This handbook covers the policies, procedures, and governance organization for Webster University. In addition to this Handbook, the University maintains various handbooks (i.e. staff, students) that define and organize operations of these University constituents.

Updates included in this revision:
- 01 May: Replace International Studies Committee section with new language
- 23 May: Institutional Review Board membership
- 23 May: Undergraduate Curriculum Committee membership
- 25 May Definitions for contingent faculty positions

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Webster University: Who We Are

Webster University is an independent, non-denominational, international university with undergraduate and graduate programs in various disciplines including the liberal arts, the fine and performing arts, teacher education, business and management, communications and nursing. Our main campus and largest program is in Webster Groves (St. Louis County) which serves as a cultural center for the St. Louis metropolitan area, sponsoring and hosting programs open to the wider community. We serve adult learners elsewhere in the United States with professionally oriented programs at two other St. Louis sites, at 21 metropolitan campuses in sixteen U.S. cities, and on thirty U.S. military bases.

Webster University has an international vision and mission and has campuses in Geneva, Vienna, Leiden, London and Bermuda with undergraduate and graduate degree programs serving both local and international constituencies. We are currently pursuing the establishment of additional campuses in Asia, Latin America and Africa. We are committed to fostering international student and faculty exchange and to developing an international and multi-cultural perspective throughout the curriculum. As a university we are sensitive to changes and developments in the political, social, economic, scientific and artistic environments and endeavor to translate these changes into new educational services both in curriculum and in location.

Webster University is committed to serving adult learners as well as full-time, college-age undergraduates. We believe that courses should be scheduled at times and places convenient to adult students and that the curriculum should be responsive to their prior learning. Classes are small to encourage maximum student involvement in learning, and to assure that each student is treated as an individual. We believe that learning is enhanced by providing internships and other experiential learning opportunities for students and by augmenting the full-time faculty with experienced professional practitioners as adjunct faculty.

Webster University is committed to the utilization of instructional technology to enhance learning and to provide students alternatives to physically present classroom activities. In our quest to be the best, our faculty are attuned to the most beneficial uses of technology.

Webster University is committed to keeping education affordable and accessible and to making continuous improvements in quality. We believe in the professional growth of faculty and staff, and invest in a professional development leave program and other activities to foster professional growth and a climate of learning for all members of the University community.

Webster University maintains contact with its diverse and widely scattered alumni who span the eras of the University’s evolution from a single-campus Catholic college for undergraduate women through its secularization, its move to coeducation and graduate studies, its growing outreach to other locations and its increasing internationalism.

Having changed profoundly over the past quarter century, Webster University has developed a culture in which evolutionary change is accepted and expected. The university we are becoming will be:

1. focused on student learning and quality educational outcomes
2. international in scope and outlook, and fully integrated in operation
3. committed to the practical uses of instruction technology
4. responsive to societal changes
5. involved in the solution of social problems
6. permeable to society, not aloof from it
7. accessible and affordable
8. administratively lean and unbureaucratic
9. willing to bring education to people at places and times convenient to them
10. attentive to the need for recurrent formal periods of advanced education throughout the careers of most professionals
11. engaged in continuous quality improvement

This policy handbook is a compilation of the current procedures for our self governance as a community of learners and is subject to periodic review and amendment as the University grows and evolves and as needs change.

I. Faculty Governance History

The faculty have shared the responsibility for Webster University’s directions. The commitment of
the faculty to the institution as a whole has carried into the governance system, which has historically been marked by open communication and a strong committee structure. All full-time faculty are expected to contribute as part of their university service obligation, and they rise to that expectation admirably. Whether within their departments and schools or within the institution at large, the faculty are active in planning and decision-making.

The management structure of Webster University is based on partnership. Webster, unlike most other universities, operates under an ethos that assumes a sharing of responsibility for raising issues, determining the appropriate course to take, and administering those decisions. Webster administrators and faculty meet on task-oriented, issue-specific occasions with regularity. Webster faculty, particularly full-time, but also some part-time, assume significant administrative workloads. As well, many of the past and current full-time administrators have moved into those jobs directly from faculty ranks.

This intertwined assumption of responsibility has been one of the primary factors enabling the institution to be entrepreneurial, to take chances with general constituent buy-in and to respond quickly to challenges. In this constantly stimulating, collegial environment, everyone works, and works together. Even on issues such as salary, there has been a regular sharing of information and true negotiation, not confrontation. The joint understanding of Webster’s mission and nature led to a mutual genesis of the University’s alternative to tenure, the Faculty Development Leave.

Involvement in decision-making processes continues to grow. The initiatives in academic restructuring are a major example. Communication with the Administration in general continues to develop. Regular meetings between the FEC / Senate and the Administrative Council, plus regular meetings between the FEC Chair/Senate President and administrators have been markedly enhanced in their effectiveness since the FEC Chair / Senate President was invited to become a member of the President’s Administrative Council in the Fall of 1994.

The Faculty Constituent Assembly also voted in 1994 to invite the President and the Executive Vice President for Academic Affairs to become non-voting members of the FCA.

Interaction with the Board of Trustees also continues to develop. The FEC Chair / Senate President has met with the Academic Affairs Committee of the Board since 1992, and as a member of the Administrative Council, the FEC Chair / Senate President has been present at and made a report to the regular meetings of the Board of Trustees since 1994.

Within the faculty governance system, there is an assumption of participation. The faculty governance system is representative, responsive and dynamic, as the following selected list of activities and decisions from recent years demonstrates:

1. Formation of Multicultural Studies Committee, 1989
2. Representation in Search Committee for the President of the University, 1990
3. Change in procedures for Committee to Review Faculty, 1990
5. Formation of Committee on Adjunct Faculty, 1992
7. Gender Inequities in salaries, 1993
8. Institutional Sexual Offense Policy, 1993
9. Faculty Emeritus policy, 1993
10. Plus and minus undergraduate grading system, 1993
11. Restructuring of Graduate Council, 1993
12. Institutional Analysis Committee, 1993
13. Guidelines for student reporters wishing to attend FCA meetings, 1994
14. European Faculty Governance, 1994
15. Curriculum Committee Task Force, 1994
16. Institutional Review Committee to replace Committee to review Administrators, 1994
17. 9+2 Salary Contract Proposal, 1994
18. Restructure of General Studies Committee membership, 1995
19. Multi-Cultural Studies Committee membership expansion, 1995
20. Committee to Review Faculty Task Force, 1995
22. Endorsement of University Assessment Plan, 1995
23. Revision Freshman Studies Program, 1995
24. Multicultural Studies Committee Proposals to increase the numbers of under-represented people of color on the faculty, 1996
25. Undergraduate residency requirement, 1996
27. Restructure of Committees due to academic and governance structure changes, including Graduate Council,
29. Institutionalizing Assessment Committee (in progress)
30. Revision in Faculty Grievance Procedures (in progress with consultation of Webster AAUP Chapter)

A. Faculty Institutes

Faculty Institutes are held in the Fall and the Spring and have continued to be opportunities for enrichment, debate and interaction. Topics for Faculty Institutes have included:

1. Writing Across the Curriculum
2. Title VI Project to Expand and Enrich Undergraduate International Education and Foreign Languages Studies at Webster University
3. Teaching Strategies
4. Webster’s Growth
5. Educational Philosophies at Webster - Past, Present and Future
6. A Mind is a Terrible thing to Waste (Accessibility Issues)
7. Professional and Internationalizing Applications of Computer Mediated Communication
8. Multiple Intelligences
9. The Debate Over Afrocentrism and Issues of Race on Campus
10. Grades and Grading at Webster

B. Governance Structure through Spring 1996

The Faculty Constituent Assembly functioned as a “town hall” governance body; all changes were brought to the faculty as a whole for decision.

The Faculty Executive Committee (membership of eight plus the Chair) met weekly and represented faculty opinion to non-faculty constituencies. The FEC ran the annual committee elections, communicated regularly with established faculty committees and made replacement appointments when needed due to leaves or resignations. The FEC also appointed faculty to ad hoc committees as they were formed.

The FEC oversaw agenda for monthly FCA meetings and for the annual Fall and Spring Faculty Institutes, determining the major topic for each and selecting a committee to formulate the actual programming. The FEC Chair wrote the Faculty Report, a regular communication from the FEC to the FCA.

C. Current Faculty Governance Structure, adopted Spring 1996

Debate about reforming governance in the late 1980’s had not produced any significant structural change. However, subsequent to the academic restructuring dividing the university into five academic units (School of Business and Technology, College of Fine Arts, School of Communications, School of Education, College of Arts and Sciences), it was determined that the faculty governance system should be examined to determine what changes, if any, were needed. A Governance Reform Task Force was appointed by the Faculty Executive Committee, with broad constituent representation, to look at the situation. Implicit in their charge was the hope that greater efficiency could be achieved without losing the character of open communication that had marked governance tradition.

In the spring of 1996, after a year of work by a Governance Reform Task Force, the Faculty Constituent Assembly voted to make major changes in the faculty governance system. Highlights of those include:

Changing the Faculty Constituent Assembly, which met monthly, to the Faculty Assembly which meets twice a semester.

Elimination of the eight -person Faculty Executive Committee, and replacement with a new representation-based sixteen-person Faculty Senate. The Senate has decision-making power and holds open meetings.

The title of the FEC Chair was changed to the President of the Senate and the new position of Vice President of the Senate was created to delegate some of the work-load of the President.

All other powers and duties of the FEC and FEC Chair were retained by the Senate and Senate President.
D. American Association of University Professors

A Webster AAUP Chapter was established in 1993. Subsequent to this, the Faculty Constituent Assembly voted to endorse and include in the Handbook the AAUP “Statement on Academic Freedom” and to include the 1940 and 1970 statements and commentary, with the stipulation that current Handbook language regarding FDL be included. The FCA also endorsed and included in the Handbook the AAUP Statement on Professional Ethics.
Part I - Governance

I. General Policy of Governance

Webster University accepts in principle that the governance of the University is a shared responsibility of administration, faculty, and students. Administrators provide executive continuity; faculty and students participate in governance mainly through the constituent assemblies and the work of committees. The latter provide for constructive interactions among administrators, faculty, and students.

II. Structural Organization of the University

A. Board of Trustees

“The management and the control of the affairs, business and property of the University shall be vested in and exercised by the Board of Trustees (sometimes referred to as the ‘Board’) which shall have and exercise all the powers and authority necessary and expedient for the conduct and operation of the University, including the establishment of educational policies upon recommendation of the President. The Board shall elect the President of the University.”

(By-Laws of Webster University, Article II, Section 1).

B. Administrators of the University

The administrators of the University are:

1. President of the University
2. Executive Vice President / Vice President for Academic Affairs
3. Executive Assistant to the President
4. Vice President for Students and Enrollment
5. Vice President for Development and Alumni Relations
6. Vice President for Finance and Administration
7. Vice President for Information Technology

N.B. When administrative roles are combined, the combination may be modified by the Board and/or the President.

C. Faculty

Webster University employs four categories of faculty:

1. Full-time academic
2. Adjunct professional
3. Adjunct academic
4. Part-time

For definition of these terms see section on “Faculty” and “Membership in Departments”.

D. Students

Any person enrolled in at least one course at Webster University is, for the purposes of this handbook, considered a student.

E. Constituent Assemblies

The Faculty Assembly is composed of all full-time academic faculty, plus those adjunct or part-time faculty who have been admitted (See “Faculty Assembly” for admission procedures). The Faculty Assembly shall have the responsibility and power to order itself and to elect its own Executive Committee (Faculty Senate). The President and Vice President for Academic Affairs are non-voting, ex officio members of the Faculty Assembly.

The Student Constituent Assembly (SCA) is composed of all students of Webster University. The Student Constituent Assembly shall have the responsibility and power to order itself and to elect its own Council on Student Affairs (CSA).

F. Committees

All committees have been charged with responsibilities, and it is assumed that they have the power to carry out these responsibilities. Service on committees is an essential feature of faculty and student participation in the life of the academic community. Some general principles are:

1. Each member of a committee shall have equal voting power with the exception of ex officio resource persons.
2. Each committee has the right to call in outside consultants as needed, subject to budgetary considerations.
3. All membership on committees is by self-nomination unless otherwise specified. This nomination procedure is followed by an election or appointment process.

4. Each committee will submit an annual report to the appropriate Executive Committee.

5. Ad hoc committees are established as the need arises.

G. Governance at the Sites

In 1994-1995, the Faculty Executive Committee of the Faculty Constituent Assembly of Webster University endorsed the organization of faculty governance at European sites. Organization of faculty governance in no way supersedes existing administrative structures or procedures. However, it is clearly in the best interests of students and programs that faculty have a voice in academic matters.

FEC endorsed this without wishing to impose the same form on all sites. There are however, certain expectations and purposes which should be consistent among all.

1. Faculty at each European site should propose a faculty governance structure and submit it to the Faculty Senate for comment and approval.

2. A faculty governance organization should provide:
   a. Significant faculty input into the:
      i. scheduling of classes
      ii. development of programs and curricula
      iii. evaluation and hiring of faculty
      iv. conditions of employment
      v. procedures for faculty redress
   b. A forum for the free exercise of faculty opinion
   c. A conduit for faculty communication among sites and between each site and St. Louis
   d. A formal mechanism for communication between site faculty and administrators

3. Members of any site governance unit should be selected by the faculty of the site, and the faculty should determine the eligibility of same.

4. Means to perform governance tasks should be provided by the administration of each site.

The Faculty Senate also encourages the development of procedures for each site regarding the identification of faculty with whom Webster University at that site has significant and continuing relationships.

III. Administrative Organization
(Under revision Fall 2007)

A. Presidential Selection

The President is appointed by the Board of Trustees on recommendation of a committee consisting of five Board members selected by the Board of Trustees, five faculty members selected by the Faculty Senate, three Administrators selected by the Administrative Council and two students (one graduate and one undergraduate), in a consultative capacity selected by the Committee on Student Affairs.

No member of any constituency who is a candidate for the position may be on the committee. Final authority for decision rests with the Board of Trustees.

Duties of the President of the University

The President shall be the principal executive officer of the Corporation and shall have general and active management of the affairs of the Corporation. The President may sign and deliver on behalf of the Corporation any contract or other instrument which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or the by-laws or by statute to some other officer or agent of the Corporation. In general the President shall perform all duties as may from time to time be prescribed by the Board. Such duties shall include but not be limited to the following:

1. Be responsible for the direct administration of the Corporation and the execution of all institutional policies connected therewith as delegated to the President by the Board of Trustees.

2. Hire / appoint senior administrators (Vice President level.)

3. Serve as liaison officer between the Corporation and the Board and be responsible to the Board for the fiscal administration of the Corporation in all its respects.

4. In cooperation with members of the Board of Trustees assume the leadership for University funds raising campaigns.

5. Be responsible to the Board for the integrity of
the University within policies established by the Board and forward to the Board recommended new educational policies.

6. Supervise the preparation and implementation of the annual budget in consultation with the Provost and the Administrative Council and present the budget to the Board for approval.

7. Foster communications between the University and the outside community; assure proper representation of the University at appropriate education, civic, and public functions.

8. Oversee the activities of the Administrative Council.

9. Prepare and publish an annual report.

(By-laws of Webster University, Article III, Section 5)

B. Executive Assistant to the President

The Executive Assistant to the President will:

1. Represent the President at his/her request at various internal and external events.

2. Be responsible for the University Communications area of the University.

3. Administer the Executive Office.

4. Carry out specific assignments as determined by the President.

C. Executive Vice President and Vice President for Academic Affairs

The Executive Vice President and Vice President for Academic Affairs is appointed by the President in consultation with the appropriate University constituents. The Executive Vice President is the chief operating officer of the University and works closely with the President. The Vice President for Academic Affairs is the chief academic officer of the University and will:

1. Report to the President on all academic matters of the University.

2. Exercise responsibility for maintaining, planning, developing, and improving all areas of academic policy, planning, and programs including: curriculum, academic advising, extended campus programs, library, and various academic support areas.

3. Serve as the principal senior administrator for extended campus programs, including international programs.

4. Supervise, evaluate, and coordinate the Academic Deans, directors, and academic affairs administration.

5. Prepare and administer the operational and instructional budgets for all academic programs and extended campus locations.

6. Coordinate and supervise the administrative liaisons with academic committees, including the Curriculum Committee and the Graduate Council, and other faculty governance committees.

7. Coordinate and supervise the procedures, according to University policies, used for the appointment, evaluation, and review of faculty.

8. Coordinate and supervise faculty development programs, including sabbaticals and leaves.

9. Consult regularly with the President of the Faculty Senate.

10. Prepare and present regular academic reports for the scheduled meetings of the Board of Trustees.

11. Undertake specific assignments designated by the President.

D. Academic Deans

The Dean is the primary academic and administrative officer of a College or School and reports to the Executive Vice President and Vice President for Academic Affairs.

The Dean will:

1. Manage academic policy and programs, and work cooperatively with faculty and department chairpersons in formulating goals and objectives.

2. Retain fiscal responsibility including the preparation of operational and instructional budgets, the approval of expenditure requests, and the fiscal management of the various budgets within the School/College.

3. Identify sources of support for the School/College and work collaboratively with fundraising and grants development.

4. Assist with departmental hiring, evaluation and review of faculty, and with the appointment and evaluation of department chairs, according to University procedures and practices.

5. Coordinate faculty development programs, including leaves and sabbaticals.

6. Coordinate and assist the chairpersons with their administrative duties.
7. Be responsible for the administrative oversight of the School, for planning and development, for relationships with other parts of the University, and with the external state, national and professional communities.

8. Encourage dynamic partnerships, foster internationalization, and increasingly develop applications of technology and education.

9. Maintain a collaborative and consultative relationship with other deans and administrators, and support the general advancement of faculty.

10. Retain faculty rank and status.

E. Faculty Status Review Procedure for Candidates for Senior Academic Administrator

The Senior Academic Administrators of the University are:

1. The President of the University
2. The Provost/Senior Vice President
3. The Associate Provost
4. The Dean of each of the Schools and Colleges

All other administrators of the University are subject to the prescribed procedures for Initial Review and Continuing Status Review found in the Webster University Policy Handbook.

For the purpose of granting academic status to senior administrators hired from outside the Webster University community, the following procedure will be followed:

The search committee shall inform the following individuals that the candidate is applying for faculty status:

1. The Co-Chairs of the Committee to Review Faculty (CRF)
2. The President of the Faculty Senate
3. The Chair of the department under which the faculty position of the administrator is to be housed
4. The Dean of the school or college that has administrative responsibility for the department or program in which the senior administrator’s academic position is to be housed (if the new position is not that of the dean of a school or college)
5. The Provost (if the new position is not that of the Provost)

The candidate will be required to submit to the chair of the department in which he or she is to be housed and to the Committee to Review Faculty (CRF) a current curriculum vita and any other written information he or she considers pertinent to the status review. The candidate shall also submit a letter to the CRF that indicates clearly whether he or she is petitioning for FDL status or tenure.

The criteria for evaluation of the petition of the new administrator for academic status are those listed in the Webster University Policy Handbook for pre-status faculty members. The faculty of the relevant department and the Committee to Review Faculty are expected to apply the same standards and criteria for FDL status or tenure outlined in the Webster University Policy Handbook to the administrative petitioner.

The chair of the department under which the faculty position of the administrator is to be housed shall convene the faculty members of the department to review the candidate. This chair and the dean of the school or college of that department shall submit letters to the CRF making explicit their support for approval or their disapproval of the administrator’s application for faculty status.

The CRF will meet to consider the petition and follow the procedure in the Webster University Policy Handbook for notification of the appropriate dean and the Provost of their decision.

F. Webster University Librarian

The Librarian serves as the Dean of the Emerson Library. The Emerson Library serves the educational needs of students at the main campus and at extended campus locations throughout the world. The Dean of the Library is the chief administrator of the library and reports to the Executive Vice President and Vice president for Academic Affairs.

The librarian will:

1. Be responsible for all Webster University library operations.
2. Develop the library’s plans, goals, and budgets, and coordinate these with the University.
3. Oversee the internal administration and the educational programs of the library, and the development and organization of the library collection.
4. Relate the library to regional, state and national library networks.
G. Vice President for Students and Enrollment Management

The Vice President for Students and Enrollment Management will:

1. Report to the President;
2. Be the senior administrator in charge of Marketing, Financial Aid, Admissions, International Admissions, Registrar, Enrollment Services Center, and the division of Student Affairs;
3. Be responsible for designing processes, procedures and activities in the area of recruitment and retention to optimize enrollments.

H. University Registrar

The University Registrar will:

1. Report to the Vice President for Students and Enrollment Management;
2. Supervise the Coordinator of Institutional Research and Registrar’s Office staff;
3. Direct the registration process;
4. Attend to all facets of maintaining and distributing the permanent academic records of all current and former students.

I. Dean of Students

The Dean of Students will:

1. Report to the Vice President for Students and Enrollment Management;
2. Act as ombudsman for student interests;
3. Supervise Athletics, Career Services, Counseling Services, Wellness Center, Office of Multicultural Affairs, Women’s resource Center and Residence Halls.

J. Vice President for Development and Alumni Programs

The Vice President for Development and Alumni Programs will:

1. Report to the President and oversees all internal and external fundraising activity including major and special gifts, planned giving, annual fund, phonathon, corporate and foundation, and sponsored program fundraising. In addition, he/she is responsible for management of all alumni program activity in St. Louis and throughout the nation and at all international campuses.
2. Provide technical/educational consulting support regarding development activities in collaboration with divisions within the University, including: Public Relations, Data Management, Research and Institutional Analysis.
3. The Vice President for Development and Alumni Programs creates philanthropic and grant support opportunities for: capital projects, endowment support, academic programs, other restricted funds, presidential initiatives and unrestricted funds.

K. Vice President for Finance and Administration

The Vice President for Finance and Administration will:

1. Report to the President.
2. Advise the President on financial and operational issues and needs.
3. Be responsible for all division functions including finance, budget, physical plant, human resources, printing services, public safety, facilities engineering/planning/construction, administrative computing.
4. Ensure accurate appraisal, interpretation and analysis of financial results.
5. Provide for the preparation of the University budget.
6. Provide analysis and interpretation of budgets, forecasts and long-range plan strategies.
7. Staff the Finance Committee of the Board of Trustees.
8. Prepare financial and other appropriate reports for the Board of Trustees.
9. Be responsible for the financial stability of the University and safeguard all financial and real assets of the University.
10. Hire and develop skilled staff to meet divisional goals.
11. Direct a continuing review of the University’s accounting practices to ensure correctness, appropriateness and conformance to generally accepted accounting principles.
12. Supervise the University bookstore.
13. Work with Academic Affairs in the establishment of new extended campus locations.
14. Supervise the management of University properties.
15. Negotiate vendor contracts for University services working with appropriate areas within the University.

16. Perform other duties as assigned by the President.

**L. Vice President for Information Technology**

The Vice President for Information Technology provides leadership in all areas of information technology to support teaching and learning and provide efficient use of technology in all administrative areas. The Vice President articulates and cultivates a clear and progressive vision for information technology and services consistent with the University’s vision and strategic plan for the use of technology throughout the University’s world wide network. The Vice President reports directly to the President and is a member of the Administrative Council.

To implement this charge, the Vice President

1. has responsibility for the integrity and strategic development of the University’s information/communications hardware infrastructure and the systems infrastructure for mission-central functions;

2. develops, in consultation with other constituents, a long-range plan for technology at the University-wide level that identifies and prioritizes the University’s technological needs and sets appropriate time frames for accomplishing them;

3. recommends policies, procedures and guidelines pertaining to all areas of responsibility;

4. works with all constituencies and divisions within the University on matters related to technology;

5. provides technology education and training functions to University faculty and staff;

6. advises the President on matters of strategic planning for the acquisition, use and development of campus-wide information resources for innovative support of education, research and administrative operations.

Administrative Computing, the Academic Computing Services, telecommunications, the technical staff of the Library, and the Media Center report to the Vice President. The Vice President also provides technical support for all on-line courses.

**M. Associate and Assistant Administrators**

When circumstances warrant, associate/assistant vice presidents and associate/assistant deans may be appointed by the administration. Duties of such academic administrators will vary, depending on the position and needs of the University. These appointments, as with all University positions, will be made in compliance with standard hiring practices and in consultation with the appropriate University constituents.

**N. Administrative Review Procedures**

*Note: This IRC committee has been discontinued and the quality improvement reviews are currently conducted by the appropriate Vice president responsible for the administrative office(s).*

In addition to routine yearly administrative peer reviews, on specified occasions there will be an institutional review of the functioning of various administrative offices conducted by the Institutional Review Committee (IRC).

The goal of the IRC will be to provide guidance for continuous improvement in all administrative areas through a collegial and cooperative process.

The IRC will review the six present (and any future) administrative areas: Academic Affairs, Business and Finance, Enrollment Management, Institutional Advancement, Student Affairs, and University Services. The IRC will also provide information to the Board of Trustees for their evaluation of the Executive Offices.

Reviews will take place once every four (4) years, beginning in the Fall of 1995. The IRC and the senior administrator of a division will work together to determine the best process and focus for the review. The committee will then conduct the review in an impartial and confidential manner. A frank and constructive report will be compiled which will address key issues and areas of needed improvement.

A written report will be given to and discussed with the senior administrator and then a final copy will be sent to the president of the university and the Faculty Senate President who will share it with the Faculty Senate and the Administrative Council. The results of the review will be formally considered at a joint session of the Administrative Council and the Faculty Senate.
Membership on the IRC will consist of two Faculty members, appointed by the Faculty Senate; two Administrative Council members; one member of the Professional Staff, appointed by the President; one Staff member, appointed by WSA; and two students, appointed by the Vice President for Student Services. The chair will be elected from among the members.

III. Academic Structure

A. Schools and Colleges

The established academic units of Webster University are: School of Business and Technology, School of Education, School of Communications, Leigh Gerdine College of Fine Arts, and College of Arts and Sciences.

Decisions regarding the creation, reconstitution or elimination of schools or colleges, and similar academic structures will be a collaborative effort shared by the faculty and the administration. This process may be initiated by the faculty or by the administration, and a majority vote of the Faculty Assembly will constitute faculty approval.

B. Departments

The established academic departments of Webster University and their school / college affiliation are:

George Herbert Walker School of Business and Technology:
Business
Management
Math and Computer Science

School of Education:
Communications Arts, Reading & Early Childhood
Multidisciplinary Studies
Teacher Education

School of Communications:
Audio Aesthetics and Technology
Communications and Journalism
Electronic and Photographic Media

Leigh Gerdine College of Fine Arts:
Art, Design, and Art History
Dance
Music
Theatre

College of Arts and Sciences:
Behavioral and Social Sciences
Biological Sciences
English
History, Politics and International Relations
International Languages and Cultures
Legal Studies
Nurse Anesthesia
Nursing
Philosophy
Professional Counseling
Religious Studies

Institutes:
Institute for Human Rights and Humanitarian Studies

Each department shall have a chairperson. Creation of new departments may be initiated by the faculty or the administration, but must be approved by a majority vote of the Faculty Assembly and must have the approval of the administration. Existing departments may be eliminated by majority vote of the Faculty Assembly and the approval of the administration.

Departmental Modifications (such as changing a department’s name; the relocation or addition of academic programs which do not involve the approval of the Curriculum Committee, etc.)

An academic department or its dean may petition to change the name of a department or to make substantial internal modifications that need the advice and consent of other constituencies as outlined below.

1. If the petition is initiated by a department, it must be presented to the dean of its school or college and to the chairs of all departments in its school or college for unanimous approval. Similarly, if the dean initiates the petition, then it is presented to the chairs of all the departments of the school or college for their unanimous approval. Assuming that there is agreement among the dean and department chairs, the petition will then be presented to the Faculty Senate and the Provost and Senior Vice President for approval.

2. If the dean and chairs do not agree then the petition may be presented to the Faculty Senate for review. The Faculty Senate may refer the issue to the Faculty Assembly. If approved by the Faculty Assembly, the petition is forwarded to the appropriate senior administrator (the
Provost and Senior Vice President and/or the President) for approval.
3. If the Faculty Assembly and the appropriate senior administrator do not agree, then the President of the Faculty Assembly and the Provost and Senior Vice President will actively collaborate until a decision has been reached.

C. Department Chairpersons

I. Election or Appointment of Chairs
A. Election or appointment of chairs from within the faculty of a department
With a recommendation from the faculty of a department or program, according to policies and procedures specified in the charters of each school or college, the appropriate Dean(s) appoints the Department Chairperson. Chairpersons are appointed to serve terms as specified in the charter of each school or college, usually for three or four year terms. Chairs are subject to evaluation in the final year of their term, and may either be reappointed, vacate the chair or be replaced upon the recommendation of the department faculty.

B. New appointments of chairs hired from outside the University community
At times, a dean of a school or college and a majority of the faculty within a specific department may determine that it would be appropriate to hire a chair from outside their faculty. In this event, the department would follow the following procedures.
1. The appropriate Dean recommends the desired appointment and the salary range to the Vice President for Academic Affairs for final approval.
2. The departmental faculty will select a search committee and recommend the committee to the appropriate dean.
3. The Dean and the Committee jointly carry out the screening, interviewing and interpretation of the role to be filled.
4. Recommendation to hire is made to the Vice President for Academic Affairs by the appropriate Dean(s).

II. Chairperson Reviews and Re-appointments
A. A departmental review is to be completed in the Fall Semester of the final year of the term.

Following the Department review the Dean will follow the procedures specified in the school or college charter that specify the process for reappointment or re-election of a chair. Re-appointment or the appointment of a new chairperson shall take place no later than April 1st of the final year of the term.

III. Guidelines for Evaluation of Department Chair
A. Departments should be free to devise their own reasonable processes of evaluating department chairpersons as long as it meets the following criteria:
1. That the evaluation take place within the final year of the chairperson’s tenure.
2. That the procedures for evaluation be publicized.
3. That a report of findings be made by the chairperson of the evaluation committee who shall be chosen by and from full-time departmental faculty with the exception of the chairperson.
4. That all available departmental faculty be consulted by the evaluation committee.
5. That a report of findings be made available to the chairperson, all full-time departmental faculty, in addition to the appropriate Dean.
6. That each department file with the appropriate Dean and the President of the Faculty Senate the method to be used at least one month prior to the time of evaluation.

IV. Provisions for the Recall of a Chair
The faculty of a department may decide to recall a chair before the end of his or her regular term. To do so, a majority of the full-time statused faculty submit a petition signed by each of them to the appropriate dean. At a meeting of the full-time faculty of the department, chaired by the dean of the appropriate school or college, the chair may respond to petition. Afterwards, the faculty will conduct a secret ballot on the question of the recall, the ballots to be counted by the dean of the appropriate school or college. If a majority of the full-time faculty of the department votes to recall the chair, the chair must step down, and the dean of the appropriate school or college should immediately call for the election of a new chair, following the guidelines specified in the charter of the school or college.
V. Chairperson Responsibilities

A. Oversight of Departmental Operations

1. The chair oversees the department budget.
2. The chair is responsible for processing faculty course overloads, professional development and travel requests, and any additional paperwork associated with departmental operations.
3. The chair reviews and approves all undergraduate student petitions to graduate.
4. The chair reviews and approves all undergraduate student petitions for exceptions or substitutions to degree programs.
5. The chair ensures that student concerns within the department are handled appropriately.
6. The chairperson should distribute administrative assignments throughout the department in such a way as to provide equality of load and rotation of experience.
7. The chair is responsible for ensuring that the teaching load of full-time faculty and adjuncts is consistent with what is detailed in relevant policy statements from Academic Affairs.
8. The chair is responsible for ensuring that the advising of departmental majors will be equitably distributed among the members of the departments.
9. The chair is responsible for facilitating communication between the Dean of the School/College and the Department.
10. The chair is responsible for recruiting faculty to attend various admissions events or meet with potential students.
11. The chair may work with Marketing and Communications to design promotional materials and strategies.
12. The chair may be required to work with Development to assist in garnering funds for the department and special programs.
13. The chair may have other duties as appropriate within a specific department.
2. The chair ensures that the hiring of adjunct faculty follows policies and procedures outlined by the College or School, and the University.
3. Each department will develop written departmental evaluation procedures and criteria for status and promotion, which shall be on file with the Faculty Senate and the CRF. This document must be approved by a majority of the department faculty, and shall address at least the following:
4. the department review process
5. the department criteria for review
6. the format for the departmental report
7. New appointments, re-appointments and non-re-appointment of members of the department should be recommended by the chairperson to the appropriate dean, after consultation with full-time members of the department and departmental majors, in accordance with departmental and university procedures.
8. The chairperson should keep personnel files on members of the department containing data relevant to their achievements for reasons of promotion to rank, tenure, and for salary increments.
9. Leaves of absence without pay can be recommended to the dean by the chairperson.
10. The chair assures departmental oversight of faculty hiring at Webster University’s domestic and international campuses.
11. The chair is responsible for managing the periodic review of probationary full-time faculty.
12. The chair has principle responsibility to evaluate full-time and adjunct faculty performance in the classroom.
13. The chair is responsible for assessing the performance of faculty within the department for the purpose of determining whether a “satisfactory performance” raise is warranted.
14. The chair is responsible for determining if a merit raise is warranted for departmental faculty.
15. The chair has principle responsibility to evaluate staff assigned to the academic department.
16. The chair is responsible for assuring that all appropriate procedures are followed (e.g.,
IRB approval) for any research conducted by faculty members or student researchers affiliated with the department.

17. The chair may have other duties as appropriate within a specific department.

C. Oversight of Departmental Curriculum

1. Working with the faculty of the department, the chair has principle responsibility for facilitating the curriculum in a department, including the design of new programs and majors, refinements within programs and majors and the design of new course offerings.

2. The chair also has principle responsibility to present proposals for curricular changes to the appropriate University committees (for example, the Undergraduate Curriculum Committee and the Graduate Council).

3. The chair also is responsible for managing the department’s information in the official University catalogue.

4. The chair is responsible for the assessment of the programs which reside within the department for the purposes of HLC accreditation and/or specialized accreditation.

5. The chair is responsible for collecting the necessary information to assess the effectiveness of any GCP courses associated with the department.

6. The chair is responsible for organizing and preparing for specialized disciplinary accreditation.

7. The chair is responsible for carrying out periodic program assessment originating from the department, School/College, and/or Academic Affairs.

8. The chair has primary responsibility for staffing all course sections the department offers each term.

9. The chair is responsible for identifying under-enrolled courses and either cancelling these classes or developing a rationale for submission to the Dean’s office for offering these courses.

10. The chair may have other duties as appropriate within a specific department.

D. Membership in Departments

Full faculty membership in a department bestows full voting rights and responsibilities: This includes the right to attend and vote at department meetings (subject to possible departmental restrictions on status decisions). Others associated with the department, such as adjunct faculty, part-time advisors, non-status track, or visiting artist may at the discretion of the department faculty be given full or partial voting rights in the department. If the department chooses to extend voting rights to others, this policy should be written and determined by those with fulltime appointments.

Faculty with a status track fulltime appointment automatically have full membership in a designated department whether or not they have completed the probationary period and received status designation. The faculty contract specifies the department membership and the person’s faculty contractual responsibilities for the department. (See below for joint appointments).

E. Department Functions and Responsibilities

The major functions and responsibilities of the department are:

1. Determine its own internal decision-making structure and organization for fulfilling departmental responsibilities in consultation with the appropriate Dean. This includes determination of the decision-rules used for departmental action taken by vote.

2. Formulate the educational policies of the department including the curriculum for department programs and the evaluation of academic programs.

3. Formulate the criteria and process for selection and evaluation of adjunct faculty.

4. Make recommendations to the appropriate Dean on new fulltime faculty appointments and the conditions of appointment.

5. Make recommendation to the CRF (or the Dean for continuing status reviews) concerning department faculty members who are seeking status or renewal of continuing status, or promotion.

6. Formulate policies for fulltime faculty evaluation.

F. Appointment to Full-time Faculty Positions

Each department has a designated number of fulltime faculty positions that has been determined by the
Academic Vice President and the appropriate Dean. Faculty appointments are University appointments with designated responsibilities and membership in a department and college or school.

When a new fulltime faculty position has been assigned to a department the responsibility for the recruitment and recommendation to the appropriate Dean of an individual to fill the position rests with the appropriate departmental faculty.

The recruitment process should be conducted in accordance with the University policies adopted consistent with the Civil Rights Compliance Act. The department should conduct a search using extensive and relevant methods to broadly advertise the position with special attention to making the position known to qualified minority candidates.

The on campus interview for the finalists should to the extent possible offer an opportunity for the candidate to not only meet with department faculty and dean, but should, to the extent practical, offer an opportunity for others in the relevant University community to meet and comment on the candidates.

The decision to make a recommendation for a new faculty appointment rests with the departmental faculty, and, follows the established department policies and procedures.

The process for selecting someone to fill a replacement position should be identical to the process described above.

**G. Guidelines for Academic Departments**

Periodic departmental meetings should be held to consider curriculum, department governance, and other departmental policies and procedures.

An agenda for department meetings should be circulated among department members in advance of the meeting.

Minutes of all department meetings should be available for members of the department.

Members of the department faculty should be consulted by the Chair prior to the submission of the annual department budget.

**H. Reassignment of Full-time Faculty to a Different Department**

The assignment of full-time faculty to a department is normally based on a consideration of the faculty member’s instructional responsibilities and expertise.

Reassignment of a departmental academic appointment is defined as a change in the home department. The new home department assumes responsibility for overseeing the instructional responsibilities, contractual teaching load, the faculty review process, and other contractual responsibilities.

A person with a fulltime faculty appointment may be reassigned to a different department if the variables in the University programs call for a change. Such variables should include elimination of academic departments or academic majors, or a major reorganization of the academic curriculum in the department, school or college. Individual factors might include development of new academic expertise by the faculty member, or special needs or opportunities in the receiving department.

The reassignment of a fulltime faculty member is agreed upon in advance by the departments involved, according to departmental policies and procedures, and shall be approved by the appropriate Dean(s).

If the faculty member or department involved does not agree about the reassignment, an appeal may be made to the Vice President for Academic Affairs for a final decision as to the reassignment.

**I. Faculty Status - Joint Appointments**

A joint appointment is a faculty contract, which provides an opportunity for two or more departments to hire a faculty member whose areas of expertise would benefit the participating departments. The following terms further describe these appointments:

1. The split in teaching responsibilities, percentage of time allocated, and advising load across departments is decided prior to the hiring process for initial contracts and is agreed upon by the departments involved and the appropriate dean(s) and is communicated to the candidate annually as part of the contract negotiation processes.

2. Any subsequent change in the appointment will be negotiated with the appropriate chairs and dean(s).
3. One department is designated the home department. The faculty member is provided office space within this department and is expected to attend faculty meetings in the home department.

4. Voting privileges are automatic in the home department. Voting privileges in the other department(s) will be determined by participating department(s) prior to appointment.

5. The scheduling of classes, including the teaching of overloads, is coordinated each semester by the chairperson of the home department with the faculty member and the chair(s) of the other department(s).

6. The faculty review process for an individual with a joint appointment is the responsibility of the chairperson of the faculty member’s home department. The chair will solicit information from the chairs of the other departments, the faculty, and students for annual reviews, for purposes of evaluation during the probationary period leading to FDL or tenure, and for promotion.

J. Endowed Positions and Appointments

Endowed Chair
Faculty members in endowed chair positions are subject to the normal faculty review procedures as outlined in the Webster University Policy Handbook. This includes reviews and assessments related to FDL, tenure and promotion as overseen by the Departments, Schools and Colleges, the CRF (Committee to Review Faculty), the Deans, and the Provost.

IV. Institutes

A. Institute for Human Rights and Humanitarian Studies
The Institute for Human Rights and Humanitarian Studies (Institute) serves as the hub for international human rights education and research. It is the academic home for many human rights-related programs and co-curricular human rights activities. The mission of the Institute is to promote interdisciplinary human rights dialogue among faculty, staff, and students and support teaching, research, and service relating to human rights and humanitarian affairs.

I. Organization of the Institute
The principals of the Institute include the director, faculty fellows and appropriate staff. The Institute is governed by faculty fellows with expertise in international human rights and humanitarian studies.

II. Director
The director is a status/status-track member of the faculty who has demonstrated expertise in international human rights and whose primary responsibilities as director involve supervising all Institute activities and overseeing approved academic human rights programming. These responsibilities include:

A. Facilitating the curriculum, including the design of new programs and majors, refinements within programs and majors and the design of new course offerings.

B. Ensuring proper assessment of curricula.

C. Presenting proposals for curricular changes to the appropriate University committees (for example, the Undergraduate Curriculum Committee and the Graduate Council).

D. Managing the Institute’s information in the official University catalogue.

E. Managing the Institute’s online presence.

F. Overseeing the Institute budget.

G. Ensuring the hiring of adjunct faculty follows policies and procedures outlined by the College or School, and the University.

H. Assuming primary responsibility for staffing and evaluations of all course sections.

I. Recruiting, developing and evaluating Institute staff.

J. Reviewing and approving all undergraduate student petitions to graduate.

K. Reviewing and approving all undergraduate student petitions for exceptions or substitutions to degree program.

L. Ensuring that student concerns are handled appropriately.

M. Ensuring Institute oversight of faculty hiring and
curriculum of the Institute’s course offerings at Webster University’s domestic and international campuses.

N. Ensuring the success of co-curricular programming

O. Building and maintaining community relationships

P. Attending chair meetings within the College of Arts and Sciences.

Q. Serving as an Institute Fellow

II. Selection and Evaluation of the Director

With the recommendation from the Institute Fellows, the Dean of the College of Arts & Sciences appoints the Director. The Director is appointed to serve a four year term. The director is subject to evaluation in the final year of their term, and may either be reappointed, vacate the position or be replaced upon the recommendation of the Institute Fellows. The Director retains full membership in his/her disciplinary department and that department is responsible for all reviews relating to faculty status and promotion. Status and promotion decisions must based on teaching, professional development and service as defined by the University Handbook. The director agrees to assume director responsibilities especially as they relate to the University Handbook’s third criterion for evaluation of faculty: service to the university community.

III. The Appointment of the Director if Hired from Outside the University Community

The Dean of the College of Arts & Sciences and a majority of the statused/status track Faculty Fellows may determine that it would be appropriate to hire a director from outside the Institute. In this event, the Institute’s procedures shall be the following:

A. The Dean recommends the desired appointment and the salary range to the Vice President for Academic Affairs for final approval.

B. The Institute Fellows will select a search committee and recommend the committee to the Dean.

C. The Dean and the search committee jointly carry out the screening, interviewing and interpretation of the role to be filled. At all stages of the search process, the relevant departments will be consulted. The applicable department must review this applicant before a faculty appointment is approved, applying the same standards and criteria used in any faculty search. If the applicant seeks FDL status, tenure, or promotion upon first applying, this procedure includes a review by the Committee to Review Faculty, which must also approve the granting of status/tenure/promotion. No offer will be made to a candidate without the approval of the future Director’s home department. The home department will also be expected to consider Institute service in their evaluation of the faculty member.

D. Recommendation to hire is made to the Vice President for Academic Affairs by the Dean.

IV. Contract for the Director

The compensation of the Director of the Institute, unless otherwise negotiated, will be no less than the equivalent of an academic chairperson, department, including appropriate course releases.

V. Institute Fellows

Institute Fellows are full and part-time members of the Webster University faculty who have demonstrated expertise in international human rights and humanitarian studies. The primary responsibilities of Institute Fellows are the governance of the Institute, oversight of the curriculum, and to promote interdisciplinary dialogue. Specifically, Fellows will be responsible for:

A. Providing advice and guidance to the Institute principals, especially the Director.

B. Participating in faculty colloquia.

C. Evaluating the Institute principals.

D. Recruiting and nominating qualified Fellows.

E. Assisting with human rights related searches.

F. Contributing to co-curricular activities.

G. In cooperation with the Director, overseeing human rights related programs.

H. Contributing to curriculum development.

I. Assisting with student advising.

J. Assisting with assessment.

K. Promoting the Institute and international human rights and humanitarian studies through their teaching and research.
VI. Selection, obligations and review of Institute Fellows

Fellow nominations may come from any campus, department, or member of the faculty. In consultation with existing Institute Fellows and the appropriate departmental chair, the Director makes a recommendation to the Dean of the College of Arts Sciences who then makes the appointment. Fellows agree to assume Institute responsibilities as part of their overall faculty responsibilities, especially as it relates to the University Handbook’s third criterion for evaluation of faculty: service to the university community. Departments who have faculty fellow appointments within the Institute are expected to consider Institute service in their evaluation of the faculty member.

VII. Voting Procedures

On most Institute decisions, full and part time Institute Faculty Fellows exercise the same voting rights. However, in keeping with general principles of academic governance and continuity, only full time statused/status track Faculty Fellows may vote on:

A. On issues related to curriculum after consultation with part time faculty fellows teaching in the program.
B. On nominations for fellows and the position of “Director” of the Institute.
C. On performance reviews of the Director, after consultation with part-time faculty.
D. On issues relating to the review and dismissal of Fellows, after consultation of part-time faculty.

In recognition of their contribution to Webster University the Faculty Assembly welcomes retired faculty members as non-voting members of the Faculty Assembly.

The President of the University shall be an ex-officio, non-voting, member of the Faculty Assembly, with the understanding that the President of the Faculty Senate, on behalf of the faculty, may occasionally restrict a meeting or part thereof to regular Faculty Assembly members.

The Vice-President for Academic Affairs shall be an ex-officio, non-voting, member of the Faculty Assembly, with the understanding that the President of the Faculty Senate, on behalf of the faculty, may occasionally restrict a meeting or part thereof to regular Faculty Assembly members.

II. Functions of Faculty Assembly Members

A. Vote in elections to select:
   1. members of the Faculty Senate
   2. President of the Faculty Senate
   3. members of standing committees selected by election
   4. referendums conducted by the Faculty Senate
B. Participate and vote at Faculty Assembly meetings

III. Faculty Assembly Meetings

The Faculty Senate will schedule at least two regular meetings of Faculty Assembly each semester. Faculty Assembly members shall be given at least two weeks notice of the date of any Faculty Assembly meeting. Additional Faculty Assembly meetings shall be called by the Faculty Senate, as necessary.

If at least twenty five (25%) of the Faculty Assembly membership submits a petition to the Faculty Senate requesting a Faculty Assembly meeting to discuss a designated issue or issues, the Senate shall have one week to schedule a Faculty Assembly meeting, which must be scheduled within four weeks of receipt of the petition.

The Faculty Assembly shall have the final authority to:

A. approve the report of the Salary and Fringe Benefit Committee
B. approve creation or elimination of an academic department or school
C. approve major changes in the undergraduate university-wide degree requirements

V. Assemblies

A. Faculty Assembly

I. Membership

The faculty constituency is made up of full-time academic faculty members. A quorum will be present when thirty-three percent or more of the members are present at a meeting.

Adjunct faculty members may be admitted to two-year memberships in the Faculty Assembly, provided they have been with the University for three years, by submitting a request to the Faculty Senate. The Senate may admit a number equivalent to ten percent of the full-time faculty membership.
D. approve major changes in the faculty governance structure

E. The Faculty Senate may refer to the Faculty Assembly for final determination other questions deemed appropriate for resolution by the Faculty Assembly.

During at least one meeting of the Faculty Assembly annually the President of the University will address the faculty on the state of the University. After the President’s address the faculty will have an opportunity to ask questions about University matters of the President and Vice President of Academic Affairs.

III. Guidelines for Student Journalism Coverage of Faculty Assembly Meetings

Faculty Assembly meetings are held for the purpose of faculty discussion and decision-making. It is presumed these meetings are open to coverage by the Webster University Journal, unless the meeting (or part of a meeting) is deemed to be of a confidential nature. Prior to such confidential meetings the President of the Senate shall inform the editor of the Journal that the Assembly meeting will be closed to reporters.

Journalists are observers, not participants, and may not ask questions during the meeting. Reporters are only allowed to report on the basis of background and will not quote or attribute comments to any speaker without the permission of the speaker. Journal coverage of the meeting does not include audio or video recording of the meeting by the press.

B. Faculty Senate

Each year members of the Faculty Assembly shall elect from its membership individuals to serve on the Faculty Senate. All voting Faculty Assembly members are eligible to serve on the Faculty Senate. The Senate shall be composed of six members elected at-large, and two members elected by each of the constituent schools/colleges. Each Senator shall serve a term of two years. The Faculty Senate President shall be a voting member of the Senate.

The Faculty Senate shall be responsible for the administration and certification of elections. Separate elections shall be conducted for the at-large seats. When the election for at-large seats is completed, the election for the seats allocated to schools/colleges shall be conducted.

When a school/college Senate seat is vacant on a temporary basis due to the absence of a member for part of a year, the other Senators from that school or college shall recommend a replacement to the full Senate for confirmation. If a Senator representing a school/college resigns, a temporary replacement shall be made with the same process. In neither instance should a temporary replacement extend beyond the next regular election. If an at-large seat is vacant on a temporary or permanent basis, the Senate shall name a replacement. Replacements for at-large seats shall also serve only until the next election.

The Senate shall have regular scheduled meetings at least twice a month during the academic year and once a month during the summer. Regular scheduled meetings may be canceled due to lack of agenda items. One-half the membership of the Senate shall constitute a quorum. The meeting agenda shall be made available to Faculty Assembly members at least two working days prior to the meeting. The President of the Senate shall be responsible for the setting and availability of the agenda. All meetings shall be open to Faculty Assembly members, and the meeting place shall accommodate observers. Only Senators have the right to participate in discussion or debate, but the presiding officer of the Senate may allow time for comments on the issue at hand by those attending. A portion of each meeting shall be set aside for the opportunity for visitors to comment on any issue. The Senate shall use standard parliamentary procedure, as specified in Robert’s Rules of Order, to conduct business unless the Senate by resolution adopts modified procedures.

The Senate may close all or part of a meeting, if the subject is deemed confidential.

Minutes of Senate meetings shall be approved at the next regular meeting, and immediately made available to Faculty Assembly members. The Vice President shall be responsible for making available to the Faculty Assembly members the minutes of Senate meetings, and other communications in the form of a regular newsletter.

I. Functions of the Faculty Senate

The Faculty Senate shall exercise the following functions:

A. Schedule the meetings of the Faculty Assembly.

B. Receive and consider all reports addressed to the faculty, and, where appropriate, take specific action on such reports.
C. Meet regularly with members of the Administrative Council to discuss items of interest and concern for the faculty.

D. Establish, as necessary, ad hoc committees.


F. Consider and approve proposals and changes in academic policy and conditions of employment, except for those issues specifically reserved for Faculty Assembly action.

G. Conduct annual elections for the selection of Senators and faculty representatives on committees chosen by election.

H. Approve, on behalf of the faculty, policy statements and recommendations on university issues to be submitted to the President and the Administrative Council.

I. Confirm upon the recommendation of the President of the Senate appointments of Faculty Assembly members to university committees and faculty committees in which appointment is the method of selection. This would include temporary and interim appointments.

J. Approve the establishment of new degrees.

K. Approve the budget recommendation of the President of the Senate with respect to the annual Faculty Senate budget.

L. Approve the recommendation of the President of the Senate on the organization and topics for the faculty institutes.

M. Establish a procedure, based on the principles of AAUP, to handle accusations of misconduct by the members of the faculty.

N. Create standing or special subcommittees of the Senate as necessary.

O. Appoint adjunct Faculty Assembly Members.

P. Select annually from among its own members a Vice President of the Senate. The Vice President shall be selected after receiving a recommendation for the appointments from the President of the Senate.

Q. Refer to the Faculty Assembly for final determination questions deemed appropriate for resolution by that body.

R. Take such other action as deemed necessary and proper to represent the views and interests of the faculty in the university governance system.

II. President of the Senate

The President of the Senate is selected by the faculty to provide faculty leadership and represent the interests and concerns of all faculty in the university governance process.

A. Eligibility and Election Procedures

1. A candidate shall be a full-time member of the faculty.

2. Department Chairpersons are eligible for the position with the approval of their departmental colleagues.

3. Ordinarily a candidate will have had Senate, Department Chair, or comparable experience.

4. When the term of office of an incumbent is about to end, self-nominations shall be requested for candidates.

5. The length of term is three years. After three years, the position is again open to the procedures of self-nomination and election by the members of the Faculty Assembly. An incumbent may self-nominate.

6. If more than two self-nominations are received a candidate must receive at least 50% plus one of the ballots cast to be elected; if no candidate receives the necessary votes, a runoff between the two candidates with the most votes shall take place.

7. The newly elected President shall take office the first day of June following the spring semester election. The election of the President shall take place prior to the Senate election.

B. Duties, Powers and Responsibilities

The President of the Senate shall:

1. Preside over meetings of the Senate and Faculty Assembly

2. Be a voting member of the Faculty Senate

3. Represent the faculty as a member of the Administrative Council

4. Annually recommend to the Senate for their approval a candidate from among the members of the Senate for Vice President of the Senate (for description of Vice President see below)

5. Recommend to the Senate names of individuals to serve on committees in which appointment is the method of selection, and to the Senate appointment of faculty members to serve on institutional committees
6. Present annually to the Senate for their approval the proposed Faculty Senate budget
7. Recommend to the Senate creation of special task forces
8. Convene and preside at the Council of Chairs meetings
9. Be an ex-officio, non-voting member of all faculty committees, or appoint a member of the Senate as a substitute for a specific committee, and be an ex-officio member of institutional committees, such as:
   a. the Enrollment Management and Retention Council
   b. the Institutional Space Committee
   c. the Institutional Analysis Committee
10. Recommend to the Senate any necessary procedures or actions to exercise oversight of the structures and functions of the faculty governance.
11. Make certain that communication with members of the Faculty Assembly is maintained through the publication of a regular newsletter.
12. Select and supervise the work of the Senate administrative secretary.
13. Recommend to the Senate annually for their deliberation a procedure for organizing the faculty institute.
14. Attend the general meetings of the Board of Trustees of Webster University and represent the faculty to and attend the meetings of the following Board of Trustees Committees:
   a. the Academic Affairs Committee of the Board
   b. the Honorary Degree Committee of the Board
   c. the Strategic Planning Committee of the Board
15. Meet regularly with the President and the Vice President for Academic Affairs.
16. Be available for faculty consultation on professional and departmental matters, including faculty evaluation.
17. Visit other Webster University sites to the extent feasible to further enhance the role of all faculty in one university.
18. Represent the Senate and the Faculty Assembly to non-faculty constituencies.

III. Vice President of the Faculty Senate

The Vice President of the Senate shall be selected by the Senate for a one year term upon the recommendation of a candidate by the President of the Senate. If the recommended candidate is not selected by the Senate, the President of the Senate shall submit another name for consideration. The Vice President may hold office for more than one term.

The Vice President of the Senate shall:

A. Assume the office of President of the Senate upon the resignation or incapacity of the President
B. Be Acting President of the Senate when the President is absent
C. Be empowered to exercise any of the functions of the President, as listed above, upon the request of the President
D. Take special responsibility for the process of regular communication between the Senate and the faculty
E. Be responsible for the oversight of preparations for the faculty institutes
F. Be responsible for the Supervision of the production of the minutes of the Senate
G. Be responsible for the physical arrangements for Senate meetings
H. Be responsible for such other duties that the President and Senate deem appropriate

IV. Contracts for the President and Vice President of the Senate

The President of the Senate will have an individualized annual faculty contract which maintains a half time teaching load per traditional academic year and an additional contract as President, which provides compensation over the entire twelve month year. During the term of office, the President will maintain departmental membership and identity without loss of time accrued towards status and/or promotion.

The Vice President of the senate will be compensated by either released time for one course per year, or payment of a stipend equivalent to teaching a one course overload.

The President of the Senate shall have a budget sufficient for maintaining an office, a secretary, travel and other necessary expenses. The President shall be
responsible for the supervision of Senate budget, and shall submit the proposed budget to the Senate for approval before submission to the administration.

**VII. Procedures for Dismissal of the President of the Senate**

If the members of the Faculty Assembly become seriously dissatisfied with the performance of the President of the Senate, a vote of no confidence can be requested by a petition of 25% of the faculty at any time. However, should the President receive a positive vote of confidence, another such petition cannot be submitted by any of the same faculty for one full year. A majority of the members of the Faculty Senate may also submit a request for vote of confidence by the Assembly.

If a statement of no confidence is sustained by an absolute majority of all members of the Assembly, the President of the Senate shall resign within two weeks and be succeeded by the Vice President.

**VI. Centers**

**A. Center for International Education**

The Center for International Education at Webster University represents an association of faculty, administrators and staff whose purpose is to (1) provide international opportunities for professional growth and development in the fields related to their teaching and administrative responsibilities; (2) promote and organize programs and activities of an internationally-oriented nature for the university and greater community; (3) foster exchange among Webster University sites and higher educational institutions located in different nations; (4) encourage and disseminate information about international educational opportunities; (5) assist the International Studies Committee when needed; (6) assist faculty and staff in developing international initiatives that further the international mission of Webster University; and (7) administer the International Studies Major and Certificate programs.

The administrative staff of the CIE consists of a faculty director, assistant director, graduate assistant, and secretary. The CIE also oversees the Office of Study Abroad and Special International Projects. The administrative staff implements programs and oversees the resources of the CIE.

The director reports to the Associate Vice President of International Programs and to the faculty International Studies Committee.

The CIE at Webster University:

1. Organizes and promotes international activities for Webster University and the local community.
2. Fosters exchange among universities in different nations--the CIE supports study abroad, administers Fulbright Fellowships, houses international scholarship materials and actively welcomes foreign visiting faculty members.
3. Encourages participation in international educational opportunities--the CIE awards grants to faculty members for professional development in international areas and houses international career information.
4. Assists Webster University’s International Studies Committee in “internationalizing” the curriculum--the CIE administers the International Studies Major and Certificate programs, and organizes an international symposium series of featured speakers on the St. Louis campus in support of the program.
5. Provides the central co-ordination for fostering exchange of faculty, students and staff between Webster University international campuses and partners.

**VII. Committee Structure**

**A. Academic Honors**

I. Honors Board

Honors will be determined by a non-partisan committee (Honors Board) which will sit on an ad hoc basis. The voting segment of the Board will consist of five faculty members (serving three year terms) and the Vice President for Academic Affairs.

The faculty representatives will be chosen by the Faculty Assembly after self-nomination.

II. Nominations for Honors

The Honors Board will accept nominees from these sources:

A. The Registrar will generate a pool of candidates based on students’ lifetime, college level, cumulative grade point average.
B. Students may also be nominated by individual departments and/or sites.

III. Selection Process
A. The Honors Board will determine which of the nominees will receive honors. An important part of the Board’s job will be to define specific criteria for the selection of honor graduates. Current specific criteria can be found in the undergraduate catalog for that specific year.

B. After due deliberation the Board will award honors according to the traditional labels - cum laude, magna cum laude, summa cum laude.

IV. Evaluation and Review
Major changes in selection process require a document be submitted to the Curriculum Committee for review and comment and to the Faculty Senate for approval.

B. The Accessibility Committee of Webster University

I. Policy, Purpose and Structure
A. Policy
It is the policy of Webster University to create and maintain an environment in which all students, faculty and staff may learn and work to their fullest potential, limited to the least extent possible by individual disabilities. In pursuit of this policy, Webster University will comply with all federal, state, and local laws and regulations regarding hiring, education and public services provided to individuals with disabilities.

B. Purpose of the Committee
1. The committee is a resource within the Webster University system on any academic, physical, or employment issues related to disability and access. The committee develops policies and procedures for removing barriers to full access in work and learning within the university, and makes its recommendations on those matters to its respective authorizing bodies. Policies and procedures relating to academic and curricular matters shall be approved by the Faculty Assembly. Policies and procedures relating to fiscal and administrative matters shall be approved by the Administrative Council. The committee oversees the implementation of approved policies and procedures.

2. The committee prioritizes needed projects requiring capital expenditures to improve accessibility and to comply with the requirements of the Americans with Disabilities Act. It advises the Vice President for Finance & University Services regarding the allocation of funds in pursuit of these objectives.

3. The committee develops, plans and coordinates educational programming throughout the Webster University community relating to disabilities and access.

4. The committee hears issues and problems raised by students, faculty, administration, and staff regarding accessibility and services provided to individuals with disabilities. When appropriate, the committee seeks to assist the parties in the resolution of such problems. The committee monitors the outcome of its recommendations, and makes an annual report to its authorizing bodies.

II. Membership
A. The membership of the committee shall consist of:

1. Three (3) students: two (2) appointed by the Student Government Association and one (1) recommended by the Academic Resource Center.

2. Three (3) faculty members appointed by the Faculty Senate.

3. Three (3) members of the staff, two (2) appointed by the Webster Staff Alliance and one (1) appointed by the Provost and Senior Vice President.

4. Ex-Officio members, without vote, are:
   a. Director of Public Safety or designee
   b. ADA Coordinator
   c. Director of Health Services or designee
   d. Vice President and Chief Financial Officer or designee
   e. Vice President for Student Affairs or designee
   f. Director of Facilities or designee
   g. Dean of the Library or designee
   h. Vice President of Information Technology or designee
C. Committee to Review Faculty

I. Membership
The Committee shall consist of seven full time faculty who are members of the Faculty Assembly. To be eligible to serve on the Committee, members must have continuing status. Five members will be elected by the Faculty Assembly with each of the five representing a different college/school.

This restructuring provision will take effect June 1, 2007.

Two members of the CRF are to be appointed by the Faculty Senate after the election. This will allow the Faculty Senate to make these appointments to help assure a balanced and broad perspective on the CRF. Faculty Senate will take into account issues of a reasonable distribution of terminal degrees among the committee membership.

Members scheduled for review cannot serve on the Committee during the year that they are reviewed. They may either resign from the Committee or request a leave of absence from the committee for that year. A replacement is required for that year and is to be appointed by the Faculty Senate.

Members must serve a full year on the committee. Partial year replacements will not be made. If a person is unable to serve for the entire academic year because of a leave or travel, the Senate will replace them for the year.

Committee members serve three year terms. Committee members cannot succeed themselves after serving a full term, but may return to the Committee after a three year absence.

II. Function
The Committee shall conduct initial status reviews, periodic status evaluations, and evaluations following requests for promotion in rank. In each case, a written report will be issued.

III. Duties
Committee to Review Faculty members must be full time members of the faculty who hold the rank of Associate Professor or Professor, and who must have continuing status (FDL or tenure). CRF members must participate in committee work for the full academic year (no single-semester leave replacements; leave replacements must assume
duties for the full academic year). All CRF members are expected to complete all reading/work necessary for the Committee’s proper functioning, attend all meetings, and strictly abide by the CRF’s standards of confidentiality. There will be 1-2 preliminary meetings in Fall I. The bulk of CRF’s work takes place during Fall II and Spring I. During these times, the workload may be intense, with 1-2 meetings per week to discuss approximately 3 petitions per meeting; faculty interested in joining CRF should consider planning their teaching and travel schedules accordingly. The workload in Spring II varies depending on need, but it is typically light. In addition, there is one informational meeting in May the week after graduation that all committee members are expected to attend.

Procedures

The procedures detailed in the Faculty Section of this Handbook are binding on the Committee. The CRF shall also have written procedures consistent with the University Handbook. This written procedure statement shall be submitted to the Faculty Senate for approval. In each year, the Committee will, at the completion of its work for the year, submit a report to the Faculty Senate and to the appropriate deans of the actions taken and assess existing procedures with recommendations for any changes that might be appropriate.

The Committee shall annually select a chairperson from among its members, who have at least one year of prior service on the Committee.

The CRF will provide a statement of decision for positive and a narrative rationale in the event a decision is negative to petitioners that reflect the testimony received.

D. Global Citizenship Program Committee

I. Mission

The Global Citizenship Program Committee (GCP) oversees the Global Citizenship Program. The GCP reports to the Faculty Senate and apprises the administration of its recommendations and decisions.

II. Membership

A. Voting Members

1. Eleven members of the Faculty Assembly, one from each of the schools/colleges and five at-large shall be elected for three-year terms arranged so that three or four terms end each year. The eleventh member is the Chair of the Center for Interdisciplinary Studies (CIS).

2. The elected members of the Committee shall elect a Committee Chairperson from among the voting full-time faculty. The chair shall serve until the start of the following academic year.

3. In the event that a voting member of the committee can not regularly attend meetings, the Chairperson shall request that the appropriate governance body appoint a substitute for the remainder of the term.

4. Quorum shall be defined as the presence of fifty percent or greater of voting members of the committee.

5. Non-Voting Members

a. Director of the GCP

b. Director of the Great Thinkers Seminar

c. Director of the Keystone Seminar

d. Provost or designee

e. University Registrar or designee

f. Director of Academic Advising or designee

g. Director of Institutional Advancement or designee

h. At-Large Student Representative

i. At-Large Student Affairs Representative

III. Functions

A. The GCP Committee may, on its own accord or at the request of the Faculty Senate, initiate and develop proposals related to the Global Citizenship Program.

1. The GCP Committee shall give final approval to:


b. Coding of courses in relation to the GCP goals and outcomes.

2. The GCP Committee shall make recommendations as follows:

a. The Director of the Great Thinkers Seminar Program will serve as an ex-officio member of the committee and have a three-year term. The GCP Committee will make a recommendation for the Directorship of the Great Thinkers Seminar Program to the Provost who will make the final appointment.
b. The Director of the Keystone Seminar Program will serve as an ex-officio member of the committee and have a three-year term. The GCP Committee will make a recommendation for the Directorship of the Keystone Program to the Provost who will make the final appointment.

c. The Director of the GCP Program will serve as an ex-officio member of the committee and have a three-year term. The GCP Committee will make a recommendation for the Directorship of the GCP Program to the Provost who will make the final appointment.

3. The GCP Committee shall periodically evaluate the goals and implementation of the GCP program and make recommendations to the Senate and to the Administration.

E. Graduate Council

I. Membership

A. Voting Members

1. Nine faculty members elected by the Faculty Assembly for three-year terms. Terms of service are arranged so that no more than two terms end per year.
   a. Three members shall be from the faculty of the School of Business and Technology;
   b. Two members shall be from the School of Education faculty;
   c. One member from the faculty of the College of Fine Arts;
   d. One member from the faculty of the College of Arts and Sciences;
   e. One member from the faculty of the School of Communications
   f. One member elected at large from Faculty Assembly membership;

2. The Council Chair is to be chosen from among these faculty members: The Academic Dean from each of the five Colleges and Schools; School of Business and Technology, School of Education, School of Communications, College of Arts and Sciences, College of Fine Arts

3. Ex-Officio, Non-Voting Members:
   a. President of the Faculty Senate;
   b. Vice-President of Academic Affairs;
   c. Associate Vice President for International Programs;
   d. Associate Vice President for Graduate Studies

II. Functions

A. Approve new courses, new programs, other curriculum changes, and Individualized Areas of Concentration.

B. On an annual basis, review, evaluate, and make recommendations concerning academic standards, graduation requirements, the academic calendar, and any other factors as they relate to the graduate curriculum of the University. Evaluate graduate programs, when appropriate, after soliciting the views of faculty in the relevant departments and the responsible administrators.

C. Review and approve academic policies related to the graduate programs. Review and recommend on the initiation of new external campus locations.

D. Each department will be responsible for the selection, evaluation, and appointment of adjunct faculty within its jurisdiction. Working with the systems of the extended campus administration each department will have procedures for the review of adjunct faculty. Departments will identify a set of minimum criteria on qualifications for faculty appointments in their disciplines. The extended campus administration will facilitate the processing of faculty appointments. A copy of these procedures and criteria will be on file with the Graduate Council. The Graduate Council will receive an annual report from the respective departments chairs on the characteristics of faculty within their jurisdiction.

E. The Graduate Council will establish written guidelines for the review of appeals from students who have been dismissed. Separate guidelines will be developed for appeals made within one year of dismissal and for requests for readmission on the part of those who have been dismissed for more than a year. Using these guidelines the Graduate Council will review the relevant information concerning a student appeal or request for readmission, and uphold or deny the student’s request. The Graduate Council may delegate to an appropriate administrator all or a portion of the responsibility for handling and rendering a decision on appeals and
requests for readmission. If there is a delegation of responsibility in this regard, the relevant administrator shall annually provide the Council with a statistical report on the number of appeals and requests for readmission with a quantitative summary of the judgments.

F. Provide advice to the Vice President for Academic Affairs on plans, policies, and practices related to the Graduate School.

III. Meetings

A. The Graduate Council meets throughout the year with adjustments during the summer months.

B. Graduate Council meetings are open, unless the Graduate Council declares a meeting closed for executive session. Other members of the university community may attend and observe meetings, except when the Council is holding an executive session.

F. International Studies Committee

The International Studies Committee (ISC) aims to promote and support the international mission of Webster University, in particular the International Studies program.

I. Membership

The ISC shall have members in three categories:

A. Voting members (9) - Nine (9) faculty members as follows:

1. Five faculty members shall represent the schools/colleges. One member will be elected from each school/college by the members of that school/college. Terms shall be for three years, staggered to provide normally no more than two openings per year.

2. Three at-large members will be appointed by the Faculty Senate from self-nominations. Terms shall be for three years, staggered to provide for one appointment each year.

3. A Chairperson of the ISC shall be selected from the fulltime faculty of the University (including but not limited to faculty members of the ISC) by the ISC, and will serve a three year term with full voting rights. In the event that a Chairperson is selected from among the voting faculty members of the ISC, a replacement will be selected in accordance with I.A.4. below. If a Chairperson is unable to fulfill the term or any portion of it (sabbatical or leave), the ISC will select a replacement for the remaining portion of the term or period of the Chairperson’s absence.

4. Replacements, as needed, will be appointed by the Faculty Senate upon the recommendation of the Committee.

B. B. Non-voting ex-officio members:

Four (4) ex-officio, non-voting members (or their representatives) as follows:

1. Director of International Programs

2. Director of International Recruitment and International Services

3. Director of International Projects and Study Abroad

4. Assistant Director of Multicultural Center and International Student Affairs

C. Other non-voting members: The ISC may invite attendance from faculty and staff at Webster University interested in supporting and promoting the International Studies program in order to advance the international mission of the university.

II. Functions

The committee will:

A. Organize relevant events, activities and outreach to promote the IS program.

B. Monitor the IS program website and provide feedback to the ILC and International Studies Experts Group (ISEG).

C. Collect a list of courses being offered for the IS program each semester and work with ILC to administer course offerings.

D. Collect relevant data related to the IS program, including but not limited to alumni information, course enrollment, et al.

E. Support communication and information sharing with other extended and international campuses.

F. Provide IS program information to Student Affairs, academic advisors, schools and colleges, and other relevant groups.

G. Work with global marketing and public relations to promote the IS program.

H. Submit an end-of-the-year report on the activities and progress of ISC to the Senate and ILC and ISEG.
III. Subcommittees

The ISC may establish standing sub-committees for purposes such as strategic planning, developing study abroad, implementing grant or internship programs, etc. The ISC may invite any member of the university community to serve on its sub-committees, but voting rights will be limited to the members of International Studies Committee.

IV. Oversight

The International Studies curriculum will be overseen by the International Studies Experts Group (ISEG), consisting of up to seven status/status-track faculty members and full-time lecturers or instructors, including one full-time ILC faculty as a standing voting member. Eligibility and criteria for members include:

- Content expertise (such as formal education, teaching courses with international emphases, academic research in relevant areas, et al.) in at least one of the areas of concentration for the ISTL major.
- Interest and commitment to the IS program and its mission.
- New members will be selected by the existing ISEG members. Priority will be given to those who have served on the ISC and/or have been nominated by existing ISEG members. Each member will serve a term of three (3) years.

G. Institutional Planning Committee

(To be revised Fall 2007)

The Institutional Planning Committee functions as the coordinating body responsible for integrating critical long-range planning components within the University. The Committee takes the initiative in drafting the University’s strategic plan for input from the entire University community (Trustees, faculty, staff, students, administration) and for monitoring its progress. The Committee also reviews the plans of the University’s Responsibility and Support Centers.

II. Membership

Faculty:

A. 5 Academic Deans
B. Representative from each Support Center
C. Two faculty members
D. Director of Resource Planning and Budget

H. Institutional Review Board

This committee is a standing institutional committee, whose members are appointed via Academic Affairs.

I. Function

Conducting research is a scholarly activity which is valued by Webster University. Faculty members have a responsibility to make students aware of ethical concerns in research. Those who engage in research or supervise research projects must ensure that participation in the project is voluntary and that the benefits for participation outweigh the risks. Researchers engaging in data collection such as surveys, interviews, or experimental work must protect their subjects, themselves, and Webster University by obtaining approval for research projects from the Institutional Review Board (IRB).

Prior to the collection of data, all researchers - including Webster University (all campuses) faculty, staff, students, as well as outside research companies and other educational institutions and their representatives - must submit their research protocol to be reviewed and approved by the University Institutional Review Board in accordance with University Policy and Federal Regulations.

Information regarding the application process, levels of review, current membership, or any aspect of the committee can be found at the IRB web site: webster.edu/irb.

II. Membership

Faculty:

The IRB is comprised of eight to ten faculty with backgrounds and expertise reflective of the types of research proposals regularly submitted for review. Thus, members will be drawn primarily from the College of Arts and Sciences, with additional members drawn from the School of Business and Technology, School of Communications, and School of Education. The Chair(s) will be appointed by the Provost (or designee). Additional members may be appointed by the Chair(s) as needed in order to provide appropriate disciplinary expertise. In addition, the IRB includes one non-faculty, non-scientist, non-affiliated member. The Chair(s) of the IRB, upon the vote of the committee, recommends the individual to the Provost and Senior Vice President for appointment.
I. Joint Eden-Webster Library Authority*

*With the opening of the new Emerson Library, this joint operating authority was discontinued in 2003-04.

I. Membership
A. The Eden/Webster University Librarian
B. The Executive Vice President/Vice President for Academic Affairs
C. A faculty member appointed by the Faculty Senate
D. An academic administrator appointed by the Executive Vice President

II. Functions
A. Serve as the Webster representation on the board to implement the “Eden Theological Seminary-Webster University Agreement Concerning Library Facilities.”
B. Discuss proposed changes in educational policies and programs and their implications for the library.
C. Initiate ideas for services and functions of the information system.
D. Discuss operational problems, if they affect the learners and the learning situation.
E. Point out failures in present operations, and search for alternative solutions.
F. Discuss future library plans and programs, and advise regarding the overall development of the library.

*This committee, strictly speaking, is not a standing committee in the sense of the preceding committees. It belongs more properly in the perspective of a presidential committee.

J. Multicultural Studies Committee

I. Definition
The Multicultural Studies Committee is responsible for encouraging and enabling greater cultural awareness, interaction, and understanding along the lines of race, ethnicity, religion, class, age, sexual orientation, and other aspects of cultural diversity within the United States.

II. Membership
A. Nine (9) faculty members, four (4) elected by Faculty Assembly, three (3) recommended by the Multicultural Studies Committee and appointed by the Faculty Senate, and two (2) recommended by the Multicultural Studies Committee from the Adjunct Faculty but not limited to Assembly members and appointed by the Faculty Senate. Each member will serve a three year staggered term. The chair(s) of the committee will be elected from these full time faculty on an annual basis.
B. The Director of the Office of Multicultural Affairs.
C. Two student members selected by the Student Government Association serving one year terms.
D. Two staff members serving two year staggered terms to be selected by the Webster Staff Alliance.

III. Functions
A. Identifies and publicizes courses of multicultural significance.
B. Maintains contact with multicultural issues and serves as a resource for the university.
C. Identifies and supports faculty, both adjunct and full time, with multicultural interests.
D. Identifies and acquires curriculum development materials and supporting library materials.
E. Develops the program for the Multicultural Studies Film and Speaker Series.
F. Provides a forum for discussion of multicultural issues as they emerge inside and outside the university and offers recommendations for action.
G. The chair of the committee shall attend the Center for Interdisciplinary Studies (CID) meetings and act as a liason between that committee and Multicultural Studies, and review course evaluation forms for all Multicultural Studies courses.

K. Publications Board

I. Membership
Nine (9) voting members, as follows:
A. Four (4) faculty members elected at-large by the Faculty Assembly after self-nomination, serving staggered two (2) year terms.

B. Three (3) ex officio members, including:
   1. Faculty Advisor-Communications and Journalism Department, appointed by department chair
   2. Faculty Advisor-Electronic and Photographic Media Department, appointed by department chair
   (The faculty advisors are appointed to renewable one-year terms)
   3. Dean of Students

C. Two (2) student members:
   1. designated by Student Government Association
   2. designated by Media Association

II. Chair
The committee will elect a chair from among the four at-large faculty members elected by the Faculty Assembly, and will serve a renewable one-year term.

II. Committee Functions
A. Promote a lively, intelligent independent newspaper which reports newsworthy events and provides a forum for opinion.

B. Recruit, select and evaluate student staff members for the newspaper. The body also has the authority to remove staff members for just cause.

C. Evaluate the newspaper, offering suggestions and criticism.

D. Review a yearly budget for the newspaper, representing the paper’s needs to the Dean of the School of Communications.

E. Supervise the expenditure of the budgeted funds, insisting upon fiscal responsibility.

F. Hold regularly scheduled open meetings which any member of the university may attend.

G. Champion the rights and responsibilities of free expression for student journalists and to follow the guidelines of the Student Press Law Center (SPLC) and its Student Press Handbook.

L. Salary and Fringe Benefits

I. Membership
A standing committee of four faculty members shall be elected by the Faculty Assembly. Membership is to be rotated by two each year. Elections are to take place in the spring.

II. Functions
A. To represent the faculty in annual salary and fringe benefit negotiations with members of the administration.

B. To review the University’s salary and fringe benefits policy with particular attention to:
   1. attracting and retaining competent faculty
   2. achieving equity among Webster faculty in compensation among faculty
   3. achieving acceptable standing among peer colleges and universities

III. Procedures
A. The Salary and Fringe Benefits Committee shall solicit the advice of the faculty in formulating guidelines for negotiations.

B. The Salary and Fringe Benefits Committee shall keep the Faculty Senate and Faculty Assembly informed of progress during negotiations.

C. The Salary and Fringe Benefits Committee shall, with the administration, develop salary and fringe benefit recommendations, to be presented to the Faculty Assembly for acceptance or rejection.

M. Speakers Committee

I. Membership
Five (5) faculty members appointed by the Faculty Senate after self-nomination. Term length is three (3) years.

II. Administrators
A. Vice President for Students and Enrollment Management

B. Executive Vice President for Academic Affairs

C. Dean of Students

D. Executive Assistant to the President
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E. President
F. Vice President for Finance and Administration
G. Vice President for Development

III. Functions
To aid in the funding of on-campus speakers proposed by members of the Webster University faculty.

N. Undergraduate Curriculum Committee

I. Mission
The Undergraduate Curriculum Committee oversees the academic integrity of undergraduate curriculum of the University. The Undergraduate Curriculum Committee reports to the Faculty Senate, and apprises the administration of its recommendations and decisions.

II. Membership
A. Voting Members
1. Eight members of the Faculty Assembly, one from each of the schools/colleges and three at-large shall be elected for two year terms arranged so that four terms end each year.
2. Two students chosen through procedures established by the Student Government Association.
3. The elected members of the Committee shall elect a Committee Chairperson(s) from among the voting full-time faculty at the start of the fall semester. If the committee decides it necessary, they may also elect an Associate Committee Chairperson(s).
4. In the event that a voting member of the committee can not regularly attend meetings, the Chairperson shall request that the appropriate governance body appoint a substitute for the remainder of the term.
5. Quorum shall be defined as the presence of fifty percent of voting members of the committee
B. Ex officio Members (non voting)
1. Associate Vice President for Academic Affairs
2. Deans of each of the Schools/Colleges
3. University Registrar
4. Director of Academic Advising

III. Functions
A. The Undergraduate Curriculum Committee may, on its own accord or at the request of the Faculty Senate, initiate and develop proposals related to undergraduate curriculum. Proposals shall pertain to issues that are university-wide in scope.
B. The Undergraduate Curriculum Committee shall give final approval to:
1. Addition of all courses, emphasis areas, majors, minors, and certificates to the undergraduate curriculum.
2. Deletion of all courses, emphasis areas, majors, minors, and certificates from the undergraduate curriculum.
3. Changes in undergraduate degree requirements.
4. Program exemptions from, and modifications of the University’s General Education requirements.
5. Expansion of new and existing degrees, programs, majors, emphasis areas, and certificates from one campus to another (including the Webster Groves campus).
6. Implementation of an existing program or certificate offered as an on-line program.
7. Criteria for General Education Goals coding.
C. The Undergraduate Curriculum Committee shall approve the following types of proposals. Its decision shall be forwarded to the Faculty Senate for approval or non-approval. Following non-approval, the Senate shall send the proposal back to the Curriculum Committee (with an explanation):
1. All new degrees.
2. University-wide academic standards, graduation requirements, the academic calendar, and any other factors related to the undergraduate curriculum.
3. Overall changes to the General Education program.
4. Requests for changing the grading policy of the undergraduate program of the University.
D. The Undergraduate Curriculum Committee shall periodically review:
1. Coding of courses in relation to the General Education goals and program.
2. Policy changes as regards to the undergraduate curriculum.

E. The Undergraduate Curriculum Committee shall periodically evaluate the goals and implementation of the General Education program, and make recommendations to the Senate and to the Administration

IV. Procedures

A. Curriculum Proposal Procedures:
Academic departments, programs, and/or Senate-approved committees may submit proposals on matters related to the university undergraduate curriculum to the Curriculum Committee. All decisions of the Curriculum Committee are subject to the review, ratification, and rescission authority of the Faculty Constituent Assembly.

1. The initiating Chairperson shall be responsible for ensuring that the curricular proposals comply with the established charter or curriculum approval policy and procedures of the respective department, School or College, and the University.

2. Procedure for submitting a proposal for a new undergraduate course, new major or an emphasis within a major, or a certificate program within a department:
Following approval by the appropriate Department, a proposal for a new undergraduate course, new major or an emphasis within a major, or a certificate program shall be forwarded to the Curriculum Committee for approval. Prior endorsement by the Dean of the respective School or College is recommended. Once approved by the committee, the curriculum proposal shall be forwarded to the respective Dean of the School or College for approval.

3. Procedure for submitting Interdisciplinary curriculum proposals:
Following approval by the Chairperson of the respective interdisciplinary committee (a Senate-approved curricular committee), a proposal for a new undergraduate course, new major or an emphasis within a major, or a certificate program shall be forwarded to the Curriculum Committee for approval. Prior endorsement by the Director of the Center for Interdisciplinary Studies is recommended. Once approved by the committee, the new course proposal shall be forwarded for approval to the Vice-President for Academic Affairs or his/her designee.

B. Committee Procedures

1. The Curriculum Committee shall meet on the first and third Tuesdays of each month during the undergraduate academic year. In exceptional cases, the Chair may convene the committee to consider curriculum proposals at times when the Curriculum Committee is not holding regularly scheduled meetings (e.g., summer or Christmas vacations).

2. The agenda of committee shall be prepared by the Chairperson, and published and distributed at least one day in advance of the meeting.

3. The approved minutes of the Curriculum Committee meetings will be sent to the members of the Committee, the members of the Faculty Senate, the University Librarian, the members of the Council on Student Affairs, the Director of Admissions, Academic Directors on extended campuses with undergraduate programs, Deans of the Schools and Colleges, and Chairpersons of Departments and Interdisciplinary committees.

4. Deadlines for submitting course proposals to the Curriculum Committee shall be published in the annual Webster calendar.

O. Women’s Studies Committee

I. Membership

A. Nine (9) faculty members, serving staggered three-year terms. Four (4) of these positions are appointed by the Faculty Senate based on recommendations of current committee members. Five (5) of these positions are self nominated and elected by the Faculty Assembly.

B. One of the nine faculty members will act as Chairperson, who assumes responsibilities for Women’s Studies while retaining teaching responsibilities within his/her particular department. This person is selected by the committee. The position is held for a three-year term. The person holding this position should be a member of the fulltime faculty. For the first and last years of the chairperson’s term, the incoming and outgoing chairs will co-chair the committee together.
C. One administrative staff member appointed by the Women’s Studies Committee.
D. Two student members appointed by the Student Government Association from names submitted by the Women’s Resource Center and self-nomination.

II. Committee Functions and Responsibilities
A. Initiate and review courses in Women’s Studies curriculum.
B. Serve in advisory capacity to the Chairperson.
C. Serve as evaluator of the Chairperson.
D. Assume responsibilities for library resources and program development.
E. Provide an on-campus resource for issues related to women and gender inside and outside the university and offer recommendations for action.

III. Chairperson Functions and Responsibilities
A. Coordinate the programming, scheduling, and staffing of Women’s Studies courses.
B. Advise students interested in Women’s Studies.
C. Chair the Advisory Committee.
D. Attend Center for Interdisciplinary Studies (CIS) meetings and act as a liaison between the committee and the Women’s Studies Committee.
E. Review course evaluation forms for all Women’s Studies programs.

VIII. Faculty Senate Committee Composition, Duties, and Responsibilities
A. Chair
1. Election
   Each senate committee should elect a chair for each academic year at or before the first meeting of the new academic year. Committee votes may be formal or informal, as long as they are consistent with committee process. The committee will notify the Faculty Senate of the name of the chair for the upcoming academic year.
2. Duties
   a. The Chair is responsible for notifying the Senate of the committee’s meeting times.
   b. The Chair is responsible for ensuring the committee is following the Handbook directives in relation to the committee. If the Handbook language requires change (e.g. membership composition, duties, etc.), the committee is responsible for drafting new language, after which the chair will bring the proposal to the Faculty Senate for consideration. Any changes involving Handbook language must be approved by the Senate and the Provost.
   c. The Chair will identify non-participating committee members, who may be replaced by the Senate in accordance with Section B. below.
   d. The Chair is responsible for ensuring that minutes are recorded for every meeting. Minutes need only include: attendance, topics of discussion, and decisions made.
   e. The Chair will update the Faculty Senate after the creation and University acceptance of any new programs, majors or other significant actions.
   f. The Chair is responsible for submitting an end-of-year report to the Faculty Senate by April 30. This report should include the committee’s membership, activities and accomplishments.
B. Members
1. Responsibilities
   The vigorous work of faculty on committees is an integral part of effective shared governance. Being elected or appointed to a committee is both an honor and an obligation. Faculty chosen to be on committees are expected to regularly attend committee meetings and participate in the work of the committee.
   If a committee member finds that she/he cannot fulfill the requirements of committee service, that member should contact the chair of the committee to resign his/her post and ask to be replaced. If a committee chair finds that a 1 member is remiss in fulfilling the requirements of service, that chair should speak with the member and remind him/her of his/her responsibility. The chair may, if necessary, request that the Senate take action to require that the member resign his/her post. The Faculty Senate will then fill the vacancy on the committee.
2. **Leaves**
   If a faculty member of a committee is unable to serve (due to sabbatical, medical leave, etc.), the member should contact the chair immediately and inform him/her of the upcoming absence. The committee chair should immediately notify the Faculty Senate so that a replacement can be appointed. The committee may recommend a replacement; however it is the responsibility of the Faculty Senate to select and appoint the replacement faculty member.
Part II - Faculty

I. Statements of Academic Freedom

The faculty, administration and students of Webster University agree to uphold and abide by the 1940 Statement of Principles on Academic Freedom and Tenure of the AAUP with 1970 Interpretive Comments and the statement of Johns Hopkins University that further defines academic freedom, with the modification that the statement on Academic Tenure be supplemented by existing handbook language on FDL status.

The faculty, administration and students of Webster University agree to uphold and abide by the Statement on Professional Ethics of the AAUP. These may be found in the appendix.

A. Intellectual Property Issues

In June, 1999 the American Association of University Professors (AAUP) adopted two statements: (1) Statement on Distance Education; and (2) Statement on Copyright. These statements are available on the AAUP homepage. These statements can guide us with a common-sense and traditional approach to many of these new situations. The following excerpts from these recent AAUP statements are especially informative:

I. Statement on Copyright

The objective of copyright is, in the words of the U.S. Constitution, to “promote the progress of science and useful arts.” To achieve that objective, authors are given exclusive rights under the Copyright Act to reproduce their works, to use them as the basis for derivative works, to disseminate them to the public, and to perform and display them publicly. Institutions of higher learning in particular should interpret and apply the law of copyright so as to encourage the discovery of new knowledge and its dissemination to students, to the profession, and to the public. This mission is reflected in the 1940 Statement of Principles on Academic Freedom and Tenure: “Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.”

II. Statement on Academic Practice

Within that tradition, it has been the prevailing academic practice to treat the faculty member as the copyright owner of works that are created independently and at the faculty member’s own initiative for traditional academic purposes. Examples include class notes and syllabi, books and articles, works of fiction and nonfiction, poems and dramatic works, musical and choreographic works, pictorial, graphic, and sculptural works, and educational software, commonly known as “courseware.” This practice has been followed for the most part, regardless of the physical medium in which these “traditional academic works” appear, that is, whether on paper or in audiovisual or electronic form. This practice should therefore ordinarily apply to the development of courseware for use in programs of distance education.

III. Statement on University Copyright Ownership

Situations do arise, however, in which the college or university may fairly claim ownership of, or an interest in, copyright in works created by faculty (or staff) members. Three general kinds of projects fall into this category: special works created in circumstances that may properly be regarded as “made for hire”, negotiated contractual transfers, and “joint works” as described in the Copyright Act.

The Copyright Act explicitly requires that a transfer of copyright, or of any exclusive rights (such as the exclusiveright to publish), must be reflected in a signed document in order to be valid. Also, when a work is prepared pursuant to a program of “sponsored research” accompanied by a grant from a third-party, a contract signed by the faculty member would also need to be prepared if intellectual property ownership was shared or assigned.

It is the purpose of this statement to affirm these basic principles as those which underlie our intellectual property rights discussions and practices. In short, we recognize that faculty routinely hold exclusive ownership over work created for traditional academic purposes regardless of medium. In the few cases where a shared ownership right is to be negotiated, a written agreement will be required in advance.
Because of the rapidly changing conditions of technology, particularly in the area of distance education, this statement on Intellectual Property Rights may need to be supplemented in the future.

B. Online Programs at Webster University

Based on the successful adoption of a “Shared Use” agreement by the Administration and the Faculty Senate, the University’s online programs operate under guidelines that respect these general principles and provides the integrity of the online program offerings.

It is understood that the online platform (WorldClassRoom) developed by the University for the delivery of online courses remains the property of the University; that all other material created by the instructor (or instructors, if a joint course development project) for delivering a specific online course (or courses) will remain the property of the instructor(s), except that all such course materials prepared under this contract will remain available for use by the University, without additional compensation, in the delivery of future on-line sections of the course subject to the restrictions enumerated herein; that the on-line courses will only be taught by instructors approved and designated by the department chairperson; and that these designated instructor(s) will be separately compensated for teaching each course section.

II. Academic Rank and Status

A. Definitions

The faculty comprises all persons having appointment for the instruction of students. This applies to the Webster Groves home campus only.

There are two types of faculty appointments: contingent and status track/statused. The specific faculty appointments within these two faculty appointment types are:

I. Contingent appointments
A. Adjunct - This is a part-time, course-by-course appointment.
B. Lecturer - This can be a part-time or full-time appointment that is focused primarily on teaching several courses per semester.
C. Instructor - This can be a part-time or full-time appointment that involves teaching plus other duties deemed necessary to the department or school/college.
D. Visiting - This can be a part-time or full-time temporary appointment.

II. Status track/statused appointments
A. Probationary (also known as “Status Track”) – This is a full-time appointment that is expected to lead to a status decision after a maximum of six (6) years.
B. Statused - This is a full-time appointment of one of the following:
   1. FDL Continuing Status
   2. Tenure

III. Rank of Status-track/Statused Appointments
A. Assistant Professor
B. Associate Professor
C. Professor

B. Contingent Appointments

All contingent appointments are offered by the University on an as needed basis, and cannot be construed as leading to status.

I. Adjunct

Adjunct faculty appointments can be characterized as follows:

A. An adjunct faculty member must have a master’s degree (or appropriate graduate degree) in the relevant discipline. Using the criteria established by the Higher Learning Commission, a department chair may determine that an individual has equivalent professional experience as a substitute for the graduate degree.

B. Statused/status track faculty in each respective department will handle the process of hiring adjunct faculty.

C. Other than in exceptional circumstances, maximum teaching loads for adjunct faculty should be in accord with the Teaching and Administrative Load Policy of the Office of Academic Affairs, under the terms of a by-course appointment.

D. Adjunct faculty members are expected to attend departmental or school/college meetings in which the target audience is adjunct faculty.
E. Adjunct faculty members may be admitted to renewable two-year memberships in the Faculty Assembly provided they have been employed (as teachers) with Webster University St. Louis for three years, by submitting a request to the Faculty Senate. The Senate may admit a total number of contingent faculty members (adjunct, lecturer, and instructor) equivalent to ten percent of the statused/status track faculty membership.

F. All departments are responsible for reviewing each adjunct faculty member on an annual basis. These reviews must be shared with each adjunct faculty member. Departments must have written procedures for how these reviews will be conducted and document those procedures in the department by-laws.

II. Lecturer

A lecturer position may be either part-time or full-time and is focused on teaching several courses per semester. The principal responsibility of a lecturer is teaching. Normally administrative responsibilities will be kept to the minimum that supports the teaching role of the lecturer.

Appointments to lecturer status are characterized as follows:

A. A lecturer must have a master’s degree (or appropriate graduate degree) in the relevant discipline. Using the criteria established by the Higher Learning Commission, a department chair may determine that an individual has equivalent professional experience as a substitute for the graduate degree.

B. Statused / status track faculty in each respective home department will handle the process of hiring lecturers. Decisions regarding the need for a lecturer position are specific to the department, school, or college.

C. The teaching load for lecturers should not exceed eight (8) classes per year for a 9-month appointment and ten (10) classes per year for a 12-month appointment. Overload guidelines apply.

D. Lecturers may be admitted to renewable two-year memberships in the Faculty Assembly provided they have been employed (as teachers) by Webster University St. Louis for three years, by submitting a request to the Faculty Senate. The Senate may admit a total number of contingent faculty members (adjunct, lecturer, and instructor) equivalent to ten percent of the statused/status track faculty membership.

F. Lecturers are expected to attend meetings in which the target audience is contingent faculty. At the discretion of the relevant body, they may be invited to attend departmental, college/school, or Faculty Assembly meetings as non-voting members.

F. All departments are responsible for reviewing each lecturer on an annual basis. These reviews must be shared with the lecturer under review. Departments must have written procedures for how these reviews will be conducted and document those procedures in the department by-laws.

III. Instructor

Instructor appointments may be either a part-time or full-time appointment that involves teaching plus other duties deemed necessary to the department or school/college. There should be a clearly documented need for these administrative duties.

Instructor appointments can be characterized as follows:

A. An instructor must have a master’s degree (or appropriate graduate degree) in the relevant discipline. Using the criteria established by the Higher Learning Commission, a department chair may determine that an individual has equivalent professional experience as a substitute for the graduate degree.

B. Statused / status track faculty in each respective home department will handle the process of hiring instructors. Decisions regarding the need for an instructor position are specific to the department, school, or college.

C. The teaching load for instructors should not exceed six (6) classes per year for a 9-month appointment and eight (8) classes per year for a 12-month appointment. Overload guidelines apply.

D. Instructors are expected to attend meetings in which the target audience is contingent faculty. At the discretion of the relevant body, they may be invited to attend departmental, college/school, or Faculty Assembly meetings as non-voting members.
E. Instructors may be admitted to renewable two-year memberships in the Faculty Assembly provided they have been employed (as teachers) by Webster University St. Louis for three years, by submitting a request to the Faculty Senate. The Senate may admit a total number of contingent faculty members (adjunct, lecturer, and instructor) equivalent to ten percent of the statused/status track faculty membership.

F. All departments are responsible for reviewing each instructor on an annual basis. These reviews must be shared with the instructor under review. Departments must have written procedures for how these reviews will be conducted and document those procedures in the department by-laws.

IV Visiting

The position of visiting faculty is a temporary appointment that may be used in a variety of situations. This may be part-time or full-time position. When a new status track position is granted to a department, the visiting faculty appointment may be used to bridge the gap between the creation of the position and the hiring of the new status-track faculty member. Visiting faculty appointments may also be used to replace a faculty member who is on leave or as a bridge to replace a faculty member who has retired or otherwise left the university. This designation would also apply to faculty visiting from another institution of higher education.

The following terms further describe these appointments:

A. Statused / status track faculty in each respective department will handle the process of hiring visiting professors using departmental criteria. Decisions regarding the need for visiting faculty positions are specific to the department, school, or college. Regardless, a department should not offer visiting professors the same position, year after year, unless there is a clear pedagogical benefit to students (e.g., artists-in-residence).

B. The teaching load for visiting faculty should not exceed eight (8) classes per year for a 9-month appointment and ten (10) classes per year for a 12-month appointment. A fulltime teaching load should not exceed six (6) per 9 months or eight (8) per 12 months if there are additional research or administrative expectations of the visiting faculty member. Overload guidelines apply.

C. At the discretion of the relevant body, visiting faculty may be invited to attend departmental, college/school, or Faculty Assembly meetings as non-voting members.

D. The work of a visiting faculty member should be evaluated by the department and that evaluation should be shared with the visiting faculty member.

C. Converting Contingent Positions to Status/Status Track Positions

If a decision is made to convert a contingent faculty position to a status-track line, the new position must be opened for a national search conducted according to equal employment opportunity guidelines and affirmative action principles. The statused/status track faculty in the home department will conduct the search.

D. Status Track and Status Appointments

I. Administrative Faculty

Faculty members who receive administrative appointments retain their status within their departments as well as other faculty rights and privileges. It is expected that administrative faculty will teach at least one 3 credit hour course in an 8 week or 16 week format each year. A person who does not teach during the year will not have the year count toward periodic review or leave.

II. Assistant Professor

Faculty members are eligible for appointment as or promotion to the rank of Assistant Professor if they hold the terminal degree and have exhibited or have the potential for a high level of teaching ability, service to the community and professional contributions in their field.

A faculty member who does not hold the terminal degree may be considered for this, provided that the faculty member’s department provides a satisfactory explanation as to why professional experience is equivalent to academic qualification and an appropriate qualification in the area in which the faculty member teaches.
III. Associate Professor

Full-time faculty members who possess a terminal degree are eligible for promotion to the rank of associate professor under the following conditions:

A. They have completed at least three years of experience as a full-time member of the Webster University faculty at the rank of assistant professor; and

B. They petition no earlier than in their sixth year of full-time service as a member of the full-time faculty for promotion to the rank of associate professor in the next year. Full-time service may include service as a member of the faculty at an institution of higher education (inclusive of years of service granted in their initial full-time Webster University faculty contract).

With the approval of the department faculty an initial appointment can be made at the rank of associate professor, if the individual has six years of service as a member of the full-time faculty of an institution of higher education.

Advancement to the rank of associate professor implies:

A. A high level of teaching ability;

B. Professional development, and current and continuing contributions to the faculty member’s discipline; and

C. Service to the University community.

A faculty member who does not hold the terminal degree may be considered for this rank on the basis of demonstrated teaching ability and exceptional professional experience and achievement, provided that the faculty member’s department provides a satisfactory explanation as to why professional experience is equivalent to academic qualification and an appropriate qualification in the area in which the faculty member teaches.

IV. Professor

Full-time faculty members are eligible for promotion to the rank of professor under the following conditions:

A. They have completed at least three years of experience as a full-time member of the Webster University faculty; and

1. They petition no earlier than in their ninth year of full-time service as an associate professor for promotion to the rank of professor in the next year. Full-time service shall be defined in this instance as service as an associate professor at an institution of higher education; or

2. They petition no earlier than in their fifteenth year of full-time service as a member of the full-time faculty for promotion to the rank of professor in the next year. Full-time service shall be defined in this instance as service as a member of the full time faculty at an institution of higher education.

Advancement to the rank of professor implies:

A. Excellence in teaching;

B. Substantial relevant professional development, and current and continuing contributions to the faculty member’s discipline; and

C. Service to the University community.

A faculty member who does not hold the terminal degree may be considered for this rank on the basis of demonstrated teaching ability and exceptional professional experience and achievement, provided that the faculty member’s department provides a satisfactory explanation as to why professional experience is equivalent to academic qualification and an appropriate qualification in the area in which the faculty member teaches.

V. Professor Emeritus

An appointment by the President of the University made to the truly rare and most distinguished of faculty who are completing tenure of full-time academic service.

Emeritus status is intended to bring recognition/honor to the recipient and to the University. Those who have served 25 years or more obviously warrant this recognition. Others who have served the University less than 25 years may be nominated for Emeritus Status.

A. On retirement, faculty and administrators who have served 25 years at Webster would be designated Emeritus.

1. FACULTY - having served full-time during most of their tenure, even though they may have more recently served with reduced load.
2. ADMINISTRATORS - those serving:
   a. at levels of or above vice-president, assistant dean;
   b. as director of extended sites;
   c. as supervisor of departments with significant budgets and significant numbers of employees.

B. Those with Emeritus Status would continue their association with Webster University for the most part through the department/area from which they retire for the following:
   1. they would have use of and access to University libraries, stationery, University addresses;
   2. they would continue to be eligible to attend University social, intellectual and ceremonial events, including plays, movies, lectures, convocations and graduations;
   3. they would also continue on faculty and administrative mailing lists.

C. Emeritus Status recipients would be invited from time to time to assist the University by serving on committees, representing the University at external events, and in general, serving as a University emissary.

D. The University would attempt to provide shared office space when requested and appropriate.

E. The Vice President for Academic Affairs and President of the Faculty Senate will review those who are to retire each year and forward to the President the recommendation for Emeritus Status those who are eligible.

An exception to eligibility criteria would be reviewed on the recommendation with rationale provided from the department from which the individual is retiring.

E. Status-track/Statused Faculty

I. Probationary Status

A. Meaning of Probationary Status
   Most faculty members begin their careers at Webster on Probationary Status. During the probationary period, they enjoy all the rights and privileges of faculty members including membership in the FCA and the protection of academic freedom subject to those limitations described below.

In exceptional cases, upon recommendation of the dean and department chairperson, Continuing Status may be offered incoming faculty members.

B. Starting Date
   Probationary status begins with the starting date of the first full time contract offered to new faculty members.

C. Probationary periods fall into two categories:
   1. For those beginning their full-time teaching careers, this period shall not exceed seven academic years.
   2. For those with two or more years full-time prior teaching experience at another institution of higher education, this period shall not exceed five academic years. In either case, Continuing Status may be offered or sought before completion of the probationary period, providing the probationary period is not less than one academic year.

D. All probationary faculty must be evaluated annually by the appropriate department.

II. Continuing Faculty Status
   Faculty who have had continuing full-time contracts in the University for more than seven years must have been granted one of the two options described hereafter. With the contract for the third year, each full-time faculty member will declare a preliminary choice of one of the two options to the CRF and appropriate dean(s).

A. Webster University confers continuing faculty status:
   1. to attract and retain men and women of ability in the teaching profession;
   2. to evoke the commitment of one’s energies to the progress of the educational institution;
   3. to promote unity in the achievement of the educational goals of the institution;
   4. to promote long-range goals with the prospect of seeing them through, especially in the face of difficulties.
   5. to encourage and preserves an atmosphere of academic freedom and research.

B. Two types of continuing faculty status are granted and recognized by the University:
1. **Tenure**: Tenure means that faculty members are assured continuous appointment within the academic body of the University.

2. **Faculty Development Leave Status (FDL)**: Faculty Development Leave Status is designed to provide a second option to faculty members planning their future at Webster. The accelerated leave feature of FDL promotes and supports faculty development and professional achievement. Faculty members who have successfully completed status review and who have not applied for Tenure are granted FDL Continuing Faculty Status. Once granted FDL (continuing faculty status), faculty members are subject to continuing status reviews every fifth year.

The University does not distinguish between Tenure and FDL status as regards the value, achievements or contributions of faculty members. The same criteria are applied to applicants for either status.

### III. Faculty Review Procedures

Peer evaluation is an integral feature in the assessment of professional competence. Webster University has developed the following set of procedures to provide a fair and effective system of professional peer evaluation.

#### A. Timing for Promotional Reviews

Promotion may be requested along with Initial FDL Status or Tenure Review, but not before.

#### A. Review of Faculty with Probationary Status

1. Probationary Status is a time of primary evaluation of a faculty member; probationary faculty members are reviewed annually by the appropriate department.
   a. The review is conducted by the department chairperson who, at a minimum, solicits information, according to department guidelines from all other department faculty and from students enrolled in or who have taken courses from the faculty member under review.
   b. The departmental chairperson (or departmental committee) will conduct the review based on departmental guidelines.

When a department has three faculty members or fewer, the chairperson may impanel a review committee that includes faculty from outside the department. In this situation, the committee will be selected in conjunction with the appropriate dean. Notification of the committee selection will be sent to the Faculty Senate President. Following the evaluation, the departmental chair will create an evaluation report summarizing relevant letters, teaching evaluations, etc.

2. The procedure for notification of results is as follows:

   a. Positive probationary evaluation will result in the renewal of contract for the following year. The department chair shall give a written copy of the evaluation report to the probationary faculty member and the appropriate Dean(s).

   b. Notification of a Negative Review

      i. If the departmental review is negative, the chairperson shall meet with the faculty member to discuss the review at least ten days before the submission of the evaluation report to the appropriate Dean(s). At this meeting the chairperson shall give a written copy of the evaluation report to the faculty member.

      ii. The faculty member shall have seven days to respond in writing to the evaluation report. This response must be transmitted with the report to the appropriate Dean(s). The faculty member has the right to review written testimony related to comments in the report. However, the names of persons submitting the testimony must be removed.

      iii. The faculty member shall be sent a copy of the evaluation report as it is transmitted to the appropriate dean(s). The probationary faculty member has the right to meet with the Dean in a timely fashion following the faculty member’s receipt of the report.

      iv. Notification of negative evaluation is conveyed by the department chairperson to the appropriate Dean(s) with a recommendation the non-renewal of contract or the issuance...
of a terminal contract. The Dean has the right to review written testimony related to comments in the report. If the Dean employs separate testimony different from the information provided by the department, the probationary faculty member must be given an opportunity to review and comment on the testimony prior to the meeting with the Dean.

v. The schedule for official notification of intent not to renew a contract is:

01. First academic year
   Review is completed by February first and notification is given not later than March first if the contract expires at the end of the academic year; or, if an appointment terminates during an academic year, at least three months in advance of its termination.

02. Second academic year
   Review is completed by November fifteenth and notification is given not later than December fifteenth if the contract expires at the end of the academic year; if, if the appointment terminates during an academic year, at least six months in advance of its termination.

03. Third or more academic year
   Review is completed by March first and notification is given no later than twelve months before the expiration of the final (terminal) contract.

B. Procedures for Initial Review and Continuing Status Review

I. A Webster faculty review passes through three offices:
   A. The Committee to Review Faculty
   B. The appropriate Dean
   C. The Chief Academic Officer

II. Steps and Safeguards
   The following are the steps and safeguards in each office. After this general overview, procedures and standards for each kind of review are given.

   A. The Committee to Review Faculty (CRF)

   1. Faculty members submit to the CRF a current vita and any other written information they consider pertinent. CRF shall from time-to-time, on its own initiative or as requested by the Faculty Senate, submit to the Faculty Senate for its approval procedures and guidelines for petitioners and departments. Procedures approved for the following academic year shall be distributed to departments and faculty members no later than April 1st.

   2. The department chairperson shall submit to CRF materials required by applicable CRF procedures and guidelines. (See A.I.a. above.) This information should be accompanied by a signed statement from the faculty member under review verifying the faculty member’s knowledge of the materials being submitted by the department.

   3. The CRF makes public notification to the University community that the faculty member is undergoing initial status review and invites all concerned members of the community to give written testimony to the Committee. Criteria for evaluation will be posted along with notification.

   4. A draft statement of the review will be made available to the individual faculty member at least fourteen days prior to the submission of the final report. The faculty member has seven days to respond in writing to the draft, if desired.

   5. The faculty member being reviewed may appear before the Committee to review the draft and respond to the draft in writing. The faculty member has the right to review written testimony related to comments in the report. The names of persons submitting the testimony shall not be acknowledged.

   6. The final CRF report for each individual will be distributed to the:
      a. Faculty member under review
      b. Department Chairperson
      c. Appropriate Dean
      d. President of the Faculty Senate
B. The Appropriate Dean

1. The appropriate dean is that dean who has administrative responsibility for the department or program to which the faculty member has major contractual responsibility.
2. The dean may request and receive any CRF data file.
3. The dean may:
   a. agree with the committee and forward the report to the Chief Academic Officer with or without comment
   b. disagree with the committee, in which case:
      i. the dean prepares his/her reasons for disagreeing in writing, and gives the committee the written disagreement. The dean also shares with the petitioner the reasons for disagreeing and provides the petitioner an opportunity to respond in writing. This response will also be given to CRF. If the Dean employed separate testimony different from the information utilized by CRF, the petitioner and CRF must be given an opportunity to review and comment on the testimony prior to the meeting between CRF and the dean.
      ii. the CRF and the dean meet to try to reach an agreement. If no agreement is reached, the committee’s report, the dean’s written disagreement, and the file of data are passed to the Chief Academic Officer.
      iii. If no agreement is reached [i.e., between CRF & dean] the CRF report, the dean’s written disagreement, and the file of data are forwarded within seven days to the Vice President for Academic Affairs (VPAA.) The VPAA meets preferably within two weeks with CRF and the dean to attempt to resolve their differences.

C. The Vice President for Academic Affairs makes the final decision and informs all the parties.

IV. Disposition of files
CRF shall maintain materials submitted by petitioners in a secure for a period of one academic year following the issuing of its reports and recommendations; thereafter CRF shall return...
C. Criteria for Evaluation

The criteria are established to accommodate the varying roles of faculty as defined by their contractual agreement with the University. Faculty members are expected to be qualified classroom teachers and have competence in their academic disciplines commensurate with the educational goals of the University.

The following criteria will be used in making the initial status determination and for continuing status periodic reviews.

1. classroom teaching and advising
2. professional development appropriate to the individual's discipline
3. service to the University, academic and professional communities.

For faculty members whose primary responsibility is teaching, the classroom teaching criterion will be the most significant for their reviews.

D. Professional Development and Scholarship Criteria

Webster University is first and foremost a teaching institution. At the heart of Webster’s mission is the central role of teaching and student learning. It is

<table>
<thead>
<tr>
<th>Type of PD &amp; Scholarship</th>
<th>Purpose</th>
<th>Sample Measures of Performance</th>
</tr>
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</table>
| Discovery                | General knowledge through traditional research. | 1. Present at professional conferences  
                            | 2. Publish articles and/or books for peer-reviewed/professional/vetted forums  
                            | 3. Conduct scientific or technical research and disseminate the findings  
                            | 4. Produce and/or perform creative work (e.g. artistic performance, creation of original works of art, plays, poetry, literature, and electronic media  
                            | 5. Create and disseminate theories and/or models |
| Integration              | Interpret the use of knowledge across disciplines. | 1. Prepare a comprehensive literature review  
                            | 2. Publish a textbook  
                            | 3. Design inter/cross-disciplinary courses  
                            | 4. Participation in professional seminars that result in contributions to the curriculum  
                            | 5. Contribute articles, essays or commentary for publication in a journal, magazine, newspaper, anthology, on-line publication, or other media  
                            | 6. Deliver an invited public lecture |
| Application              | Disseminate knowledge to external profession and society at large. | 1. Serve industry, government, or professional organizations as an external consultant  
                            | 2. Assume a leadership role in professional organizations  
                            | 3. Organize, lead, or contribute to professional workshops/lectures/conferences/competitions  
                            | 4. Organize and disseminate knowledge electronically (e.g. design a website, develop a podcast or other learning object) |
| Teaching                 | Study teaching models and practices to achieve optimal learning. | 1. Advance learning theory through classroom research and share with colleagues  
                            | 2. Develop and test instructional materials and share with colleagues  
                            | 3. Design and implement program level assessment systems  
                            | 4. Develop new courses that are significant contributions to the departmental curriculum |
essential to recognize this institutional mission not only in the teaching criteria, but also its impact on professional development and scholarship. The role of the teaching university provides the guiding context when evaluating faculty for FDL, tenure or promotion.

Another institutional core value is that of continuous learning. As part of their required duties, faculty are expected to initiate and maintain their continuous learning for many reasons including:

1. Remaining current in their discipline,
2. Enhancing current courses,
3. Meeting licensure requirements,
4. Mentoring graduate students
5. Increasing understanding of how students learn, and
6. Fostering innovation.

Continuous learning may take many forms and vary greatly by discipline. It is fundamental, but not sufficient in and of itself for status, tenure, or promotion.

The following chart summarizes key faculty activities pertaining to professional development and scholarship. The first two columns of this chart were developed by Ernest Boyer in Boyer, E.L. (1990). Scholarship Reconsidered. The Carnegie Foundation for the Advancement of Teaching. By defining the scholarship modes of discovery, application, integration, and teaching, Boyer validates scholarly activity whether directed toward instruction, basic research, or applied research that serves the community. It means that one should engage in activities that support professionals in their endeavors. The last column is a non-exhaustive list of possible activities.

It is acceptable for a faculty member’s work to be classified in only one area.

All new faculty, as of AY 2009-2010, must use this model in presenting their case. Existing faculty, as of AY 2008-2009, seeking status, tenure, or promotion must use this model in presenting their case starting AY 2015-2016. Faculty are encouraged to use this model sooner. In letters to CRF, chairs should address the type(s) of professional development and scholarship criteria appropriate to faculty members from their department applying for review.

E. Initial Status Review Procedure

Faculty who have had continuing full-time contracts in the University for more than seven years must have been granted one of the two options, Tenure or FDL, described above. The initial status review will be conducted by the CRF.

1. To change from Probationary to Continuing Status, full-time faculty members are required to undergo an initial status review by the Committee to Review Faculty.
2. Full-time faculty members with Probationary Status who are scheduled for review have two options available under Continuing Status:
   a. Option I - Tenure;
   a. Option II - FDL.
3. TIMING OF INITIAL REVIEW FOR TENURE. Initial reviews for tenure will be conducted during the sixth year of the probationary period. A faculty member who is granted tenure may apply immediately for a Sabbatical for the following year.
4. TIMING OF INITIAL FDL REVIEWS. Initial reviews for FDL status will be conducted in the sixth year of the probationary period. However, faculty seeking FDL status in the 2006-07 or 2007-08 academic year may have their initial status reviews conducted during the fifty year of the probationary period, but no later than the sixth year.
4. The Committee to Review Faculty may recommend FDL status instead of Tenure for faculty members undergoing initial status review. This may occur when the Committee determines on the basis of the testimony it receives, that a disproportionate number of the faculty member’s department colleagues are already tenured. The Committee shall consult with the faculty member under review before making such a recommendation.

F. Final Determination of Status

The Vice President for Academic Affairs will make final determination on requests for FDL and Tenure status.

If a request for FDL Status or Tenure is ultimately denied, the faculty member will be issued a one-year terminal contract.
G. Continuing Faculty Status Review

For those faculty members with FDL Continuing Faculty Status, reviews will be conducted at least every fifth year in addition to the annual departmental evaluations in consultation with the appropriate dean. Faculty members with FDL Status who have not been evaluated in the preceding four years will automatically be scheduled for a review of continuing status in the fifth year.

I. Process

Full department reviews will be conducted for continuing status reviews renewals. If a positive department review has been supported by seventy-five percent (75%) or greater of the voting members of the department, the CRF will defer to the recommendation.

If the department review is negative, or positive with less than 75% support from the voting full-time faculty members casting votes of the department, then the CRF will conduct its own independent review process and follow the same procedure as with an initial status review.

For a department with fewer than five full-time members outside reviewers from other departments may be added to the department review committee to bring the number of committee participants to four.

II. Final Determination

A. A positive review will serve as a renewal of the rights and obligations that accompany FDL status, and the faculty member will have Continuing Faculty Status renewed for an additional five years.

B. A negative review will result in the issuance of a one year terminal contract. However, the faculty member has the option of scheduling a second CRF review prior to March first of the terminal contract year. A second negative review will sustain the terminal contract. A positive review will result in a reinstatement of the faculty member to Continuing Faculty Status.

C. Departments are to notify CRF in writing by December 15th of the results of all Continuing Faculty Status Reviews, whether or not CRF action is required.

H. Change of Continuing Faculty Status

The University recognizes the right of faculty to request a change of continuing status option.

FDL to Tenure: A faculty member with FDL can at the time of periodic review petition for a change of status from FDL to Tenure. A negative review will invoke the same procedures as any negative review that is followed by a negative decision on the request for tenure by the Chief Academic Officer (VPAA) and will result in the return of the individual to FDL status. Future leaves will be calculated from the time of the last leave and with respect to the status option held by the faculty member during the year of the next scheduled leave.

Tenure to FDL: A faculty member with Tenure can petition for a change of status from Tenure to FDL. The university will conduct a Continuing Faculty Status Review. A negative review will invoke the same procedures as any negative review that is followed by a negative decision on the request for tenure by the Chief Academic Officer (VPAA) and will result in the return of the individual to Tenure status. Future leaves will be calculated from the time of the last leave and with respect to the status option held by the faculty member during the year of the next scheduled leave.

VI. Leaves and Sabbaticals

A. Length and Payment

I. Faculty Development Leaves

A. A faculty member with FDL status is eligible for a one semester FDL at half salary, or a summer FDL (salary negotiable), in his/her fourth year at Webster University, or fourth year since the last FDL.

B. A faculty member with FDL status is eligible for a one semester FDL at full salary or a one year FDL at half salary in his/her fifth year at Webster University, or fifth year since the last FDL.

C. A faculty member with FDL status is eligible for a one semester FDL at full salary plus a summer FDL at full salary in his/her sixth year at Webster University, or sixth year since last FDL.

A faculty member is not eligible to take a leave unless and until granted Continuing Faculty Status. However,
a faculty member may request a leave simultaneous with the initial request for status.

II. Sabbaticals

A tenured faculty member is eligible for a one year sabbatical at half salary or a half year sabbatical at full salary in his/her seventh year at Webster University, or in the seventh year since the last sabbatical.

B. Procedures for Obtaining Leaves and Sabbaticals

1. A faculty member desiring a sabbatical or FDL should apply to his/her department by November first of the preceding academic year. The application should include a reasonable goal and a tentative outline for reaching that goal. A copy of the application should go to the appropriate dean.

2. The dean and the department will each make recommendations in writing and send copies to the other and the faculty member by December fifteenth. It is expected that, barring financial exigency, reasonable plans will be approved. Negative recommendations must be accompanied by a statement of the grounds for rejection.

3. In cases where a faculty member is not attached to a department, or where there are two or fewer members in a department, a committee consisting of three faculty members (one chosen by the faculty member, one by the President of the Faculty Senate, and a third by agreement of the preceding two) will make the recommendation.

4. In general, faculty are expected to apply for a leave within the cycle specified for either FDL or tenure. However, there may be instances in which a faculty member may apply to defer/postpone all or part of a sabbatical or FDL leave for one year or more, but no more than two years, in order to fulfill a University need, such as (but not limited to):

   a. a program’s temporary need for an instructor (for example, to compensate for another faculty’s absence)
   b. a significant administrative responsibility (for example, chairing a department, or accepting appointment to an important ad hoc task force)

Under such circumstances, it may be reasonable for the University to allow a faculty member to defer the leave but remain in the normal leave cycle. For example, if a faculty member with FDL were to be granted a deferral for a year, s/he would be eligible for the next leave in four rather than five years.

A faculty member requesting the deferral of leave for reasons cited above shall submit a letter to his/her Department Chair, who will forward the request to the appropriate Dean of the School or College. In written statements, Chairs and Deans will endorse or oppose the request for deferral of leave. The Dean will then forward the faculty request to the Provost for final consideration. The written responses of the Chair, the Dean, and the Provost will be sent to the applicant.

Faculty approved to defer sabbatical or FDL would remain on their normal cycle rather than initiate the new cycle at the end of the deferred leave. This should be noted in subsequent contracts.

VII. Workload for Full-Time Faculty Policy Statement

Webster University holds that the individual faculty appointment entails a variety of activities which, ideally, should function interdependently and inseparably. As a consequence, the development of any formula or set of formulas for the precise quantification of faculty workload seems neither feasible nor desirable. However, certain guidelines of a more general nature may be established to insure that faculty workload is distributed equitably and that the individual faculty member’s assignments are conducive to the development and maintenance of academic excellence.

A. Elements of Faculty Load

Teaching, in the obvious and apparent sense of conducting classes, grading papers, conferring with students registered for independent study projects, and the like, traditionally has been the most visible and hence the most quantified faculty activity. In this area, the University is publicly committed to genuine
excellence - not just minimal competence - and necessarily must meet this commitment.

An integral part of good teaching, of course, is adequate preparation for classes, discussions, conferences, etc. If teachers are not to lose their effectiveness, they must have time for preparation in a broader sense. They must keep abreast of new developments in their discipline, review and master more fully materials already familiar, and perhaps engage in original research. In an institution such as Webster interdisciplinary activity is emphasized and students and faculty are often regarded as co-learners. It is important that “general preparation” be understood in a broad and comprehensive way. Thus, an adequate definition of faculty load should take into account not only development within one’s chosen discipline but broader intellectual and personal growth as well - for the purpose of self-development or self-renewal. Development within one’s discipline may be evidenced by research, publication, lectures, reading of scholarly publications, membership in professional societies and attendance at meetings of such societies, and/or equivalent activities such as exhibitions for the visual artist, performances for the actor or musician, etc. Evidences of broader intellectual and personal growth are admittedly harder to specify; but in the context of Webster, participation in interdisciplinary activities would seem to be one important indicator of development beyond the confines of a single discipline.

Finally, one must recognize advising and counseling as among the most time consuming activities of a faculty member’s day. These include both formal advising, whether of freshman advisees or departmental majors, and the more informal advising and counselling that are associated with everyday teaching duties. Although already major faculty responsibilities, such direct student contacts seem likely to increase significantly as the University moves toward a more open educational environment; and they must be taken into account when the general problem of faculty load is considered.

The order in which these various activities have been taken up is not intended to suggest ranking according to importance. Such ranking would be undesirable, for each activity ideally should function as a close complement to the others. Indeed, faculty members who are charged with so much responsibility in some of the areas that they cannot give proper attention to the others, should be permitted a change in workload so that faculty members may achieve a better balance. In this connection, the area most difficult to access is that of “general preparation”. Faculty members’ effectiveness as teachers and scholars soon diminishes if they cannot devote adequate time to prepare. Therefore, it must be guaranteed that faculty do not have such heavy course loads and advising loads that they are not able to develop and renew themselves on a regular basis.

Faculty are also encouraged to participate in governance activities, mainly in committee membership. While the importance of this activity cannot be denied, it does not seem imperative that every faculty member participate in it at all times. Consequently, relatively less weight should be given to this area in the formulation of workloads than to each of the others mentioned.

B. General Guidelines for Faculty Load

Many of the responsibilities previously discussed are extremely difficult to quantify. To provide a measure of insurance that adequate attention may be continually granted to these responsibilities, an individual course load should involve no more than nine credit hours per semester, or, where multiple sections of a course are necessary, not more than twelve credit hours, and in no case should there be more than six different three-hour course preparations or the equivalent per academic year. (It is understood that in certain cases these guidelines will not be literally applicable. In these cases, however, the general guidelines must serve as the basis for equivalence.) Moreover, since the University seems to be moving toward more independent study programs, student sabbaticals, cooperative teaching, advising and counselling, etc., these activities should form part of the course load rather than comprising additions to it. Methods of determining equitable equivalences between these recently instituted activities and traditional courses should be established as the University evolves.

Furthermore the following considerations should be taken into account when individual faculty assignments are being made:

No two courses are exactly alike, and some differences between individual loads are therefore to be expected within a common twelve-hour, nine hour, or six-hour policy. Serious inequity should be avoided, however, and the most frequent sources of difficulty are easily identified:
1. The number of different course preparations should be considered, not only the total class hours per week.

2. Special adjustments may be appropriate for the faculty member introducing a new course or substantially revising a previous course. This is a matter of institutional self-interest as well as of equity; if the new course has been approved as likely to strengthen the institution’s program, all appropriate measures should be taken to ensure its success.

3. Extreme differences in scope and difficulty between courses should not be overlooked merely because contention might be provoked on other less obvious imbalances. The difference in difficulty between some courses is so pronounced that no faculty member concerned would deny the existence of the discrepancy. Such imbalances may occur not only between courses in different disciplines but within the same discipline. In some subjects the advanced course is the more demanding; in others, the introductory course. One course may entail constant student consultation; another may entail a heavy burden of paperwork. At least the more obvious discrepancies should be corrected.

4. The size of the classes taught should also be considered. The larger class is not always more demanding than the smaller class; but it does not follow that the question of class size can safely be ignored. In a given institution there will be many generally comparable courses, and for these the difficulty will probably be directly proportionate to the number of students involved.

Regardless of the particular circumstances, it should be possible by formal or informal means to avoid serious inequities on these four major points.

Finally, grievances in matters pertaining to workload should be addressed to department chairpersons. If redress should not be available therefrom, appeals should be made to the Faculty Senate.

VIII. Salary and Benefit Information

A. Salary Negotiations

The procedure for faculty members who wish to institute salary negotiations shall be as follows:

A faculty member desiring a raise in salary over that offered will negotiate with his/her department chairperson. When the negotiations have been completed, the chairperson will present the total salary figure to the appropriate Dean. When consensus is attained, contracts are tendered. If consensus between the department chairperson and the faculty member is not attained, the faculty member has the alternative of engaging in negotiations with the appropriate Dean.

Both the department chairperson and the appropriate Dean have the prerogative of recommending specific raises. The department chairperson’s salary will be determined through negotiation with the appropriate Dean.

B. Baseline Formal Benefits for Full-Time Faculty

Baseline incentives are necessary to keep Webster University competitive. The benefits affect two areas -- the faculty member and his/her family. Benefits must be attractive and functional for both potential and present faculty.

Baseline incentives are of two types -- those benefits which provide services and those benefits which provide financial reward.

Below you will be linked to brief information regarding each program. Faculty members will find more detailed information under the Faculty/Human Resources channel through your Connections login. The plan documents will determine the rights and responsibilities of member(s) and will govern in the event they conflict with any benefits comparison, summary or other description of the plan. Webster University reserves the right to change carriers and level of benefits at any time.

I. Retirement Benefits

A. Retirement Plan:
   webster.edu/human-resources/benefits.html#retirementplan

B. Retired Faculty Benefits:
   webster.edu/human-resources/benefits.html#retirementbenefits

C. Early Retirement Benefits:
   webster.edu/human-resources/benefits.html#earlyretirement
II. Insurance Benefits

A. Health Care:
webster.edu/human-resources/benefits.html#healthcare

B. Dental Care:
webster.edu/human-resources/benefits.html#dentalcare

C. Vision Care:
webster.edu/human-resources/benefits.html#visioncare

D. Flexible Spending Accounts:
webster.edu/human-resources/benefits.html#flexible

E. Life and AD&D Insurance:
webster.edu/human-resources/benefits.html#lifeinsurance

F. Supplemental Life & AD&D Insurance:
webster.edu/human-resources/benefits.html#supplemental

G. Long Term Disability Insurance:
webster.edu/human-resources/benefits.html#longtermdisability

H. Employee Assistance:
webster.edu/human-resources/benefits.html#employeeassistance

I. Identify and Theft Protection:
webster.edu/human-resources/benefits.html#identityprotection

J. Prepaid Legal Services:
webster.edu/human-resources/benefits.html#prepaidlegal

K. Long Term Care:
webster.edu/human-resources/benefits.html#longtermcare

L. Travel Accident Insurance:
webster.edu/human-resources/benefits.html#travelinsurance

C. Tuition

1. Tuition Remission:
webster.edu/human-resources/benefits.html#tuitionremission

2. Tuition Exchange:
webster.edu/human-resources/benefits.html#tuitionexchange

D. Leave Benefits

I. Bereavement Leave
In the event of a death in the faculty member’s immediate family, the employee will receive a leave with full pay for up to ten calendar days.

II. Sick Leave/Salary Continuation
In the event a full-time faculty member becomes unable to work due to personal medical conditions, the faculty member will receive full salary continuation for:

A. Up to two (2) months if the faculty member has three or fewer years of service and

B. Up to six (6) months if the faculty member has more than three years of service.

III. Personal Leave
A personal leave is generally an unpaid leave of absence. To request a personal leave or a leave of absence for one semester or longer, the faculty member shall submit a request to the appropriate department chairperson in writing. The department chairperson can act on such a request or consult with the appropriate Dean and President of the Faculty Senate, depending on the nature of the request. The leave must also be approved by the Vice President for Academic Affairs or his/her designee.

IV. Family and Medical Leave
All full-time faculty members are covered by the Family and Medical Leave Act of 1993.

All eligible University employees may be granted up to twelve (12) unpaid weeks of leave during any rolling twelve (12) month period because of:

A. The birth of his/her child or placement of a child through adoption or foster care; or

B. The serious health condition of a spouse, domestic partner, dependent son or daughter, or parent of the employee; or

C. A serious health condition of the employee, which makes it impossible for that employee to perform the essential functions of her/his job.

To be eligible, the employee must have been employed by the University at least 1,250 hours during the previous 12 months and must have worked at least 12 months prior to the leave.
The leave may be unpaid leave if the employee does not have accrued vacation time, personal time or sick time, but the University will continue payment of benefits for the employee for 12 weeks. Benefits include medical insurance, dental insurance, vision insurance, life insurance and long-term disability insurance. If the employee fails to return to work for at least 30 days after the leave is completed, the employee will be responsible for repayment of the portion of the benefit premiums which were paid by the University. If the employee requires a six month leave in accordance with University policy, payment of benefit premiums will be the responsibility of the employee after the initial 12 weeks is completed.

The term “serious health condition” is intended to cover conditions or illnesses affecting one’s health to the extent that inpatient care is required or absences are necessary on an extended or recurring basis for more than three days. After three days of absence, the University may declare the employee to be on Family Leave.

In the case of a serious health condition of a spouse, domestic partner, son, daughter or parent or the employee’s own serious health condition, the University will require a certification from the health care provider stating that the employee is needed to care for the family member or needs the leave due to his/her own serious health condition. In the case of a serious health condition of the employee, the University will also require certification from a health care provider stating that the employee is able to return to work (with regard to the particular health condition which caused the leave).

In the case of an expected birth, placement or adoption of a child or planned medical leave for a serious health condition of a family member or for the employee, the employee must give 30 days advance notice of the need for a leave, if possible. In the case of an emergency, notice must be given as soon as practicable.

In the case of leave for the birth of a child or for the adoption or placement of a child, the leave entitlement expires 12 months after the birth, adoption or placement.

In the case of two spouses who are both employed by the University, leave for the birth, adoption or placement of a child will be a total of 12 weeks for the two combined. In the case of the serious illness of a parent, child, the other spouse, or domestic partner, 12 weeks leave for each employee will be allowed.

Upon completion of the leave, the employee will be returned to the position held when the leave started or to an equal position.

Leave may be denied to key employees who are among the top 10 percent of the University workforce if granting the leave would cause substantial and grievous economic injury to the operations of the University.

V. Parental Leave

Parental Leave for full-time status and status-track faculty

A. Availability of Parental Leave

When a full-time faculty member who has status or is status-track, or that faculty member’s spouse or domestic partner, becomes the parent of a child, either by childbirth, adoption, or foster-child placement, the faculty member shall, upon written request to his or her Department Chair and Dean, be granted a parental leave of one semester as described in section III. The Dean will forward this request to Human Resources. The request should be made as soon as reasonably possible after the need for a leave becomes known, in order to minimize the administrative burden of ensuring adequate course coverage. If a faculty member and his or her spouse or domestic partner would otherwise both be eligible for parental leave under this Policy, either one, but not both, may take the leave provided in section III.

B. Agreement

Any agreement for a parental leave under this Policy shall be in writing. The agreement shall include a certification by the faculty member that the purpose of the leave will be to serve as caregiver for that child during the period of leave or during any subsequent semester that begins no later than six months after the birth, adoption, or placement. The agreement should also describe the relationship between the parental leave provided under the Policy and the Family and Medical Leave Act (FMLA) as set forth in section VII.

C. Salary, Benefits and Responsibilities During Leave

A faculty member who takes parental leave under this Policy shall receive the same salary and benefits, including any salary increases, that he or she would have received that semester if
not on leave, and shall be relieved of his or her normal duties and responsibilities during the period of leave as follows:

1. Teaching and Advising: The faculty member shall be relieved of the obligation to teach and advise during the semester in which the leave is taken.
2. Professional Activities: The faculty member shall be relieved of research and scholarship expectations for the semester in which the leave is taken.
3. Service to the University and Governance: The faculty member shall be relieved of all faculty governance and service responsibilities, including committee work, for the semester in which the leave is taken.

D. Timing of the Parental Leave
At the option of the faculty member, the parental leave provided by this Policy may be taken during the semester in which the child is born, placed for adoption, placed for foster care, or during any subsequent semester that begins no later than six months after the birth, adoption, or placement. Leave taken under this policy may be taken only once in a rolling 12-month period. In special circumstances, additional unpaid leave with continuing benefits may be taken, subject to the approval of Academic Affairs. If the leave occurs at approximately the same time as a previously arranged FDL or sabbatical leave, that sabbatical or FDL will be in addition to the parental leave, and not a substitute for it.

E. Effect on Probationary Period
1. If the faculty member is non-status but status-track, the time that he or she spends on parental leave under this Policy may not count toward the probationary period, at the faculty member’s discretion.
2. The timing of any intermediate or major reviews during the probationary period may be adjusted in a manner consistent with the extension of the probationary period as provided in this section, at the faculty member’s discretion. It is expected that a decision by the faculty member to stop the tenure clock during this leave will not be viewed negatively, and that there will be no retaliatory or punitive measures resulting from this choice.

F. Medical Incapacitation
Any parental leave taken under this Policy shall be in addition to any leave granted because of medical incapacitation. In particular, if a pregnancy results in medical incapacitation to complete one’s job responsibilities, this short-term or long-term disability period shall be treated separately from the intended leave granted via this policy for purposes of care giving. Also, special circumstances such as premature birth of a child, birth of a child with a medical disability or special needs, and other such unforeseen circumstances shall be handled with other medical and/or disability leave.

G. FMLA
The benefits afforded faculty under this Policy are intended to be consistent and not in conflict with rights afforded under the FMLA. Any leave taken under this Policy, to the extent that it also qualifies for FMLA leave, is intended to count as FMLA leave, and the written agreement should clearly state that intention.

H. Replacement of Faculty During Leave
While each university department has unique circumstances, it is expected that, where possible, coverage for faculty on leave will be handled through the use of adjunct faculty, rather than hiring full-time temporary replacement positions with benefits.

This policy is effective for all leaves taken as of 6/1/07

IX. Procedures To Be Followed in Cases in Which the Administration Has Brought Charges Which May Result in Suspension, Loss of Pay or Dismissal of a Faculty Member

The following standards outline the academic due process that should be observed in faculty dismissal or discipline proceedings. As a guide, Webster University has developed these procedural standards from the AAUP’s 1958 “Statement on Procedural Standards in Faculty Dismissal Proceedings” and subsequent 1989 and 1990 updates [source: AAUP Policy Documents and Reports, 9th edition, 2001]. Additional provisions and elements were added based on principles of administrative procedure, fair
practice, and University practice.

Adequate cause for dismissal or discipline will be related, directly and substantially, to the fitness of faculty members in the professional capacities as teachers or researchers. Dismissal or discipline will not be used to restrain faculty members in their exercise of academic freedom or other rights as American citizens.

Dismissal of a faculty member with continuing status, or with a special or probationary appointment before the end of the specified term, will be preceded by (1) discussions between the faculty member and appropriate administrative officers looking toward a mutual resolution; (2) informal inquiry by a peer faculty committee assembled for this purpose which may, failing to effect an adjustment, determine whether in its opinion dismissal proceedings should be undertaken, without its opinion being binding upon the president; and (3) a statement of charges, framed with reasonable particularity by the president or the president’s designee. The University reserves the right to suspend a faculty member during this procedure. These guidelines are organized under the following five sections:

A. Preliminary Proceedings
B. Commencement of Formal Proceedings
C. Suspension of the Faculty Member
D. Hearing Committee Procedures
E. Final Resolution

A. Preliminary Proceedings

When reasons arise to question the fitness of a university faculty member who has continuing status or whose term appointment has not expired, the appropriate administrative officers should ordinarily discuss the matter with the faculty member in personal conference. The matter may be terminated by mutual consent at this point; but if an adjustment does not result, an ad hoc faculty committee selected by the vice president for academic affairs and the faculty senate president (or their designees) will be formed with the function of rendering confidential advice. The committee will informally inquire into the situation, to effect an adjustment, if possible, and, if none is effected, to determine whether in its view formal proceedings to consider the faculty member’s dismissal should be instituted. If the committee recommends that such proceedings should be begun, or if the vice president for academic affairs, even after considering a recommendation of the committee favorable to the faculty member, expresses the conviction that a proceeding should be undertaken, action should be commenced under the procedures which follow. Except where there is disagreement, a statement with reasonable particularity of the grounds proposed for the dismissal should then be jointly formulated by the vice president for academic affairs and the faculty committee; if there is disagreement, the vice president for academic affairs should formulate the statement.

B. Commencement of Formal Proceedings

The formal proceedings should be commenced by a communication addressed to the faculty member by the vice president for academic affairs, informing the faculty member of the statement formulated, and also informing the faculty member that a hearing will be conducted by a faculty committee at a specified time and place to determine whether he or she should be removed from the faculty position on the grounds stated. In setting the date of the hearing, sufficient time should be allowed for the faculty member to prepare a defense. The faculty member should be informed, in detail or by reference to published regulations, of the procedural rights that will be accorded.

C. Suspension of the Faculty Member

Suspension of the faculty member, or assignment to other duties in lieu of suspension, during the proceedings is justified if immediate harm to the faculty member or others is threatened by the faculty member’s continuance. Unless legal considerations forbid, such suspension shall usually be with pay.

D. Hearing Committee Procedures

Prior to any hearing, these procedures will be shared with all parties. The hearing will be conducted according to these committee procedures. Questions about the procedures prior to the hearing should be directed to the Hearing Committee Chair. After seeking comments on the proposed procedures from the parties, they will be adopted by the Hearing Committee, and the procedures, as adopted, will be immediately shared with the parties. Once the procedures are adopted, the Hearing Committee
will be guided by these procedures, and will not accept subsequent objections to the procedures during the hearing process, whether the objections are based on individual interpretations of the AAUP recommendations, or any other procedural principles. This is a hearing; not a court of law, and the Hearing Committee will not necessarily follow formal rules of court procedure."

I. Definitions

A. **Hearing Committee**: the four members of the Webster faculty appointed to constitute a hearing committee for the purpose of reviewing charges against a member of the faculty. The hearing committee will be chosen by a committee consisting of the vice president for academic affairs, the President of the Faculty Senate, and the faculty member against whom charges have been brought, or their designees. Each designee will choose one committee member, and will jointly appoint the fourth. (Ideally, all parties will identify senior faculty who can bring objectivity to their appointment and present no potential conflict of interests.)

B. **Chair**: the Chair of the Hearing Committee duly selected by the members

C. **the Faculty Member**: the faculty member against whom charges have been filed

D. **the Administration**: The vice president for academic affairs of the University or his designee(s), who will present the charges to the hearing committee

II. Actions Prior to the Hearing

A. Hearing Committee selects a Chair

B. Hearing Committee tentatively adopts procedures and shares them with Administration and the Faculty Member.

C. Hearing Committee confirms day and time of hearing.

D. Hearing Committee provides three working days for any comments or concerns on procedures by the administration or the faculty member. If the Hearing Committee finds any of the comments or concerns on the proposed procedures merit review, the tentative procedures will be reviewed and modified as appropriate by the Hearing Committee.

E. If questions raised by either party about the proposed procedures are in the judgment of the Hearing Committee serious enough to warrant consultation with both parties, the Hearing Committee may call a preliminary meeting of the parties, prior to the hearing, to address the concerns of the parties about the hearing procedures.

F. The Hearing Committee may at its discretion call a pre-hearing meeting of the parties if the Hearing Committee determines such a meeting will make the hearing fair, effective, and expeditious.

G. By noon at least eleven working days prior to the hearing the Administration will submit to the Hearing Committee “a written statement of grounds for dismissal”. This shall include “a statement of charges framed with reasonable particularity.” This document will be shared immediately with the faculty member.

H. No later than noon four working days before the hearing the faculty member shall submit to the Hearing Committee their written response to the charges. This document will be shared immediately with the administration.

I. By noon the 6th day prior to the hearing the administration and the faculty member shall each submit to the Hearing Committee their list of witnesses. There should be notation as to whether the witnesses will appear in person. (see #11 below for rule on written statements). If the faculty member wishes to have the administration assist in securing of witnesses, the request should be made as soon as possible, but no later than the 6th day prior to the hearing.

J. During the hearing the faculty member is entitled to the presence of counsel and the administration may also have counsel present. However, since this is a hearing, not a court of law, the Hearing Committee expects that presentations and cross-examination will be conducted by the parties themselves, not the counsel. The Hearing Committee will consider request for participation in the hearing by counsel, if such participation will assist the work of the Hearing Committee.

K. The Hearing Committee expects that witnesses will appear in person and be available to answer questions on cross-examination by either the
administration or the faculty member. If special circumstances preclude personal attendance, the Hearing Committee should be informed no later than noon four working days prior to the hearing. Statements, written or video taped, may be submitted by witnesses who are unable to appear, but the admissibility of the statements will be determined by the Hearing Committee. If a statement is to be submitted in lieu of a personal appearance at the Hearing, it should be submitted to the Hearing Committee as soon as received and not later than six working days prior to the hearing. If admissible, it will be shared by the Hearing Committee with the parties within two working days of receipt, and no later than noon four working days prior to the hearing. No witness statements will be accepted unless personally signed by the witness. Interrogatories, by either party or members of the Hearing Committee, on a submitted statement will be permitted at the discretion of the Hearing Committee, if the statement is deemed by the Hearing Committee to be critical to the determination of truth.

If a critical witness cannot appear, but is available to give testimony by telephone using a speaker phone system so that the Hearing Committee and the parties can simultaneously listen to the testimony, this procedure will be considered by the Hearing Committee. Requests for telephone testimony by a witness should be made at the time the witness list is submitted. Final decision on the acceptability of this method of testimony will rest with the Hearing Committee, and will be made on a case by case basis. If telephone testimony is allowed, cross-examination by the parties will be permitted.

If a critical witness cannot appear, but is available to give testimony by telephone using a speaker phone system so that the Hearing Committee and the parties can simultaneously listen to the testimony, this procedure will be considered by the Hearing Committee. Requests for telephone testimony by a witness should be made at the time the witness list is submitted. Final decision on the acceptability of this method of testimony will rest with the Hearing Committee, and will be made on a case by case basis. If telephone testimony is allowed, cross-examination by the parties will be permitted.

L. “The Hearing Committee will not be bound by strict rule of legal evidence, and may admit any evidence which is of probative value in determining the issues involved.”

M. The order of witnesses for the hearing will be shared with parties no later than noon on the day before the hearing.

III. Procedures for the Hearing

A. The hearing will be closed except for those invited by the Hearing Committee. Those invited include:

1. Faculty member and his counsel
2. Officially designed representatives from the administration, including legal counsel if desired
3. Faculty Senate President (or designee)
4. President (or designee) of AAUP (if available)
5. Legal counsel for Hearing Committee (if desired)

B. A court stenographer will be used to make a verbatim record of the proceedings of the hearing for reference during the hearing as needed.

C. The hearing will begin at 9 a.m. on the day determined by the Hearing Committee, and adjourn for one hour for lunch and conclude by 3:30 p.m. It is suggested that the administration provide a room on campus near the hearing room for use by the faculty member for lunch, if desired. Short breaks during the hearing will be given at the discretion of the Hearing Committee Chair. If the Hearing Committee is unable to hear all witness by 3:30 p.m., the hearing will be continued until 9 a.m. the next day.

D. The order of procedure for the Hearing will be:

1. Administration makes presentation on grounds for dismissal
2. Witnesses presented by the Administration
3. Faculty member makes statement
4. Witnesses presented by faculty member
5. Administration makes a final statement
6. Faculty member makes a final statement

E. Testimony of Witnesses

1. Witnesses will be called in the order scheduled, unless special circumstances cause the Hearing Committee to modify the order of appearance. Witnesses will be asked to affirm the truth of their statements. Witnesses will be invited to make a statement to the Hearing Committee. If the witness is uncertain about the topics the Hearing Committee wishes addressed, the witness may inquire of the Hearing Committee the nature of the testimony requested. Following the statement members of the Hearing Committee may address questions to the witness, or to the faculty member.

2. After completion of questions by the Hearing Committee members, the following procedure will be used to allow the parties to ask
questions of the witness in cross-examination:
  • The faculty member will be given the first opportunity to ask questions of the witness.
  • The administration may then ask questions of the witness.
  • The faculty member will be given a final opportunity to ask questions of the witness.
  • Members of the Hearing Committee will ask final questions of the witness, the faculty member, or the administration.

3. Questions asked should be in the form of questions, not statements. If long and complicated questions are asked of the witness, the Chair of the Hearing Committee may result that the questions be simplified or broken into parts. The Hearing Committee will not allow the badgering of any witness, and a debate between the witness and any other party will not be allowed.

4. After questioning of the witness by the faculty member, members of the Hearing Committee may wish to ask additional questions before the witness is excused. The Hearing Committee has the discretion to ask questions directly of the faculty member, the administration, or of a witness presented by any party throughout the hearing.

5. Any objections offered about the questioning process should be addressed to the Hearing Committee, and the Hearing Committee will either note the objection for the record, or take an appropriate action in response to the objection.

6. The Hearing Committee expects that witnesses will confine their statements to first hand knowledge and avoid hearsay testimony or testimony not relevant to the charges.

7. Witnesses will be in the hearing room only for their own testimony. The administration should provide a suitable room for witnesses to wait prior to their testimony.

F. The Hearing Committee may at any time call a brief recess to confer on a point of procedure, or call a brief recess at the request of either party.

G. Any questions of admissibility of evidence at the hearing will be made by the Hearing Committee, and the judgment of the Hearing Committee in this request is final.

H. Written or video taped testimony that has been ruled admissible by the Hearing Committee will be entered into the record by the Hearing Committee at the appropriate stage (the end of the administration’s presentation or the end of the faculty member’s presentation).

At the time of admission into the record the Hearing Committee will determine that both parties have had an opportunity to review the testimony. The Hearing Committee will at that point accept any written or oral rebuttal to the written or videotaped testimony. Members of the Hearing Committee will have an opportunity to ask questions to either party about the written or videotaped testimony after completion of the rebuttal.

At the end of the hearing the Hearing Committee will note for the record if any submitted written or videotaped testimony has been excluded. But, such testimony will not be entered into the record.

D. Hearing Committee Decision

At the conclusion of the hearing (or the next day at the discretion of the Hearing Committee), the Hearing Committee will meet in conference to consider its report. At its discretion the Hearing Committee may postpone its final report until a transcript of the hearing is available.

The Hearing Committee will meet privately with only the attorney for the Hearing Committee present during its deliberation. The report of the Hearing Committee will be based only on the record of the hearing.

“The burden of proof that adequate cause exists rests with the administration and will be satisfied only by clear and convincing evidence in the record considered as a whole.”

The Hearing Committee will “make explicit findings with respect to each of the grounds for removal presented” and provide a “reasonable opinion” of its determinations.

The Hearing Committee will send its report to the President of the University and the Faculty Member. A copy will also be shared with the President of the Faculty Senate on a confidential basis. Any additional distribution of the report will be at the discretion of the University President or the Faculty Member. No member of the Hearing Committee
will discuss the report with any other parties. The Hearing Committee documents will be retained by the Hearing Committee Chair until the University President takes his/her action on the report of the Hearing Committee. At that point the Hearing Committee will turn over all its documentation to the President to be maintained in the University’s official files. Any release to the public should be made only through the University President’s Office.

If requested by the President of the University, Hearing Committee members will meet with the President to discuss the Hearing Committee report.

E. Final Resolution

The President will make a final decision after study of the faculty hearing committee’s decision and recommendation(s).

ii AAUP, p.13
iii AAUP, p.26
iv AAUP, p.13
v AAUP, p.27
vi AAUP, p.26
vii AAUP, p.13

X. Classroom Disruption

It is a violation of the student code of conduct to disrupt or obstruct teaching, research, administration, disciplinary proceedings, other University activities, including its public service functions on or off campus, or other authorized non-University activities, when the behavior occurs on University premises.

A. Responding to Incidents of Disruption/Obstruction

In cases of alleged campus and/or classroom disruption or obstruction of the academic mission of the institution, immediate action may be initiated by a faculty member and/or administrator to restore order and/or prevent further disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. Faculty members have original jurisdiction to address the immediacy of a situation as they deem appropriate (e.g., temporary removal of a student from a class when inappropriate, disruptive behavior occurs). Faculty response is forwarded to the academic dean for review (see Academic Dean’s Review below), and if necessary, further action. Further action might include permanent removal from the course. When necessary and appropriate, Public Safety and/or the Webster Groves Police may be contacted to assist with restoring peace and order.

B. Academic Dean’s Review

This procedure is implemented by the Academic Dean (or his or her designee) and is intended to review the status of the student in a faculty member’s course. This review may include a mediation between the student and the faculty member or it may be an Administrative Proceeding to determine whether a student should be allowed to remain in the given course. Because of the necessity for swiftness, this review should take place as soon as possible following the incident and is not subject to the requirement of three days advanced, written notice to the student. After consulting with the student and the faculty member, together and/or separately (and any necessary witnesses), the Dean shall render a decision. The student’s right of appeal is to the University Judicial Board.

C. Disciplinary Sanction

The most likely (but not only) sanction for a severe incident of academic disruption is:

I. Administrative Withdrawal

The withdrawal of a student from a specific course, major, or academic department may be invoked in cases where students violate the expectations of the academic arena (e.g., classroom incivility, disruption, harassment of faculty members).