the Faculty Association, see the [Faculty Association Constitution March 2015](#).

## **Article IV. The Responsibilities and Rights of Faculty Members**

### **Section 4.01 Faculty Responsibilities and Rights**

Basic to a mutually satisfactory relationship between any parties is a clear understanding of respective rights and responsibilities involved. This statement of "Responsibilities and Rights of Faculty Members," prepared by the administration and Faculty of Oklahoma Christian University, is designed to promote such an understanding.

Everyone connected with the University, from the Board of Trustees to the students, recognizes that the purposes of the institution are achieved principally by the faculty members through teaching, mentoring, and advising students, both inside and outside the classroom. For this reason, faculty competence is of fundamental concern to all. The work of each professor should, therefore, be a matter of constant reappraisal, both by the professor himself or herself and by the administration of the University.

## **Section 4.02      Faculty Quality of Work**

The professional quality of a Faculty member's work is judged on the basis of five factors: teaching, professional achievement, service, collegiality, and contribution to the spiritual mission of the University. Although these five factors are listed individually, in the context of Christian higher education at Oklahoma Christian University, none of them can be separated from their roots and fundamental integration with the Christian worldview and the spiritual dimension of humankind. Therefore, each factor must be interpreted not only in view of the best in American higher education, but more particularly in view of the spiritual mission of the University as articulated herein. Criteria to be assessed in these areas must be documented and, wherever possible, must be measurable. The most effective opportunity for documentation occurs in annual evaluations by the dean and the chair and in the Faculty

self-evaluation and portfolio. Annual evaluations must include documentation in each of the five areas listed below: Teaching, Professional Achievement, Service, Collegiality, and Contribution to the Spiritual Mission of the University.

## **Section 4.03      Teaching**

OC is a teaching institution; therefore, performance in the classroom, studio, laboratory, rehearsal hall, faculty office, and other instructional settings is a primary factor in judging quality. Effective Christian teaching encompasses:

1. knowledge of and enthusiasm for the subject matter;
2. ability to communicate effectively;
3. self-reflection and constant improvement;
4. relation of subject matter and its implications to revealed and natural truth (i.e., integration of faith and learning); and
5. interest in the students.

Success in this area is measurable in a variety of ways, as noted below, and will be documented as appropriate to the discipline.

A. Evidence of quality in a teaching role will come from such sources as:

1. formal evaluations by the dean, associate dean/department, division, or school chair, and students;
2. observations of classes by the dean and associate dean/department, division, or school chair;
3. letters of testimony from alumni;
4. observations of professionals in the field;
5. diligence and effectiveness in academic advising;
6. professional mentoring;
7. maintenance of office hours;

Full-time faculty are required to maintain a minimum of 10 office hours per week as appropriate for degree level (undergraduate or graduate) and class mode (online, hybrid, or face-to-face). Adjuncts are required to maintain one office



hour for every credit hour taught (some exceptions may be made at the discretion of the chair for classes involving experiential learning, e.g., an individual music lesson). Generally speaking, face-to-face classes should have some in-person office hours and online classes should have some online office hours. During office hours, faculty should be immediately available. All office hours must be posted in syllabi and on or near the faculty member's door. The dean will review office hours. Contact expectations (e.g., email, Blackboard discussion board, etc.) for online office hours should be clearly defined.

8. timeliness of grading and feedback of student work;

It is important that our students receive grades and feedback on their academic work in a timely fashion. According to Walvoord and Anderson's (1998) text *Effective grading: A tool for learning and assessment*, grades serve in multiple roles for our students, including:

- As an evaluation of their work;
- As a means of communicating to them, graduate schools, professional schools, and future employers about their performance in college and potential for success;
- As a source of motivation for continued learning and improvement; and
- As a means of organizing a lesson, unit, or a semester in that grades mark transitions in a course and bring closure to it.

Grades and feedback provide students with insight on their own learning, clarifying for them what they do and do not understand and in which areas they can improve. Further, grading provides feedback to instructors on their students' learning, which is information that can inform faculty's future teaching decisions. Given all that grades do and represent, faculty should provide grading and feedback to students that accurately and fairly reflect the quality of their work. Grades and feedback are ineffective if they are not shared with students in a timely manner as that prevents students from identifying areas of improvement and building on their efforts and subject knowledge in a class. As it is the faculty's responsibility to their students to grade students' assignments, projects, and exams and provide feedback to students on their progress by means of allowing students to review graded assignments, projects, and exams, the policy regarding timeliness of grading and feedback of student work is as follows:

- Exams should be graded and available for student review one week prior to the next exam or three weeks after the exam is completed, whichever time frame is shorter.
- Projects, papers, and other assignments should be graded and available for student review no more than four weeks after the due date.
- Students should be given the opportunity to review graded assignments, projects, and exams during scheduled class time or a professor's posted office hours, whichever the professor deems appropriate.
- A gradebook must be maintained and available for student review at all times through the University's learning management system (e.g., Blackboard).

- Final exam or project grades shall be posted via myOC with semester grades.
9. cooperation with and acceptance of equitable teaching loads;
  10. staying abreast of his or her discipline with regular reading in the field;
  11. continual upgrading of course outlines and bibliographies;
  12. regular revision and improvement of teaching strategies and lectures;
  13. systematic efforts to find out what students are learning; and
  14. his or her influence on that learning and growth.
- B. Materials that reflect the quality of teaching appropriate to the discipline include:
1. lists of courses taught and syllabi for those courses;
  2. sample graded papers (essay/research/exam);
  3. sample materials prepared for instructional purposes, including the effective use of technology;
  4. solicited or unsolicited written evaluations from peers, academic administrators, and students;
  5. reflections on teaching philosophy and the integration of faith and learning;
  6. descriptions of new and/or innovative teaching methods;
  7. descriptions of advising and mentoring activities;
  8. teaching awards and other recognitions; and
  9. descriptions of methods used.
- C. Evidence of outstanding student performance and accomplishment which may reflect on the work of the teacher includes:
1. laboratory projects;
  2. business simulations;
  3. design portfolios;
  4. literary or musical compositions;
  5. athletic achievement;
  6. performances in the arts;
  7. internships in the field;
  8. research, writing, and presentations;
  9. achievement on standardized tests; and
  10. work in professional societies.



#### **Section 4.04 Scholarship and Professional Achievement**

Any person seeking academic advancement must be making suitable achievement as a scholar and professional in his or her field of expertise. Emphasis is given to faith-informed scholarly works and activities which advance the knowledge, understanding, and integration of the Christian worldview as it relates to the academic or professional discipline. Faculty will seek to excel in the following areas as appropriate to the discipline:

- A. scholarly contributions to knowledge through research and writing (evidence might include lists and description of research projects, lists of publications, lists of professional presentations);
- B. scholarly contributions through works of art and/or design, music, theater or literature (evidence might include lists of titles of works of art and sample slides or other graphic representations; lists of titles of music composed, performed, conducted, etc.; lists of titles of original works of literature); and
- C. professional achievement through other professional activities (evidence might include lists of professional activities appropriate to the discipline, such as participating in professional associations; chairing sessions for conferences; judging student works; judging professional works; serving as a consultant, clinician, adjudicator, panelist, etc.; serving as a guest lecturer, author, composer, conductor, artist, etc.; consulting, speaking, performing).

Evidence of success in these areas includes:

- 1. records of activity;
- 2. objects or materials produced;
- 3. lists of professional honors; and
- 4. juried competitions and publications.

#### **Section 4.05 Service.**

Every Faculty member should recognize that there is an important service dimension beyond assigned teaching duties, including the following:

- A. contributions to the community, such as leadership or participation in youth or civic organizations;
- B. work on behalf of the political or citizenship process;
- C. contributions to the church, such as committee work, preaching or teaching, evangelistic campaigns, any other activities supporting local churches or parachurch organizations as documented by them;
- D. contributions to the University, such as committee work, contributions to campus activities, special efforts in regard to assessment, special efforts in regard to accreditation, taking students to professional conferences and competitions;
- E. professional mentoring; and

- F. administrative duties, including director of a program within a department, departmental chair, director of a school within a college, or dean of a college.

#### **Section 4.06 Collegiality**

A consideration of collegiality is particularly appropriate at a Christian university and is given special attention when rank increases and/or tenure are under consideration. Collegiality involves relationships within departments, within colleges, and within the University. These interactions should support the mission and goals at each level of the institution. Among the indicators of the Faculty member's collegiality are:

- A. sharing personal values and beliefs with colleagues;
- B. being willing to listen and being open to new ideas;
- C. being considerate, sensitive, and caring to others;
- D. demonstrating tolerance for opposing opinions of colleagues;
- E. volunteering to help other colleagues with common academic tasks;
- F. participating thoughtfully in discussions about academic issues;
- G. participating thoughtfully in academic decision processes;
- H. fostering a sense of community and equality; and
- I. demonstrating interest and cooperation across disciplines.

Though wide consensus exists regarding the nature and appearance of collegiality in academic settings, it cannot be measured by rigid checklists or formal requirements. Both annual evaluations and letters of evaluation for rank and tenure should specifically address the collegiality of the Faculty member. The applicant may also be able to provide documentation of collegiality in his or her portfolio for rank and tenure.

#### **Section 4.07 Contribution to the Spiritual Mission of the University**

Oklahoma Christian University is a Christian institution of higher learning that takes seriously its commitments to academic and spiritual excellence. It is principally the full-time Faculty of the University who carry out this mission. Therefore, decisions regarding the hiring, promotion, granting of tenure to, and the continuation of employment of Faculty should be made with careful consideration of the Faculty member's contributions to both of those critical defining elements of the University.

It is acknowledged that the evaluation of the individual spirit is the purview of God, not of humans. However, it is also recognized that in the context of Christian higher education, there are certain indicators — some objective and some subjective — of a Faculty member's contribution to the spiritual mission of the University. The spiritual mission and purposes of the University are clearly set forth in official public documents such as the *Mission Statement*, the *Vision Statement*, the *Oklahoma Christian Covenant*, the *Statement of Commitment*, the *Certificate of Incorporation and Bylaws*, the *Employee Policy Manual*, the *Academic Policy Manual*, and other documents and materials published by the University. Among the indicators of a Faculty member's contributions to the spiritual mission are:

- A. verbal affirmation of compatibility with and commitment to the spiritual mission and purposes of the University;
- B. membership, active involvement, and regular attendance at a local congregation of the churches of Christ;
- C. holding and teaching of biblical doctrine and practices consistent with the churches of Christ;
- D. active integration of faith and learning in the classroom, in scholarship, and in the development of a Christian worldview in his or her students;
- E. behavior which reflects the teaching and example of Christ and which is consistent with the Oklahoma Christian Covenant;
- F. vocal promotion, cooperation with, and support of the spiritual mission and purposes of the University;
- G. sponsoring and participating in activities on or off campus which are designed to nurture and mentor the spiritual dimension of students or the University's relationship with the churches of Christ; and
- H. attendance and participation in chapel.

Both annual evaluations and letters of evaluation for rank and tenure should specifically address the Faculty member's contribution to the spiritual mission of the University. The applicant must specifically address his or her contribution to the spiritual mission of the University in his or her portfolio for rank and tenure.

This process is intended to be consistent with the University's commitment to academic freedom, as set forth in the University's "Statement of Academic Freedom and Responsibility" below, and is not intended to enforce conformity of belief and practice, except as deemed fundamental to the mission and purposes of Oklahoma Christian University.

## **Article V. Statement of Academic Freedom and Responsibility**

Higher Learning ~ Higher Calling.

Historical Preamble:

"Academic freedom... is a necessity, not a luxury. ... It is the essence of learning because the true learner is a humble, teachable person, free from the dictatorship of all but the truth."

Arthur F. Holmes, *The Idea of a Christian College*

"Freedom comes from living in harmony with truth. A ship without a rudder or a compass is not free, but helpless. Law and truth give the helmsman the freedom to steer the ship. Truth gives the structure in which to be free."

Everett Ferguson, *The Churches of Christ*

"Freedom does not mean that everyone can do as he likes, but that he can become what he should."

Elton Trueblood

## Section 5.01 Guiding Principles – A High Calling Indeed.

The following principles guide Oklahoma Christian University in the definition and application of academic freedom and its rights and responsibilities.

### A. God and Humankind

Academic freedom at Oklahoma Christian University derives not from the traditions of the academy, but rather from Biblical revelations of the nature of God and of humankind. A primary principle is that God is God, and we human beings are not; God is creator of the universe and we are creatures. God is love. He is eternal, perfect, all-knowing, and all-powerful, in His perfect freedom unlimited by anything that is not himself. Human beings are not God and cannot attain divine knowledge and wisdom. However, we are created in God's image, and as such we reflect God's character—His gift to us. As an academic institution, we can finitely and partially reflect God's freedom as freedom of inquiry, though we must never forget our status as creatures. Because human beings do not have a full grasp of the mind of God and are capable of error and misunderstanding, Christian scholars and students must pursue truth with humility and determination.

### B. Creation is One

A second and foundational principle of academic freedom at Oklahoma Christian University is that God is the author of all creation and of all truth—whether revealed or observed—and that all life, all knowledge, all science, all history, and all we can perceive are related to His purposes for humankind. Therefore, nothing that is noble, good, beautiful, or otherwise worthy of being learned or investigated can be taught without relating it to life's most important questions: why are we here? what is it for? what does it mean for my life and the lives of others? Any university that ignores such questions does so at great peril to its students, but a Christian university that does so abrogates its right to be called Christian. The foremost duty of humankind is to love the Lord, not only with all our hearts and souls, but with our all our minds as well. The second most important duty of mankind is similar—to love our neighbors as ourselves (Matthew 22:36-40).

### C. Mission

Oklahoma Christian University is committed to the highest ideals of Christian education. The essence of true Christian education is that it embraces and celebrates openness, the inclusive spirit of Jesus, and an unrelenting search for truth. The mission of the University demands freedom of inquiry and expression. Truth thrives best in a climate of freedom. Oklahoma Christian seeks to build faith by helping students face profound questions and difficult challenges within the context of a supportive faith community, with the aim of nurturing and creating more mature faith. Freedom of thought, belief, inquiry, and expression are crucial no less to the sacred than to the secular quest for truth. OC seeks to prepare its students to confront and witness to the world—to view and analyze and judge it based on the Christian worldview, not to avoid encounters with or protect students from the world. All members of the Christian academic community, and especially the Faculty, must feel safe to pursue ideas, to challenge popular opinion, and to explore evidence wherever it may lead.

### D. Community Trust

Oklahoma Christian University exists because of the trust of the faith community which called it into being, the churches of Christ. The purposes which called that faith community into being—commitment to the authority of Scripture for all of life, the unity of believers, and freedom in Christ—are the same purposes that undergird and nurture academic freedom at the University. The Faculty must reflect the character of the University; therefore, all members of the Faculty are expected to maintain and nourish that trust by embracing and upholding the principles of New Testament Christianity which characterize the faith and practice of the churches of Christ. Compatibility of the individual Faculty worldview with the institutional mission is a critical factor in protecting and promoting both academic freedom and the purposes for which the University exists.

#### E. Christian Worldview

A Christian worldview affirms that God is the sovereign and almighty Lord of all existence and thus that human life is meaningful, significant, intelligent, and purposeful. While the late 20th and early 21st centuries have often embraced the secular worldview that there is no absolute truth to be found, Oklahoma Christian University categorically stands in opposition to that worldview. All that is done at the University reflects the worldview that there is truth and that it is revealed first in Jesus Christ, second in sacred Scripture, and third in creation. We see life from a Christian point of view, thinking with the mind of Christ (I Corinthians 2:16). Our purposes are not to advance knowledge for its own sake; rather, we seek knowledge “for attaining wisdom and discipline; for understanding words of insight; for acquiring a disciplined and prudent life, doing what is right and just and fair” (Proverbs 1:2-3).

### Section 5.02 Rights, Responsibilities, and Limitations

Under the preceding principles, the faculty and other members of the University community have the following rights, responsibilities, and limitations regarding academic freedom:

#### A. Right of Academic Freedom

Within the guiding principles and limitations set forth in this policy, members of the Oklahoma Christian community are free to pursue scholarly inquiry, publish their results, and discuss controversial subjects and viewpoints relevant to their academic area without undue restriction or fear of reprisal from sources inside the University.

#### B. Integrity and Public Perception

All faculty and staff members are responsible to exercise integrity in their speech and actions, including the full recognition that the public will judge them and the University by their actions.

#### C. Controversial Materials

Every faculty member is responsible to be judicious in the use of controversial materials in the classroom and to exercise due care that the students not misunderstand the faculty member’s position on the subject. Teaching on controversial subjects should be done in a manner that will nurture students’ faith even as it challenges their thinking. It is not expected that individual faculty members and administration will agree on every point of religious understanding, much less on academic issues. It is expected, however, that a

spirit of Christian charity, common faith, and loyalty to the unique University mission will prevail and that questions will be raised in ways that seek to strengthen rather than undermine faith. Every faculty member should be sensitive to the difference between matters that are appropriate for public or classroom discussion and those that are better discussed in private. Discussion of controversial issues beyond the scope of the subject matter of the class should be limited in frequency and duration and should occur only as such issues are pertinent to the University mission.

#### D. Identity, Mission, and Challenge

Oklahoma Christian University has the responsibility to maintain its identity and to pursue its distinctive mission, and it expects its faculty and staff to embrace and support that identity and distinctive mission. If a faculty or staff member desires to challenge the administration's interpretation of that identity or mission, he or she should do so in a quiet and collegial spirit, and the administration should receive the challenge with gentleness and open-mindedness, as from a brother or sister in Christ seeking truth and promoting the welfare of the institution. The institution must respect the right of the faculty and staff to ask genuine and difficult questions. Learning and growth are often unsettling. There is no way to eliminate these tensions altogether. Neither institutional nor individual academic freedom is unlimited. Unlimited individual academic freedom would place the individual effectively in charge of defining the institutional mission, which is the responsibility of the administration under the authority of the Board of Trustees. Unlimited institutional freedom would stifle creativity, academic inquiry, research, learning, and the quest for truth.

#### E. Political Activity

Every faculty member is entitled to broad freedom in his or her personal political speech and action in the classroom. A faculty member may invite speakers of all political ideologies to speak in their classes on topics relevant to their subject matter. This freedom does not, however, extend to: giving the impression that the faculty member speaks for the University; attempting to use the University to further a personal political agenda; materially detracting from the purpose of the class; or undermining the mission of the University. The faculty member shall also comply with other University-wide policies regarding political activity (such as use of OC facilities), as explained in the *Employee Policy Manual*.

#### F. Balance of Interests

Oklahoma Christian University seeks a responsible and freedom-oriented balance in protecting individual academic freedom and maintaining institutional integrity. The institution should impose limitations on academic freedom only when there is clear and present harm to the institutional mission and integrity. The academic freedom afforded to scholars at Oklahoma Christian University is accompanied by heavy responsibilities—to act with utmost integrity, to support the tenets of the institution and acknowledge the authority of the Scriptures, and to live and behave as authentic and faithful Christians. There must be freedom to challenge prevailing views and decisions, but no freedom is absolute; any challenge must be made with decorum, sensitivity, humility, gentleness, grace, respect for individuals, and due regard for the character and aims of the institution.

##### 1. Narrow Construction, Due Process, and Final Decision.



Exercise of limitations on individual academic freedom and institutional freedom should be narrowly construed so as not to impede the interchange of ideas. A limitation on individual academic freedom is reasonable and expected when behavior or expression seriously and adversely affects the University mission. If a faculty member believes that his or her academic freedom is unduly constrained or is informed that a limitation on his or her academic freedom is being proposed beyond the scope of this policy, the faculty member has the right to request that the matter be reviewed by a Dispute Resolution Panel comprised of the then serving Faculty Association President and two faculty members or academic administrators appointed by the CAO. This Dispute Resolution Panel shall make a formal recommendation to the President before the final decision is made. The responsibility for interpretation of these policies and guiding principles and for determination of whether the institutional mission is seriously and adversely affected falls on the President. In matters of grave importance to the academic integrity of the institution, the faculty member may appeal an adverse decision of the President to the Academic Affairs Committee of the Board of Trustees. All recommendations and decisions regarding such matters shall be documented in writing and made available in a timely manner to the faculty member, and the faculty member shall have the right to present his or her positions on the matter to the officer or body that make the recommendation or decision.

2. Cessation of Harmony with Mission.

Oklahoma Christian University respects the rights of faculty and staff members to evaluate, study, investigate, question, and believe as dictated by their conscience and an honest search for truth. However, when a faculty or staff member ceases to believe and act in substantial harmony with the mission of the University, it is incumbent upon that individual to recognize that disharmony and voluntarily seek employment elsewhere, regardless of tenure or other perceived contract rights. If the individual does not do so in a timely manner, then it is the responsibility of the institution to protect its mission and take necessary steps to dismiss the individual, taking into consideration the individual's potential contractual compensation rights. The academic administration may impose lesser sanctions in an effort to bring resolution or reconciliation when a faculty member appears to be out of harmony with the University's mission. Notwithstanding, annual affirmation of the Statement of Commitment is a condition of employment for all employees.

3. Spiritual Mission.

As used in this document, the spiritual mission and purposes of the University are clearly defined in official public documents such as the *Oklahoma Christian Covenant*, the *Mission Statement*, the *Statement of Commitment*, the *Certificate of Incorporation*, and *Bylaws*, the *Employee Policy Manual*, and other documents and materials published by the University.

## **Article VI. Faculty Rank**

### **Section 6.01 Faculty Status**

All teaching appointments shall be classified as one of the following, depending on the purpose, longevity, experience, and other relevant criteria affecting faculty appointment.

Contingent faculty are individuals who are employed only for teaching specific courses for one or more terms. While their contracts may be renewed, contingent faculty acquire no rights of continuation. Contingent faculty have no right of involvement in faculty and academic governance processes, except with prior written permission of the department or school chair, the dean, the CAO, and the Faculty Association. Contingent faculty members shall support the University's mission and values and to abide by the conduct expectations expressed in the OC Covenant, and annually affirm in writing the University's core faith beliefs articulated in the Statement of Commitment. Contingent Faculty members are encouraged to attend chapel and convocation although they are not required to do so.

#### **A. Adjunct Faculty**

These individuals are typically employed only to teach specific courses on a semester-by-semester basis.

Department and school chairs recommend the appointment of adjunct faculty to the appropriate dean, who then prepares an adjunct faculty memorandum requesting that the CAO prepare an adjunct contract for the semester. The CAO issues the contract to the adjunct faculty member.

Department and school chairs should take care to orient new adjunct faculty to the University, making certain that they understand and support the University's mission and core values; have read and agree to abide by the conduct expectations expressed in the OC Covenant; annually affirm in writing belief in the core spiritual beliefs of the University articulated in the Statement of Commitment; have official transcripts and signed contracts on file in the office of the CAO; and understand the pertinent academic policies, including policies concerning the construction of syllabi, the submission of mid-term and final grades, student absences, and academic honesty.

While adjunct faculty are not required to maintain the ten office hours per week expected of full-time Faculty, they are expected to be available to assist students through e-mail, phone, and an appropriate number of office hours as determined by the departmental or school chair. Typically, a visiting professor will maintain regular office hours.

While adjunct faculty are not guaranteed a private office, the University will provide an e-mail account, a campus phone number, and a space (often shared space) in which to work and meet with students. Visiting professors will typically have a private office.

\* Note: University employees granted the designation of University Lecturer continue to hold this designation.

#### **B. Non-Tenure-Track Faculty**



These individuals are generally employed to teach and/or administer on up to a full-time basis, but do not qualify for tenure and acquire no rights of continuation, except the right of notice of non-renewal as specified herein. These Faculty members qualify for rank above the level of Instructor if they meet the criteria and are approved for higher rank. If they teach 50% or more of the normal faculty load, they may participate in Faculty meetings, serve as Faculty on committees, and be members of the Faculty Association. Individuals may be offered a Non-Tenure-Track Faculty appointment for any of the following reasons:

1. they do not possess one or more expected qualifications of Tenure-Track Faculty;
2. they have applied for and been denied tenure;
3. they have failed to apply for tenure at the designated time for application;
4. they are hired for dual assignments on the Faculty and elsewhere in the institution;
5. they are hired in a department where there is already a predominance of tenured and tenure-track Faculty;
6. they are hired for a visiting professorship; or
7. for other reasons as determined by the dean and CAO.

Non-Tenure-Track Faculty other than those who have been denied tenure may be appointed to tenure-track positions at the discretion of the dean and CAO, in consultation with the department chair/associate dean.

In the case of visiting professors, their appointment is typically handled in a fashion similar to filling a Faculty member's position. That is, because they are typically full-time faculty members, they will go through a lengthier process that typically involves interviews at several levels. Their employment will be documented by an offer letter. Visiting professors are typically oriented to the University in the same manner as tenured and tenure-track Faculty members. Visiting Faculty must read and agree to abide by the conduct expectations articulated in the OC Covenant, and annually affirm in writing agreement with the University's core religious beliefs that are articulated in the Statement of Commitment.

#### C. Tenure-Track Faculty

These individuals are employed to teach and pursue scholarly activities full-time, or substantially full-time with release time for other academic duties, but have not yet been granted, denied, or failed to apply for tenure; they participate in the Faculty rank system and acquire the rights set forth for tenure-track Faculty.

#### D. Tenured Faculty

These individuals are employed to teach and pursue scholarly activities full-time, or substantially full-time with release time for other academic duties, and have been granted tenure; they participate in the Faculty rank system and have all the rights of tenure set forth in this *Academic Policy Manual*.

## Section 6.02 Rank System

### A. Initial Rank for New Faculty

When hiring a Faculty member, the CAO will seek to assign rank based on experience and education commensurate with experience and education as generally reflected throughout the Faculty of the University and consistent with the criteria for rank set forth herein. The CAO will determine the rank after consultation with the dean and the department chair/associate dean. The Faculty rank shall be clearly stated in the Faculty appointment and contract.

When a Faculty member is hired:

1. HR will notify that Faculty member in writing of his or her rank;
2. HR will notify that Faculty member in writing of any special considerations or requirements that may affect his or her applications for rank increase or tenure (for example, hiring a Faculty member at a higher rank or salary than is deemed normal for his or her degree, experience, and achievements or hiring a Faculty member with restrictions, such as completion of a terminal degree before he or she can advance in rank or be awarded tenure.);
3. The CAO will include those notifications in the Faculty member's permanent file; and
4. The Faculty member will make copies of those notifications available to the Rank and Tenure Committee when the Faculty member applies for rank increase or tenure.

#### B. The Rank and Tenure Committee

1. Membership: The membership of the Rank and Tenure Committee shall consist of one elected member from each college and one at-large member elected by the Faculty Association. The members must be tenured Faculty and must hold the rank of Associate Professor or higher unless an exception is approved by the CAO.
2. Election: The members of the Rank and Tenure committee for the following academic year will be elected by their colleges and by the Faculty Association each year between spring break and the spring Faculty workshops held in April/May. The Faculty Association's Executive Committee will be responsible for providing a slate of nominees for all elected positions and will administer the election on behalf of each college. Members may be re-elected for successive terms. If any elected member of the Committee is unable or ceases to serve with at least six months remaining in his or her term, a replacement will be elected through the process stated above to serve the remainder of the term. If there is fewer than six months remaining in the term, the Faculty Association's Executive Committee may appoint a replacement.
3. Chairperson: The Committee shall select its own chairperson.
4. Recusal: In certain circumstances, it will be appropriate for a member of the Rank and Tenure Committee to recuse himself or herself from discussing or voting on a particular matter. For example, where a member of the committee is related to or reports to an individual applying for rank or tenure, it would be

appropriate for that committee member to recuse himself or herself from any discussions about or votes regarding that colleague.

### C. Process for Promotion in Rank

The process for rank increase involves the following:

1. Faculty Member–application
2. Department Chair/Associate Dean–review and recommendation
3. Dean–review and recommendation
4. Rank and Tenure Committee–review and recommendation
5. CAO–review and recommendation
6. President–review and final approval

### D. Calendar for Rank Increases

Applicants for rank increases should observe the following dates. In extraordinary circumstances, the CAO may grant an exception.

April 1	<p>Faculty members who want to apply for promotion must file with the office of the CAO a Letter of Intent specifying the rank for which application is made no later than April 1 of the academic year before they wish the application to be considered. Upon receipt of the Letter of Intent, the CAO will:</p> <ol style="list-style-type: none"> <li>a. notify the chair of the Rank and Tenure Committee;</li> <li>b. schedule the Faculty member for evaluations by the dean, chair, students, and self; and</li> <li>c. provide to the Faculty member the Guidelines for Rank and Tenure application, which list all pertinent portfolio requirements, procedures, and deadlines.</li> </ol> <p>Also, by April 1, the Faculty member will:</p> <ol style="list-style-type: none"> <li>a. Request letters of recommendation from the dean and department chair/associate dean. The candidate should discuss with his or her dean and department chair/associate dean whether any supporting documentation should be provided to equip the dean and/or department chair/associate dean to write the letter of support.</li> <li>b. Request classroom observations by colleagues as deemed appropriate.</li> </ol>
---------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

July 15	All letters of recommendation, evaluations, and observations from University personnel (and conferences concerning those measures) must be completed and made available to the Faculty member no later than July 15 of the summer before consideration, or as soon thereafter as reasonably practicable once the recommender has had the opportunity to review the portfolio. The dean or department chair/associate dean may request an abbreviated portfolio or other materials in advance of the deadline for submitting the letters of recommendation. Each letter of recommendation shall specifically address each criterion for promotion, as well as provide any other information deemed appropriate.
August 1	Faculty members must upload their formal Application for Rank Increase, along with their complete portfolio (see below), no later than August 1.
December 1	The Rank and Tenure Committee will meet early in the fall term to evaluate the candidates for rank increase. During this time, the Committee may request a meeting with the candidate's chair, dean, or both. Written positive or negative recommendations of the Rank and Tenure Committee, along with an explanation of the reasons for the recommendation and all supporting materials, will be submitted to the CAO and the applicant no later than December 1.
January 15	The CAO shall submit to the President his or her recommendation, along with the recommendation of the Rank and Tenure Committee and all supporting materials and explanations, no later than January 15.
February 15	The President shall make a decision on the application no later than February 15.

#### E. Mid-Year Start Dates and Part-time Work

Faculty hired on start dates other than the fall semester may not be awarded promotion on the half year. Faculty with part-time contracts for part or all of their time served must have worked the equivalent of a full load for the required period of time.

#### F. Confidentiality

Due to the delicacy of matters pertaining to requests and decisions regarding rank increase, all those involved must respect the confidentiality of the deliberations of the Rank and Tenure Committee, as well as the comments and actions of others involved in the recommendation and approval process.

#### G. Granting of Rank Increase

If the CAO and the President concur with the positive recommendation of the Rank and Tenure Committee, then the decision shall be deemed approved and said approval shall be documented with the signatures of the President and the CAO and copies provided promptly to the applicant and the Rank and Tenure Committee.

#### H. Effective Date

Rank increases are effective at the beginning of the academic year following all approvals. If approval is delayed beyond the beginning of an academic year through no fault of the applicant, the President may, but is not required to, make the approval effective at an earlier date. If a rank increase occurs after a Faculty contract is issued, then a revised Faculty contract will be prepared and appropriate rank increase salary adjustments will be made promptly following the final approvals.

#### I. Appeals

##### 1. Appeal of Rank and Tenure Committee Recommendation.

Faculty who wish to appeal a recommendation of the Rank and Tenure Committee regarding rank must submit a formal letter of appeal to the committee within 15 days of receipt of the denial. Within 15 days of submission of the appeal letter, the Faculty member must meet with the committee to discuss the reasons for the denial. (If the candidate is also applying for tenure, and, following 7.10.C of the Manual, the Rank and Tenure Committee has already met with the candidate about concerns, another meeting will not be held. The chairman of the committee will send the appeal directly to the CAO and President as specified below.) The appeal will relate only to the reasons for denial stated in the documentation provided by the committee with their original decision. The Faculty member will have the opportunity to bring forward additional evidence which he or she feels might overcome the reasons the committee gave for its denial. The discussion will not include how individual members of the committee voted or any other matter which would violate the confidentiality under which the Rank and Tenure Committee is expected to operate. If this discussion does not resolve the issue, the Faculty member may appeal directly to the CAO and the President. The CAO and the President may review the appeal by conducting their own study of the case or may appoint a committee of Faculty members to assist in reviewing the appeal. The President may either uphold

the denial, in which case the denial is final, or may overturn the denial and grant the requested rank increase.

2. Denial by the President or the CAO.

If either the President or the CAO denies a positive recommendation for rank increase from the Rank and Tenure Committee, they will individually or collectively meet with the committee and with the applicant to discuss that disagreement. If those discussions do not resolve all objections, the CAO and/or President will provide a letter to the committee and to the applicant outlining the reasons for denial of the committee's recommendation, which denial shall be final.

J. Documentation

All applications, decisions, appeals, and dispositions of appeals for rank increases shall be in writing with sufficient specificity that the affected Faculty member and a third person reviewing the record will understand the basis for the action. All such written documents shall be provided to the applicant, shall be made available to the Rank and Tenure Committee, and shall be retained in the Faculty member's permanent file at the University. All supporting materials shall become part of the Faculty member's permanent file except for original works, which will be returned after copies are made for the file.

K. Reapplication

If an application for rank increase is denied, an applicant may reapply the following year or thereafter upon providing evidence that the reasons for the prior denial have been resolved.

L. General Policies Regarding Advancement in Rank

1. Advancement in rank is not automatic upon reaching the minimum years of experience and appropriate degree status for each level within the rank system. Applicants must meet the criteria stated for each rank before being eligible to apply for that rank. For example:
  - i. to apply for Assistant Professor, the applicant must have one of the listed qualifications before they can file a letter of intent on April 1;
  - ii. to apply for Associate Professor, the applicant must have completed the listed qualifications before they can file a letter of intent on April 1; and
  - iii. to apply for Professor, the applicant must have completed the listed qualifications before they can file a letter of intent on April 1.
2. Administrators who have attained rank as Faculty, will continue to hold that rank. Administrators who teach at least a half-time Faculty teaching load as a regular part of their duties will be given academic rank on the basis of their qualifications. Contingent faculty, such as Visiting Faculty, may be assigned

rank according to their qualifications, but are not considered permanent additions to the Faculty.

3. Any changes in a person's qualifications during a year will be considered in determining rank for the following year. A person who begins employment in mid-year will be assigned the rank to which he or she is eligible at the point of beginning his or her work.
4. Faculty who expect to complete degrees during the application, evaluation, and approval processes should submit their request for rank increase if the degree completion will affect their status. However, if a rank increase is approved, that rank increase will be effective only if and when the degree is actually completed. If a faculty member fails to complete a degree before the beginning of the academic year for which the approval would have been effective, the rank increase will be effective only at the beginning of the academic year following the completion of the degree. If the application is denied because the degree has not been completed, the applicant must reapply for a rank increase when the degree is completed.
5. Discussions regarding progress toward rank will occur during the Faculty member's annual evaluation by his or her department chair/associate dean and dean. The department chair/associate dean and dean shall visit one or more classes taught by the Faculty member to have additional information regarding the Faculty member's progress.

#### M. Criteria for Evaluation of Applications for Rank Increase

##### 1. Faculty Portfolio.

Faculty members applying for promotion in rank or tenure must include in their portfolios their professional resume and the information specified in Section 4.02 Quality of Work. Specific materials that must be included are:

- i. copy of the Letter of Intent that was submitted to the CAO (copy of email sufficient);
- ii. application form submitted by the candidate requesting rank increase and/or tenure; include explanation of any special contractual accommodations, i.e., credit for equivalent teaching or early tenure;
- iii. letter from dean of the respective college;
- iv. letter from departmental chair (or dean, in those departments having no chair or where the chair is seeking tenure);
- v. letter from a church leader attesting to the candidate's ongoing participation in a local congregation;
- vi. professional resume or CV;



- vii. original employment offer letter (only if special accommodations were specified; feel free to redact salary figures);
- viii. personal statement of faith;
- ix. evidence of Faculty Quality of Work per [Section 4.02](#);
  - 1) teaching, including integration of faith and learning,
  - 2) professional achievement,
  - 3) service; if administrative duties are included in the candidate's responsibilities, these should be specified and evaluations from the appropriate supervisors provided.
  - 4) collegiality,
  - 5) contribution to the spiritual mission of the University, (Chapel attendance is considered an indicator).
- x. personal evaluations (since prior employment action);
- xi. student evaluations (since prior employment action) (Note that if you have worked at OC for longer than 5 years, evaluations will not automatically be scheduled for you. You must request that the Office of Academic Affairs schedule student evaluations for you so that you may include them in your portfolio.); and
- xii. any additional materials may be added as appendices or addenda.

These materials should be included in the order listed and organized under appropriate tabs. Candidates are urged not to include extraneous materials in their portfolios. Examples of extraneous materials are redundant e-mails or letters from current or former students. Syllabi should not be included other than as needed to demonstrate the integration of faith or regular updating of the course in the Faculty member's teaching.

## 2. Academic Preparation.

Graduate study and attainment of post baccalaureate degrees from recognized, quality academic programs are used as the primary measure of academic preparation. Master's degrees and doctorate degrees are used as the principal measures; in some rare instances, however, a teacher may establish an equivalent level through a terminal degree in special fields or through outstanding recognition, experience, or achievement in his or her profession. For example, in art and design, OC will consider the MFA as a terminal degree in decisions about rank, salary, and tenure.

## 3. Experience.

Teaching at the college level is the primary measure of experience for advancement in rank, but some other types of relevant experience are also recognized. Where experience other than college teaching can be applied, these equivalents will be allowed:



- i. One year of credit will be given for each two years' teaching experience below the college level (but not to exceed three years of credit).
- ii. One year of credit will be given for each three years' practical service directly related to the teaching field.
- iii. Actual class or laboratory instruction as a graduate assistant will be credited on a basis of 24 semester hours of teaching equaling one year of experience.

Normally, a year of teaching experience is credited for eight or nine months of full-time teaching. No more than one year of experience will be credited for any 12-month period. These experience equivalents do not apply to the qualification for tenure.

The Faculty Rank and Tenure Committee may give special consideration to college level experience other than teaching, even counting it as some portion of the required college-level teaching experience should the committee so determine. This determination will be based on the extent to which the college non-teaching experience may be considered as preparation for teaching at OC.

#### N. Policies for Individual Rank

##### 1. Instructor

A faculty member may be appointed to this rank if he or she has a master's degree and does not qualify for a higher rank. No experience in teaching is required. Only in exceptional cases and upon condition of completing a master's degree in a reasonable time (specified in the initial contract) will one without the master's degree be appointed.

##### 2. Assistant Professor

For appointment to the rank of Assistant Professor, a Faculty member must have one of the following qualifications:

- i. hold a doctor's degree or its equivalent, or
- ii. have, in the opinion of those charged with appointment, an acceptable level of Quality of Work as described in [Section 4.02](#) and meet one of the following qualifications:
  - 1) hold a master's degree plus 30 hours of graduate study and three years of teaching experience, or
  - 2) be at the dissertation stage of a doctorate, or
  - 3) hold a demonstrably equivalent level of standing in his or her profession as defined and documented in writing by the dean (in the case of teaching faculty) or the CAO (in the case of librarians or other non-teaching faculty). Faculty members applying for rank increase should include such documentation their portfolios. Please see [Section 8.02](#) for an example of a definition of an

equivalent level of standing in the profession of librarianship.

### 3. Associate Professor

For appointment to the rank of Associate Professor, a Faculty member must:

- i. hold a doctor's degree or its equivalent,
- ii. have a total experience of at least six years of teaching, and
- iii. have evidence of a Quality of Work as described in Section 4.02 greater than that expected for the Assistant Professor, thus demonstrating excellence in those items.

### 4. Professor

For appointment to the rank of Professor, a Faculty member must:

- i. hold a doctor's degree or its equivalent,
- ii. have at least five years as an Associate Professor, and
- iii. have evidence of Quality of Work as described in Section 4.02 greater than that expected of the Associate Professor, thus demonstrating distinction in those items.

### 5. Distinguished Professor

While the usual academic ranks of Assistant, Associate, and Professor are intended to encourage excellence in teaching, scholarship, and service, the University also wishes to recognize in a special way the few who exceed the requirements of the professorial rank. To be a full Professor is to be recognized as an excellent scholar, teacher, and servant to church and community. The Distinguished Professor rank, therefore, is intended to recognize additional qualities or achievements which exceed the requirements of full Professor. The award is NOT primarily a means of recognizing longstanding service or longevity per se but rather is an award for distinctive teaching, scholarship, and Christian service.

Through meeting the criteria specified in the section entitled Distinguished Professor Additional Quality of Work, the person meriting this award has distinguished himself or herself among those within his or her own rank and within the candidate's discipline regionally or nationally. The candidate must have taught at least seven years at the Professor level. The candidate must be recommended by his or her dean. Deans must be recommended by the CAO.

- i. Distinguished Professor Additional Quality Of Work Criteria. In addition to the Section 4.02 Quality of Work criteria applicable to all Faculty the Distinguished Professor demonstrates some or all of the following criteria:

## 1) Teaching

- i) *keeps abreast of his or her discipline with regular reading in the field (documentation provided by an annotated and dated bibliography);*
- ii) *continually upgrades course syllabi and bibliographies;*
- iii) *regularly revises and improves teaching strategies and lectures;*
- iv) *makes systematic efforts to find out what students are learning and his or her influence on that learning and growth;*
- v) *makes continued efforts to add to library, labs, and instructional media related to the teaching area (documentation provided by requests for materials for the library, labs, media, etc.);*
- vi) *demonstrates effective advising for majors, minors, and students in courses;*
- vii) *exhibits high quality of teaching as reflected in all formal evaluations, peer observations, and rank and tenure observations in the Faculty member's personnel file*
- viii) *experiences high demand for classes; and*
- ix) *effectively and consistently integrates faith and learning in the curriculum.*

## 2) Professional Achievement

- i) *publishes articles in scholarly journals;*
- ii) *publishes scholarly books or chapters in scholarly books;*
- iii) *presents papers at scholarly conferences;*
- iv) *receives local, regional or national fellowships or grants;*
- v) *serves as a visiting professor/lecturer;*
- vi) *receives recognition for artistic or other creative efforts;*
- vii) *holds an office in a state, regional, or national organization;*

- viii) *serves as a consultant in areas directly related to teaching specialization;*
- ix) *participates in professional development activities, seminars, etc.; and*
- x) *demonstrates leadership in the production of faith-informed scholarly works and activities which effectively integrate faith and learning.*

### 3) Service

The Distinguished Professor serves the University, church, or community in ways such as the following:

- i) *community*
- ii) *leading or serving in local government or civic and social organizations.*

### 4) University

- i) *being electing to or selected for a University or Faculty Association committee*
- ii) *serving on or chairing special committees involving work and research of Faculty or students;*
- iii) *serving as dean or department chair/associate dean;*
- iv) *being elected to a Faculty Association office;*
- v) *serving as a club sponsor;*
- vi) *leading in student academic activities; and*
- vii) *providing significant positive influence among colleagues in regard to intellectual and moral leadership for the campus.*

### 5) Church

- i) *holding leadership, teaching or other roles in the church or related organizations;*
- ii) *participating in lectureships, workshops or other similar activities;*
- iii) *writing articles in religious publications;*
- iv) *leading in a spring, fall break, or summer campaign; and*
- v) *leading or serving in benevolence, missions, or other church ministries.*

### 6) Collegiality

A candidate for Distinguished Professor should demonstrate leadership in developing and exhibiting collegiality among Faculty and staff.

7) Contribution to Spiritual Mission

A candidate for Distinguished Professor should be:

- i) *acknowledged as a spiritual mentor, leader, and/or servant on campus;*
- ii) *influential in developing and enriching the spiritual lives of students;*
- iii) *influential in strengthening the spiritual mission of the University;*
- iv) *exemplary in regard to the life encouraged by the Oklahoma Christian Covenant; and*
- v) *exemplary in participation in chapel.*

ii. Distinguished Professor Procedures.

Recommendations for the rank of Distinguished Professor may be initiated only by a dean or by the CAO in writing, setting forth in summary why the recommender believes the candidate qualifies for this distinction. The written recommendation must be delivered to the CAO by September 30 for the committee to consider during the next academic year. Once the recommendation is made, the process for gathering information, submitting applications, and considering the recommendation is similar to the process for a normal rank increase. After the written recommendation is submitted, the Distinguished Professor candidate must submit intent to apply by April 1 to the office of the CAO and submit a complete portfolio by July 15. The CAO and the Rank and Tenure Committee will then work together to identify an off-campus consultant to assist in the Distinguished Professor evaluation process.

The application for Distinguished Professor is reviewed by: (1) the Rank and Tenure Committee, which will individually visit classes of the applicant and conduct interviews with at least ten students (preferably seniors) and alumni to gain fuller insights into the teacher's effectiveness; and (2) an off-campus advisor (selected by the CAO and the Rank and Tenure Committee), who will serve as a consultant to the Rank and Tenure Committee as it reviews candidates and help evaluate the achievement in relation to achievements of faculty members at similar types of institutions.

The Rank and Tenure Committee will make recommendations about candidates for Distinguished Professor status in regular session after conferring with the advisor.

An applicant who is denied Distinguished Professor status may not be recommended for that status for three years following a denial.

\*Note: Faculty Emeritus and Master Teacher Award policies are governed by the Board of Trustees. Specific policies may be found in the *Board Policy Manual*.

## **Article VII. Faculty Tenure**

### **Section 7.01 Tenure Policy**

Faculty members at Oklahoma Christian University are selected because of their academic and personal qualifications and the expectation of their success as teachers and spiritual mentors. They are chosen because of their professional qualifications and their commitment to and support for the distinctive Christian philosophy and heritage of the University. Quality of academic preparation and promise and the embracing and promotion of Christian values, lifestyle, and worldview consistent with the University's religious heritage are paramount considerations in the recruitment, selection, promotion, and retention of Faculty. In addition to the typical context and purposes of tenure in American higher education, tenure at Oklahoma Christian University implies a "goodness of fit" as measured by an individual's commitment to and active support of the academic and spiritual mission of the University. That dual mission is represented in the motto "Higher Learning ~ Higher Calling." This Tenure Policy is designed to enable Oklahoma Christian University to protect its distinctive mission as well as the rights of its Faculty as they relate to academic freedom and tenure. In recognition of the practices of the academic community and in awareness of the systems of tenure which have developed in American higher education, the University has adopted the policies set forth herein regarding tenure. In seeking to interpret this policy, those responsible for the well-being of the University will accord to the University's distinctive heritage, practices, and philosophies more weight than customary practices in American higher education.

What is Tenure? Tenure at Oklahoma Christian University means, fundamentally, two things: continuing appointment in the field of the Faculty member's specialization and in the department and college in which tenure is obtained (subject to the requirements and limitations set forth in this policy) and formal acknowledgment of a Faculty member's competence in meeting the standards and expectations of the institution. The following explanations help in understanding the concept of tenure.

- A. Tenure is more than an indefinite term of appointment in that the granting of tenure to a Faculty member is an official acknowledgment by the University of his or her qualifications as a Christian teacher and scholar and as a contributor to the mission of the University. It is a statement of confidence in a Faculty member and an assurance that he or she is given support and protection by the administration and the Board of Trustees unless there is a patent reason to withdraw their confidence as set forth in this policy. It is both an investment of trust and a protection of a right.
- B. The matter of tenure shall be separated from appointment to any given rank, though achievement of the rank of Assistant Professor or higher is a requirement for obtaining tenure.

- C. Librarians are evaluated on the duties and responsibilities of professional librarians and their contribution to the academic process at the University, as discussed in Section 8.02 of this Academic Policy Manual. Tenured Faculty members will retain their tenured status during non-teaching assignments at the University.
- D. No system for tenure quotas exists at Oklahoma Christian University.
- E. Every faculty member, whether tenured or untenured, shall be entitled to the rights of academic freedom and bound by the responsibilities of academic freedom as those freedoms and responsibilities are defined herein.
- F. Tenure is a privilege accorded to those Faculty members who have demonstrated, and who continue to demonstrate, their worth to the University through a sufficiently long period of service. Its perquisites—particularly that of continuing appointment provide an incentive to untenured and tenured Faculty members to excel. The awarding of tenure demands from the tenured Faculty member a commitment of ability, excellence, and energy in support of the mission and goals of the University.

## **Section 7.02      Hiring Faculty with Tenure**

- A. The possibility of a grant of tenure upon initial appointment enhances the University's ability to recruit highly qualified Faculty members to the University. To be granted tenure upon initial appointment, the Faculty member must hold a terminal degree or its equivalent, be recognized as a scholar in his or her discipline and have held a tenured position at another university, and sign the Statement of Commitment prior to being offered a position at Oklahoma Christian University. Positions shall not be advertised as carrying with them the possibility of tenure upon initial hire, and the grant of tenure upon initial appointment will be rare.
- B. It shall be the responsibility of the CAO, working in conjunction with the dean of the college, to assess whether the grant of tenure upon initial employment is appropriate. Although it may not always be possible to consult with the members of the Rank and Tenure Committee due to the speed at which some hiring decisions must be made, where possible, the Committee shall be consulted in connection with any proposed grant of tenure upon initial appointment. Tenure upon initial appointment may be included in the offer letter to the candidate, provided it is made subject to the approval of the President, the Academic Affairs Committee of the Board of Trustees, and the Board of Trustees.
- C. In some instances, within the discretion of the CAO and the dean, the timing of the new Faculty member's date of application for tenure may be the subject of negotiation. Generally, if an untenured Faculty member is hired from another college or university, the period of the Faculty member's probationary period at the University shall be not less than three years.

## **Section 7.03      Summary of Process for Achieving Tenure**

The process for achieving tenure involves the following:



- A. Faculty Member—appointment in a tenure-track position, participation in the interim review processes, and application;
- B. Department Chair/Associate Dean—review and recommendation;
- C. Dean—review and recommendation;
- D. Rank and Tenure Committee—review and recommendation;
- E. CAO—review and recommendation;
- F. President—review and recommendation;
- G. Academic Affairs Committee of the Board of Trustees—review and recommendation; and
- H. Board of Trustees—review and approval.

### **Section 7.04 Calendar for Tenure**

These dates may be modified with the approval of the CAO or the President.

#### **Appointment and Calculation of Years of Service.**

The Faculty member is initially hired or later appointed to a tenure-track position. The Faculty appointment must clearly state that it is a tenure-track appointment. Years of service will be calculated from the actual start date, unless the letter of offer clearly states that the Faculty member will be given credit for certain years of service. Faculty hired on start dates other than the fall semester may not be awarded tenure on the half-year. Faculty with part-time contracts for part or all of their time served must have worked the equivalent of a full load for the required period of time.

**Years 1-5** Pre-tenure annual reviews (see below).

**Year 5** Applicants for tenure should observe the following dates. In extraordinary circumstances, the CAO may grant an exception.

<p>April 1</p>	<p>Faculty members who want to apply for tenure must file with the office of the CAO a Letter of Intent to apply for tenure no later than April 1 of the academic year before they wish the application to be considered. Upon receipt of the Letter of Intent, the CAO will:</p> <ul style="list-style-type: none"> <li>a. notify the chair of the Rank and Tenure Committee;</li> <li>b. schedule the Faculty member for evaluations by the dean, chair, students, and self; and</li> <li>c. provide to the Faculty member the Guidelines for Rank and Tenure application, which list all pertinent portfolio requirements, procedures, and deadlines.</li> </ul> <p>Also, by April 1, the Faculty member will:</p> <ul style="list-style-type: none"> <li>a. Request letters of recommendation from the dean and department chair/associate dean. The candidate should discuss with his or her dean and department chair/associate dean whether any supporting documentation should be provided to equip the dean and/or department chair/associate dean to write the letter of support. The candidate should also ascertain from the chair if a majority of tenured faculty of the department support the candidate's application. (See <a href="#">Section 7.10.B.</a>)</li> <li>b. Request classroom observations by colleagues as deemed appropriate.</li> </ul>
<p>July 15</p>	<p>All letters of recommendation, evaluations, and observations from University personnel (and conferences concerning those measures) must be completed and made available to the Faculty member no later than July 15 of the summer before consideration, or as soon thereafter as reasonably practicable once the recommender has had the opportunity to review the portfolio. The dean or department chair/associate dean may request an abbreviated portfolio or other materials in advance of the deadline for submitting the letters of recommendation. Each letter of recommendation shall specifically address each criterion for tenure, as well as provide any other information deemed appropriate.</p>
<p>August 1</p>	<p>Faculty members must upload their formal Application for Tenure, along with their complete portfolio (see below), no later than August 1.</p>

January 15	The CAO shall submit to the President his or her recommendation, along with the recommendation of the Rank and Tenure Committee and all supporting materials and explanations, no later than January 15.
March 15	The President shall interview the applicant and submit to the Academic Affairs Committee of the Board of Trustees his or her recommendation, the recommendations of the CAO and the Rank and Tenure Committee, along with all supporting materials no later than March 15, or ten days prior to the Board of Trustees spring Board meeting, whichever is later.
March/April	The Academic Affairs Committee of the Board of Trustees shall review the recommendations and supporting materials and make its recommendations to the Board of Trustees. At its option, the Academic Affairs Committee of the Board of Trustees may require a candidate for tenure to meet with the committee.
March/April	The Board of Trustees shall review the recommendations and make a final decision regarding tenure at its spring meeting.

### **Section 7.05 Confidentiality**

Due to the delicacy of matters pertaining to requests and decisions regarding tenure, all those involved must respect the confidentiality of the deliberations of the Rank and Tenure Committee, as well as the comments and actions of others involved in the recommendation and approval process.

### **Section 7.06 Granting of Tenure**

If the Board of Trustees concurs with the positive recommendation of the administration and the Rank and Tenure Committee, then the decision shall be deemed approved and said approval shall be documented with the signatures of the President and the CAO and copies provided promptly to the applicant and to the Rank and Tenure Committee.

### **Section 7.07 Effective Date**

Grants of tenure are effective at the beginning of the academic year following all approvals. If approval is delayed beyond the beginning of an academic year through no fault of the applicant, the President may, but is not required to, make the approval effective at an earlier date deemed appropriate. If a tenure approval occurs after a Faculty contract is issued, then a revised Faculty contract will be prepared, and appropriate tenure language adjustments will be made promptly following the final approvals. The granting of tenure does not affect the salary of the Faculty member.

## **Section 7.08 Pre-Tenure Annual Reviews**

Tenure-track Faculty will be scheduled for comprehensive annual reviews with the department chair/associate dean and the dean during the spring term each year of the pre-tenure period. While these reviews will play a role in tenure decisions, their primary purpose should be to provide the Faculty member with an annual assessment of his or her quality of teaching and contribution to the mission of the University and with specific goals and methods to improve that teaching and contribution, where appropriate.

- A. Prior to each of these reviews, the Faculty member may submit materials that he or she believes are helpful to the department chair/associate dean and the dean in making an accurate evaluation of his or her performance.
- B. The department chair/associate dean and the dean may also consider the Faculty member's student evaluations, departmental chair evaluations, and dean's evaluations, copies of which will be provided to the Faculty member at least one week in advance of the review meeting(s).
- C. The department chair/associate dean and dean are encouraged to visit one or more classes taught by the Faculty member to have additional information regarding the Faculty member's progress. Copies of all materials submitted by the Faculty, evaluations of Faculty and any minutes of Faculty review meetings will be put in the Faculty member's personnel file and are available to the Rank and Tenure Committee considering the Faculty member's application for tenure.

## **Section 7.09 Qualification for Tenure**

Tenure shall not be construed as being achieved automatically. Prior to appointment to a tenured position, a Faculty member must have proven ability as both a Christian scholar and teacher and as a significant contributor to the mission of the University. Evidence of scholarship, teaching ability, service, collegiality, and commitment to and support of the mission is detailed in the *Academic Policy Manual* [Section 4.02](#) entitled Quality of Work and, for library Faculty members, as set forth in [Section 8.02](#). Additional required qualifications of Faculty seeking appointment to a tenured position are as follows:

- A. The Faculty member shall have observed and continue to adhere to the requirements for appointment to the Faculty of Oklahoma Christian University.
- B. The Faculty member shall have consistently conducted his or her behavior in a manner consistent with the OC Covenant, have annually affirmed his or her belief in the University core religious beliefs expressed in the Statement of Commitment, and be an active member of a local congregation of the churches of Christ, as attested by a letter from the Faculty member describing his or her membership and participation and by a letter from the elders of the congregation (or by other church leaders, in the absence of elders).
- C. The Faculty member shall have taught full-time at the collegiate level for six years in a series of appointments in a tenure-track position to be eligible for tenure. Exceptions may be recommended by the CAO and approved by either the President or the Academic Affairs Committee of the Board of Trustees.

- D. The applicant must apply no later than the sixth year of service in a tenure-track position unless an exception is granted by the CAO and/or the President for good reason shown by the Faculty member seeking a deferral prior to the autumn launch of tenure reviews by the Rank and Tenure committee. Unless an exception is granted by the CAO and/or the President for good reason, this deferral shall be in force for one calendar year during which time the Faculty member shall a) seek an additional extension; or b) apply for the Tenure cycle immediately following the deferral. If deferral is sought after the eighth year of service, the applicant must request and receive an exception from the CAO and/or President to come back into a “tenure track” position of eligibility.
- E. The Faculty member shall have been evaluated according to this Tenure Policy, the Quality of Work criteria, and other applicable policies in the *Employee Policy Manual*.
- F. The Faculty member shall have earned the terminal degree for his or her field. The Chief Academic Officer, in collaboration with the dean of the appropriate college and the Rank and Tenure Committee, may determine that a Faculty member without a terminal degree has professional qualifications that equal or surpass those usually achieved with a terminal degree. The CAO will indicate this determination in a letter to the Faculty member, and a copy of the letter will be placed in the Faculty member’s personnel file.

## **Section 7.10 Tenure Application Procedures**

The procedure for seeking tenure will follow the Calendar for Tenure above and will include the following:

- A. The applicant must include the following in his or her portfolio submitted to the CAO: all materials listed in [Section 6.02.M.1](#).
- B. The applicant’s department chair/associate dean (or dean, in those departments having no chair or where the chair is seeking tenure) will meet with the tenured members of the department to determine whether they will support the Faculty member for tenure. The department chair/associate dean, with approval of a majority of the tenured members of the department, will send a recommendation concerning appointment with tenure to the Rank and Tenure Committee, with copy to the applicant, the dean, and the CAO, on or before the date specified in the calendar above. The recommendation will include a statement regarding whether a majority of the tenured members of the department support the Faculty member’s application for tenure. The dean of the college will also send a recommendation concerning appointment with tenure to the Rank and Tenure Committee, with copy to the applicant and the CAO, on or before the date specified in the calendar above. (Note: Recommendations may be either positive or negative. A negative recommendation from the department or the dean should include the reasons for the negative action and can be appealed by the Faculty applicant, but even if it is not overturned, the negative recommendation alone cannot block the continuation of the process.)
- C. The Rank and Tenure Committee may gather any additional information it deems necessary, and, if the recommendations are conflicting or negative, the committee

shall give the candidate an opportunity to be heard. The Rank and Tenure Committee will make its recommendation to the CAO and the President on or before December 1.

- D. Having received the recommendation from the Rank and Tenure Committee, the CAO may either agree or disagree with the committee's recommendation. If the CAO does not concur, he or she will give the committee a written statement of his or her reasons for disagreeing with the committee's decision and will meet with the committee to discuss those reasons. If, after meeting with the committee, the CAO still disagrees with the committee's decision, he or she shall forward to the President both his or her formal recommendation and that of the Rank and Tenure Committee.
- E. Prior to forwarding the names of tenure candidates to the Board of Trustees, the President, CAO, and the dean of the appropriate college will individually or collectively interview each Faculty member applying for tenure to determine his or her compatibility with and commitment to the spiritual mission and purposes of the University. Among the factors to be evaluated are the applicant's active membership in the churches of Christ, annual affirmation of basic biblical views as articulated in the Statement of Commitment, integration of faith and learning, and commitment to teaching and mentoring students and promoting the spiritual and academic mission and purposes of the University. The applicant is required to write a statement addressing these matters, which shall be included in the original portfolio submitted to the CAO. Commitment to and compatibility with the spiritual and academic mission and purposes of the University are required for employment and tenure.
- F. If the President, CAO, or dean disagrees with the recommendation of the Rank and Tenure Committee, that individual or those individuals will present a written explanation of his, her, or their objections to the Rank and Tenure Committee and will then meet with the committee to discuss the reasons for disagreeing. If after the meeting the President supports the application for tenure, then it, along with the record of the application (portfolio, recommendations, statement of faith, etc.) shall be forwarded to the Academic Affairs Committee of the Board of Trustees. If, after meeting with the committee, the President still disagrees with the committee's favorable recommendation, the application will terminate unless the applicant appeals as provided in this policy.
- G. At the election of the Academic Affairs Committee of the Board of Trustees the applicant, the department chair/associate dean, the dean, the CAO, the President, and/or the entire Rank and Tenure Committee shall meet with the Academic Affairs Committee to discuss the application. If the Academic Affairs Committee of the Board of Trustees denies tenure for an applicant that was recommended by the Rank and Tenure Committee or the President, the Academic Affairs Committee will provide a written statement to the Rank and Tenure Committee and to the applicant explaining the reasons for denial. That letter will be part of the applicant's permanent personnel file.
- H. A Faculty member who receives a negative recommendation at any level has the right to request reconsideration by the person or body making the negative



recommendation and to submit evidence to that person or body which he or she believes is helpful toward an adequate reconsideration. Such request for reconsideration may be made only once at each level and shall be made no later than 15 days after the negative recommendation is originally communicated to the applicant. A Faculty member may appeal a negative decision by the President to the Academic Affairs Committee of the Board of Trustees.

- I. The Academic Affairs Committee of the Board will consider the application for tenure and forward its recommendation to the full Board of Trustees. The Board of Trustees may interview candidates recommended for tenure before voting on the Academic Affairs Committee's or President's recommendations. The decision of the Board of Trustees is final and cannot be appealed.

### **Section 7.11 Failure to Achieve Tenure**

If a Faculty member does not achieve tenure during or before the seventh year of tenure-track employment, the following possibilities exist:

- A. The Faculty member's services may be terminated either effective at the end of an academic year with at least three months written notice, or at any time upon payment of six months' salary and benefits if the notice is less than three months from the end of an academic year.
- B. If after six years in a tenure-track appointment, a Faculty member does not receive tenure, he or she may, at the discretion of the academic administration, be granted Contract Faculty appointments of no more than one year each. This type of appointment may be renewed indefinitely, but appointment and renewal do not imply any right of continuation beyond the end of the specific written appointment. Such an appointment does not preclude reconsideration for tenure at some later date. Any reconsideration for tenure shall be initiated by the dean of his or her college or by the CAO.

### **Section 7.12 Post-tenure Review**

Tenure is a necessary and valuable tool for higher education to recruit, retain and advance its most talented faculty. At OC, tenure is entirely "owned" by the faculty. Often the period after tenure comprises more years in one's academic career than pre-tenure. This section will address those post-tenure years as well as the expectations of the University for them and help faculty know where they stand after being granted tenure. Post-tenure review should be non-punitive in nature. Focus should be on faculty development and the reinvigoration of careers.

Each post-tenured faculty member will submit a one-page document addressing their accomplishments in agreed-upon areas every four years. The document will be submitted as a part of the routine annual review of each faculty member. The first post-tenure review will be a part of the fourth annual review after tenure is granted and continue every four years thereafter.

A list of acceptable "accomplishments" for post-tenure review is listed below. The list is expected to be dynamic and flexible. Accomplishments more specific to one's academic discipline can be added if the addition is requested at least one semester before a post-tenure review and approved by the CAO. Many accomplishments may be counted multiple



times (see instructions in appendix for details). Any failure to reach the required number of accomplishments or meet the conditions above will place the post-tenured faculty member on a schedule of annual post-tenure reviews until the situation is remediated.

Paperwork to complete this review will be no more than one single-spaced page. Ancillary documents can be provided for proof if requested. The estimated time required to compile this report is less than an hour.

To implement this policy, the CAO will separate the existing post-tenured faculty into four equal groups and stagger them over the four years after adoption. Candidates in the first and second years will have the expectations pro-rated to two (2) or three (3) “accomplishments” respectively. Each newly tenured faculty member will have his/her first post-tenure review four (4) years after being granted tenure and will be expected to log the full five (5) qualifying accomplishments.

**Possible accomplishments** Each post-tenured faculty member will achieve at least five (5) “accomplishments” from the events listed below every four years. Asterisks indicate activities that count for more than one accomplishment. Negotiable items will be based on the scale of the accomplishment and in some cases a significant achievement might count for two or three accomplishments.

1. Service on a campus-wide “standing” committee as laid out in the Academic Policy Manual.
2. Service as an elected representative on the OC Faculty Association Executive Committee.
3. Service as an elected officer on the OC Faculty Association Executive Committee.
4. Serving on a major academic society’s committee.
5. Service as chair of a department or division.\*
6. Attendance at a major conference without presentation duties.\*
7. Presiding or participating on a panel at a major conference.
8. Delivery of a paper at a major (International/National) conference.\*\*
9. Publication of a paper in a refereed journal.\*\*
10. Publication/Acceptance of an authored or edited book.\*\*
11. Having a chapter published in an edited book.\*\*
12. Applying for a significant foundation or government grant.
13. Securing outside (non-OCWA) funds of more than \$2000 for department projects.
14. Securing a research grant or major foundation award (above \$2,000) for the campus.\*\*
15. Sponsoring undergraduate research opportunities involving students over at least an eight (8) week period in the summer on campus.
16. Advising without compensation such groups as student academic societies, Outreach, etc.
17. Arts activities such as a gallery show, a dramatic production, audio recording, films, music publishing, etc. outside of the faculty member’s compensated duties (negotiable).
18. Sponsoring a study-abroad activity.\*\*
19. Preparing a new course or modifying an existing course for online delivery.\*

20. Hosting of an academic event that brings high school or college students to campus.
21. Performing community service in a significant way that benefits the young, the poor, or the elderly and involves OC student volunteers.
22. Being the originator and continuous facilitator of an ethos-approved recurring event.
23. Serving in a leadership position in a local church, such as an elder, deacon, preacher, ministry leader, or teacher on an ongoing basis.
24. Sponsorship of a men's or women's social service club.\*
25. Winning an award from a professional society for service to the discipline.
26. Other accomplishments as agreed on by the CAO, the dean and the faculty member.
27. Creating marketing materials, such as advertising and/or graphic design for the university, colleges, and/or departments.
28. Creating marketing materials, such as advertising and/or graphic design, for clients. (This is considered scholarly activity at most universities).
29. Networking with the industry through field trips, guest speakers, and panelists critiquing student work.
30. Visiting high schools and high school portfolio reviews to recruit prospective students.
31. Creating marketing material to present to prospective students at high schools, special events, and university visits.
32. Restructuring degree programs and course content to meet industry standards for employment.
33. Working with students in the selection and submission of their art/design work to national shows and following up to ensure they've entered the competitions.
34. Service to the church and service to the community.
35. Completing a certification program through the North Institute of through a certificate granting institution such as Online Learning Consortium.
36. Teaching of extended hours for one or more semesters to meet needs in the department.\*

\*one time only/four years

\*\*counts as two accomplishments

### **Section 7.13 Dismissal for Institutional Circumstances**

A. Tenured Faculty may be dismissed in the following institutional circumstances:

1. Tenured Faculty will be dismissed only after all non-tenured Faculty in the tenured Faculty member's discipline have been dismissed and there is still a financial or academic necessity to dismiss Faculty in the discipline, unless retaining the tenured Faculty member will result in a distortion of the academic program.

Enrollment decline, demonstrable financial exigency, or reduction or elimination of programs may necessitate the dismissal of tenured Faculty. Judgments regarding which programs should be reduced or eliminated and the resulting impact on faculty employment shall be at the discretion of the administration, but shall be made on the basis of bona fide educational, mission and/or financial plans or needs. In cases of reduction or elimination of programs, no showing of financial exigency is required, but the impact of proposed dismissals upon departmental programs shall be reviewed by the internal Academic Affairs Committee, which will have up to 30 days to submit a recommendation to the President before a final determination of the matter is made by the administration. In cases of demonstrable financial exigency, a financial statement shall be published prior to the dismissal of Faculty. In case of enrollment decline, the numbers and impact on the University shall be published with the rationale for dismissing tenured Faculty.

- B. The following provisions provide additional guidance on the process for dismissal of tenured faculty members:
1. If tenured Faculty are to be dismissed for institutional circumstances, the decisions for which tenured Faculty are to be dismissed shall take into consideration the academic needs of the institution, the overall contribution of the Faculty to the mission of the University, and the relative longevity of the tenured Faculty.
  2. When it is anticipated that a Faculty member will be dismissed for the institutional reasons specified above, the potentially affected Faculty member shall be given as much notice as is practicable of the impending termination.
  3. The University will make reasonable efforts to employ in another useful position the tenured Faculty member whose teaching position is eliminated, but employment is not guaranteed nor, if so placed, is he or she guaranteed the salary of the former position. If the placement is not in the same field of specialization and in the same department, school or college, tenure will terminate, though if qualified the Faculty member may apply for tenure in the new position. The academic quality of the University and its programs shall not be compromised by offering tenured Faculty members positions for which they are not well qualified.
  4. A tenured Faculty member whose appointment is terminated for institutional reasons shall be offered an opportunity to return to a tenured position in the department if, within three years after he or she has left Oklahoma Christian University, there is a tenure-track position opened for which the dismissed Faculty member is clearly qualified.

## **Section 7.14 Dismissal for Personal Circumstances**

A. Tenured Faculty may be dismissed in the following personal circumstances:

1. Gross misconduct, moral turpitude, other conduct contrary to the mission and purposes of the University as stated in the Oklahoma Christian

Covenant and other official, public documents, or failure to annually affirm in writing his or her belief in the University's sincerely held religious beliefs articulated in the Statement of Commitment.

2. Disregard of the policies and values of the University.
  3. Professional incompetence, neglect of duty, or lack of diligence in the performance of his or her duties.
  4. Disregard of the conditions and expectations of tenured Faculty as described in this Tenure Policy and in Section 4.02 Quality of Work or in the case of a Tenured Librarian, Section 8.02 Quality of Work.
  5. Inactive membership or token attendance at a congregation of the church of Christ.
  6. Clear and convincing evidence that the Faculty member cannot continue to fulfill the terms and conditions of the employment agreement based on incapacity. Tenure is not retained if the Faculty member is unable to continue teaching a full load.
- B. When the Chief Academic Officer proposes to terminate a tenured Faculty member, the Faculty member may immediately request in writing that the Rank and Tenure Committee review and comment on the proposal, within ten (10) business days of receiving notice of the proposal.
- C. The CAO must inform the Faculty member in writing of the reason for the dismissal before any hearing occurs.
- D. The Faculty member will have the opportunity to speak on his or her own behalf before all bodies and individuals reviewing the Chief Academic Officer's decision, including the Rank and Tenure Committee, or the President.
- E. The Faculty member may be accompanied by a person of his or her choosing, however such individual will not be allowed to speak or comment during the meeting. If an attorney accompanies the Faculty member, the attorney must provide notice to the General Counsel of his or her intent to attend.
- F. If, after this meeting, the University determines to terminate a tenured Faculty member, the Chief Academic Officer will inform the Faculty member of the decision in writing and advise the Faculty member of the specific reasons for that decision.
- G. The Faculty member may appeal his or her termination to the President. The President may choose to impose a penalty short of termination, such as a reprimand, probation for a short period of time, or probation accompanied by a loss of tenured status, or he or she may support the decision to terminate the Faculty member. In the case of probation and a loss of tenure, tenure can be regained only after the probation period and then by satisfying the conditions and regulations for granting tenure.

- H. Notwithstanding any statement herein, a tenured faculty member whose employment is terminated retains the right to arbitration as provided in the employment agreement and the Employee Policy Manual.

## **Article VIII. The Responsibilities and Rights of Faculty Librarians**

### **Section 8.01 Library Faculty Responsibilities and Rights**

Basic to a mutually satisfactory relationship between any parties is a clear understanding of respective rights and responsibilities involved. This statement of “Responsibilities and Rights of Library Faculty Members,” prepared by the administration and Faculty of Oklahoma Christian University is designed to promote such an understanding. Library Faculty members, as defined by Oklahoma Christian University, are professional librarians who hold either a master in library science or a master in library and information science from an institution accredited by the American Library Association.

Everyone connected with the University, from the Board to the students, recognizes that the purposes of the institution are achieved principally by the faculty members through teaching, mentoring, and advising students, both inside and outside the classroom. For this reason, faculty competence is of fundamental concern to all. The work of each librarian should, therefore, be a matter of constant reappraisal, both by the librarian himself or herself and by the administration of the University.

### **Section 8.02 Library Faculty Quality of Work**

The professional quality of a librarian’s work will be judged on the basis of five factors: librarianship/teaching, professional achievement, service, collegiality, and contribution to the spiritual mission of the University. Although these five factors have been listed individually in the context of Christian higher education at Oklahoma Christian University, none of them can be separated from their roots and fundamental integration with the Christian worldview and spiritual dimension of man. Therefore, each factor must be interpreted not only in view of the best in American higher education, but more particularly in view of the spiritual mission of the University as articulated by the Contribution to the Spiritual Mission of the University statement contained in [Section 4.07](#) of this *Academic Policy Manual*. Criteria to be assessed in these areas must be documented and, wherever possible, must be measurable. The most effective opportunity for documentation occurs in annual evaluations by the Associate Dean for Teaching and Learning, the library director, and in the librarian’s self-evaluation and portfolio. Annual evaluations must include documentation in each of the five areas listed below: Librarianship/Teaching, Professional Achievement, Service, Collegiality, and Contribution to the Spiritual Mission of the University.

#### **A. Librarianship/Teaching**

Librarians are engaged in the transmission of knowledge, values, and beliefs important to scholarship and higher education. By providing professional guidance in the acquisition, organization, and use of library resources, librarians play a major role in the learning process. Effective Christian librarianship encompasses knowledge and enthusiasm for the subject matter, ability to communicate effectively, self-reflection and

constant improvement, relation of subject matter and its implications to revealed and natural truth (i.e., integration of faith and learning), and interest in the students. Knowledge of librarianship involves understanding the overall structure, functions, and services of libraries. It also includes understanding the mission, goals and vision of the Beam library and how to develop the library within that framework. Success in this area is measurable in a variety of ways, as noted below, and will be documented as appropriate.

1. Evidence of quality in a librarianship/teaching role will come from such sources as:
  - i. formal evaluations by the Associate Dean for Teaching and Learning, library director and students;
  - ii. observation of classes or work by the library director or other faculty;
  - iii. letters of testimony from alumni and peers;
  - iv. observations by professional librarians;
  - v. diligence and effectiveness in academic advising, professional mentoring, or other availability and helpfulness to the students;
  - vi. cooperation with and acceptance of equitable librarianship/teaching loads;
  - vii. staying abreast of librarianship with regular reading in the field;
  - viii. continual upgrading of class outlines, tutorials, the library system, or web pages;
  - ix. regular revision and improvement of reference, cataloging, teaching strategies and lectures; and
  - x. systematic efforts to find out what students are learning and his or her influence on that learning and growth.
2. Materials that reflect the quality of librarianship/teaching include:
  - i. list of courses or classes taught and the syllabi;
  - ii. teaching assignments, job description;
  - iii. original cataloging or library collection evaluation;
  - iv. archival or special collection research tools;
  - v. technological innovations or databases;
  - vi. reports or policy statements;
  - vii. sample materials prepared for instructional purposes including the effective use of technology;
  - viii. solicited or unsolicited written evaluations from peers academic administrators, and students;



- ix. reflections on librarianship, information literacy and the integration of faith and learning;
  - x. descriptions of new and/or innovative methods in librarianship/teaching;
  - xi. descriptions of advising and mentoring activities;
  - xii. awards and other recognitions in librarianship; and
  - xiii. descriptions of methods used.
3. Evidence of outstanding student performance and accomplishment which may reflect on the work of the librarian includes:
- i. accomplishments of internships in the field;
  - ii. research, writing, and presentations; and
  - iii. achievement on standardized tests or surveys.

#### B. Professional Achievement

Any librarian seeking academic advancement in an academic community must be making suitable achievement as a professional academic librarian. Librarians will seek to excel and include as many of the following areas as are appropriate to their responsibilities:

- 1. contributing to knowledge through research and writing (evidence might include lists and description of research projects, lists of publications, lists of professional presentations, grant writing, creation of new access tools, e.g., databases, indexes, bibliographies);
- 2. serving as a referee on editorial boards;
- 3. producing electronic data (evidence might include original bibliographic and cataloging records to a national/international database, web pages);
- 4. participating in seminars, workshops, or other areas of continuing education; and
- 5. engaging in professional activities (evidence might include lists of professional activities such as participating in professional library associations; chairing sessions for conferences, judging student works; judging professional works; serving as a consultant, panelist, etc.; serving as a guest lecturer, consulting, speaking).

Evidence of success in these areas includes:

- i. records of activity;
- ii. objects or materials produced;
- iii. lists of professional honors; and
- iv. juried competitions and publications.

#### C. Service

#### D. Collegiality



E. Contribution to the Spiritual Mission of the University

**Section 8.03 Individual Rank**

A. Instructor

A librarian may be appointed to this rank if he or she has a Master of Library Science degree from an institution accredited by the American Library Association or a master's degree in a relevant area with the intention of completing a Master of Library Science from an ALA accredited institution. Only in exceptional cases and upon condition of completing a master's degree in a reasonable time (specified in the initial contract) will one without the master's degree be appointed. No previous library experience is required.

B. Assistant Professor

For appointment to the rank of Assistant Professor, a librarian must:

1. hold a Master of Library Science degree from an institution accredited by the American Library Association;
2. have three years of experience as a professional librarian; *and*
3. have in the opinion of those charged with appointment, an acceptable level of Library Faculty Quality of Work as described in [Section 8.02](#).

C. Associate Professor

For appointment to the rank of Associate Professor, a librarian must:

1. hold a Master of Library Science degree from an institution accredited by the American Library Association;
2. have a total of at least six years' experience as a professional librarian; *and*
3. have evidence of a Library Faculty Quality of Work as described in [Section 8.02](#) greater than that expected for the Assistant Professor, thus demonstrating excellence in those items.

D. Professor

For appointment to the rank of Professor, a librarian must:

1. hold a Master of Library Science degree from an institution accredited by the American Library Association;
2. have at least five years as an Associate Professor; *and*
3. have evidence of a Library Faculty Quality of Work as described in [Section 8.02](#) greater than that expected for the Associate Professor, thus demonstrating distinction in those items.

E. Distinguished Professor

See requirements for Distinguished Professor at [Section 6.02.N.5](#).

## **Section 8.04 Library Faculty Tenure**

See Section 7.09.

## **Section 8.05 Library Faculty Evaluation**

Library Faculty evaluation at Oklahoma Christian University is comprehensive and consists of four major components: student evaluation, faculty evaluation, self-evaluation, and evaluation by the library director and Associate Dean for Teaching and Learning. The evaluation is to be used to pinpoint areas for faculty development and for making decision concerning promotion, tenure, and other administrative matters. The library faculty evaluation process requires the active involvement of the librarian and is designed to evaluate all aspects of the librarian's work.

The library Faculty evaluation process described below will be used for developmental purposes. The process will be carefully documented and will be used as part of the decision-making process regarding requests of rank and tenure, as well as awarding merit compensation.

### **A. Evaluation for Librarians in Their First Five Years of Employment**

1. Student evaluations will be conducted annually from a random selection of students a librarian worked with during fall, spring, or summer semesters.
2. Student evaluations will be conducted annually for the individual library instruction classes. Courses not taught annually will be evaluated each time they are taught, *e.g.*, a library science course.
3. Faculty evaluations will be conducted annually from a random selection of faculty who observed a librarian during fall, spring, or summer semesters.
4. Each librarian will perform an annual self-evaluation.
5. The library director will conduct an annual evaluation, in consultation with the Associate Dean for Teaching and Learning.

### **B. Evaluation for Library Faculty with More Than Five Years of Employment**

1. Student evaluations will be conducted in alternating years from a random selection of students a librarian worked with during fall, spring, or summer semesters;
2. Student evaluations will be conducted annually for the individual library instruction classes. Courses not taught annually will be evaluated each time they are taught, *e.g.*, library science course;
3. Faculty evaluations will be conducted in alternating years, from a random selection of faculty who observed a librarian during fall, spring, or summer semesters;
4. Each librarian will perform an annual self-evaluation.
5. The library director will conduct an annual evaluation in consultation with the Associate Dean for Teaching and Learning.

### **Section 8.06 Student Evaluations of the Library Faculty**

The student evaluations will consist of questions concerning the teaching and content of information during contact with a librarian; a section for optional questions at the discretion of the librarian and/or the library director; and demographic questions. Student evaluation of the library instruction classes is provided by an online evaluation concerning the teaching and content of the class.

- A. Analysis of the results will allow comparisons across different subgroups of the campus, i.e., colleges departments, student classification, general education courses, etc.
  - 1. The feedback from the evaluation will be helpful to the librarian in improving his or her classes and reference abilities.
  - 2. The goal of the student evaluations will be to improve librarianship/teaching.
  - 3. Results of evaluations will be distributed at least annually to the librarian, to the library director, and the Associate Dean for Teaching and Learning.

### **Section 8.07 Faculty Evaluations of the Library Faculty**

The Faculty evaluations will consist of questions concerning the teaching and content of information during contact with a librarian; a section for optional questions at the discretion of the librarian and/or the library director; and demographic questions. Analysis of the results will allow comparisons across different subgroups of the campus, i.e., colleges, departments, doctoral candidates, purpose of research, etc.

- A. The feedback from the evaluation will be helpful to the librarian in improving his or her classes and reference abilities.
  - 1. The goal of the Faculty evaluations will be to improve librarianship/teaching.
  - 2. Results of evaluations will be distributed at least annually to the librarian, to the library director, and the Associate Dean for Teaching and Learning.

### **Section 8.08 Self-Evaluation**

Each year, at the written request of the library director, the librarian will update the annual Personnel Report and prepare to discuss the year's activities with the Associate Dean for Teaching and Learning and the library director during the annual evaluation interview. Particular attention should be given to the following:

- A. Teaching/librarianship;
- B. Advising;
- C. Scholarly activity for the year;
- D. Committee activity;
- E. Church involvement;

- F. Support of the University, to include an assessment of attendance at chapel and Faculty meetings; and
- G. Progress towards any goals set for the year.

### **Section 8.09 Associate Dean for Teaching and Learning and Library Director Evaluation**

The library director, in consultation with the Associate Dean for Teaching and Learning, will complete the University Faculty Evaluation form for each librarian on an annual basis.

- A. This evaluation will reflect the results of the other three elements of the evaluation (student evaluations, if available; Faculty evaluation; and self-evaluation) and should summarize the evaluation of the librarian relative to the Library Faculty Quality of Work and other faculty requirements found in the *Academic Policy Manual*.
  - 1. The evaluation will be typically conducted after the spring graduation. The Associate Dean for Teaching and Learning or library director may notify the librarian in writing if a need exists to conduct an evaluation at other times during the year.

### **Section 8.10 Librarian Evaluation Interview**

The library director, in consultation with the Associate Dean for Teaching and Learning, will conduct an annual evaluation interview with each librarian. This interview is the key to the evaluation program.

- A. The Associate Dean for Teaching and Learning and the library director will review the student, faculty and self-evaluations prior to the meeting.
- B. The Associate Dean for Teaching and Learning and the library director will discuss the various evaluation results and will then share the results of the Associate Dean for Teaching and Learning evaluation.
- C. The emphasis of the interview should be to determine needs and action plans for faculty development.
- D. The Associate Dean for Teaching and Learning will keep a record of the evaluation and will provide a written copy of the evaluation to the librarian and library director.

### **Section 8.11 Appeal Procedures**

Any librarian who feels that he or she has not been fairly evaluated may appeal to the CAO within four weeks of the interview date.

- A. The appeal must be in writing.
- B. The CAO will respond in writing within four weeks from the day of receiving the appeal.

- C. If the evaluation results in administrative action such as failure to receive rank increase or tenure, or dismissal, the appeals processes pertinent to those actions should be followed.

### **Section 8.12 Personnel Files**

Summaries of student evaluations and copies of all other evaluations shall become a part of the librarian's permanent personnel file.

## **Article IX. Faculty Evaluation**

### **Section 9.01 Faculty Evaluation Process**

Faculty evaluation at Oklahoma Christian University is comprehensive and consists of three major components: student evaluation, self-evaluation, and evaluation by the department chair/associate dean and dean. The evaluation is to be used to pinpoint areas for Faculty development and for making decisions concerning promotion, tenure, and other administrative matters. The faculty evaluation process requires the active involvement of the faculty member and is designed to evaluate all aspects of the faculty member's work.

The faculty evaluation process described below is used for developmental purposes. The process will be carefully documented and will be used as part of the decision-making process regarding requests of rank and tenure, as well as in awarding merit compensation.

#### **A. Evaluation of Tenured and Tenure-Track Faculty**

1. Student evaluation annually in all classes taught during the fall and spring semesters.
2. Self-evaluation annually.
3. Department chair/associate dean's evaluation annually in consultation with the dean (or by the dean in those departments without a chair or where the chair is being evaluated).

#### **B. Evaluation of Contingent (Adjunct and Non-tenure Track) Faculty**

All classes taught by contingent faculty will be evaluated each semester by students. The Department chair/associate dean should meet with contingent faculty as appropriate to discuss performance.

### **Section 9.02 Student Evaluation**

The student evaluations will consist of questions concerning the teaching and content of the course; a section for optional questions at the discretion of the professor and/or the department, school, or college; demographic questions; and short answer questions.

- A. Analysis of the results will allow comparisons across different subgroups of the campus, i.e. colleges, departments, general education courses, etc.
- B. The feedback from the evaluation will help the professor improve the course.

- C. General short answer questions will provide students the opportunity to elaborate on concerns or ideas about the class.
- D. The goal of the student evaluations is to improve teaching.
- E. To enhance the usefulness of the evaluation commentaries, faculty may provide supplemental questions tailored to each course.
- F. Results of evaluations will be available to the faculty member, chair, and dean at [facultytools.oc.edu](http://facultytools.oc.edu) the day after all grades are filed.

### **Section 9.03 Self-Evaluation**

Each year, at the written request of the dean, or department chair/associate dean, the Faculty member will provide a self-evaluation or summary of activities for the year and prepare to discuss the year's activities with the dean and department chair/associate dean during the annual evaluation interview. Particular attention should be given to the following:

- A. Teaching
- B. Advising
- C. Scholarly activity for the year
- D. Committee activity
- E. Church involvement
- F. Support of the University, to include an assessment of attendance at chapel and Faculty meetings
- G. Progress toward any goals set for the year.

### **Section 9.04 Department chair/Associate dean's and Dean's Evaluation**

The department chair/associate dean, in consultation with the dean, will complete the University Faculty Evaluation form for each Faculty member in his or her department on annual basis. Deans will complete the Faculty Evaluation form for each department chair/associate dean.

- A. This evaluation will reflect the results of the other two elements of the evaluation (student evaluation and self-evaluation) and should summarize the evaluation of the Faculty member relative to the Quality of Work and other faculty requirements found in the *Academic Policy Manual*.
- B. The evaluation is typically conducted during the spring semester. The department chair/associate dean or dean may notify the Faculty member in writing if a need exists to conduct an evaluation at other times during the year.

### **Section 9.05 Faculty Evaluation Interview**

- A. Each department chair/associate dean will conduct an annual evaluation interview with each Faculty member, with his or her dean or associate dean present. This interview is the key to the evaluation program.

- B. The department chair/associate dean will review the student evaluations and the self-evaluation prior to the meeting.
- C. The department chair/associate dean will discuss the various evaluation results and will then share the results of the evaluation.
- D. The emphasis of the interview should be to determine needs and action plans for Faculty development.
- E. The department chair/associate dean or dean will provide a written copy of the evaluation to the Faculty member and to the CAO.
- F. Deans will follow the same process for evaluation of department chairs/associate deans, with the CAO present.

### **Section 9.06     Appeal Procedures**

Any Faculty member who feels that he or she has not been fairly evaluated may appeal to the CAO within four weeks of the interview date.

- A. The appeal must be in writing.
- B. The CAO will respond in writing within four weeks from the day of receiving the appeal.
- C. If the evaluation results in administrative action such as failure to receive rank increase or tenure or dismissal, the appeals processes pertinent to those actions should be followed.

### **Section 9.07     Personnel Files**

Summaries of student evaluations and copies of all other evaluations shall become a part of the Faculty member's permanent personnel file.

## **Article X.     New Faculty**

### **Section 10.01     Orientation and Evaluation of New Faculty**

The University recognizes a special duty to orient new Faculty members to their life and duties as members of the University community. The following procedures will be followed to help new Faculty members.

The University seeks to recruit and retain professors who are growing in excellence. Effective teaching, like all art forms, is the outcome of consistent, continued development on the part of an individual. The University desires to help each Faculty member develop his or her skills in working with students and fostering intellectual development. The CAO, the deans, and the department or school chairs have the responsibility of helping new Faculty through the first one to three years when a new Faculty member is adjusting to OC and perhaps gaining his or her first experiences with university teaching.

Because there are no formulas for excellence of teaching and because the instructional process requires continual experimenting and evaluating, all those connected with academic administration are eager to serve as mentors to new Faculty members. Assistance



may be informal and occasional, but to create a situation which is non-threatening and positive, the CAO and deans will follow this schedule of meetings for communication and assistance:

- A. Prior to the fall term, the CAO will conduct an orientation for new Faculty members beginning their work at OC. The CAO or the Associate Dean for Teaching and Learning will arrange for additional training opportunities for new Faculty to occur periodically throughout the year.
- B. Within the first few weeks of the fall term, the dean will meet with the new Faculty member and discuss his or her courses (including reviewing the syllabus for each) and his or her success in dealing with students. For Faculty members teaching for the first time, specific counsel should be given about grading, testing procedures, clarification of course objectives, and procedures for self-evaluation. Other meetings can be agreed upon at the time.
- C. During the first term, the department chair/associate dean, dean and the new Faculty member will meet to assess the professor's performance. At that meeting the dean and department chair/associate dean can discuss the procedure of Faculty evaluation. It will probably be useful to go over the evaluation form, explaining key factors and discussing some of the items which are included and the reason for their inclusion.
- D. Early in the second term, the department chair/associate dean and the dean should meet with the Faculty member to review the Faculty member's work, including student evaluations. From that meeting should come a list of teaching processes which the Faculty member will try to improve.
- E. During the annual evaluation, which typically occurs during the spring semester, the department chair/associate dean and the dean will meet again with the new Faculty member who is in his or her first year. At this meeting, the Faculty member will be told whether he or she will be offered a new contract; for those being re-employed, specific areas of teaching improvement will be discussed and reviewed.
- F. In the fall term of a Faculty member's second year of employment, he or she will have another conference with the department chair/associate dean and the dean. At that time, the three will assess the Faculty member's first year's work. His or her future plans should be very carefully analyzed and discussed in light of his or her department's need. This meeting should allow the professor to express his or her own personal goals and aspirations and to discuss ways in which they might fit into the University's development.
- G. During the annual evaluation in the spring semester of the second year, the department chair/associate dean and the dean should again meet with the Faculty member to go over his or her student evaluations and the dean's evaluation. This meeting should be a platform for establishing some long-range goals for the Faculty member. If there are weaknesses which make the Faculty member's teaching ability a matter of serious question, future meetings will be set up to help the Faculty member work on those areas.

## **Article XI. Faculty Development**

Oklahoma Christian University recognizes the importance of Faculty development and supports development initiatives in the areas of advanced academic learning, teaching preparation, conference attendance, research, scholarly writing, sabbaticals, and numerous other development venues. OC encourages all faculty members to continue growth in discovery, integration, application, and teaching. To this end, the CAO and the Deans' Council will ensure that a useful program for tenured and tenure-track Faculty enrichment is developed and maintained at all times, that access to funding is fair and equitable, and that all tenured and tenure-track Faculty will be actively encouraged to participate in the various opportunities made available through the program or have access to consideration for funding for opportunities Faculty seek on their own.

Unless otherwise specified or agreed to by a dean, the provisions of this section only apply to Faculty.

### **Section 11.01 Program Management**

#### **A. Oversight**

The CAO, deans, Deans' Council, and Associate Dean for Teaching and Learning are primarily responsible for the Faculty development program. The Rank and Tenure Committee may also play a role in recommending or arranging certain Faculty development programs or activities. Individual Faculty development is, however, ultimately the responsibility of each Faculty member. Deans will meet with each Faculty member on an annual basis to outline a development plan for the following year. This plan will help Faculty members to meet their professional goals, allow each department or school to identify Faculty development needs, and assist in funding allocation decisions.

#### **B. Development Opportunities**

Development opportunities come in many forms; some require University funding while others have no cost; some are structured while others are informal and loosely defined. In short, any activity that enhances the scholarly or pedagogical development of the individual Faculty member qualifies as "development." Faculty members are expected to pursue development opportunities and submit any activities to their dean and department chair/associate dean for inclusion in their individual development file.

The CAO and the Associate Dean for Teaching and Learning are responsible for making development opportunities known to the general Faculty and for informing the Faculty community regarding current Faculty development activities.

The individual development file will be used for four purposes:

1. To assist Faculty members in planning future development needs.
2. To assist deans in making strategic Faculty development funding decisions either within the college or by the Deans' Council.
3. Deans and department chairs/associate deans will use the file as a tool to manage Faculty development needs as outlined in the Academic Policy Manual.

4. The file will be a ready resource to guide the Faculty member in preparing for rank and tenure decisions and for preparing for accreditation reviews when and where necessary.

#### C. Development Funding Requests

To apply for University funds to support Faculty development, the Faculty member must submit a Faculty Development Request Form to the department chair/associate dean. The department chair/associate dean will by his or her signature indicate approval or disapproval and forward a recommendation to the dean for a final decision within three weeks of receiving the request. The dean must make a formal decision regarding the request and notify the Faculty member no later than six weeks from receiving the request. If the request is denied, the Faculty member will be informed of the decision in writing and the basis for that decision, including denial for lack of funds. The Faculty member will then have 30 days to resubmit a revised request with additional justification to the dean, which shall generally respond within six weeks (summer is an exception to the six week requirement; however, a resubmittal or response is due no later than the week before the beginning of the fall semester). If the dean denies a request for a second time, the applicant must wait a minimum of six months before resubmitting the same request.

In terms of the University's annual allocation for Faculty development, each dean will hold in reserve 20% of the allocated funds for development requests made after January 1 to ensure funding for emerging requirements and opportunities between January 1 and the end of the fiscal year.

For approved requests, the dean will typically fund requests at the following levels, provided funding exists:

1. For presenters, funding will typically be at the 100% level for the first conference during the year;
2. For panelists, panel organizers and those presenting at a second or third conference, funding will typically be at the 75% level; and
3. For attendees who are not presenting or serving as panelists, funding will typically be at the 50% level.

There may be special circumstances – such as your service as an officer of the organization -- that require your attendance at a conference. If special circumstances exist and you are not presenting or serving on a panel, please note the special circumstances on the form so that the most appropriate reimbursement rate can be applied.

The CAO will report in an aggregate fashion all development funds spent during each fiscal year. There are some cases in which other entities fund development activities which result in no cost to the Faculty member or the college Faculty development budget. These situations are exempt from the request and reporting system, though they shall be reported as Faculty development activities, and if they involve use of University facilities, they must be submitted to the appropriate dean for approval.

Faculty who accept funding must provide a summary report and a financial accounting to the dean within sixty days of completion of the development activity. Funding of \$100 to \$1,000 requires a brief synopsis of the activity undertaken and any information or recommendations gleaned from the activity that may be of assistance to OC or other Faculty. Development activities in excess of \$1,000 may require additional documentation as specified by your dean. In addition, either the dean or the department chair/associate dean may require that the Faculty member give a report to other Faculty members, either in written or oral form.

In some cases, Faculty members (such as the librarians) report directly to the CAO. In these cases, the CAO performs the duties of the dean as outlined in this policy.

#### D. Cost Overruns

Faculty members are responsible for providing accurate cost estimates when applying for development assistance. When cost overruns occur, the Faculty member bears the responsibility of justifying additional costs. The member must submit an additional funding request form to the dean, detailing the costs and reasons for the additional cost. There is no assurance that cost overruns will be funded, and thus they may become the responsibility of the Faculty member. All rules that apply to original funding requests will also apply to requests to fund overruns.

#### E. Qualifying Activities

The following activities are typically eligible for development funding:

1. subject matter conferences;
2. research initiatives;
3. grant writing seminars;
4. workshops applicable to teaching or area of expertise;
5. short courses;
6. convention attendance;
7. accreditation preparation conferences;
8. graduate course attendance;
9. delivery of papers at conferences;
10. new course development; and
11. sabbaticals (see below).

The Rowe Distinguished Scholar Award is funded by a donor-restricted endowment and funds are disbursed to support conference or scholarly-project support. Timing and cash amounts of the Rowe Award are determined according to endowment policies of the Board of Trustees and administration. These awards are not subject to the normal development funding request process.

## **Section 11.02 Professional Growth**

### **A. Terminal Degree Progress**

Unless specifically stated otherwise in a Faculty member's offer letter, all Faculty who do not have the terminal degree are expected to measurably advance their scholarship in their respective teaching field each year. This advancement will usually involve continuing graduate study leading to a terminal degree; however, deans may choose to allow Faculty members to use alternative methods for meeting the requirement. In either case, the development should be the equivalent of six graduate hours of study per year. Deans are responsible for monitoring this requirement and ensuring it is considered as part of each applicable Faculty member's personal development plan.

### **B. Professional Memberships**

Each Faculty member should maintain membership in at least one professional organization. The cost of this membership will be borne by the Faculty member and is not eligible for development funding. Faculty members are also expected to attend meetings of this organization and should plan to attend a regional or national meeting at least once every three years. Deans and department chairs/associate deans are also responsible for monitoring these requirements and ensuring Faculty comply. Faculty members may apply for development funding to attend professional meetings.

## **Section 11.03 Sabbaticals**

### **A. Application Process**

All full-time Faculty members are eligible to apply for a sabbatical leave after completing at least seven years of service to the University, or seven years since the last sabbatical granted.

1. Applications for eligible individuals will be due no later than February 1 prior to the year in which the sabbatical will be taken.
2. The Faculty member may request any of the following types of sabbaticals:
  - i. a one-semester sabbatical at full pay;
  - ii. a one-semester sabbatical at half pay;
  - iii. a two-semester sabbatical at half pay; or
  - iv. an arrangement proposed by a Faculty member and approved by his or her department chair/associate dean and dean other than the types of sabbaticals listed in i – iii. It is expected that sabbatical proposals falling in this category might be partially funded through outside sources (e.g., grants), a partial reduction in the Faculty member's salary during the sabbatical period, or both.
3. Availability of the various types of sabbaticals is subject to funding.
4. The Faculty member will complete an Application for Faculty Development Sabbatical form, which will include a formal proposal for the activity to be undertaken during the sabbatical.

5. Faculty development expenses such as travel are handled separately through the normal process for requesting development funding.
6. The Deans' Council will decide which sabbaticals are given during the course of the year based on eligibility. The results will be announced no later than May 1.
7. Within sixty days following the sabbatical, the Faculty member will submit a formal report on the sabbatical to the department chair/associate dean, dean and the CAO and will make a five- to ten-minute oral presentation at a meeting of the whole Faculty or any subgroup designated by any of the department chair/associate dean, dean or CAO.

#### B. Selection Process

The Deans' Council will establish a selection process based on three criteria: the merit of the sabbatical proposal; the availability of funding; and a "time/service" factor which considers the length of service to the University since the Faculty member was last granted a sabbatical.

#### C. Sabbatical Applications

The Faculty member must attach to the standard Application for Faculty Development form the following:

1. a description of the proposed sabbatical;
2. a timetable for completing the sabbatical;
3. an explanation of the sabbatical's benefit to his or her scholarly achievement and teaching; and
4. an estimate of the budget needed for completion of the activity.

### **Section 11.04 Assistance for Graduate Study: Terminal Degrees**

#### A. Introduction

The University seeks to encourage Faculty members engaged in graduate studies leading to a terminal degree. To this end, HR and College Deans will sponsor a program to facilitate dialog and an exchange of information of greatest interest to those working on terminal degrees and, as funding permits, provide for financial assistance and/or release time for tenure-track Faculty members pursuing terminal degrees in their disciplines.

A signed letter of commitment form (obtainable from the HR Director) indicating that the Faculty member is aware of his or her obligation to either remain with the University or compensate the University for any support received, based on the type and amount of support received.

If approved, funding will be for tuition only. Travel, books and fees will not be paid or reimbursed by the University. In lieu of direct payment or reimbursement, a Faculty member may, with the recommendation of the appropriate department or school chair, request three hours of release from his or her teaching load per semester.



If approved, funding will be made for courses taken for academic credit toward the terminal degree. The Faculty member will be expected to reimburse the University for courses withdrawn from, dropped, or failed. Faculty members who accept assistance will incur a commitment to the University and contractually obligate themselves to a specified number of years of future service depending on the extent of assistance granted.

#### **B. Priorities and Reporting**

The decision to support a Faculty member rests with the College Dean, although the recommendation of the department or school chair will be sought. Faculty members who have completed all of their coursework and lack only their thesis/dissertation will be given special consideration for funding or release time.

Faculty members who accept University support must submit an annual progress report detailing their graduate studies and experiences of the previous year, due to the department chair/associate dean, dean and HR Director not later than June 1. Attachments must include an official updated copy of the transcript and an updated plan of study if available. Should the Faculty member fail to supply this report, continued assistance will be denied.

### **Section 11.05 Other Faculty Development**

In some cases, Faculty development initiatives place a significant burden on the Faculty member both to participate in the activity and teach a normal class load. If a Faculty member believes such a case exists, he or she may submit a Faculty Development Request Form identifying the development activity and funding requested using the standard process. In addition, the Faculty member will attach a separate letter describing why a load reduction is desirable and a proposal for how to cover the courses normally taught. It is suggested that the Faculty member coordinate a load reduction request with his or her department or school chair/associate dean before submission to the dean; however, prior approval by the chair/associate dean is not essential.

University funding for faculty development is not generally available for contingent faculty. When possible, on-campus training opportunities which are open to Faculty are also available to contingent faculty.

### **Article XII. Faculty Compensation**

The faculty compensation system is a crucial element in recognizing, rewarding, and retaining individuals who contribute to the accomplishment of the mission, as well as a very important factor in recruiting new faculty.

Faculty members serve at the University because they believe in the University's mission and because they care deeply for the students' academic and spiritual development. Yet, no matter how deep the motivation and commitment to the mission, the laborer is worthy of his or her hire. Therefore, the University seeks to provide appropriate, reasonable, and competitive salaries.

The University's compensation system must be fair and must be transparent. It must provide a means to recognize and reward excellent achievement by faculty in support of



the University's mission and it must help the University retain such faculty throughout their careers. It must also take into account market forces and provide the flexibility necessary to attract new faculty in all academic disciplines.

### **Section 12.01 Types of Faculty**

- A. Tenured Faculty
- B. Tenure-Track Faculty
- C. Non-Tenure Track Faculty
- D. Adjunct Faculty

The Faculty compensation policies in this section apply only to full-time Tenured Faculty and Tenure-Track Faculty.

### **Section 12.02 Faculty Salaries**

#### **A. Salary level**

Each year the CUPA data on salaries by level in each discipline will be gathered and efforts will be made to move OC Faculty closer to those benchmarks, with appropriate differentiation based on rank, performance and academic discipline. The current goal is to maintain the overall OC Faculty salary average at approximately 80% of the nationwide CUPA averages. (Note: this goal averages all Faculty in each rank, so there may be some Faculty earning less than the goal and some earning more than the goal.) Other data, such as cohort groups or other selected benchmarks may also be reviewed periodically, and goals may be changed periodically as dictated by changes in comparative factors. The changes shall be made by the academic administration in consultation with Human Resources, with the Faculty Association, and with approval of the President.

#### **B. Annual review**

1. Each year the CAO shall review information regarding Faculty salaries with the objective of maintaining equity and competitiveness. Also annually, each dean shall review salaries of Faculty within his or her college with the objective of maintaining equity and competitiveness within the college.

#### **C. Adjustments**

All salary and benefits changes are subject to the availability of funding allocated through the University budgeting processes. Faculty salaries will be adjusted periodically as permitted by the University's finances through cost of living adjustments, equity adjustments, market-based adjustments, rank increases and merit adjustments based on the Quality of Work factors described in the Rank and Tenure sections of this *Academic Policy Manual*.

#### **D. Rank increases**

Annual salary adjustments for rank increases from Instructor to Assistant Professor shall be \$2,000; annual salary adjustments for all other rank increases shall be \$5,000.

Annual salary increases for completion of the first terminal degree will be \$2,000. Faculty will be approved for a first terminal degree salary adjustment following submission of evidence of completion (e.g., an official letter or completed transcript) by the faculty member to the office of the CAO. Where available funding is limited in a given year, priority will be given to funding rank increases and increases for completion of the first terminal degree over the other types of increases described in the preceding paragraph. Rank increase and first terminal degree salary adjustments are effective at the beginning of the academic year following all approvals.

E. Temporary supplemental pay and bonuses

The dean and the CAO shall have the discretion within established budgets to provide temporary supplemental pay for assignments which are clearly over and above general work assignments. Supplemental pay shall be clearly documented as to amount and duration, shall last only for the duration of the extraordinary assignment, shall not qualify for retirement matching funds, shall be reasonably related to the extraordinary assignment, and shall be equitable among the various disciplines. One-time bonuses may be used in the discretion of the dean and CAO (but subject to approval of the President) for highly extraordinary accomplishments.

F. Limitation on salary adjustments

Notwithstanding any other provisions in this policy, a Faculty member shall not receive a cost-of-living increase or other salary increase while on official probation, or while being investigated or evaluated for misconduct or failure to perform his or her duties as expected, provided that the Faculty member affected is informed in writing of his or her alleged deficiencies and is or is being afforded an opportunity to defend his or her performance in a timely manner. If the Faculty member is cleared of all charges, then any deferred cost-of-living increases shall be applied retroactive to the time they would have been applied had there been no charges or investigation.

G. Initial hire

Rank and salary for a new Faculty member will be determined in the reasonable discretion of HR and the CAO in consultation with the College Dean, and shall be exercised in a way to promote equity and fairness while taking into consideration such factors as professional accomplishments and work experience.

H. Documentation of compensation

All compensation elements, by type, amount, and duration, and all performance evaluations will be carefully and uniformly documented to the employee and in the employee's file.

I. Exceptions

Exceptions to these policies and procedures can be made only with the written approval of the President.

## **Article XIII. Other Faculty Policies**

### **Section 13.01 Non-Discrimination Policy**

Oklahoma Christian University does not unlawfully discriminate on the basis of age, sex, national origin, race, color, or disability. The University is religiously affiliated with the churches of Christ and reserves the right to seek, hire, and promote persons who support the goals and mission of the institution, including the right to prefer co-religionists.

### **Section 13.02 Contracts**

Contracts for full-time Faculty will be issued on or about March 1 for the following academic year. Signed contracts are due to the CAO no later than April 30.

### **Section 13.03 Non-Renewal of Contracts**

Provisions for dismissal of Faculty with tenure are described above.

Provisions for non-renewal of contracts for non-tenured Tenure-Track Faculty or Non-Tenure-Track Faculty are as follows.

#### **A. Limited-Term Appointment**

If a limited-term appointment is accepted by a Faculty member and is so described (i.e., temporary, terminal, one-year, two-year, etc.) in the letter of appointment, no further formal notice of termination is required and the employment will end at the end of the specified term.

#### **B. Non-Tenure-Track Appointment**

In the case of non-tenured Faculty on a non-tenure track appointment, the CAO must give written notice of non-renewal no later than March 1 if the appointment expires at the end of that academic year or no later than November 1 if the appointment expires at the end of the fall term.

#### **C. Tenure-Track Appointment**

In the case of non-tenured Faculty members on a tenure-track appointment, the CAO must give written notice of non-renewal according to the following guidelines: not later than March 1 of the first or second year of full-time teaching at OC, if the appointment expires at the end of that academic year, or not later than November 1 if the appointment expires at the end of the fall term; not later than December 15 after more than two years of full-time teaching at OC.

#### **D. Removal for Cause**

Notwithstanding the above, a non-tenured Faculty member may be removed from the classroom at any time and terminated from employment on thirty (30) days' notice for cause as specified in the tenure dismissal provisions of this *Academic Policy Manual*.

### **Section 13.04 Outside Employment**

The University recognizes that Faculty members have qualities, knowledge, and skills of extraordinary value, a value recognized and sought by others. The University acknowledges that limited outside employment can strengthen a Faculty member's effectiveness by augmenting income, extending experiences, strengthening professional ties, or making practical application of academic studies. In such cases, the Faculty member shall discuss the proposed employment with his or her department chair/associate dean and dean prior to accepting the outside engagement. All Faculty shall comply with the University's Conflict of Interest Policy contained in the University's Policy Manual and the Annual Faculty/Staff Disclosure Policy adopted by the University's Board of Trustees. The University requires that all outside employment generating more than \$10,000 in non-passive income or requiring more than 10 hours per week during the academic term be reported annually on an Annual

Disclosure Report. The University's administration reserves the right to ask a Faculty member to modify outside employment at any time such employment is adversely affecting his or her teaching or other duties as a Faculty member.

### **Section 13.05 Academic Regalia**

Because OC faculty are expected to participate in graduation ceremonies as well as numerous other occasions when regalia is required, the University will make a one-time reimbursement of up to \$500 towards the purchase of regalia (i.e., standard gowns, caps and hoods) for full-time tenure-track Faculty who: 1) do not already possess regalia and 2) have terminal degrees or no plans to complete a higher degree in the first three years. Each college assists faculty in ordering regalia using the university's approved vendor (Josten's) or another vendor of choice.

### **Section 13.06 Textbook Selection**

The primary responsibility for textbook choice shall lie with the individual professor of the course. When more than one professor is involved in the teaching of sections of the course, the choice of text will be coordinated by the department or school chair. Textbook selection for graduate courses will be coordinated through the graduate program chair whenever multiple sections of the same course are offered during a single semester. Textbook selections should be submitted by the dates set by the Campus Bookstore. Faculty must honor the University's agreements with the Campus Bookstore and must not promote the purchase of textbooks from other vendors. Where a faculty member proposes to use a textbook he or she authored, the faculty member must seek prior approval by his or her department chair/associate dean and dean.

### **Section 13.07 Course Syllabi**

#### **A. Undergraduate Course Syllabi**

For undergraduate courses, the course syllabus must be distributed to the students within the first week of each course. It should also be submitted to the appropriate department chair/associate dean and dean and posted online at a site designated by the CAO. The following is an outline for a course syllabus. Each item should be covered for every course.

#### **1. Objectives**

Under this heading the exact, measurable objectives of the course should be listed. A relationship should be clearly established between the course and the purposes of the University. The objectives should be as specific as possible.

## 2. Faith and Learning

The syllabus will state the connection between the course and faith by, for example, specifying the direct relationship to the students' faith development, or by explaining how the course equips students to serve mankind or care for God's creation. Examples of questions a faculty member might ask in preparing a course syllabus are the following:

- i. Where is God in the content of this class?
- ii. What does Scripture have to say about the content of this class?
- iii. Am I presenting the truth found in this class as God's truth?
- iv. How can this class help to build the students' faith?
- v. How could this class possibly tear down the students' faith?
- vi. What are the worldview assumptions of the primary writers in this field, especially the writers of the textbooks we are using in this class?
- vii. What faith challenges will these students face in the professional world or in graduate school, and what am I doing in this class to help prepare them for those challenges?
- viii. Is my scholarship in this class building my students' confidence in Christian thinkers and Christian thinking?
- ix. Is my interaction with the students in this class Christ-like?
- x. How would this class be different if it were being taught at a state university?

(Used with permission from a document prepared by Dr. Bruce McLarty, Harding University).

3. **Course Outline.** This portion may list the general units or sections of the course, or it may provide a detailed description of the material to be covered at each class meeting. A professor should not merely give the outline of the text but should give his or her own thought to the organization of the course. If the work to be covered is not given by the day or week, an estimated amount of time for each section of the course should be given.
4. **Basic Course Requirements.** In this section the professor should list the exact work expected of all students in the class. The textbook, outside reading, oral reports or speeches, papers, examinations, and any other such items should be listed and described. Assignments should have genuine value for

the student and not be busy work. Carefully planned assignments will enable professors to challenge and stimulate without boring or discouraging. You should also include the time and date of the final examination for the course.

5. **Grading System.** In this portion of the course syllabus, professors should outline exactly how the grade will be determined. Grading may be on a point system or a percentage basis, but should be carefully conceived to give proper weight to the various requirements. The grade should be based on several items, not just on two or three tests. The evaluation must be closely related to the objectives of the course.
6. **Special Course Conditions.** Under this section the professor should list any special conditions for the course. Does the absence policy have any special meaning in the course? Are there special instructions about academic honesty such as telling students that they are not to use condensations or that they are not to work together on certain items? Are there certain special procedures or methods which should be explained?
7. **ADA/504 Statement.** Each course syllabus should include the University's ADA/504 Statement: "If you have a documented disability and need special accommodations, please notify the Coordinator of Disability Services (5XXX) before or immediately after your first scheduled class meeting. After your disability is verified, your instructor will work with you, with the Coordinator, and with the CAO to provide reasonable accommodations to ensure that you have a fair opportunity to perform in the course."
8. **Sexual Misconduct Policy (Title IX).** Each course syllabus should include the University's Sexual Misconduct (Title IX) Policy:

Oklahoma Christian University is a Christian community unequivocally committed to ensuring a working and learning environment in which the dignity of every individual is respected and providing a campus environment that is free of unlawful harassment, which includes sexual harassment, sexual assault, or sexual misconduct. OC's Sexual Misconduct Policy (see the OC Student Handbook) is compliant with Title IX, which states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Sexual harassment is a breach of community, which expresses disrespect, exploits and undermines relationships based on trusts, and interferes with learning and productive work.

Students are encouraged to immediately seek available assistance and report incidents of sexual misconduct to either the Title IX Coordinator or one of the Title IX Deputy Coordinators listed below:



<b>Title IX Coordinator</b>	Ms. Tamie Willis	405.425.5320	tamie.willis@oc.edu
<b>Title IX Deputy Coordinator – Female Students</b>	Ms. Lisa Herndon	405.425.1820	lisa.herndon@oc.edu
<b>Title IX Deputy Coordinator – Male Students</b>	Mr. John Ortiz	405.425.5932	john.ortiz@oc.edu
<b>Title IX Deputy Coordinator – Female Employees</b>	Dr Gail Nash	405.425.5345	gail.nash@oc.edu
<b>Title IX Deputy Coordinator – Male Employees</b>	Dr. Charles Rix	405.425.5379	charles.rix@oc.edu

Students have access to confidential services through OC's Counseling Center and the Spiritual Life office.

**OC Counseling Center** 405.425.5250

#### **Spiritual Life**

Jeff McMillon, Dean of Spiritual Life Summer 405.425.5919  
Lashley, Ethos Director 405.425.5908

9. Inclement Weather Policy. Each faculty member should include a statement in his or her syllabi regarding campus closing and its impact on grading for the course. For example, if the campus closes on a day when final exams are scheduled, the faculty member may choose to award grades on the basis of work completed to date. The syllabus could state that if campus is closed on the date of a test, the test will be administered at the next regularly scheduled class meeting. The syllabus should clearly state what policies the faculty member will apply in the event of inclement weather or other emergency.
10. Statement Regarding Use of Electronic Devices. The Faculty Association Committee on the Use of Electronic Devices has provided the following paragraphs as sample language. You may choose to include one or a modified version in your syllabi:
  - i. I know and understand the temptation of instant messaging, texting, internet browsing or playing electronic games during class. It is easier than ever to let these technologies become addictive in and out of class, and poor grades are likely to follow. In addition, others around or behind you can easily become distracted watching your screen. **LAPTOPS MAY ONLY BE USED TO TAKE QUIZZES AND EXAMS.** Since you cannot use your laptop to take notes, I will provide lecture outlines that you can download from Blackboard. These outlines are well organized and can be put into a 3-ring binder for you to keep and study from for the comprehensive final exam. To minimize distractions from yourself and others, the use of all other electronic devices is prohibited during this course. This includes, but is not limited to: cell phones, iPhones, iPods, or



other music, recording or communication devices. Any of these devices that are brought to lab or lecture must be put away and turned off, or set to silent. Students caught using these devices during class will be asked to bring them to my desk until class is completed. Repeat offenders will be asked to leave class and will need to make an appointment with me before returning to class.

- ii. Given the number of students in this class and the distractions of inappropriate laptop use, you will not be allowed to use your laptops in class except on exam days when exams will be taken online. Outside of class time you will use your laptops extensively for this course taking online quizzes, accessing grades and course documents and submitting discussion board comments. Cell phones, pagers, and iPods must be turned off or made silent upon entering class. These cause disruptions which will adversely affect your participation grade. During exams all cell phones, calculators, pagers or other devices with electronic memory or communication capabilities are prohibited.
- iii. Cell phones, pagers, CD players, MP3 players, iPhones, iPods, Nooks, etc. are not to be used in the classroom or laboratory. Laptops will not be used during lectures or laboratory exercises, except when assigned by the instructor. iPods “feedback polls” may be used when announced by the instructor.
- iv. You may bring laptops into the classroom for the purpose of taking notes or retrieving information that would enhance a presentation or a discussion. Using a computer to take class notes is appropriate and acceptable. Surfing the web or doing email/instant messaging during class is *neither* appropriate nor acceptable; this is seldom ultimately valuable to the student’s experience in this class and is nearly always discouraging to the professor and distracting to classmates. Students will be expected to close their laptops when asked by the instructor and use the laptops only for class-related work. Please turn off all cell phones during class.
- v. Students should be prepared to use their laptops regularly in this course. However, I suggest you consider the following: Laptop usage is a privilege that will be taken away from students who use it inappropriately (IM, email, games, etc.) during class.

#### B. Graduate Course Syllabi

The provisions of Section 14.07.A above apply to graduate course syllabi; however graduate syllabi must be made available to graduate students two weeks prior to the first class meeting.

#### C. Bibliography of Books and Articles

Many faculty members include a bibliography for students. If material needs to be placed on reserve or purchased for the Library, you should notify the Library as soon as reasonably practicable before the course begins.

#### D. Specific Language

Your dean or department chair/associate dean may require additional information or the inclusion of specific language in your syllabi. In addition, deans and department chairs/associate deans have sample syllabi that may be referenced.

### Section 13.08 Policy on Academic Honesty

#### A. Cheating

Cheating on an examination, assignment, roll sheet or other course related work or activities undermines the ethics of the academy and the specific Christian purposes of Oklahoma Christian University. Accordingly, students who cheat on examinations, assignments or other course related work or activities will face serious consequences, as outlined in this policy.

#### B. Plagiarism

One particular form of cheating is plagiarism. Plagiarism is the transmission of another's ideas, words, or materials as one's own and/or the failure to credit accurately the ideas, words, or materials of another. Plagiarism also includes passing off another's work (a friend, a parent, a website) as one's own. Plagiarism undermines the ethics of the academy and the specific Christian purposes of Oklahoma Christian University. Accordingly, students who engage in plagiarism in assignments submitted will face serious consequences, as outlined in this policy.

#### C. Penalties for Academic Dishonesty

1. On the first offense, the student will receive zero (0) credit for the examination or assignment. For forms of cheating or dishonesty other than on examinations or assignments, the Professor shall have the discretion to impose an appropriate penalty. Professors must send documentation of the first offense to the appropriate chair, the dean of the appropriate college, the CAO, and the Dean of Students.
2. On the second offense in the same course, the student will receive an F in the course. Professors must send documentation of the second offense to the appropriate chair, the dean of the appropriate college, the CAO, and the Dean of Students.
3. At either the first offense or second offense, the student may appeal using the process set forth in [Section 13.13](#) below, covering Grade Appeals.
4. If the student commits offenses in two or more courses, the Academic Appeals Committee, established in [Section 13.09](#), may assign penalties for academic dishonesty in addition to the penalties assigned by the professors in the courses. The Academic Appeals Committee may impose penalties up to and including suspension from the University in instances where a student has engaged in cheating or plagiarism in two or more courses. The Academic Appeals Committee will inform the CAO and the Dean of Students in writing of any penalties imposed by it and will report annually on its activities to the University's Academic Affairs Committee.

5. Professors should maintain the highest standards of academic honesty both in and out of the classroom. Professors must report and apply the rules regarding cheating/plagiarism to the appropriate channels. The student should be referred to the Oklahoma Christian University Covenant for principles which should guide conduct in these matters.

### **Section 13.09 Academic Appeals Committee**

- A. The Academic Appeals Committee shall decide the following matters:
  1. academic honesty, as detailed above;
  2. grade appeals, as detailed in [Section 13.13](#);
  3. appeals from academic probation and academic suspension, as set forth in the University's catalog; and
  4. requests for the expungement of grades.
- B. The Academic Appeals Committee will be chaired by the CAO or the CAO's delegate. In addition, the Academic Appeals Committee shall consist of the following members:
  1. One tenured Faculty member elected from each college annually serving overlapping three year terms;
  2. One tenured librarian elected by the library Faculty serving a three year term;
  3. The University Registrar;
  4. One representative from the Student Affairs Office (Ex-Officio);
  5. One undergraduate representative from the Student Government Association that is appointed by the SGA President; and
  6. One graduate representative from the Student Government Association that is appointed by the SGA President.

The Faculty Association's Executive Committee will be responsible for providing a nominee each year for the tenured Faculty positions, and will administer the election for the College whose representative's term is expiring on behalf of that college. Members may be re-elected for successive terms. If any elected member of the Committee is unable or ceases to serve with at least six months remaining in his or her term, a replacement will be elected through the process stated above to serve the remainder of the term. If there are fewer than six months remaining in the term, the dean may appoint a replacement.

### **Section 13.10 Class Attendance**

#### **A. Faculty Class Attendance**

Every faculty member is expected to meet every scheduled class.

1. When a faculty member needs to be absent from a regularly scheduled class meeting, he or she should notify the chair in writing and receive

approval in advance. A suitable arrangement for the class meeting must be made.

2. In case of illness or emergency, the faculty member should notify the chair as soon as possible so that necessary arrangements may be made.
3. In the case of anticipated leave under the Family Medical Leave Act, the faculty member should where practicable notify the chair in sufficient time to allow necessary arrangements to be made to cover the faculty member's class(es).

#### B. Bible Faculty Attendance at Workshops

Oklahoma Christian has the policy of allowing members of the Bible Faculty and others who preach or who engage in other support of churches (e.g., providing training) to have one week each term to hold meetings, workshops, or to provide similar services for the church. A Faculty member who desires to take advantage of this policy must get prior approval from the dean for being away and must make arrangements for the continuation of classes; these arrangements are subject to the approval of the dean.

#### C. Student Class Attendance Policies

1. Attendance policies and penalties rest under the purview of the professor. Those professors who require attendance for their course must detail those requirements and penalties in their syllabi. Students who exceed the number of absences or otherwise fail to meet attendance policies will experience the consequences explained in the syllabus. These may include withdrawing the student from a course if he or she misses more than a specified number of classes.
2. Faculty should establish reasonable absence policies. One fair model is to allow students to miss one week's worth of class before absences affect their grades. For example, if the class meets MWF, students would be allowed three absences without penalty.
3. Students who participate in official OC activities should inform their professors in writing of their scheduled activities and absences the first week of class or promptly after learning of the scheduled activity. Professors should make every effort to work with those students who conscientiously inform them of absences due to University activities. Absences due to official University activities such as intercollegiate athletic contests and musical performances should not penalize the student per se. However, numerous absences may still affect test scores and other performance in any course.

### Section 13.11 Student Records

- A. Each professor must keep an accurate record of grades and attendance for all students in his or her courses. These records should be kept for five years in case of question or appeal. If a faculty member leaves the University, he or she must file past grade records with his or her dean.

- B. Each professor must submit student mid-term and final grades by the deadlines published by the Registrar's Office. Student grades must not be posted in any manner that violates student privacy, including using student ID numbers or social security numbers.

### **Section 13.12 GradingSystem**

- A. ~~(A)~~ Superior performance in which the student demonstrates:
1. A thorough knowledge and retention of the factual material of the subject.
  2. A thorough understanding of the principles of the material studied.
  3. A timely and accurate completion of the course assignments such as homework, term papers, etc.
  4. An ability to apply and correlate the subject material to the solution of new and different problems.
- B. ~~(B)~~ Good performance in which the student demonstrates:
1. An above average knowledge and retention of the factual material of the subject.
  2. An adequate understanding of the principles of the material studied.
  3. A timely and accurate completion of course assignments.
  4. Some ability to apply and correlate the subject material to the solution of new and different problems.
- C. ~~(C)~~ Adequate performance in which the student demonstrates:
1. An average knowledge and retention of the factual material of the subject.
  2. Some understanding of the principles of the material studied.
  3. Satisfactory completion of course assignments.
- D. ~~(D)~~ Poor performance in which the student demonstrates:
1. Limited knowledge and retention of the factual material of the subject.
  2. Limited or no understanding of the principles of the material studied.
  3. Satisfactory completion of the course assignments. (Note: In graduate programs, the grade of "D" is not available.)
- E. ~~(E)~~ Failing performance in which the student demonstrates:
1. Little or no knowledge and retention of the factual material of the subject.
  2. Little or no understanding of the principles of the materials studied.
  3. A failure to satisfactorily complete the course assignments.
- F. ~~(P)~~ A passing grade in a course which does not give a letter grade.
- G. ~~(W)~~ Withdrawn from a course after the fourth week but before the thirteenth week.

H. ~~(D)~~ Granted if a student has not met the requirements of the course due to illness, an emergency, or some cause deemed reasonable by the instructor; an "I" is not given when a student has simply been negligent of class requirements.

1. An "I" grade is removed by the completion of the necessary work within six weeks after the term ends. The professor has an option to grant an extension if warranted based on a request by the student within the first six weeks.
2. If a grade has not been submitted by the professor at the end of twelve weeks, the registrar will convert the "I" to an "F."

The specific course requirements, such as term papers, homework, special projects, and the number and scope of examinations, are at the discretion of each instructor. The student should consult the course syllabus for the specific requirements and grading scale for each class.

If a course is cross-listed as both an undergraduate course and a graduate level course, either a separate syllabus should be prepared for each group of students, or the single syllabus must state how grading will occur with respect to each group of students.

### **Section 13.13 Grade and Academic Integrity Appeals**

Any student may appeal a final grade received in a course. To assure due process and protect the rights of both the student and the professor, the appeals procedure below must be followed. Except by this process, no student-appealed grade may be changed, and no student-contested academic action by a professor may be reversed.

#### **A. Step 1 – Contact the Professor.**

A student who disagrees with a professor on a course grade or other grade-related issue must contact the professor in writing to explain the concern or complaint. If the student does not bring the matter to the professor's attention within four weeks of the final grade report, the student loses the right of appeal. The professor has two weeks to respond in writing to the student's appeal.

#### **B. Step 2 – Appeal to the Chair.**

If the interaction with the professor does not resolve the issue, the student has two weeks from that response to submit an appeal through the online Student Complaints system (available through MyOC) to the chair of the professor's school or department. Otherwise the student loses the right of appeal and the issue is considered closed. If the professor is the chair, the student will take the appeal to the dean.

1. The appeal must include a written description of the circumstances as understood by the student. The chair will request any supporting documentation from the professor. The chair will discuss the complaint with the professor and, where appropriate, with other students. The chair will make a decision as soon as is reasonably practicable, but in no event longer than four weeks from the date of receipt of the appeal, and will communicate that decision in writing to the student.



2. After receiving the appeal, the chair has two options: the chair may make the decision and explain it to the student and the professor within two weeks or, if the chair considers the matter sufficiently serious or complex, the chair may take the matter to the dean of the professor's college for further review and response.

### **C. Step 3 – Appeal to the Dean.**

If the chair makes the decision, and if the student or professor is not satisfied that the chair's decision is fair and just, either may appeal to the dean of the professor's college by submitting information through the online Student Complaints system within one week of the decision by the chair.

Upon receiving notice of the appeal, the dean will request from the chair any documents submitted by the professor that are not available through the Student Complaints system and the chair's rationale for the decision. The dean will discuss the matter with all those involved.

After receiving the appeal, the dean has two options: the dean may make the decision and present it in writing to the student, the professor, and the chair within four weeks or, if the dean considers the matter sufficiently serious or complex, the dean may take the matter to the Academic Appeals Committee.

### **D. Step 4 – Appeal to the Academic Appeals Committee.**

If the dean makes the decision, and if the student or professor is not satisfied that the dean's decision is fair and just, either may initiate an appeal to the Academic Appeals Committee by submitting information through the Student Complaints system within one week of the dean's decision. The dean will present any documents submitted by the professor or gathered in evidence prior to the dean's decision that are not available through the Student Complaint system.

The Academic Appeals Committee will discuss the matter with the student and professor individually. The Academic Appeals Committee will decide the matter as soon as is reasonably practicable, but in no event longer than four weeks after the matter is submitted to it. After review, the decision of the Academic Appeals Committee is final and must be reported in writing within a week of the decision to all involved parties and to the CAO.

The time periods noted above may, in each instance, be extended due to extenuating circumstances or when the time period runs during school holiday periods, such as Christmas or summer break.

All academic appeals processes in programs or departments need to be clear that program-level appeals precede the institutional Academic Appeals Committee in order to be in compliance with the Department of Education and HLC standards, as well as appropriate legal practices. The Academic Appeals Committee appeal decisions supersede the program decisions.



### **Section 13.14 Make-Up Examinations**

- A. No examination may be made up unless the professor believes the student had a suitable reason for missing the test at the announced time, e.g. sickness, representing the University, etc.
- B. Students are encouraged to request the make-up examination before the time for the regular examination, but in no event later than the next regularly scheduled class period, unless in the opinion of the professor the request could not reasonably be made within this time. A student who fails to request the make-up within the specified time will receive a zero on the examination.

### **Section 13.15 Final Examinations**

Final examinations are valuable educational experiences. The review often causes students to synthesize and interpret materials in a meaningful way. Final examinations are not required, but they are strongly encouraged.

- A. The final should be given during the specified time for final examinations.
- B. In the absence of extraordinary circumstances, finals must not be given on the last regularly scheduled class meeting; otherwise, students are likely to have several major examinations the same day.
- C. Final exams must not be given earlier than their specified time.
- D. If a professor's plan calls for a unit test prior to or in lieu of a final, that test must be given before the last regularly scheduled class meeting or at the time scheduled for the final.
- E. A student may request that his or her final examination in a class be rescheduled only where the student has more than three examinations scheduled for a single day. If a student wishes to reschedule a final exam, he or she must receive permission from the Dean of their college.
- F. Final examinations will not be given early unless approved by the Deans' Council upon a showing of extraordinary circumstances. Examples of extraordinary circumstances are non-elective surgery or being called to active duty.

### **Section 13.16 Holidays**

Faculty members have the normal academic holidays. Those are listed in the official calendar each year, and faculty members are expected to hold classes at all other times when the classes are scheduled to meet.

### **Section 13.17 Campus Closing Policy**

Because a large majority of OC's students live on or very near the campus, and because most professors also live very near, it is the policy of the University not to suspend classes for bad weather conditions unless their severity poses unnecessary risk to faculty, staff and students. Students who are prevented from meeting a class because of road conditions should notify their professors as to the cause of their absence, and the professor will treat the absence as being for an acceptable reason. The Syllabus for the course should clearly

state the policies that the faculty member will apply in the event of inclement weather (see [Section 13.07.A.8](#)).

### **Section 13.18 Faculty Administrative Assistants**

To enhance the work of Faculty, the University provides administrative support to Faculty members on a plan which involves sharing of these administrative assistants by several professors. To make this plan work as smoothly as possible, the following guidelines are suggested:

- A. The deans of the colleges or the chairs of departments or schools, as assigned, are responsible for direct supervision to the work of Faculty administrative assistants. The supervisor of each administrative assistant should encourage efficient work and friendly relations. The supervisor should provide proper instruction in duties and make periodic evaluations to determine what improvements should be made and whether continued employment is appropriate. Anyone with a complaint about the administrative assistant's work should speak to the supervisor.
- B. Departmental/school/college administrative assistants should be used only for work directly associated with a professor's duties at OC; they should not be asked to do things that are personal, for church, or for other enterprises of the Faculty member. Special requests can be presented to the supervisor for final determination should this be deemed necessary. Usually a department, school, or college will have student employees as a primary resource for assistance in grading. A professor should clear grading work with the supervisor before asking an administrative assistant to do this. Obviously there will be some borderline cases in which common sense should prevail, or there might be an emergency situation in which some exception might be required for the "common good," but these should be few.
- C. Because any person who works for more than one person sometimes has conflicts in instructions and priorities, each Faculty member should make a special effort to keep conflicts and pressures for the administrative assistants to a minimum. Often, it may be better for the professors needing work done to agree which job needs to be done first. In any case, a spirit of cooperation is extremely important for effective use of an administrative assistant.
- D. The supervisor shall determine the extent—if any—that the administrative assistant can provide secretarial assistance to adjunct and other part-time faculty.

### **Section 13.19 Faculty Offices and Equipment**

The University provides each Faculty member and as many part-time faculty members as possible with faculty offices and equipment, including a computer, an e-mail account; a telephone; a desk; a desk chair; a filing cabinet; and book shelves.

### **Section 13.20 Faculty Library Use**

The Tom & Ada Beam Library provides a variety of information resources and information literacy instruction to support the learning environment and educational programs at Oklahoma Christian University. The library is open approximately 83 hours

per week during the fall and spring terms with extended hours the week before finals and finals week. Between terms and during the summer term, the library is open from 8:00 a.m. to 5:00 p.m. on weekdays. Hours for the Fall, Thanksgiving, and Spring Breaks will be posted on the library's website. The library's website is the gateway to information about the library and to scholarly research.

#### A. Library Committee

The Library Committee (LCom) is convened when structured participation by the Faculty is considered key to the development of the library in areas such as policies, collection development, instruction, special programs, etc. Membership consists of the Library Director (Chair), one reference librarian, and a library liaison appointed annually from each academic department. The Faculty library liaisons will oversee the material selection for their department.

#### B. Collection Development

Operating on the philosophy that specialists in each academic area are the ones best qualified to decide what is needed for the courses and program of instruction offered by the University, the library assigns a large percent of the library's acquisition budget to the departments for library material selection. Working in partnership with the Faculty library liaison from their department or school and the librarians, Faculty members are responsible for originating requests for the books, periodicals, and other materials. The distribution of the department's library material budget among the Faculty is determined by the department or school chair and the Faculty library liaison. The liaison will inform the library's acquisition manager the process his or her department will use to authorize ordering materials.

Requests for purchase should be placed approximately eight weeks prior to the time the material is needed. An online order form is available on the library's website. All orders must go through the library's acquisition department. If Faculty members purchase material and request a reimbursement from the library's account without first checking with the library's acquisition manager to make sure funds are available, the library is unable to guarantee reimbursement. All material purchased with funds from the library's accounts will be cataloged and added to the library's collection. If money is still left in a department's account after April 1st, the librarians will order library material for that department using those funds.

Publications such as reference books, periodicals, and databases are funded through separate accounts. Because a serial or database represents a long-term institutional and financial commitment, the library is very selective in its subscription decisions. The library subscribes to serials and databases, if funds are available, through recommendations by the Faculty and the librarians. Some or all of the following criteria are used in evaluating periodical titles for acquisition or cancellation:

1. support of present academic curriculum
2. strength of the existing collection in the title's subject area
3. present use of other serials in this subject area
4. projected future use
5. cost

6. reputation of the journal and the publisher
7. inclusion in a reliable indexing source
8. number of interlibrary loan requests
9. number of students who benefit from the title.

In conjunction with the faculty who requested the periodical, the serials librarian will determine the appropriate periodical format to purchase. The periodical subscription list is reviewed regularly by the serials librarian and collection development librarians in partnership with the faculty. Periodicals do not circulate.

#### C. Course Reserves

##### 1. Physical Material

The library will place material on reserve for a limited check-out time to assist professors who want to provide supplemental materials for a course. Supplemental materials can include a professor's personal items or Beam Library material. Reserve items are kept at the library's circulation desk. To place material on reserve, complete the online reserve request form (<https://library.oc.edu/forms/reserve.aspx>) or pick up a form at the library's circulation desk. Attach the completed reserve form to the reserve material and bring the items to the library's circulation desk located in the lobby. If assistance is needed to locate library material to place on reserve, contact the library circulation manager. Items placed on course reserves can be in many formats, including books, videos, CD's and DVDs. Reserve requests should be placed with the library at least 24 hours before the students need access to the material (not including weekends) to allow time for processing.

Check-out options for reserve material: One hour/library use only, two hours/library use only, one day, two days, or one week.

##### 2. Electronic Copies

The Beam Library does not support an electronic reserves (e-reserves) system to provide online access to material such as articles or book chapters through Blackboard. However, librarians will assist professors in determining if the exact material or similar content is available through a library database or an open access site. If a professor wants to provide an electronic copy of material through Blackboard, the library staff can help ascertain: (1) if a copyright fee needs to be paid; and (2) the amount of the fee. Contact the library circulation manager for assistance. The Beam Library has a limited fund to help pay for copyright fees, and use of the fund will be considered on a case by case basis. See Copyright Guide for Educators: An Introduction (<http://libguides.oc.edu/copyright>) for information about copyright and locating copyright-friendly online sites that provide open access material.

#### D. Circulation

Books are checked out to Faculty for four months, although a book may be recalled after two weeks if there is a request for it. The Faculty member should renew or return the

books and all other library material when the material is due. Materials not renewed or returned to the library will be billed to the Faculty member.

#### E. Library Instruction

Faculty members can schedule librarians to come into a class to teach research methods and other aspects of information literacy. The classes will be geared toward the research needed within the discipline and the course. Research Guides designed by librarians for a specific course or subject are linked from the library's website but can also be embedded in the appropriate Blackboard course.

#### F. Adjunct Faculty Policies

All policies for adjunct faculty are the same as for Faculty except for the following circulation policies. Adjuncts are limited to 25 items checked out at any given time and the check-out period is three weeks. Material may be renewed unless there is a hold. Fines accrue at \$0.10 per day, but there is a 10-day grace period for overdue books.

### **Section 13.21 Institutional Review Board**

#### A. Overall Summary of OC IRB:

Oklahoma Christian University has established an Institutional Review Board (IRB) to review all proposed research involving human subjects to ensure that the subjects' rights and welfare are adequately protected. The IRB is composed primarily of faculty members from disciplines in which research involving human subjects is integral to that discipline's work, as well as two members from the community whose primary interests are non-scientific. The human subjects review process is administered through the Office of Academic Affairs. Researchers are **REQUIRED** to comply with the Oklahoma Christian University "Procedures for Review of Human Subjects Research".

#### B. Researchers conducting human subjects research are **REQUIRED** to comply with:

1. Federal Legislation: Code of Federal Regulations Title 45 Part 46 (45CFR46)
2. State Legislation: Federal regulations require researchers to conduct research in compliance with applicable state law. Investigators must comply with Oklahoma state laws as they pertain to human participant research.
3. Specific Oklahoma Policies for Research Involving Protected Populations:
  - i. Emancipated Minors: Under O.S. §63-2601, any minor who is married, has a dependent child, or is emancipated (released from parental or guardian control and is not supported by the parents or guardian) may consent to certain health services. Health services do not include research or experimentation except when the research or experiment is an attempt to preserve the life of that minor or research as approved by an appropriate review board involved in the management of reportable diseases.

- ii. Cognitively Impaired Individuals: under O.S. §63-3201A, under certain conditions consent of a cognitively impaired individual to participate in a research project may be obtained from a legal guardian, attorney-in-fact with health care decision authority, or a family member (in the following order: spouse, adult child, either parent, adult sibling, or a relative by blood or marriage). However, if cognitively impaired individuals were legally competent to express permission or prohibition prior to becoming cognitively impaired, the legal guardian or family member cannot override the individual's previously expressed permission or prohibition.
- iii. Fetal Materials: Under O.S. §63-1-735, research on fetal tissue resulting from an abortion is prohibited. An abortion is defined as the purposeful termination of a pregnancy with an intent other than to produce a live birth or remove a dead unborn child. The use of fetal tissue resulting from a spontaneous miscarriage for research purposes is not specifically prohibited.

4. Other Applicable State Laws:

- i. Disclosure of Genetic Research Studies: Under O.S. §36-3614.4, all research records of individual subjects in genetic research studies shall be confidential.
- ii. Human Cloning: Under O.S. §63-1-727, human cloning is unlawful.
- iii. Human Subjects Protection: Oklahoma Administrative Code, Title 310, Oklahoma State Department of Health, Chapter 10. Human Subjects Protection defines the responsibility of the Oklahoma State Department of Health to provide an organizational structure in accordance with 45CFR46 to establish and maintain an environment dedicated to the ethical principles for safeguarding the rights and welfare of the human beings recruited to participate in research activities.

There are other state laws that could extend to the research being conducted. For example, state law requires that any person having reason to believe that a child under the age of 18 is a victim of abuse or neglect shall report the matter to the Department of Human Services. This state law is not specific to or even related to research; however, during the conduct of research, personnel could become aware of child abuse or neglect and would be required to report the abuse under state law.

- C. Application Process and IRB Meeting Dates: All human subject research proposals must be submitted to the IRB. Researchers whose study is not federally regulated (i.e., is not federally funded and does not take place on federal property) and who believe their study is exempt from state law shall complete an application for exempt research. See the IRB Website for the Application Form for Exempt Research. Submit the original form and an electronic copy of the application and associated materials to the IRB Chair. All others must complete the Human Subject Research Review Application Form, also available on the IRB Website. The



responsible project investigator (RPI), or a member of the research team familiar with the project, should attend the Institutional Review Board (IRB) meetings regarding the project. The application and associated materials should be separated into the following different files:

1. Application Form
2. Human Subjects Training Documentation
3. Informed Consent Documents
4. Recruitment Documents
5. Study Materials and/or Instruments - separate .pdf files should be created for each distinct cluster of materials or instruments (i.e. - separate files for multiple surveys)
6. Grant/Contract Information (if applicable)

Files should be saved with the investigator's last name followed by the information in the .pdf (ex - "Luttrell\_application", "Luttrell\_trainingdoc", etc...) A single, signed hardcopy of the application and all other materials should be sent to Dr. Bill Luttrell, Chair, Institutional Review Board, Oklahoma Christian University, 2501 E. Memorial Rd., Edmond, OK 73013. All electronic and hardcopy submissions are due by 5 p.m. on Thursday two weeks prior to the IRB meeting. All meeting dates are on Tuesdays. Meetings are held on Tuesday at 11:00 a.m. The IRB meets every month except July. For a list of the meeting dates and associated submission deadlines, please see the IRB website.

D. Expedited Reviews: The Oklahoma Christian University IRB conducts Expedited Reviews. According to this policy, Expedited reviews are allowed in two instances:

1. The research protocol has undergone review at another institution and has obtained approval from that institution, or
2. Minor changes are being proposed to a previously approved research protocol. If your protocol qualifies for Expedited Review, you may submit one copy of the research application to the IRB Chair, Dr. Bill Luttrell. Protocols that have received approval at another institution should include the IRB application and approval letter from that institution.

E. Approval Period: The approval period for a study is typically one year. Researchers must submit a Progress Report if a non-exempt project is to last longer than the approval period, which is typically 1 year. Researchers must submit the Progress Report Form to the Chair of the IRB two months prior to the study's expiration following the electronic submission procedure. The study must be reviewed and re- approved by the IRB for research to continue. Non-exempt studies are considered complete when data collection and data analysis are complete. Researchers must submit one copy of the Close Out Report to the Chair of the IRB one month after the study is complete.

F. Forms: All forms pertaining to research involving human subjects can be downloaded from the OC Institutional Review Board (IRB) website.



- G. Training: All human subject researchers and IRB committee members must obtain adequate training. Online training is available from the National Institutes of Health (NIH). All researchers and IRB committee members must complete the “Protecting Human Research Participants” course through the NIH Office of Extramural Research (<http://phrp.nihtraining.com/>) and print out a copy of the course completion certificate to be placed on file by the Chair of the IRB.

In addition, Investigators who propose studies with patient populations are required to document HIPAA (Health Insurance Portability and Accountability Act) training. Investigators must access the National Institutes of Health (NIH) booklet entitled "Protecting Personal Health Information in Research: Understanding the HIPAA Privacy Rule" at: [http://privacyruleandresearch.nih.gov/pr\\_02.asp](http://privacyruleandresearch.nih.gov/pr_02.asp).

Investigators must submit an attachment to the review application stating that the material has been read and will be adhered to in the proposed research. The attachment must include the date the material was read, which must be within the 12 months prior to the application.

- H. Resources: Researchers can review a list of “Frequently Asked Questions (FAQ’s) About Human Subject Research at OC” on the IRB website.

## **Article XIV. Curriculum Development**

The curriculum of Oklahoma Christian University constitutes the heart of the academic program. It deserves the Faculty's most deliberate judgment. It must grow from the Faculty's thoughtful and continuous evaluation of student needs and the demands for competence in each discipline. The curriculum must reflect the University's commitment to continuous, effective Bible study; the principles and spirit of liberal arts education; and the need for specialized education leading to graduate school or professional studies or careers. The procedures for curriculum changes must, therefore, involve both the specialized insights of Faculty in the colleges and the general consensus of the Faculty considering the needs of the students. Procedures for curriculum development are detailed herein.

### **Section 14.01 Academic Affairs Committee and Its Procedures**

#### **A. Academic Affairs Committee**

The Academic Affairs Committee reports and advises on matters pertaining to the University's academic policies and educational programs as related to recruitment of students and Faculty; admissions policies; degree requirements; addition, revision, and deletion of academic courses and programs; student advisement; academic standards; the formulation of policies and procedures for maintaining and improving the quality of academic programs; assessment of academic effectiveness; strategic planning for the core curriculum; and other academic matters of the institution. The Committee consists of the following members:

1. The CAO (Chair);
2. The President-Elect of the Faculty Association (Vice Chair);

3. The University Registrar;
4. The Director of International Programs;
5. One Faculty member elected from each college serving a two year term;
6. One librarian elected by the library Faculty serving a two year term;
7. The dean of each college (non-voting member)
8. The Director of Academic Excellence in Athletics (non-voting member);
9. The HLC Liaison (non-voting member); and
10. One undergraduate representative from the Student Government Association that is appointed annually by the SGA President (non-voting member).

The college representatives will be elected each year between spring break and the spring Faculty workshops held in April/May for membership on the committee in the following academic year. The Faculty Association's Executive Committee will be responsible for providing a slate of nominees for all college representatives and will administer the election of the college representatives. If any college representative or librarian is unable or ceases to serve with at least six months left in his or her term, a replacement will be elected through the process stated above to serve out the term. If there are less than six months remaining in the term, the dean or library director may appoint a replacement. Elected members must have served the University as full-time Faculty for not less than three years and hold the rank of assistant professor or above at the time of their election.

### **The Academic Affairs Committee and the Academy**

The Academic Affairs Committee serves to support and advise the CAO on all academic policies, programs, procedures, practices, standards, and assessments on matters not specifically assigned to the Graduate Council, and represents the broader Faculty body with regard to evolving the University's curriculum.

#### **B. Subcommittees of the Academic Affairs Committee**

The Academic Affairs Committee will include the following standing subcommittees, with chairs named by CAO and members to be named by the subcommittee chairs and approved each year by the Academic Affairs Committee. Each subcommittee is intended to support and advise the CAO with research, assistance, and advice:

1. Faith and Learning,
2. Core Curriculum,
3. Assessment,
4. Teaching and Learning, and
5. Writing Across the Curriculum.

Other *ad hoc* committees may be created by the CAO as needed, each with a limited tenure. Each subcommittee will be composed of members appointed by the subcommittee chair and will act with reference to a brief charter approved by the CAO

and the Academic Affairs Committee Charters will be reviewed, and updated as required, not later than the end of March each academic year.

The charters of the standing subcommittees are as follows:

1. The charter of the **Faith and Learning Subcommittee** is to assist the CAO, the Academic Affairs Committee, and the Faculty as they seek to understand and enhance the integration of faith and learning in the University's curricular and co-curricular programs. The subcommittee is structured to reflect that this topic is truly across many arenas of faculty and university work. The subcommittee will field questions from the AAC, champion integration of faith and learning, and annually report assessment findings related to efforts to engage students in ETHOS, co-curricular spiritual life efforts, and the infusion of faith and learning in classrooms.
2. The charter of the **Core Curriculum Subcommittee** is to assist the CAO, the Academic Affairs Committee, and the Faculty in reviewing continually the University's core curriculum program. Each year, the subcommittee will take proposals on changes to the Core and make recommendations to the AAC in a timely way. Each year, the subcommittee will also serve as a prime driver in assuring that assessment of the Core is effective and that the loops of change are closed each year.
3. The charter of the **Assessment Subcommittee** is to assist the CAO, the Faculty, the Academic Affairs Committee, and the Dean's Council on matters pertaining to the assessment of student learning on both the graduate and undergraduate levels. The subcommittee will assist the CAO and the deans in reviewing all program assessment reports and in making recommendations about them. The subcommittee will assist Team1 by making recommendations on how to integrate more effectively the assessment process with the planning and budgeting processes.
4. The charter of the **Teaching and Learning Subcommittee** is to assist the CAO, the Academic Affairs Committee and the Faculty in reviewing trends and issues related to teaching and learning in higher education. These issues include, but are not limited to, the development of new, innovative pedagogical modes and strategies; reimagining and enhancing established pedagogical practices; measuring the positive and negative impacts of technology on teaching and learning; recommending rubrics for evaluating faculty's pedagogical practices; developing approaches for assessing effectiveness of different teaching models; and researching, advising, and recommending strategies for connected learning (a.k.a., distance learning) at both the graduate and undergraduate levels.
5. The charter of the **Writing Across the Curriculum ("WAC") Subcommittee** is to work with departments wishing to develop a Writing Across the Curriculum ("WAC") course to substitute for the CORE course Composition II. The WAC Subcommittee will work with proposing departments in a timely manner to 1) construct syllabi and assignments with appropriate requirements, 2) review grading rubrics and other writing

assessment tools, and 3) provide training in teaching composition through workshops, mentoring, and observation. Proposed WAC courses must have approval of the WAC Subcommittee as indicated by the signature of the Chair of the WAC Subcommittee (normally, the Writing director) on the Curriculum Change Form prepared for the Academic Affairs Committee. Membership of the WAC Subcommittee should include the Writing Director, composition instructors from the Language and Literature department, and a representative from each department that offers a WAC course. For a department to develop a WAC course:

- i. The department representative will contact the Writing director in the department of Language and Literature.
- ii. Faculty teaching the WAC course will attend one or more WAC workshops in addition to working with the Writing director to construct syllabi that include appropriate assignments and writing assessment tools.
- iii. The department representative will submit a Curriculum Change Form proposing the course to the Academic Affairs Committee (the form should include the Writing director's signature).
- iv. If the course is approved, faculty teaching the WAC course will be mentored and observed by members of the WAC Subcommittee and the department will designate a representative on the WAC Subcommittee.

Although the charters listed above are the standing charters for each committee, the CAO may work with committee chairs to specify particular tasks or areas of responsibility for the subcommittees in connection with their work.

Principal responsibility for curricular matters rests with the Faculty. The Academic Affairs Committee represents the Faculty in evolving the institution's undergraduate curriculum. Specifically, this committee serves to approve less substantial curriculum changes and to make recommendations to the broader Faculty for implementation of new undergraduate degrees or majors and retirement of old undergraduate degrees and majors.

## **Section 14.02 Curriculum Development Procedures**

### **A. Curriculum Change Procedures**

1. Because curriculum development is a crucial, ongoing process which is central to the work of the University, it must be undertaken with great care. Curricular changes may have direct and indirect impacts on faculty and students as well as anticipated and unanticipated consequences. The procedures indicated below are designed to promote shared information, shared judgment, and shared responsibility.
2. Generally, the same procedures apply to curriculum changes at both the undergraduate and the graduate level. At the graduate level, the Graduate Council performs the functions of the Academic Affairs Committee. The

Graduate Council charter is in [Section 15.06](#) of this *Academic Policy Manual*.

3. General Procedures—The Faculty and administration of Oklahoma Christian acknowledge the need to support a fully transparent curriculum design process, such that the means by which proposals are accepted or rejected can be assessed as fair and equitable; flexible, to facilitate innovation and stay abreast of changes in societal and economic trends; and sound, so that changes to the curriculum are well-reasoned and reflect the University's character, needs, and resources. To this end, the OC Faculty and administration will adhere to the following policies and procedures:
  - i. The CAO will develop and maintain an Academic Affairs and Graduate Council intranet site that includes downloadable forms for use in routing curriculum change proposals, details of proposals at various stages within the approval pipeline, details of proposals passed in the previous twelve months, minutes of Academic Affairs Committee and Graduate Council meetings, and other details the CAO deems appropriate.
  - ii. Any proposal to change the curriculum will first be discussed with all full-time Faculty members of the applicable department. Where a proposed change might cross department or school boundaries (e.g., cross-listed courses or interdisciplinary programs), members of all applicable departments or schools will come together to address the proposal. Department or school Faculty will vote (simple majority of Faculty members) on whether to forward the proposal.
  - iii. The department or school chair(s) will prepare a Curriculum Change Form indicating that the department or school favors the proposed change. This Curriculum Change Form must also address the rationale behind the proposal, anticipated resources required to implement the change, anticipated costs to implement the proposal (including a sign off by the University's Chief Financial Officer as to reasonableness of estimates), and impact on faculty teaching loads. The Curriculum Change Form will accompany a copy of the syllabus or syllabi for the proposed change and a semester-by-semester plan for programs incorporating the proposed change (e.g., eight-semester plan). This package will be forwarded to the appropriate dean or deans for review.
  - iv. The Curriculum Change Form used and process followed will depend on the nature of the proposed change. If the change is minor, a truncated process will be followed, requiring that the proponent complete the Minor Curriculum Change form.
  - v. As to both minor curriculum changes and all other curriculum changes, the Faculty member proposing the change must complete the form, notify those required to receive notice of the change, and obtain all required signatures. At each level, each group or signer

other than the Academic Affairs Committee or Graduate Council is expected to act as promptly as possible, but in any event within three regular business weeks.

vi. Departments or schools may appeal the outcome of the approval process to higher and higher approval levels, in succession.

vii. All proposed curriculum changes for the following academic year must be made by February 1.

4. Curricular changes will normally be implemented with the publication of a new Academic Catalog.

B. Minor Curriculum Changes (The Minor Curriculum Change Form is available at the Academic Affairs intranet site.)

1. Minor curriculum changes may be made without first bringing the changes before the full Academic Affairs Committee or Graduate Council. Minor curriculum changes may be made by department chairs/associate deans with the approval of the dean and the CAO. Following are minor changes that may be made using the minor curriculum change process:

- i. Change the name of a course and retain the same course description,
- ii. Update or modify catalog course descriptions of courses taught by departments for their own majors,
- iii. Make an elective of a required course within the major,
- iv. Modify a present course offering so that it better meets the needs/requirements of other majors (i.e. chemistry for engineers, modifying pre-med anatomy for the needs of nursing majors),
- v. Add, delete (i.e. could drop one course and add another in its place), or modify a course within their major, and/or
- vi. Add or modify courses within a degree program when it is required by an accrediting agency.

2. The changes listed above are minor and may be changed using the minor curriculum change process *only when the proposed changes do not:*

- i. Make any changes in the university required core courses,
- ii. Make changes in a course that is offered and/or being taught by another academic department on campus,
- iii. Impact the requirements of another degree program or program of study as indicated by the current university catalog,
- iv. Replicate a similar course offered by another program,



- v. Have a negative or significant budgetary/monetary impact upon the University, or
  - vi. Change the number of hours required by the major
3. Required information: In making a minor curriculum change, the following information is required:
- i. Rationale for the proposed change;
  - ii. Relationship of the proposed change to the Christian mission of OC;
  - iii. Relations or effect of the proposed change on other academic units;
  - iv. Budgetary requirements for the proposed change;
  - v. Academic support needs for the proposed change;
  - vi. Indicate support of a majority of the Faculty in the impacted department or school;
  - vii. Indicate that all departments have been informed of the proposed change;
  - viii. Include catalog pages and indicate which language in the catalog should be changed and what the new language in the catalog should read; and
  - ix. Include a syllabus for any course content changes.

**C. All Other Curriculum Changes (Those Not Qualifying as Minor)**

Any change that does not qualify as a minor curriculum change must go through the complete curriculum change process.

**D. Major Curriculum Change Form**

The Major Curriculum Change Form is available at the Academic Affairs intranet site. In making a major curriculum change, the following information is required:

- 1. Effective date of the proposed change;
- 2. Rationale for the proposed change;
- 3. Relationship of the proposed change to the Christian mission of OC;
- 4. Relations or effect of the proposed change on other academic units;
- 5. Budgetary requirements for the proposed change;
- 6. Academic support needs for the proposed change;
- 7. Indicate support of a majority of the Faculty in the impacted department or school;
- 8. Indicate that all departments have been informed of the proposed change;
- 9. Include catalog pages and indicate which language in the catalog should



be changed and what the new language in the catalog should read; and

10. Include a syllabus for any course content changes.

E. Addition, deletion or retirement of degrees or programs; changes to the core curriculum

Any proposed addition, deletion, or retirement of an undergraduate program or academic degree or any change to the Core Curriculum (other than those changes subject to the process described in [Section 14.03.B.1](#)) approved by the Academic Affairs Committee will be passed along to the Faculty for approval by a simple majority of the Faculty in attendance at the meeting at which the vote is taken, provided that the quorum requirement is met. If the vote is taken electronically, then the measure will be passed by a simple majority of those voting, provided the quorum requirement for electronic voting is met.

F. Change Proposals Presentation

At each month's Faculty Meeting, either the CAO, the proponent of a curriculum change, or other members of the Academic Affairs Committee or its standing subcommittees or the Graduate Council will present brief details of actions taken by the Academic Affairs Committee or the Graduate Council, standing committees, and ad hoc committees and direct the presentation of those proposals that require approval by the Faculty.

G. Proposed new majors

Unlike the addition of a program or a degree, a new major that is similar to other majors already offered by an academic department will not typically require the addition of faculty or staff at the outset, nor will it typically require the addition of more than a few courses or the addition of courses outside of the particular department or approval by the University's accrediting body. While new programs, new degrees and core curriculum changes must be voted on by the full faculty, the addition of a major that is similar to other majors already offered by the department must go through the complete curriculum change process, but a full Faculty vote is not required. In such cases, however, the Academic Affairs Committee may elect to put the question to the full faculty. Unless the question is put to the full faculty, a new major will be effective once it is approved by the Academic Affairs Committee.

## **Section 14.03 Core Curriculum Changes**

### **A. To Modify the Core (either tier)**

1. To make changes to the categories or hours of the core (either tier), the proposed modification must be initiated by the Academic Affairs Committee. If approved by the committee, the modification must be submitted to a vote of the entire faculty following normal procedures. If approved, it will be included in the catalog beginning the next academic year.
2. To create a degree-specific core for a new undergraduate degree at the university, a proposal must be presented to the Academic Affairs

Committee by the department and dean initiating the new degree. If approved by the committee, it must be submitted to a vote of the entire faculty following normal procedures. If approved, it will be included in the catalog beginning the next academic year.

**B. To Allow/Disallow Courses Satisfying the University Core Requirements:**

1. To allow new or additional courses to satisfy a category requirement within the University core (tier 1) for a degree, the proposed modification must be presented by a department to the Academic Affairs Committee using the curriculum change form. The Academic Affairs Committee will present the proposed change to the entire faculty for a comment period of at least ten (10) working days. Then, if the change is approved by Academic Affairs, it will be included in the catalog beginning with the next academic year.
2. To disallow existing courses from satisfying a category requirement within the University core (tier 1) for a degree, the proposed modification must be presented by a department to the Academic Affairs Committee using the curriculum change form. The Academic Affairs Committee will present the proposed change to the entire faculty for a comment period of at least ten (10) working days. Then, if the change is approved by Academic Affairs, it will be included in the catalog beginning with the next academic year.
3. In both cases, the Academic Affairs Committee shall confirm that the proposed modification meets the following criteria:
  - i. In honoring OC's tradition of following the Oklahoma Regents of Higher Education requirements for state-sponsored colleges, the proposed modification should result in the combined general education core (University Core and Degree-Specific Core) maintaining the Regent's standards. The standards for state-sponsored colleges are:
    - 1) English Composition 6 hours
    - 2) U.S. History and U.S. Government 6 hours (see Section 3.14.7 of the *Policy and Procedures Manual* of the Oklahoma State Regents for Higher Education)
    - 3) Science 6 hours (one course must be a laboratory science)
    - 4) Humanities 6 hours (Chosen from nonperformance courses defined as humanities by the institution granting the degree)
    - 5) Mathematics 3 hours
    - 6) At least one course from the following areas: Psychology, social sciences, foreign languages, fine arts (art, music, drama) 3 hours
    - 7) Additional liberal arts and sciences courses as needed to meet the minimum total of 40 credit hours.

- ii. In an effort to assure the breadth of each student's experience, a single course may not count for more than one category within a tier. No single course may count as satisfying a core requirement in both the University core (tier one) and the Degree-Specific core (tier two).

**C. To Allow/Disallow Courses Satisfying the Degree-Specific (Flex Tier) of the Core:**

1. To modify the list of courses that satisfy the Degree-Specific Tier of the Core (flex tier), the proposed modification must be presented by an affected department to the Academic Affairs Committee using the appropriate form available from the Office of the Chief Academic Officer.
2. The Academic Affairs Committee shall confirm that the proposed modification meets the following criteria:
  - i. In normal circumstances, the proposal should add to the breadth of a degree by sampling from multiple areas of the liberal arts. In special circumstances, it may be narrowed to a single area in order to provide depth in one of the liberal arts. Special circumstances include the effort to keep degrees to a size that can be completed in four years.
  - ii. In honoring OC's tradition of following the Oklahoma Regents of Higher Education requirements for state-sponsored colleges, the proposed modification should result in the combined general education core (University Core and Degree-Specific Core) maintaining the Regent's standards. The standards for state-sponsored colleges are:
    - 1) English Composition 6 hours
    - 2) U.S. History and U.S. Government 6 hours (see Section 3.14.7 of the *Policy and Procedures Manual* of the Oklahoma State Regents for Higher Education)
    - 3) Science 6 hours (one course must be a laboratory science)
    - 4) Humanities 6 hours (Chosen from nonperformance courses defined as humanities by the institution granting the degree)
    - 5) Mathematics 3 hours
    - 6) At least one course from the following areas: Psychology, social sciences, foreign languages, fine arts (art, music, drama) 3 hours
    - 7) Additional liberal arts and sciences courses as needed to meet the minimum total of 40 credit hours.
  - iii. In an effort to assure the breadth of each student's experience, a

single course may not count for more than one category within a tier. No single course may count as satisfying a core requirement in both the University core (tier one) and the Degree-Specific core (tier two).

3. Once the proposed creation or modification is determined to meet the criteria identified above, the Academic Affairs Committee will distribute the proposal and related information to the faculty in all the departments offering majors within the affected degree for a comment period of at least ten (10) working days.
4. Then, if the change is approved by Academic Affairs, it will be included in the catalog beginning with the next academic year.

#### **Section 14.04 Graduate Degrees**

Decisions regarding any proposed addition, deletion, or retirement of an academic degree or major shall be made by a vote of the Graduate Council and by a vote of a simple majority of the Faculty of the college offering, or proposing to offer the degree. Any proposal to add, delete or retire an academic degree or major shall first be voted on by the Graduate Council and then by the Faculty of the college. A proposal to add, delete, or retire a graduate academic degree should include:

- A. a statement that the college favors the proposed addition, deletion or retirement of the degree or major,
- B. the rationale behind the proposal,
- C. anticipated resources required to implement the change,
- D. anticipated costs to implement the proposal,
- E. impact on Faculty teaching loads,
- F. a copy of the course descriptions and syllabi for the proposed change,
- G. proposed assessment procedures, and
- H. a semester-by-semester plan for programs incorporating the proposed change (*e.g.*, eight-semester plan).

The Graduate Council will consider the proposal from the college and upon (1) an affirmative vote of a majority of the Graduate Council members and (2) an affirmative vote of a majority of the Faculty of the college, the decision to add, delete or retire a degree is final, provided the quorum requirement was met.

The decision to add a new graduate program or degree shall be forwarded by the CAO to the President of the University and, upon the President's approval, the decision is final. It is understood that, in his or her capacity as the University's chief executive, the President may impose financial or other limitations on any proposed new degree or major.

In any situation where the President or the CAO determines that it is in the best interests of the University to add a degree not approved by the Faculty, or to reject the addition of a degree that has been approved by the Faculty, the President or CAO shall provide a written statement outlining his or her reasons for the action to the Faculty and to the

members of the Board of Trustees. The Faculty, through its representative body, the Faculty Association, shall have the opportunity to prepare a written response, which shall also be provided to the Board.

### **Section 14.05 Certificate Policies**

A certificate may be used to recognize that a student has completed a defined program of specialized cohesive study. Students may earn a certificate in a particular field of study within their academic major, or enhance their major by pursuing a program that complements their major or career interests. Certificates may also be used by non-degree seeking students to pursue personal and academic interests, and to enhance opportunities for additional on-the-job training, employment and admission to graduate and professional schools. Completion of university-approved certificate programs will be noted on student transcripts.

#### **A. Approval Process**

1. Any for-credit curriculum (including those taken by non-degree-seeking students) must be approved by the Academic Affairs Committee (for undergraduate certificates) or by the Graduate Council (for graduate certificates) using the appropriate form.
2. Changes (including terminations) to certificate programs must be approved by the Academic Affairs Committee or Graduate Council.
3. A program of study that has not been approved by the University cannot be referred to as a university certificate program. Documentation for students who complete such a program may not bear the official OC seal. Non-credit certificates in specific fields (referred to as “Certificates of Completion”) may be offered and awarded by colleges at the University upon approval by the college faculty and dean. These programs are designed to provide continuing education experiences to individuals or groups, usually in a specific profession or vocation. A for-credit program of study must go through the university approval process for certificates; non-credit certificates do not require AAC or GC approval but should be provided to the AAC and GC as an "information only" type item.

#### **B. Curriculum Requirements for Certificate Programs**

1. Colleges must develop Program Learning Outcomes for each certificate program for credit and non-credit certificate programs and show how they map to the Converge Outcomes.
2. Certificate programs that include for-credit courses shall require the

successful completion of at least nine (9) credits of courses taken at Oklahoma Christian University with a minimum grade of C in each undergraduate course or a GPA of at least 3.0 in all graduate courses. An undergraduate certificate shall not require the completion of graduate courses.

3. Proposals for certificate programs may include a stipulation that course work taken more than a specified number of years (e.g., four) before admission to a certificate may not be applied.
4. Professional certificate programs may be based on other educational or training experiences that are not regarded as normal coursework. Valid experiences include internships, externships, or similar training that has been approved by the college's national professional accreditation agency, the US Department of Education, or a similar accreditation agency.
5. If a certificate program includes courses common to another certificate program, at least nine credits in the certificate program must not be included in the other certificate program. That is, each certificate program must contain at least nine credits of coursework that are unique to that program out of all other certificate programs. Coursework used to fulfill the requirements of a certificate program may also be used for an undergraduate or professional major or minor.

#### C. Administration of Certificates

1. Colleges shall require an application for all students (degree-seeking, non-degree-seeking, professional, or post-baccalaureate) to enroll in a certificate program. The application must be approved by the academic unit offering the certificate and the college dean or the dean's representative.
2. Certificates awarded after successful completion of an approved program will be posted to the academic transcript. Comments posted to the transcript will be titled "Undergraduate (or Graduate) Certificate in...." University certificates are issued by the University and printed on diploma stock. For non-university certificates, the sponsoring unit may provide a paper certificate document if desired; the document must not use the OC seal and must clearly state that the certificate is awarded by the sponsoring unit rather than by the University.
3. Descriptions of university-approved certificates will be included in the appropriate university publications and websites.
4. All University policies apply, including academic, grading, admission, retention, contact hours, and faculty eligibility to teach.



#### D. Evaluation of Certificate Programs

For Program Review & Prioritization purposes, reports on and review of certificate programs will be included in the parent department's report and review.

### **Section 14.06 Other Policies and Procedures of the Academic Affairs Committee**

The policies and procedures detailed below apply to the Academic Affairs Committee and also, where appropriate, to the Graduate Council.

The Academic Affairs Committee and Graduate Council will:

- A. Meet as necessary, and at the direction of the CAO, between September and April to complete the academic business of the Faculty.
- B. Require that all proposals involving curricular changes be submitted not later than February 1st to allow for adequate consideration of each proposal and the opportunity to present proposals to the Faculty as required. Proposals received by the Committee after February 1st will not be considered until the following academic year.
- C. Follow strict guidelines in handling proposals to ensure that each is given a thorough and orderly study:
  1. Each proposal will be provided to the CAO at least ten days before each Academic Affairs Committee or Graduate Council meeting with a completed Curriculum Change Form.
  2. The President-Elect of the Faculty Association, as Vice Chair to the Academic Affairs Committee, will work with the CAO to ensure that an agenda is prepared in advance of each Academic Affairs Committee meeting; distribute the agenda to committee members (preferably at least one week in advance of the meeting); and contact department or school chairs as appropriate to ensure that all necessary paperwork is submitted to the committee in a timely fashion and that a representative will be present to discuss proposals put forth by the department or school. To the extent possible, the same processes will be followed for the Graduate Council.
  3. A department or school representative familiar with the proposal must be present each time the proposal comes before the committee or consideration may be postponed.
  4. Immediately after the first committee meeting at which a proposal is put forth for consideration, the CAO will post information regarding the proposed change to the Academic Affairs intranet site.
  5. Other than in extraordinary circumstances, the Committee will not vote to approve a proposal or pass it along to the Faculty with a recommendation until at least two and preferably four weeks have passed since the initial presentation of the proposal to the Committee to allow adequate time for reflection and recommendations by Faculty members.



6. Only voting members and the secretary will be present when a vote is taken. All others will be required to leave the room.
7. The Committee may recommend the proposal be accepted as written; recommend the proposal be accepted after incorporating suggested changes/details; or recommend the proposal not be adopted. When required to approve a proposal, the Committee may approve the proposal; recommend the proposal approved pending amendments; or reject the proposal. Rejected proposals not appealed may be resubmitted the following academic year but must work their way through the approval process as if new.

## **Section 14.07 Graduate Council Charter and Procedures**

### **A. Purpose**

The Graduate Council has oversight of graduate studies and determines policies relative to graduate programs. The Council also reviews and establishes standards for graduate programs. The Graduate Council reports to and advises the Faculty and the Chief Academic Officer on matters pertaining to the university's graduate programs, including academic policies and programs as related to recruitment; admissions policies; degree requirements; addition, revision, and deletion of graduate courses and programs; student advisement; academic standards; policies and procedures for maintaining and improving the quality of academic programs; assessment of academic effectiveness; and other academic matters relating to graduate programs.

### **B. Procedures**

The Graduate Council is responsible for establishing graduate policy, reviews and recommends new graduate programs, and approves major curriculum changes as per Section 15.04.

1. The Graduate Council will establish a sub-committee to review the proposal and make recommendations to the Graduate Council. Three members will be from the Graduate Council, and three from the general university faculty identified by the Faculty Association. Their job is not to approve or disapprove the proposal, but to ensure the proposal accurately reflects all information needed to make a go/no go decision by the Graduate Council. The sub-committee will complete its work within 60 days and report back to the Graduate Council.
2. During this time period (60 days), the program sponsor will schedule an open forum with all members of the university faculty. The sponsor and the sub-committee will present the proposal to the faculty and address any questions at that time. Faculty questions and issues will be recorded and presented to the Graduate Council when the proposal is complete and ready for a second reading.

### **C. Graduate Policies**

Policy proposals may be submitted to the Council from any source and must be made in writing prior to an official vote. All proposals should expect to receive a first and second

“reading” prior to vote. Anyone making a policy proposal should provide a copy of the proposal to the CAO for inclusion in the Council’s agenda.

#### D. New Program Proposals

The Council reviews and recommends new programs to the CAO for implementation and accreditation. When it is found necessary to establish an ad hoc committee for new program review, the committee shall have a written charge, which includes its organization, responsibilities, term of existence, and method of meeting and reporting.

#### E. Membership

##### 1. Representation

The Graduate Council is composed of the following voting members and ex officio members. That membership is determined as follows:

- i. **Voting Members.** The Committee consists of permanent and non-permanent voting members

##### 1) Permanent Members

- i) *Chief Academic Officer (Chair)*
- ii) *University Registrar*

##### 2) Non-Permanent Members

- i) *One Faculty representative from each college elected by faculty members of each college*
- ii) *One Faculty Association (FA) representative selected by the FA at the FA’s discretion.*

- ii. **Election of non-permanent members:** The non-permanent members will be elected each year between spring break and the spring Faculty workshops held in April/May for membership on the committee in the following academic year. The Faculty Association’s Executive Committee will be responsible for providing a slate of nominees for all college representatives and will administer the election of the college representatives. If any non-permanent member is unable or ceases to serve with at least six months left in his or her term, a replacement will be elected through the process stated above to serve out the term. If less than six months remains in the term, the dean may appoint a replacement.

- iii. **Ex officio Members.**

- 1) The dean of each college
- 2) The chair of each graduate school
- 3) A graduate student representative appointed by the SGA President

##### 2. Membership Policies.

Non-permanent representatives from colleges and the FA shall take office in September. This will normally be a two year appointment.

### 3. Meeting scheduling and agendas.

The Council will meet at least two times each during the fall and spring semesters. Additional meetings may be called by the Chairperson or by a quorum of the voting membership.

The minutes of each meeting shall be posted to the Graduate Programs Web site and sent to members of the Academic Affairs Committee and the Faculty Association Executive Committee.

### 4. Review

The Council will review its Charter annually in April. The charter may be amended at any regular meeting of the Council by two-thirds of the voting membership, provided that the amendment has been submitted in writing to the membership at the previous regular meeting.

## **Section 14.08 Academic Policies for New Initiatives**

### A. Policy

Oklahoma Christian University shall quickly develop and efficiently deliver high-quality, profitable learning programs, courses, degrees, certificates, and academic-initiatives.

### B. Scope of Policy

The following expedited academic procedures and processes apply to new initiatives when the University curriculum or existing degree programs are impacted:

1. Online courses, programs, academic-initiatives, or degrees;
2. Changes in curriculum delivery modality;
3. Courses, programs, academic-initiatives, or degrees targeting substantially new markets;
4. Courses, programs, academic-initiatives, or degrees delivered off-campus; and
5. Courses, programs, academic-initiatives, or degrees prepared or delivered through an external academic partnership.

### C. Process

Generally, the following reviews shall happen in the order listed. Review, denials, or approvals need not be consecutive, but may be concurrent.

1. The proponent shall prepare and deliver a comprehensive proposal explaining the rationale, the potential market, the realistic market share the program will capture, the financial requirements to launch, the source of funds, and the potential impact on existing programs, degrees, or offerings, if any.
2. The Chief Academic Officer shall review, edit, and shape the academic assumptions of the proposal and assess and decline or approve the academic bona fides of individuals delivering the course, program, initiative,

certificate, or degree. The CAO shall have no longer than five (5) business days in which to review, edit, decline or approve the proposal, but may need additional time to approve or decline the academic bona fides of individuals preparing or delivering the course, program, initiative, certificate, or degree. The CAO's failure to act within five (5) days is presumed to be an approval.

3. The Chief Operations Officer shall review and edit the proponent's financial and market assumptions associated with the proposal. The COO shall have no longer than five (5) business days in which to review, edit, decline or approve the proposal. The COO's failure to act within five (5) days is presumed to be an approval.
4. The Academic Initiatives Committee shall review, edit, decline or approve the proposal. The Academic Initiatives Committee shall have no longer than five (5) business days in which to review, edit, decline or approve the proposal. The AIC's failure to act within five (5) days is presumed to be an approval.
5. Immediately following the final approval by the Academic Initiatives Committee, the proposal shall be posted on a public intranet site for faculty review and comment. The Faculty shall have no more than five (5) business days in which to submit written comments concerning the proposal.
6. The proponent and the Chief Academic Officer shall review all Faculty comments and respond in writing within five (5) business days of the close of the comment period.

If a proposal is declined at any step of the process the proponent shall have five (5) business days to address the concerns of the CAO, the COO, or the AIC and resubmit the edited proposal for reconsideration.

#### **Academic Initiatives Committee**

Members of the Academic Initiatives Committee (AIC) are appointed by, and serve at the pleasure of, the President. The AIC shall be comprised of five (5) members, including the Chief Academic Officer and the Chief Operations Officer, both of whom shall be permanent members. The three (3) at-large faculty members are appointed by, and serve at the pleasure of, the President, for staggered three (3) year renewable-terms. The AIC shall meet as needed to review, edit, decline or approve proposals creating new courses, programs, academic-initiatives, or degrees or curriculum changes that involve courses, programs, academic-initiatives, or degrees.

#### **Amendment**

This policy may be amended from time to time by the Chief Academic Officer and President or the Academic Initiatives Committee, with approval of the Chief Academics Officer and President, with thirty (30) day notice to and comment by the Faculty.