Pfeiffer University
Faculty Handbook
2021-2022
NOTICE OF COMPLIANCE WITH FEDERAL LAW

TITLE IX

Pfeiffer University is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An Equal Opportunity employer, Pfeiffer also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec. 1681 et seq.) Pfeiffer University prohibits sex discrimination, including sexual harassment. For student-related disability discrimination concerns, contact the Disability Services Coordinator, (980) 621-2532. For all other concerns, including any arising under Title IX, contact the Director of Human Resources, who is also Pfeiffer's Title IX Coordinator, at 704-463-3067.

The Pfeiffer University Title IX Policy see

http://www.pfeiffer.edu/pfeiffer-university-title-ix-policy

TITLE VII

Pfeiffer University employs individuals and admits students of any race, color, or national origin to all rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, or national origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs.

Furthermore, Pfeiffer University Trustees have determined that students not be denied admission, rights, privileges, programs, or activities on the basis of religion, veteran status, sex, sexual orientation, or ethnic origin; nor will the University discriminate on the basis of religion, veteran status, sex, sexual orientation, or ethnic origin.

SECTION 504

Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended.

AGE DISCRIMINATION ACT

Pfeiffer University does not discriminate against students or applicants on the basis of age. This policy is in keeping with the Age Discrimination Act of 1975, and with the EEOC Age Discrimination Act.

INTERNATIONAL STUDENTS

Pfeiffer University is authorized under Federal law to enroll nonimmigrant alien students.

EXCHANGE VISITORS

Pfeiffer University has been designated by the U.S. Department of State as a sponsor of exchange visitor programs.

Pfeiffer University further complies with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended. This act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records.

A copy of the act and the University's policy regarding Student Educational Records and Information is available upon request at the Office of the Dean of Student Development.

Information on crime statistics and graduation rates is available upon request from the Dean of Students in the Student Development Office.
OUR DRUG-FREE WORKPLACE POLICY

In compliance with the Drug-Free Workplace Act of 1988 and as a part of its commitment to safeguarding the health of its employees, to provide a safe place for its employees to work, and to promote a drug-free community, Pfeiffer University has established a policy regarding the use and/or abuse of alcohol and drugs by its employees. Substance abuse, while at work or otherwise, seriously endangers the safety of its employees and visitors. It also can create a variety of workplace problems including an increase in workplace accidents and injuries, higher absenteeism, lower productivity, decreased morale, and a decline in the quality of services provided by the University.

The purpose of this policy is to communicate the University’s position on the use of alcohol and drugs in the workplace. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited at Pfeiffer University. Employees who violate this policy are subject to appropriate disciplinary action, up to and including termination of employment. All University employees are covered by this policy. As a condition of employment, employees are required to understand and abide by its terms. Employees whose compensation is supported by a Federal grant must notify his/her supervisor of a conviction of any criminal drug statute. This notice must be provided within five (5) days following the notice of conviction. Under these circumstances, the University has agreed to notify the granting agency within ten (10) days in compliance with the Drug-Free Workplace Act of 1988. To further enhance compliance with these standards, a monitoring service will review all convictions and report violations to the University in a timely manner.

As a part of its commitment to the Drug-Free Workplace Policy, the University will make available to its employees and students information regarding the dangers of substance abuse and the availability of local counseling and rehabilitation agencies.

OUR DRUG-FREE CAMPUS POLICY

The Drug-Free Schools and Communities Act Amendments of 1989 require all schools and universities to adopt and implement a drug prevention program for students and employees. In compliance with this legislation, Pfeiffer University prohibits its students and employees from the unlawful possession, use, or distribution of illegal drugs and alcohol on its campus. (Campus, for the purposes of this policy, is defined as any property or vehicle owned by the University and/or any property or vehicle leased or rented with University funds.) Legal drugs are those that have been approved for sale either by prescription or over the counter. Alcohol, which is legally available in certain areas to those over the age of 21, is a drug. Illegal drugs are those whose manufacture, sale, purchase for sale, or possession is prohibited by law. Illicit drugs include legal drugs that are obtained by illegal means of use for illicit purposes.

As a part of its Drug-Free Campus Program, the University will distribute annually a statement which details our standards of conduct, description of available counseling, and disciplinary actions which may be taken if infractions occur.

A student or employee who violates this policy may be subject to disciplinary action, including, but not limited to, the following:

- Required participation in campus-based education program;
- Required participation in community-based drug education program (the cost to be paid by student or employee);
- Letter to parents (pertains to dependent students);
- Required counseling;
- University community service;
- Disciplinary probation;
- Required drug testing;
- Suspension;
- Fines; Expulsion/Termination of employment;
- or Referral to local police for criminal prosecution.
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INTRODUCTION TO THE FACULTY HANDBOOK

The Pfeiffer University Faculty Handbook has been developed through the cooperation of the Faculty Senate, the Faculty Handbook Committee, and the University Administration.

The material contained in this Handbook reflects the policies and procedures currently in effect at this institution, and each member of the faculty is urged to become familiar with it.

While every effort has been made to include all general policies and procedures relevant to faculty and academic affairs, it is recognized that, in the process of growth, it is necessary for Pfeiffer University to make changes in its policies and procedures.

A STATEMENT ON POLICY CHANGES

Changes in policies or procedures that affect working conditions and the professional lives of the University faculty are substantive and contractual in nature (e.g., the Charter of the University (Appendix A), Bylaws of the University (Appendix B), the Faculty Constitution, and Bylaws, and those academic and personnel policies based on the Constitution) and may only be effected according to procedures set forth in these fundamental documents. Necessary changes that affect compensation (e.g., revised salary scales, insurance benefits, rental contracts, etc.) will be affected by the administration and the Board of Trustees on the basis of equitable personnel practices. Informational portions of the Handbook, e.g., benefits, administrative structure, and organization, and policies and procedures relating to university property and financial management are revised as necessary and the faculty informed as necessary.

Any changes, inaccuracies, omissions, or suggestions for the improvement of the Handbook should be brought to the attention of the Vice-President for Academic Affairs/Provost and [or] the Chair of the Faculty Senate.

Any portion of this Handbook, either substantive or informational, which is at variance with the Charter of Pfeiffer University, the Constitution of the Faculty of Pfeiffer University, or the Laws of the State of North Carolina and the United States of America is automatically invalid at the time such variance is positively verified.

Processes and policies within the Pfeiffer University Handbook are subject to standards outlined within the Commission on Colleges- Southern Association of Colleges and Schools (SACS) Foundations for Quality Enhancement.

*Disclaimer*

This copy of the Pfeiffer University Handbook is under revision by the Faculty Handbook Committee. It contains many of the university policies and procedures, guidelines, and definitions needed to have an operational understanding of how the University functions and is therefore available for operational purposes. The Committee will continue to update and revise the handbook throughout the academic year, adding changes to the official copy of the Handbook as the committee makes the revisions. The official copy of the Handbook is kept in the University Archives and is available for any use beyond the operational needs that this version aims to meet.

(Added November 8, 2011)
Chapter 1
Faculty Constitution, Faculty Bylaws and Administration Organization
1.1 Pfeiffer University Mission Statement

Pfeiffer is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs.

Vested in its history as a United Methodist-related university, and propelled forward by an innovative faculty, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality, and service.
1.2 CONSTITUTION OF THE FACULTY OF PFEIFFER UNIVERSITY

FACULTY CONSTITUTION

PREAMBLE

WHEREAS, the Board of Trustees, Administration, and Faculty of Pfeiffer University are united for the common purpose of fostering a vital community of learning in which student-citizens are encouraged, by precept and example, not only to develop the powers of their intellect, but to exercise those powers with responsibility, and

WHEREAS, this fundamental purpose can be accomplished only if the several components of the university--trustees, administrators, faculty, and students alike--are willing, after recognizing the variety and complexity of the tasks to be performed, to share mutual responsibility for tasks of common concern and to assume primary responsibility for those tasks traditionally assigned to its members on the grounds of special competence and sound educational policy,

WE, the Faculty of Pfeiffer University, desiring to help carry out the stated purpose of this institution, hereby recognize the faculty’s primary responsibility for such basic academic matters, methods of instruction, faculty status, and those aspects of university policy which directly relate to the educational process, and

ACKNOWLEDGING the necessity of creating more effective agencies and procedures for the exercise of our responsibility, we do issue and establish the Constitution of the Faculty of Pfeiffer University.

ARTICLE I

FACULTY RESPONSIBILITIES AND ORGANIZATION

Section 1. RESPONSIBILITIES OF THE FACULTY

Subject to the practical limitations which budgetary and personnel considerations impose, and subject also to the power of review or final decision lodged in the President of the University and the Board of Trustees, the University Faculty, whose judgment is central to the formulation of educational policy, should exercise its primary responsibility in:

A. The initiation, development, and implementation of curriculum changes, including the addition and deletion of courses and programs;

B. The determination, as professionally responsible individual faculty members, of both the subject matter to be included in a course of study and the methods of instruction used in presenting it;

C. Involvement in the determination of faculty status and such related matters as appointments, re-appointments, non-renewal of contracts, promotions, and termination.

D. The establishment of standards for degree requirements;

E. Involvement in the establishment of standards for admission;
F. The evaluation of academic performance;

G. Involvement in the interview, selection, and evaluation processes for the positions of the Deans of the University, the Vice-President for Academic Affairs/Provost, and the President of the University;

H. The opportunity to participate in the selection and evaluation processes for any administrative positions that impact the academic programs; and

I. The development of policies concerning those aspects of student life, which relate to the academic program of the university.

Section 2. ORGANIZATION

In order that the faculty's primary responsibility for these matters be exercised more effectively, all authority herein granted shall be vested in a Faculty Assembly, composed of the total faculty of Pfeiffer University, in the Undergraduate College and Graduate Programs, in a Faculty Senate, in a Curriculum Board, and in such subordinate university boards and committees as may from time to time be established.

ARTICLE II

FACULTY ASSEMBLY

Section 1. MEMBERSHIP OF THE FACULTY ASSEMBLY

The Faculty Assembly of Pfeiffer University shall be composed of the President, the Vice-President for Academic Affairs/Provost, and all the faculty of the University. The term "faculty" is designated to include all persons employed by Pfeiffer University on an annual contract as full-time or part-time teachers of courses for which university credit is given, and members of the professional staff holding faculty status and members of the professional staff holding faculty staff contracts. The term “faculty/staff” is designated to include professional administrative or athletic staff that administers programs that support the academic program or coach one or more sports, and who teach a course(s) for which university credit is given, or who serve the university as librarians.

Section 2. PARTICIPATION AND VOTING RIGHTS OF THE FACULTY ASSEMBLY

A. All members of the Faculty Assembly, regardless of voting rights, have full privilege of the floor in participating in the deliberations of the Faculty Assembly.

B. All faculty, including emeriti faculty teaching courses for which university credit is given, (but not including adjunct faculty); Deans, Department Chairs; and Vice-President for Academic Affairs/Provost and the President of the University are ensured of full voting rights.

Section 3. OFFICERS

A. The Chair of the Faculty Senate shall serve as the presiding officer of the Faculty Assembly. The Vice-Chair of the Faculty Senate shall preside in the absence of the Chair. In the absence of both the Chair and the Vice-Chair, the Chair of the Curriculum Board shall preside. The presiding officer shall not vote except in case of a tie.

B. The Secretary shall be designated by the Chair of the Faculty Senate.
C. The vote shall be made by secret ballot at the request of one voting member of the Faculty Assembly.

Section 4. AUTHORITY

The Faculty Assembly shall have powers to initiate resolutions and to vote on recommendations submitted to it by the Curriculum Board, the Graduate Council, the Faculty Senate, Boards and Committees, the University President, the Vice-President for Academic Affairs/Provost, the Deans Council, or by petition from one-third of the voting members.

ARTICLE III FACULTY SENATE

Section 1. RESPONSIBILITIES OF THE FACULTY SENATE

The Faculty Senate of Pfeiffer University shall:

A. Act as a board of hearing for faculty members in matters that relate professionally and/or contractually to
   1) individual faculty members, 2) individuals holding faculty/staff contracts 3) faculty members and the
   administration, 4) faculty members and the Board of Trustees, 5) faculty members and specific academic
   bodies or professional organizations.
B. The Senate shall act as a board of appeals for faculty members who have not been recommended for
   promotion, or other contractual arrangements and who wish to appeal.
C. Investigate, when necessary, any situation relating to a faculty member that involves academic due
   process according to all policies and procedures specified in the Faculty Handbook. Subsequent to the
   investigation, the Faculty Senate shall make recommendations to the appropriate parties.
D. Recommend to the Faculty Assembly what shall be the standing boards and committees of the University,
   including the purpose, responsibilities, and authority of such committees. These recommendations shall be
   subject to approval by a simple majority of the Faculty Assembly. The Vice-President for Academic Affairs/
   Provost shall be an ex-officio member of all standing boards and committees.
E. Call a special meeting of the Faculty Assembly whenever a situation so warrants.
F. Collaborate with the Administration in the development of the Faculty Handbook. The Faculty Handbook
   should include statements of policy which define academic freedom of faculty members.

Section 2. MEMBERSHIP

A. The Faculty Senate shall consist of eleven members: two (2) from the Graduate Faculty, elected by
   the Graduate Council; two (2) from the Undergraduate Faculty, elected by the Undergraduate Faculty;
   and seven (7) at large, elected by the Faculty Assembly.
B. Members are elected near the end of the spring semester to two-year terms with the terms of half the
   membership expiring each year.
C. Full and part-time faculty and persons holding "faculty/staff" contracts, except the Vice-President for
   Academic Affairs/Provost, Dean of the Undergraduate College, the Dean of the Graduate Programs, first
   and second-year faculty members, and full-time administrators holding faculty rank are eligible
to serve on the Faculty Senate.

(A correction was made in the wording in the Letter C paragraph above on April 15, 2020)

D. Members of the Faculty Senate may not serve more than two consecutive terms. A member of the Faculty Senate may not serve concurrently on the Curriculum Board or the Faculty Committee on Promotion and Contracts.

E. Vacancies occurring on the Faculty Senate shall be filled by the election of a replacement to complete the unexpired term at the next regular or called meeting of the Faculty Assembly.

Section 3. CHAIR OF FACULTY SENATE

Near the end of the spring semester, the Faculty Assembly shall elect a chair by simple majority vote from among the eleven Faculty Senate members. The chair shall serve a one-year term, shall serve during that term as the faculty representative to the Board of Trustees, and shall convene and preside over the Faculty Assembly.

ARTICLE IV

CURRICULUM BOARD

Section 1. RESPONSIBILITIES OF THE CURRICULUM BOARD

The Curriculum Board at Pfeiffer University shall:

A. Provide leadership by maintaining undergraduate programs, which are congruous with the stated purpose of Pfeiffer University.

B. Review all proposals and ensure that all proposals have been completed in the designated format. (See Section 2.10.5 for the Curriculum Template)

C. In the event the Curriculum Board needs clarification relating to the proposal, or the proposal has not been completed according to the prescribed format, the Chair will request that the originator(s) of the proposal respond to these issues and resubmit the proposal.

D. The Curriculum Board may append recommendations or comments to the proposal prior to submitting it to the faculty.

E. During the next meeting of the Faculty Assembly, the Chair of the Curriculum Board, with the Chair of the Senate offering such reports in the absence of the Curriculum Board’s chair, will present the proposal and proceed with the voting procedures as prescribed by Robert’s Rules of Order.

Section 2. MEMBERSHIP

A. The voting membership of the Curriculum Board shall be the Vice-President for Academic Affairs/Provost; four (4) undergraduate faculty elected from the Faculty Assembly; the library director or designee; one student elected in accordance with procedures mutually agreed upon by the Faculty Assembly and the Student Government Association; and the Registrar, provided that the person in that position holds faculty status. If the Registrar does not hold faculty status, that person shall be a non-voting member of the Curriculum Board.

B. Faculty members are elected during the Spring Semester for the following Academic year to two-year terms with the appointments of two members expiring each year.
C. Members of the Curriculum Board may not serve more than two consecutive terms. A member of the Curriculum Board may not serve concurrently on the Faculty Senate.

D. A vacancy occurring on the Curriculum Board shall be filled by the election of a replacement to complete the unexpired term at the next regular or called meeting of the Faculty Assembly.

Section 3. CHAIR OF THE CURRICULUM BOARD

A. The Chair shall be elected at the first Fall meeting of the Faculty Assembly from the faculty members on the board.

ARTICLE V

FACULTY COMMITTEE ON PROMOTIONS AND CONTRACTS

(revised January 11, 2016)

Section 1. RESPONSIBILITIES OF THE FACULTY COMMITTEE ON PROMOTIONS AND CONTRACTS

The Faculty Committee on Promotions and Contracts shall:

A. Submit to the President recommendations for the promotion, multi-year contracts, and other contractual relations on faculty members.

Section 2. MEMBERSHIP

A. The Faculty Committee on Promotions and Contracts shall consist of five (5) members, one (1) Undergraduate Representative, one (1) Graduate Representative and three (3) elected At-Large members from the Faculty Assembly, and a Chairperson elected from the five (5) members by the Faculty Assembly.

For the first year of the committee, the elected Graduate and Undergraduate representatives would serve two (2) years, the three (3) At-Large would serve one (1) year. After that, all elected members would serve two-year terms. Graduate Council will inform the Chair of Faculty Senate and Vice-President of Academic Affairs/Provost or its representative.

B. Members are elected to two-year terms. Each person is eligible to be re-elected twice. Any person serving three consecutive terms will be ineligible for one academic year.

C. No person may hold concurrent positions on the Faculty Committee on Promotions and Contracts and on the Faculty Senate.

D. Members of the Committee must be full-time faculty at the rank of Associate or Full Professor and must hold multi-year contracts.

E. Vacancies will be filled by election from the Faculty Assembly.

F. A quorum shall be a simple majority of the elected members.

ARTICLE VI

COLLEGE AND SCHOOLS

Section 1. MEMBERSHIP OF COLLEGE AND SCHOOLS

The members of a college or school shall consist of all persons holding faculty or faculty/staff status who
teach a course within that college or school during an academic year, adjuncts teaching a course within the college or school, and the Dean of the college or school.

Section 2. PARTICIPATION AND VOTING RIGHTS

A. All members of a college or school, regardless of voting rights, have full privilege of the floor in participating in the deliberations of the college or school.

B. All faculty (not including adjunct faculty), Deans of the University, and the Vice-President for Academic Affairs/Provost are ensured full voting rights.

Section 3. GOVERNANCE OF COLLEGE AND SCHOOLS

A. All academic policies and curriculum proposals must be approved by majority vote before being forwarded to the appropriate body.

B. A college or school shall have powers to initiate resolutions and to vote on recommendations and proposals submitted to it by its members or other appropriate bodies.

ARTICLE VII

PARLIAMENTARY PROCESS

Robert's Rules of Order, the latest edition, shall be the authority for the procedure of all meetings of the Faculty Assembly, Faculty Senate, Curriculum Board, College and Schools, and all University boards and committees, with exceptions as may be provided for in the Bylaws. The Chair of the Faculty Senate shall designate a parliamentarian.

ARTICLE VIII

IMPLEMENTATION OF THE CONSTITUTION (This Article refers to the original constitution implemented in Fall 1996.)

Section 1.
A. The Faculty Council charged with drafting this Constitution shall circulate complete copies to all faculty members at least two weeks prior to the faculty meeting at which action is to be taken.

B. Following adequate discussion, at which time amendments may be considered, the faculty will vote on whether to adopt the Constitution or not. Two-thirds of the faculty members present at the meeting voting affirmatively shall constitute faculty adoption.

C. Review and approval by the Board of Trustees, or any group of that body empowered to takesuch action, will complete the formal process of adoption.

D. At the earliest possible opportunity following approval by the Board of Trustees, the Faculty Assembly shall select a Faculty Council as specified in Article III, Section 2.

The chairman of the Faculty Council charged with drafting this Constitution or a Council member designated by him/her shall be empowered to implement Article III, Section 2.

E. The readiness of the representative Faculty Council and the Academic Council to function shall complete the implementation of this Constitution.
F. Any provision of this Constitution at variance with the Charter of Pfeiffer University or the laws of the State of North Carolina is automatically void at the time such variance is positively verified.

ARTICLE IX

PROCEDURE FOR AMENDMENTS

The following provisions govern amendments to the Constitution:

A. Amendments to this Constitution may be brought before the Faculty Assembly by the Faculty Senate or by ten voting members of the Faculty Assembly.

B. Exact copies of a proposed amendment (by print or electronic means) must be distributed to the Faculty at least three weeks in advance and be placed on the agenda of the meeting of the Faculty Assembly at which time action will be considered. Approval by the Faculty Assembly must be by an affirmative vote of two-thirds (2/3) of the Faculty present and voting.

C. Amendments will become effective following review and approval by the Board of Trustees

D. Any amendment contrary to the Charter of Pfeiffer University, the Bylaws of the University, or the laws of the State of North Carolina and the United States of America shall be null and void.
1.3 BYLAWS OF THE FACULTY OF PFEIFFER UNIVERSITY

ARTICLE I.

PREAMBLE

We, the Faculty of Pfeiffer University, realizing a need to establish various procedural rules for efficient and consistent operation of business of the Faculty Assembly, do hereby establish the Bylaws of the Faculty of Pfeiffer University. Bylaws shall consist of all accepted internal rules and regulations, which are not covered or defined in the Constitution of the Faculty of Pfeiffer University. The rules contained in the Bylaws of the Faculty Assembly of Pfeiffer University shall govern the organization in all cases to which they are applicable, and in which they are not inconsistent with the Constitution of the Faculty of Pfeiffer University.

ARTICLE II.

FACULTY ASSEMBLY

Section 1. QUORUM

A quorum of the Faculty Assembly shall be a simple majority of the voting members. (See Faculty Constitution, Article II, Section 2).

Section 2. CONDUCT OF MEETINGS

The following special exceptions to Robert's Rules of Order shall be observed in meetings of the Faculty Assembly.

A. Copies of agenda and proposals to be considered shall be circulated (by print or electronic means) to all members of the Faculty Assembly five (5) days in advance of the meeting at which they are to be considered.

B. Measures not as prescribed in paragraph “A” above may be put to final vote by the consent of three-fourths (3/4) of the voting members of the assembly who are present.

C. Any measure tabled according to the procedures of Robert's Rules of Order must be included on the agenda for the next regular meeting.

D. All members of the Standing Boards and Committees (Faculty Constitution, Article III, Section 1, Paragraph D) including chairs have voting rights on committees regardless of faculty status. Each member of a Standing Board or Committee shall have one and only one vote in a board or committee.

E. The general order of business for meetings of the Faculty Assembly shall be:
1. Invocation
2. Approval of the previous minutes
3. Report of the presiding officer
4. Unfinished business
5. Report of the Faculty Senate
6. Report of the Curriculum Board
7. Report of the Graduate Council
8. Reports of administrative officers
9. Report of boards and committees
10. Questions from the floor
11. Other new business
12. Announcements from the Assembly
13. Adjournment

Section 3. RECORDS

The Secretary of the Faculty Assembly shall be responsible for keeping permanent records, deliberations of meetings of the Faculty Assembly, reports of boards and committees, and other documents. Within two (2) weeks, the minutes of the Faculty Assembly shall be circulated among the faculty. The minutes shall be approved at the next meeting of the Faculty Assembly, and a copy placed in the University Archives as a permanent record. The Secretary of the Faculty Assembly, in conjunction with the Chair of the Faculty Senate, shall be responsible for tracking any proposed changes through the process of Board of Trustees approval and for ensuring such actions are permanently recorded.

ARTICLE III.

FACULTY SENATE

Section 1. QUORUM

A quorum of the Faculty Senate shall be six (6).

Section 2. CONDUCT OF MEETINGS

The Faculty Senate shall meet a minimum of two times each semester. Meetings of the Faculty Senate shall be called by the Chair of the Faculty Senate.

A. As the chair deems necessary.

B. At the request of any three members of the Faculty Senate.

Section 3. ELECTION TO THE FACULTY SENATE

A. All members of the Faculty Senate shall be elected from the Undergraduate Faculty, the Graduate Faculty, and the Faculty Assembly as described in the Faculty Constitution, Article III, Section 2 Membership and Article V, Sections 1 & 2.

B. Nominations for at-large members shall be submitted from the floor of the Faculty Assembly. Voting will be by secret ballot with each eligible voting member of the Faculty Assembly (See Faculty Constitution,
Article II, Section 2 Paragraph B) casting votes for the nominees up to the number of positions open in the election. The nominees with the highest votes shall be declared elected. Ties shall be broken by a run-off between those nominees involved in the tie. Balloting shall continue until all the appropriate number of nominees is elected. Any situations not covered above shall be referred to Robert's Rules of Order.

Section 4. OFFICERS

A. The Chair of the Faculty Senate shall be elected by a simple majority vote of the Faculty Assembly from among the eleven Faculty Senate members. The Chair shall serve a one-year term, shall serve during that term as the Faculty representative to the Board of Trustees, and shall convene and preside over the Faculty Assembly.

B. Once the Chair is elected the Senate will recommend a person to be the Vice-Chair from either the Graduate Faculty or the Undergraduate Faculty based on from what area the Chair is from. The Faculty Assembly will then vote.

C. The Secretary of the Faculty Senate shall be appointed by the Chair of the Faculty Senate.

Section 5. SUCCESSION OF FACULTY SENATE CHAIR POSITION

In the event of the resignation or prolonged absence of the elected Faculty Senate Chair, the Vice-Chair will assume the duties of the chair.

Section 6. ELIGIBILITY FOR RE-ELECTION

A. A member of the Faculty Senate who serves any part of a term of office in the Faculty Senate shall be deemed to have served the entire term.

B. A member of the Faculty Senate who serves two (2) consecutive terms shall be eligible for re-election to the Senate after the lapse of twelve (12) calendar months.

ARTICLE IV.

A. CURRICULUM BOARD

Section 1. QUORUM
A quorum of the Curriculum Board shall be five (5) voting members.

Section 2. CONDUCT OF MEETINGS
The Curriculum Board shall meet a minimum of two (2) times each semester. The Curriculum Board typically meets in October, November, February, March, and April.

Section 3. ELECTION TO THE CURRICULUM BOARD
Elections for faculty members of the Curriculum Board will be held at the first fall semester Faculty Assembly.

Section 4. OFFICERS
The Secretary of the Curriculum Board shall be appointed by the Chair of the Curriculum Board.

Section 5. PROCESS FOR CURRICULUM CHANGE
A. The originator of the undergraduate curriculum proposal, after consultation with all faculty affected by the proposal, will submit copies of the proposal to members of the Department in which it was initiated. The Department may discuss, amend, approve, and/or disapprove the proposal. All proposals must pass the appropriate Department. After the proposal has passed the appropriate Department, a copy of the proposal will be (preferably by email) to the Chair of the Curriculum Board at least five days in advance of the Curriculum Board Meeting (i.e., by Wednesday for a meeting the following Monday).
Other documents supporting the proposal should be included when feasible. Proposals initiated by the Department of Education or affecting Teacher Education must be approved by the Teacher Education Board prior to being forwarded to the Chair.

B. It will be the responsibility of the faculty member who initiated the proposal and the Department to ensure that the proposal is submitted to the Chair in a timely manner.

C. Proposals that impact curriculum initiated by Boards, Committees, or other official entities must be submitted by the originator in a timely fashion to the Chair of the Curriculum Board. Other documents supporting the proposal should be included when feasible.

D. The Chair shall distribute one copy of the proposal to each voting member of the Curriculum Board and the Editor of the University Catalog.

E. When appropriate, the Chair shall call a meeting of the Curriculum Board. The Chair shall inform members of the Board one (1) week prior to the meeting. The announcement of the meeting should be in written form and distributed to each voting and non-voting member. In the event of an urgent need, the Chair may call a special meeting of the Curriculum Board, by contacting members in written or verbal form.

F. Copies of proposals for curricular changes shall be distributed to the faculty five (5) days prior to the meeting of the faculty assembly by the person making the request.

B. GRADUATE CURRICULUM COMMITTEE

updated October 26, 2012

Section 1. RESPONSIBILITIES OF THE GRADUATE CURRICULUM COMMITTEE

The Graduate Curriculum Committee at Pfeiffer University shall:

A. Maintain graduate programs that are congruous with the stated purpose, mission, and vision of Pfeiffer University.

B. Review all submitted proposals to ensure documents have been completed in the designated format. (See Section 2.10.5 The Curriculum Template)

C. Seek clarification of proposals, or if not in the prescribed format, request that the originator(s) of the proposals respond to the Chairperson concerning these issues and resubmit the proposal.

D. The Graduate Curriculum Committee shall make recommendations or comments to the proposal as deemed appropriate prior to submitting it to the Graduate Council for review. The Graduate Council may discuss, amend, approve and/or disapprove the proposal. Those proposals not approved will go back to the Graduate Curriculum Committee for further discussion with the proposal originator(s).

E. During the next meeting of the Faculty Assembly, the Chair of the Graduate Council, with a Graduate Council representative of the Senate offering such reports in the absence of the Graduate Council chair, will present the proposal and proceed with the voting procedures as prescribed by Robert’s Rules of Order.

Section 2. MEMBERSHIP

A. The voting membership of the Graduate Curriculum Committee shall be the Chair of the committee, the
Provost and VP of Academic Affairs and the faculty representatives from each of the graduate programs overseen by the director.

B. Faculty members are nominated by their department faculty members serving on the Graduate Council and are elected by the entire Graduate Council body at the first Graduate Council meeting of the academic year to a two-year term. Nominated faculty members must be approved to serve by their program director.

C. Members of the Graduate Curriculum Committee may not serve more than two consecutive terms.

D. A vacancy occurring on the Graduate Curriculum Committee shall be filled by the election of a replacement to complete the unexpired term at the next regular or called meeting of the Graduate Council.

E. Ex-officio members of the Graduate Curriculum Committee shall consist of a representative from the Registrar’s Office and the Library.

Section 3. CHAIR OF THE GRADUATE CURRICULUM COMMITTEE

A. The Chair shall be elected at the first fall meeting of the Graduate Council.

Section 4. QUORUM

A quorum of the Graduate Curriculum Committee shall be the simple majority of the membership.

Section 5. CONDUCT OF MEETINGS

The Graduate Curriculum Committee shall meet a minimum of once a semester and as necessary upon receipt of proposals for review. The Graduate Curriculum Committee will report to Graduate Council at their scheduled meetings.

Section 6. ELECTION TO THE GRADUATE CURRICULUM COMMITTEE

Elections for faculty members of the Graduate Curriculum Committee will be held at the first Graduate Council meeting of the academic year.

Section 7. OFFICERS

The Secretary of the Graduate Curriculum Committee shall be appointed by the Chair of the Graduate Curriculum Committee.

Section 8. PROCESS FOR CURRICULUM CHANGE

A. The originator of the graduate curriculum proposal, after consultation with all faculty affected by the proposal, will submit copies of the proposal to members of the Department in which it was initiated. The Department may discuss, amend, approve, and/or disapprove the proposal. All proposals must pass the appropriate Department. After the proposal has passed the appropriate Department, a copy of the proposal will be forwarded to the Chair of the Graduate Curriculum Committee at least five (5) days in advance of the scheduled Graduate Curriculum Committee meeting (i.e., by Wednesday for a meeting the following Monday). It will be the responsibility of the faculty member who initiated the proposal and the Department to ensure that the proposal is submitted to the Chair in a timely manner. Other documents supporting the proposal should be included as appropriate.
B. All proposals initiated in the Department of Education or affecting Teacher Education must be approved by the Teacher Education Board prior to being forwarded to the Chair.

C. The Chair shall distribute all copies of proposals to each member of the Graduate Curriculum Committee.

D. When appropriate, the Chair shall call a meeting of the Graduate Curriculum Committee. The Chair shall inform members of the Graduate Curriculum Committee one (1) week prior to the meeting. The announcement of the meeting should be in written form and distributed to each member. In the event of an urgent need, the Chair may call a special meeting of the Graduate Curriculum Committee by contacting members in written or verbal form.

E. Copies of approved proposals for curricular changes shall be distributed to the Graduate Council five (5) days prior to the meeting of the Council by the Chair of the Graduate Curriculum Committee.

ARTICLE V. COLLEGE AND GRADUATE PROGRAMS

Section 1. QUORUM
A quorum shall be a simple majority of voting members of that College or Graduate Program.

Section 2. OFFICERS
The Vice-President of Academic Affairs/Provost shall consult with the members of the Undergraduate College and Graduate Programs prior to the appointment of a Dean.

ARTICLE VI. THE GRADUATE COUNCIL

updated October 26, 2012

Section 1. The Graduate Council
The Graduate Council will consist of the Vice-President for Academic Affairs/Provost, the Chairs of the Departments of graduate programs, the directors of graduate programs, the library director or designee, and graduate faculty. The President will serve as an ex-officio member.

Section 2. Responsibilities of the Graduate Council:
A. Give leadership to the university in maintaining and coordinating graduate programs that are congruous with the stated mission of Pfeiffer University.

B. Examine curriculum proposals for graduate programs received from the Graduate Curriculum Committee.

C. Review and/or develop proposals affecting academic policies relating to the graduate program.

D. Approve curriculum recommendations for graduate programs.

E. Approve general policies and procedures governing admission to graduate study and minimum requirements for admission to courses of study.

F. Serve as a court of appeal on academic grievance and procedural questions involving admission or readmission to graduate study.
G. Recommend policies concerning assistantships, fellowships, and scholarships

H. Recommend and approve policies dealing with matters of conduct affecting students in the graduate program.

I. Consider any other matters that may be referred to it by the Graduate Faculty, the Dean of Graduate Programs, the Vice-President for Academic Affairs/Provost, or the President of the University.

Section 3. Membership of the Graduate Council

Only those who meet the following requirements will be considered for membership on the Graduate Council of Pfeiffer University:

Graduate Faculty Membership Qualifications

A. Must be a full-time faculty member at Pfeiffer University, teach at least six (6) credit hours in the graduate program, and meet terminal degree qualifications as specified by University policy and the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) accreditation standards.

B. One year of full-time teaching experience that includes at least six (6) credit hours in the graduate program, documented excellence in teaching by presentation of teaching evaluations, updated vitae, and recommendation of the faculty member’s program director and/or dean.

Continued Eligibility for Graduate Council Membership

A. Teach at least six (6) credit hours in the graduate program during a year, or for programs that do not have faculty who teach six (6) credit hours in the graduate program, the department director will appoint a full-time faculty member who teaches in the graduate school as a representative.

B. Documented excellence in teaching, active and recent discipline-specific scholarship to include scholarly publications, applied or theoretical research, discipline-specific internal and external service.

C. All members of the graduate council will be expected to highlight graduate teaching performance in annual faculty self-evaluations.

Section 4. Chair of the Graduate Council

A. The chair of the Graduate Council shall be elected at the last spring meeting of the Graduate Council.

Section 5. Meetings and Procedures

The Graduate Council shall meet at least once each academic year. Additional meetings may be called by the Vice-President for Academic Affairs/Provost, the Dean of the Graduate programs, or by the consent of two-thirds (2/3) of the members of the Council.

A. A simple majority of the membership of the Graduate Council shall constitute a quorum.

B. Meetings shall be announced at least ten (10) days in advance of the meeting time.

C. Except where otherwise provided in these bylaws, Robert's Rules of Order shall be followed.

D. Action taken by the Graduate Council shall be submitted to the Vice-President for Academic Affairs/Provost and the Faculty Assembly.
Section 6. Graduate Council Process

A. Graduate Council will review submitted proposals from the Graduate Curriculum Committee.

B. All curricular changes, changes in general policies and procedures governing admission to graduate study, and changes in minimum requirements for admission to courses of study must be approved by a simple majority of the Graduate Council. The Council may discuss, amend, approve and/or disapprove the proposal.

C. Copies of proposals for curricular changes, general policies and procedures governing admission to graduate study, and minimum requirements for admission to courses of study shall be distributed to all faculty for consideration five (5) days prior to the first meeting of the Faculty Assembly following approval of the change by the Graduate Council by the person making the request. The Faculty Assembly may discuss, amend, approve and/or disapprove the proposal.

ARTICLE VII.

PROCEDURE FOR AMENDMENTS AND ADDITIONAL BYLAWS

A bylaw or an amendment to a bylaw may be proposed by the Faculty Senate or on a petition by five (5) voting members of the Faculty Assembly. Exact copies of the proposed bylaw or amendment must be distributed to the members of the Faculty Assembly at least five (5) days in advance of the meeting at which it is to be considered. Approval by the Faculty Assembly must be by an affirmative vote of two-thirds (2/3) of the faculty present and voting. Bylaws or amendments to bylaws go into effect immediately, unless otherwise ordered.
1.4 Executive Leadership Team 2021-2022

The Executive Leadership Team is made up of the following members:

- President
- Provost and Vice President for Academic Affairs
- Vice President of Finance and Chief Financial Officer/CFO
- Vice President of Student Affairs and Dean of Students
- Faculty Senate Chair
- Vice President of Enrollment Management
- Executive Director of Advancement
- Director of Marketing and Communications
- Director of Athletics
- Director of Facilities
- University Chaplain and Director of Church Relations
- Executive Assistant to the President

The Executive Leadership Team members for the 2021-2022 Academic Year are:

- Scott Bullard - President
- Daniel Mynatt - Provost and Vice President for Academic Affairs
- Robin Leslie - Vice President of Finance and Chief Financial Officer/CFO
- Ron Laffitte - Vice President of Student Affairs and Dean of Students
- David Cartrette - Faculty Senate Chair
- Emily Carella - Vice President for Enrollment Management
- JoEllen Newsome - Executive Director of Advancement
- Casey Habich - Director of Marketing and Communications
- Danielle Laflerty - Director of Athletics
- Sharon Bard - Director of Facilities
- Maegan Habich - University Chaplain and Director of Church Relations
- Teena Mauldin - Executive Assistant to the President
Organizational Chart

This chart is currently under revision
August 5, 2021

Board of Trustees

President

Vice President

Provost & VP of Academic Affairs
Undergraduate College
Graduate Programs
Office of Teaching, Learning and Innovation
Office of Student Success
General Education, Pfeiffer Journey and Pfeiffer Life Programs
University Libraries
University Registrar
Director of Institutional Research

Vice President of Finance/Chief Financial Officer (CFO)

Vice President for Student Development & Dean of Students

Vice President for Enrollment Management

Executive Director of Advancement

Director of Human Resources

Director of Financial Aid

Director of Athletics

August 5, 2021
Pfeiffer University Office of Academic Affairs (Effective AY 2021-2022)*

Dean – Graduate School
- GR Business Programs
- GR Education Programs
- MAPT
- MHA
- MMFT
- PA
- OT

Dean – Undergraduate College
- Business (ACCT, BMAL, CIS, SPMT)
- Humanities (ART, ENGL, HSTY, MUSI, RAPT)
- Education (ELED, HPED, SPED)
- Social Sciences (COMM, CHSV, CRIM, PSYC)
- Natural/Health Sciences (BIOL, CHEM, ENSC, EXSC, MATH)
- Nursing (NURS)
- Degree Completion

Provost & VPAA
- Registrar’s Office
- Institutional Research

Academic Operations & Management Team

Academic Enrichment and Faculty Development
- Teaching, Learning and Innovation
- Student Success & Learning Center
- University Libraries
- Pfeiffer Journey and Career Services
- Pfeiffer Life co-curricular program
- Advising and Mentoring
- General Education
- Undergraduate Honors Program
- Diversity and Inclusion (committee)
- Faculty Development (committee)

*The chart remains a work in progress and is subject to change by the President and/or Provost in consultation with faculty.
July 31, 2021
<table>
<thead>
<tr>
<th>Office of Academic Affairs</th>
<th>Daniel Mynatt, Provost</th>
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</table>
| **Undergraduate College** | Michael Thompson, Dean (HSTY)  
Director, Honors Program |
| **Department of Business** | Raushan Gross, Chair (BMAL)  
Program Coordinator (BMAL) |
| Sandra Holley              | ACCT  
Program Coordinator |
| Tina Preslar              | ACCT |
| Casey Brasher             | BMAL |
| Chris Howard              | BMAL |
| Ali Sever                 | CIS  
Program Coordinator |
| Mary Beth Chambers        | SMGT  
Program Coordinator |
| [open position]           | SMGT |
| **Department of Education** | Dawn Lucas, Chair (HPED)  
Program Coordinator |
| DeAnna Hurley Chamberlain | SPED  
Program Coordinator |
| Angie Kern                | ELED (degree completion)  
Program Coordinator |
| Laura Lowder              | ELED (MIS)  
EDST  
Program Coordinator |
| Chris Murray              | EDUC (secondary)  
Program Coordinator |
| Ellen Blue                | EDUC |
| Sequoya Mungo             | EDUC |
| **Department of Humanities** | Doug Hume, Chair (RAPT) |
| Josh Cross                | ART  
Program Coordinator |
| Beth Harrison             | MUSI  
Program Coordinator |
| Joe Judge                 | MUSI |
| Joe Earp                  | MUSI  
*New Hire* |
| Ted Royston               | ENGL  
Program Coordinator |
| Megan Keaton              | ENGL  
Writing Center Director |
| Danielle Donelson         | ENGL |
| Ashley Schoppe            | ENGL |
| [open position]           | ENGL |
| Will Morris               | HSTY  
Program Coordinator |
| Leah Robinson             | RAPT  
Program Coordinator |
| Kevin Taylor              | RAPT |
| **Department of Natural and Health Sciences** | Jason Emory, Chair (CHEM) |
| Carrie Delaco             | ENSC  
Program Coordinator |
| Laura Reichenberg         | BIOL  
Program Coordinator |
| Katie Riley               | BIOL |
| David Cartrette           | CHEM |
| Thomas Cook               | MATH  
Program Coordinator |
| Ross Braymer              | MATH |
| Tom Darling               | EXSC  
Program Coordinator |
<p>| Blake Crabb               | EXSC |</p>
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<tr>
<th>Department of Nursing</th>
<th>Martha Bramlett, Chair</th>
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<tbody>
<tr>
<td>Rachel Cozort</td>
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<td>Aimee Bellmore, Chair (CHSV)</td>
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<td>Heidi Miller</td>
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<td>Robert Cox</td>
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<td>Master's of Occupational Therapy</td>
<td>Beth Fain, Assoc. Dean of Health Sciences</td>
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<tr>
<td>Susan Blair</td>
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<td>Paula Graham</td>
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<td><strong>Master's of Physician Assistant Studies</strong></td>
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<td>Cynthia Jamison</td>
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<td>Dale Patterson</td>
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<td>Michael Kehoe</td>
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<td>Catherine Guffey</td>
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<td>Shannon Areford</td>
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<tr>
<td>Chip Palmer</td>
<td>Director of Learning and Academic Success</td>
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<tr>
<td><strong>Office of Teaching, Learning and Innovation</strong></td>
<td><strong>Dawn Lucas, Executive Director</strong></td>
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<td><strong>Office of Student Success</strong></td>
<td><strong>Mark McCallum, Executive Director</strong></td>
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<td>Jim Gulledge</td>
<td>Director of Academic Support Services</td>
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<tr>
<td>Becky Hraczo</td>
<td>Coordinator of International Student Services and Study Abroad</td>
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<tr>
<td>Ashley Eyer</td>
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<td><strong>Deb Burris, Director</strong></td>
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<td>Lara Little, Director</td>
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<tr>
<td>Jonathan Hutchinson</td>
<td>Archives and Special Collections</td>
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<td>Jennifer Cease</td>
<td>Cataloging Librarian</td>
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<td>Acquisitions &amp; Collections Development</td>
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<td>Cindy Newport</td>
<td>Circulation Coordinator</td>
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<td><strong>University Registrar</strong></td>
<td><strong>Robin Listerman</strong></td>
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<td>Kim Smith</td>
<td>Assistant to the Registrar</td>
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<td>Director of Institutional Research</td>
<td>Julie Kennedy</td>
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Chapter 2.
Academic Affairs
2.1 Statement on Academic Freedom

Pfeiffer recognizes that the good health and strength of the University rests on free search for truth and its free exposition.

Faculty are free to determine the materials and instructional methods to be used in their classes but should not introduce subjects which are unrelated to the course. All faculty employed by Pfeiffer University are aware that Pfeiffer is related to The United Methodist Church and should be dedicated to Christian ethics and the ideal of Christian behavior, as well as the standards of academic excellence.

Faculty are entitled to full freedom in research and in the publication of the results of their work. Research for profit and any other activities which might interfere with academic responsibilities to the University should be entered into with the agreement of the Vice-President for Academic Affairs/Provost.

Faculty are citizens, as well as members of the Pfeiffer faculty. When speaking or writing as a citizen, faculty are free from institutional censorship or discipline. Each faculty member, whether present or in absentia, has the right to state his/her opinion orally or in writing in pertinent meetings of the University community on any campus of Pfeiffer University.

But a special position in the University community imposes certain obligations. Faculty should remember that the public may judge the profession and the University by their statements and should be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not an institutional spokesperson. Faculty should not use University stationery or associate themselves with Pfeiffer University when speaking as a citizen.
2.2 CODE OF CONDUCT

The conduct of all who are associated with the university community influences the reputation of the institution.

The primary challenge to each faculty member is to be an effective teacher and a scholar in one’s discipline. Therefore, faculty members should devote themselves to the development of teaching skills and scholarly competence. Personal interest, financial need, or professional development may lead one to pursue additional work beyond the institution. (See Pfeiffer University Statement on Professional External Employment on page 367 and Request to Engage in Professional External Employment Form on page 368.

The conduct of faculty members, within and beyond the campus, should be in keeping with the dignity of their profession. Formal rules and guidelines of the university should be observed, providing they are not in conflict with one’s academic or personal freedom. Violations of this code of conduct by faculty should be reported in writing to the Vice-President for Academic Affairs/Provost whereupon the Faculty Senate shall act as a board of hearing and make recommendations as appropriate to the Vice-President for Academic Affairs/Provost and the president of the University. (See Section 1.2 Faculty Constitution Article III, Section 1, Responsibilities of the Faculty Senate; and, if necessary, Section 2.6 Faculty Grievance.

When faculty members make public statements, they should not state or intentionally imply that they speak or act on behalf of the university unless they have been specifically requested to do so by the President. The right to criticize is Constitutionally guaranteed; within the university community, criticism should embrace institutional improvement as the central purpose. Criticism of another discipline, instructor, or class in the presence of a student, or students, is unprofessional.

Collegial relationships should be based upon mutual respect. Religious, racial, ethnic, sexual, or psychological harassment cannot be tolerated. The exploitation of persons is unacceptable.

Faculty relationships with students should be marked by respect, courtesy, and helpfulness. Religious, racial, ethnic, sexual, or psychological harassment cannot be tolerated. Evaluation of a student’s academic achievement should be based upon criteria established and communicated by classroom instructors. The exploitation of students is unacceptable.
2.3 Employment of Faculty and Contracts

2.3.1 EMPLOYMENT OF FACULTY
(revised November 15, 2011)

A. Appointment and Promotion: Policies and Principles

1. Faculty Recruiting

   a. Policy

      Pfeiffer University conducts as complete a search as possible to get qualified candidates for all faculty positions. Pfeiffer University is committed to the principle of equal employment opportunities for all persons, including minority group members and women, and to maintaining diversity in its community, not only to comply with state and federal statutes but also to provide an educationally desirable environment. Pfeiffer University has an Employment of Relatives Policy (see page 59).

   b. Procedures

      (1) Whenever a faculty position becomes vacant, the position is not automatically refilled until a decision has been made by the President of the University with the advice of the Vice-President for Academic Affairs/Provost, the Dean of the Undergraduate College, Dean of the Graduate Programs, and the Department Chair as to whether the position should be refilled.

      (2) Once the decision has been made to fill or create a faculty position, the appropriate Department Chair or Dean is asked to draft and submit a position announcement to the Vice-President for Academic Affairs/Provost.

      (3) Whenever possible, faculty searches are begun by October.

      (4) Announcements of all open faculty positions are distributed internally and advertised in the Chronicle of Higher Education or other specialized publications as appropriate.

      (5) Once a pool of candidates has been assembled (at least three candidates, whenever possible), the materials are reviewed by the appropriate Department Chair, Faculty, Program Directors, or Dean. The most qualified applicants are then reviewed with the Vice-President for Academic Affairs/Provost.
(6) At least one of these candidates is selected for on-campus interviews; references are checked prior to the visit.

(7) The University reimburses all candidates for reasonable expenses incurred by the interview process.

(8) During the interview, candidates should be given every opportunity to meet and be evaluated by as wide a range of people as possible. This may include delivering a seminar, teaching a class, meeting with students, etc.

(9) Consensus is then sought among the Vice-President for Academic Affairs/Provost, the appropriate Dean, Program Director and/or the Department Chair, departmental faculty, and others, as appropriate, as to whom an offer should be made. The Vice-President for Academic Affairs/Provost then makes the recommendation to the President.

(10) The Vice-President for Academic Affairs/Provost, in consultation with the appropriate Dean, and Department Chair, or the Graduate program director then negotiates the terms of appointment with the Candidate. (See Section 2.3.1, Employment of Faculty)

(11) If the offer is accepted verbally, the President, on the recommendation of the Vice-President for Academic Affairs/Provost issues an employment contract.

2. Requirements of Rank

All teaching faculty at Pfeiffer are appointed at one of the four academic ranks (Visiting Assistant Professor, Assistant Professor, Associate Professor, Full Professor). Appointment at or promotion to one of these ranks may be made only if the minimum criteria are met. The criteria are described in Section 4 below.

Faculty who have been rewarded by the University with appointment or promotion to a higher rank and a higher level of compensation are expected to serve the University and to perform at a higher qualitative level of responsibility. With the recognition that there may be exceptions in certain disciplines, the distinctions between the requirements for the academic ranks are summarized below.
The fundamental responsibilities of full-time faculty, who may teach undergraduate or graduate courses, are quantitatively similar, regardless of rank. For example, all undergraduate faculty normally teach 13 Instructional Units (IU per semester and may be assigned up to 26 IU per academic year (see Section 2.8.4 Faculty Policies and Other Responsibilities Section H. Teaching Loads for explanation of IU). They advise students as assigned, serve on boards and committees, participate in the work of their program, and meet other related academic responsibilities. Full-time faculty are also expected to attend Fall Faculty workshops, meetings of the Faculty Assembly, convocations and commencements, and to participate in the general and cultural life of the University.

Faculty who hold faculty/staff contracts have responsibilities identical to full-time faculty except that they teach a variable number of Instructional Units (IU per semester.

Part-time faculty teach a variable number of Instructional Units (IU per semester and generally do not advise students. Other responsibilities are identical to full-time faculty. Faculty in this category have generally been employed by the Institution for several years.

Adjunct faculty generally teach one or more courses. Other than holding office hours, they have no additional faculty responsibilities.

Full-time graduate faculty teach a minimum of six (6 graduate courses per calendar year.

3. Primary Assumptions and Procedures for Recruiting and Promotion of Faculty at all ranks

a. Assignment to any rank should reflect:
   (1) Education
   (2) Experience (quality and quantity)
   (3) Competence in field
   (4) Over-all service to the School or College and University
   (5) Attitudes that reveal:
      a. Interest in and suitability for work within the context of a church-related, liberal arts institution
      b. Desire to improve scholarly competence
      c. Desire to encourage free discussion, inquiry, and expression in the classroom and in campus relationships
      d. A willingness to accept and execute one's share of faculty responsibilities for the function of the School or College, and University.
      e. A respect for the opinions and positions of colleagues.
b. Promotion shall not be:
   (1) A substitute for salary
   (2) Offered for incentive to prospective faculty member when education, experience, and competence are deficient.
   (3) Based on a quota system.

c. Recommendations for faculty promotion shall be made through the following process:
   Department Chairs/Program Directors with faculty rank and/or Deans assess and evaluate members of their respective groups annually, prepare recommendations, and forward them to the Dean of the Undergraduate College or Dean of Graduate Programs. The Dean of the Undergraduate College or Dean of Graduate Programs, in turn, evaluates members of the faculty and, [based on the recommendations of the Departmental Chairs, Program Directors with faculty rank and Deans,] makes recommendations which are added to those of the Departmental Chairs, all of which are then forwarded to the Vice-President for Academic Affairs/Provost [and the Deans Council which makes recommendations]. The combined assessments and recommendations are sent to the Faculty Committee on Promotion and Contracts, which makes its recommendation then submits all of the assessments and recommendations to the President of the University for final action.

d. Time in Rank
   Faculty members normally may not be given promotion until they have served the minimum time in rank as follows:
   (1) Three (3) years in the rank of visiting assistant Professor
   (2) Four (4) years in the rank of assistant professor
   (3) Five (5) years in the rank of associate professor

   Full-time experience at other 4-year institutions should be considered equivalent to full-time experience at Pfeiffer University. Faculty who teach on a part-time basis are generally expected to spend a longer period of time in rank.

e. Relation of Leaves to Promotion

   Leaves for scholarly development for a period of not more than one year should not interfere with salary increases or promotions. For faculty members not on multi-year
contract, a period on a leave granted for the scholarly
development of the faculty member and approved by the
Vice-President for Academic Affairs/Provost should
count as a part of the probationary period. This shall be
made clear in writing prior to the leave and understood
by the individual, by the Dean of the School or College,
and by the administration.

4. Criteria for the Appointment and Promotion of Faculty Members

a. Visiting Assistant Professors are expected to hold the master's degree
at appointment, to be competent teachers, and are encouraged to be
actively engaged in graduate study leading to a doctoral degree. If the
master's degree is the terminal degree in the field, then the instructor is
encouraged to be engaged in scholarly activity of high quality.

b. Assistant Professors are normally expected to possess the appropriate
terminal degree in the field; to have completed all requirements for
the terminal degree except the dissertation; to have an appropriate
terminal degree in a related field; or scientific, technical, management,
or artistic achievement equivalent to a doctorate as judged by a vote
of the Faculty Committee on Promotion and Contracts. However,
faculty who do not hold the terminal degree but who have served full-
time at Pfeiffer University for five years, and who have demonstrated
competency in the classroom, have made significant contributions to
the advancement of their discipline, or have been actively engaged in
a program of faculty development are eligible to be promoted to the
rank of Assistant Professor. Assistant Professors are expected to be
effective teachers, advisors, and department and School or College
members and, with the encouragement of the University, to be
engaged in serious, disciplined, and continuing study which will
permit them to increase their competence in their own and/or other
fields. If continued study results in the earning of the terminal degree,
they will be eligible for promotion to the rank of Associate Professor
after the appropriate time in the present rank.

c. Associate Professors, besides holding a doctorate or appropriate
terminal degree, or scientific, technical, management, or artistic
achievement equivalent to a doctorate as judged by a vote of the
Faculty Committee on Promotion and Contracts, should be actively
engaged in teaching, advising,
service, and scholarly activities of a high quality. Associate professors should be capable of undertaking institution-wide responsibilities which demonstrate their understanding of and interest in, the attainment by the University of its overall mission and goals.

d. Professors, besides holding a doctorate or other appropriate terminal degree should be superior teachers and advisors and should be recognized for their professional and institutional leadership. They should already have carried out and should still be engaged in work of high technical, scientific, or artistic quality. Their teaching, advising, and other contacts with students should reflect high professional competence and should serve as a model for the less experienced. Their service to the University should reflect understanding of its purposes and leadership in fulfilling these purposes. Their services to the University and Community should be of special value.

NOTE:
The personnel policies above apply to all faculty except those who, as of May 6, 1981, met the three following criteria:

1. Were employed by Pfeiffer, and
2. Had 10 years of service at Pfeiffer, and
3. Hold at least a master’s degree in the field.

Faculty meeting these three criteria may be considered for promotion to the next rank against the performance criteria described above, except that the requirement for terminal degree will be waived for one promotion. Thereafter the normal requirements must be met.

B. The Full-Time Faculty Contract

Pfeiffer University offers all full-time faculty members professional security and protection of academic freedom under one of two--annual, and multi-year.

1. Terms of Appointment and Reappointment
   At the time of initial appointment, faculty members receive from the President a contract which specifies the rank and title, base salary, months of employment (9, 10, 11, or 12 months), and any special supplements, terms of appointment, and special assignments. They also receive a letter from the President clarifying the terms of appointment and any special conditions or responsibilities.
The terms and conditions of faculty reappointment are confirmed in writing by April 1 each year and a copy of the appointment document or contract is supplied to the faculty member. Any subsequent extensions or modifications of an appointment, and any special understandings, or any notice incumbent upon either party to provide, are confirmed in writing within seven (7) days and a copy is given to the faculty member. Contracts for the following academic year are issued by the President of the University on April 1. Faculty members receiving contracts must return the signed copies indicating acceptance of the contracts, to the President's office no later than May 1, if they intend to return for the ensuing academic year. A faculty member who does not intend to return the following year should notify the President as soon as he/she has made this decision.

All full-time appointments to the rank of visiting assistant professor or higher are of three kinds:

a. Annual Appointments:

   (1) These faculty members serve at the pleasure of the President with some limitations (see Below 2a, p. 44 for clarification). Annual appointments are subject to renewal. Beginning with appointment to the rank of full-time instructor or higher rank, the probationary period shall not exceed five years; but subject to the provision that when, after a term of full-time service of more than three (3) years in one or more four-year academic institutions of higher education a teacher is called to Pfeiffer, it may be agreed in writing that this new appointment is for a probationary period of not more than three years.

   (2) Annual contracts are awarded for a minimum of one (1) academic year and a maximum of five (5) academic years. Faculty members who have given full-time service for five years must meet the criteria for a multi-year contract in order to be eligible for continued employment with the University. All Faculty must complete the Promotion and Contract process to be considered for a multi-year contract. (Added by the Board of Trustees, June 2010) For clarity purposes, the academic year begins at the start of the faculty member’s contract date (which is different for faculty members based on if they teach in the Undergraduate school, the Graduate school, are a Dean or a Director). (Adopted April 2010)

   (3) Faculty with annual appointments shall be informed each year in writing of this appointment.
(4) A probationary faculty member with an annual appointment has the same academic freedom as other members of the faculty. (See Section 2.1 Statement on Academic Freedom).

(5) Faculty members recalled from retirement status to full-time, part-time, or adjunct employment are given a term or annual appointment.

b. Multi-year Appointments:

(revised May 4, 2012)

A faculty member with a rank of professor or associate professor is eligible after two years of full-time service for a multi-year contract. A faculty member with a rank of assistant professor or visiting assistant Professor is eligible after 4 years of full-time service for a multi-year contract. A process for evaluating all ongoing multi-year contracts should be developed as an ongoing measurement of productive faculty.

After the required four years of service to the university, the faculty member can apply for a multi-year contract, promotion, or both. Pfeiffer University recognizes some cases exist wherein the faculty member may choose not to pursue promotion but will want to pursue a multi-year contract; the university also recognizes that in some cases the faculty member will already hold a multi-year contract when he/she decides to apply for promotion. Promotion and Multi-year contracts, therefore, are separate issues and should be considered as such by the Promotions and Contracts Committee. Whichever the faculty member chooses, he/she must state on his/her application what he/she is applying for, be it one or both.

At the end of the faculty member’s second year of service to the university, he/she will submit a preliminary portfolio to the Promotions and Contracts Committee for their feedback and review by April 15 of each year. This preliminary portfolio will allow the faculty member to receive suggestions as to what to do during the next two years of service to be on the right path to promotion or to a multi-year contract or both. This requirement will also facilitate the faculty member’s creation of his/her portfolio, which will help him produce a portfolio of the highest quality to present to the committee at the end of his/her fourth year of service.
*Financial exigency is an imminent financial crisis that threatens the survival of the institution as a whole and that cannot be alleviated by less drastic means (AAUP Policy Documents & Reports, 10th edition, p.24).

c. Non-renewal* and Termination** of Contracts
Termination or non-renewal of any multi-year faculty appointment before the end of a specified term may be affected by the institution only for adequate cause. Where termination or non-renewal of multi-year faculty is based upon financial exigency or bona fide discontinuance or reduction of a program of instruction, the Faculty Senate must review the issue and report their findings within ten days, in writing, including the vote total. *(adopted April 2010)* All disputed issues shall ultimately be reviewed by the Board of Trustees. In every case of financial exigency***, reduction, or discontinuance of a program of instruction, the faculty member concerned shall be given notice as outlined in "a" and "b" below. Before terminating an appointment because of the abandonment or reduction of a program of instruction, the institution shall make every effort to place affected faculty members in other suitable positions within the University. In the case of decreased enrollment or the abolition of a particular academic program, termination shall be according to -- (1) type of appointment, (2) rank, and time of service, in that order, within each category as follows:

d. Non-renewal of contracts shall be defined as the termination of employment at the end of the term/academic year as specified in the contract.

** Termination shall be defined as the dismissal of a faculty member before the end of his/her term of employment as specified in his/her contract and may occur only for just cause as defined in Section “2-b” following. Faculty members who are terminated are reminded of their rights to due process as outlined under the Faculty Grievance Procedures, Section 2.6.
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<th>Criterion</th>
<th>Sequence of Termination</th>
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<td>Type of Appointment</td>
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<td>Part-time</td>
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<td>Full-time Annual</td>
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<td>Full-time Multi-year</td>
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The Faculty Senate will review any terminations and non-renewals due to financial exigency through the process outlined in the Grievance Procedure. At this time, the Faculty Senate will be granted access to the budget and other appropriate information.

Termination of any faculty member--annual, or multi-yeared--for medical reasons before the end of the period of appointment shall be based upon clear and convincing medical evidence which shall, if the faculty member so requests, be reviewed by the Faculty Senate before a final decision is made by the Board of Trustees on the recommendation of the President of the University.

a. **Non-renewal of an annual appointment by the Institution** Regardless of the stated term or other provisions of any appointments, written notice that an annual appointment is not to be renewed will be given to the faculty member in advance of the expiration of his appointment, as follows:

(1) Not later than (January 20) of the first academic year of service;
(2) Not later than (December 1) of subsequent academic years of service.

(updated May 5, 2021)

Due to the terms of the contract, grievance procedures do not apply to non-renewal of annual appointments except in the case of issues related to academic freedom and/or purported violations of Federal Law.
b. **Termination of Multi-year Appointment by the Institution**

Appointments of faculty members with multi-year contracts may be terminated for the following reasons only:

1. Immoral or unprofessional conduct (i.e. conduct contrary to the statement on professional ethics and responsibilities (See Section 2.2 Code of Conduct).

2. Incompetence in the line of duty as evidenced through the evaluation process (Section 2.4).

3. Necessary financial adjustment or curriculum reorganization of the University.

Immediate suspension for any academic appointment (annual, multi-year) may be imposed for cause (1) above. Multi-year faculty members concerned must be given notification in writing for causes (2) and (3) as soon as possible but never fewer than twelve (12) months before the termination of the three-year appointment. If the institution finds it impossible to give such notice, the faculty member shall be given severance salary equal to the past year's salary for twelve months in lieu of twelve months’ notice.

c. **Terminal Salary Notice**

If the appointment is terminated, the faculty member will receive salary or notice in accordance with the schedule of notice under Regulation 2a and 2b above. This provision for terminal notice or salary need not apply in the event that there has been a finding that the conduct, which justified dismissal, involved moral turpitude. Upon recommendation of the President, the Board of Trustees, in determining what, if any, payments will be made beyond the effective date of dismissal, may take into account the length of service of the faculty member.

d. **Non-renewal of Appointment by the Faculty Member**

Faculty members may terminate their appointments effective at the end of an academic term, provided that they give notice in writing at the earliest possible opportunity, but no later than May 1. Faculty members may properly request a waiver of this requirement of notice in case of hardship or in a situation where they would otherwise be denied substantial professional advancement or other opportunity.
No faculty member may resign during the thirty-day period prior to the opening of School. Faculty members who resign during the school year for reasons other than health will find their resignations not effective until a substitute is available.

3. **Termination and Suspension Procedures and Faculty Rights of Appeal**

a. Adequate cause for termination will be related, directly and substantially, to the fitness of a faculty member in the professional capacity of a teacher. Termination shall not be used to restrain a faculty member in the exercise of academic freedom or other rights of American citizens.

b. Termination of any faculty member, -- annual or multi-year -- before the end of a specified term, will be preceded by discussion between the faculty member and the Vice-President for Academic Affairs/Provost and/or the President looking toward mutual settlement. In the event a settlement is not achieved, the faculty member should employ the Faculty Grievance Procedure outlined on page 105.

c. Until the application of due process is completed (See VII), a faculty member may continue in the present position. The faculty member may be suspended, or assigned to other duties in lieu of suspension, if immediate harm to self or others is threatened or if the faculty member has acted immorally or unprofessionally. Before suspending a faculty member pending an ultimate determination of his/her status through the grievance procedures, the Vice-President for Academic Affairs/Provost consults with the Faculty Senate. Suspension is appropriate only pending a hearing at which the faculty member may elect to be represented by a colleague; a suspension, which is intended to be final, is a termination and shall be dealt with as such. Salary shall continue during the period of suspension.

C. **The Part-Time Faculty Contract**

Pfeiffer University offers all part-time faculty members who hold a current designated part-time faculty contract professional security and protection of academic freedom under an annual or one-semester appointment.

1. **Terms of Appointment and Reappointment**

   At the time of initial appointment, faculty members receive from the
President a contract that specifies the rank and title, salary, and any special supplements, terms of appointment, and special assignments. They also receive a letter from the President clarifying the terms of appointment and any special conditions or responsibilities. Part-time faculty are required to participate in orientation, workshops, or conference at the beginning of the semester. The orientation is to be conducted by the Dean of the School or designee.

The terms and conditions of faculty reappointment are confirmed in writing, and a copy of the appointment document or contract is supplied to the faculty member. Any subsequent extensions or modifications of an appointment, and any special understandings, or any notice incumbent upon either party to provide, are confirmed in writing and a copy is given to the faculty member. Contracts for the following academic year are issued by the President of the University on April 1. Faculty members receiving contracts must return the signed copies indicating acceptance of the contracts, to the President's office no later than May 1, if they intend to return for the ensuing academic year. A faculty member who does not intend to return the following year should notify the President as soon as he/she has made this decision.

All part-time appointments to the rank of visiting assistant professor or higher are annual or semi-annual.

2. Terminations and Non-renewal of Contracts

Termination or non-renewal of any faculty member holding a current designated part-time faculty contract--annual or semi-annual--before the end of a specified term, may be affected by the institution only for adequate cause.

Where termination or non-renewal of any part-time faculty appointment--annual or semi-annual--is based upon financial exigency or bona fide discontinuance or reduction of a program of instruction, the Faculty Senate must review the issue. All disputed issues shall ultimately be reviewed by the Board of Trustees. In every case of financial exigency, reduction, or discontinuance of a program of instruction, the faculty member concerned shall be given notice as outlined in "a" below. In the case of decreased enrollment or the abolition of a particular academic program, termination shall be according to: (1) type of appointment, (2) rank, and (3) time of service, in that order, within each category as follows:
The Faculty Senate will review any terminations and non-renewals due to financial exigency through the process outlined in the Grievance Procedure. At this time, the Faculty Senate will be granted access to the budget and other appropriate information.

Termination of any part-time faculty member--annual, or semi-annual--for medical reasons before the end of the period of appointment shall be based upon clear and convincing medical evidence which shall, if the faculty member so requests, be reviewed by the Faculty Senate before a final decision is made by the Board of Trustees on the recommendation of the President of the University.

a. **Non-renewal of an annual appointment by the Institution**

Regardless of the stated term or other provisions of any appointments, written notice that an annual appointment is not to be renewed will be given to the faculty member in advance of the expiration of his appointment, as follows: (1) not later than April 1 of the first academic year of service; (2) not later than January 15 of subsequent academic years of service. Due to the terms of the contract, grievance procedures do not apply to renewal of annual appointments except in the case of issues related to academic freedom and/or purported violations of Federal Law.

b. **Terminal Salary Notice**

If the appointment is terminated, the faculty member will receive salary or notice in accordance with the schedule of notice under Regulation 2a. This provision for terminal notice or salary need not apply in the event that there has been a finding that the
conduct, which justified termination, involved moral turpitude. On the recommendation of the President, the Board of Trustees, in determining what, if any, payments will be made beyond the effective date of dismissal, may take into account the length of service of the faculty member.

c. Non-renewal of Appointment by the Faculty Member

Faculty members may terminate their appointments effective at the end of an academic term, provided that they give notice in writing at the earliest possible opportunity, but no later than May 1. Faculty members may properly request a waiver of this requirement of notice in case of hardship or in a situation where they would otherwise be denied substantial professional advancement or another opportunity.

No faculty member may resign during the thirty-day period prior to the opening of school. Faculty members who resign during the school year for reasons other than health will find their resignations not effective until a substitute is available.

3. Termination and Suspension Procedures and Faculty Rights of Appeal

a. Adequate cause for termination will be related, directly and substantially, to the fitness of a faculty member in the professional capacity of a teacher. Termination shall not be used to restrain a faculty member in the exercise of academic freedom or other rights of American citizens.

b. Termination of any part-time faculty member - annual or semi-annual –before the end of a specified term, will be preceded by discussion between the faculty member and the Vice-President for Academic Affairs/Provost and/or the President looking toward mutual settlement. In the event a settlement is not achieved, the faculty member should employ the Grievance procedure outlined on page 121.

c. Until the final decision regarding termination of an appointment has been reached, a faculty member may continue in the present position. The faculty member may be suspended or assigned to other duties in lieu of suspension if immediate harm to self or others is threatened or if the faculty member has acted immorally or unprofessionally. Before suspending a faculty member pending an ultimate determination of his/her status through
grievance procedures, the Vice-President for Academic Affairs/Provost consults with the Faculty Senate. Suspension is appropriate only pending a hearing; a suspension which is intended to be final is a termination and shall be dealt with as such. Salary shall continue during the period of suspension.

D. The Faculty/Staff Contract

Pfeiffer University offers all faculty/staff members holding current designated faculty/staff contracts professional security and protection of academic freedom under an annual appointment.

1. Terms of Appointment and Reappointment

At the time of initial appointment, faculty members receive from the President contract which specifies the rank and title, salary, and any special supplements, terms of appointment, and special assignments. They also receive a letter from the President clarifying the terms of appointment and any special conditions or responsibilities.

The terms and conditions of faculty reappointment are confirmed in writing, and a copy of the appointment document or contract is supplied to the faculty member. Any subsequent extensions or modifications of an appointment, and any special understandings, or any notice incumbent upon either party to provide, is confirmed in writing and a copy is given to the faculty member. Contracts for the following academic year are issued by the President of the University on April 1. Faculty members receiving contracts must return the signed copies indicating acceptance of the contracts, to the President's office no later than May 1, if they intend to return for the ensuing academic year. A faculty member who does not intend to return the following year should notify the President as soon as he/she has made this decision. All faculty/staff appointments to the rank of visiting assistant professor or higher are annual.

2. Non-renewal of Contracts

Faculty/staff members have primary responsibilities in an administrative area. Procedures for the non-renewal of contracts and for suspension and termination are specified in the Staff Handbook under Employee Relations. The Staff Handbook is located at my.pfeiffer, the All Employees section, Forms-Forms-Forms.
E. The Adjunct Faculty Contract

Pfeiffer University offers all adjunct faculty members holding a current designated adjunct faculty contract professional security and protection of academic freedom under annual and semi-annual appointments.

1. Terms of Appointment and Reappointment

At the time of initial appointment, faculty members receive from the President a contract which specifies the rank and title, salary, and any special supplements, terms of appointment, and special assignments. They also receive a letter from the President clarifying the terms of appointment and any special conditions or responsibilities. Adjunct faculty are required to participate in orientation, workshops, or conference at the beginning of the semester. The orientation is to be conducted by the Dean of School or designee.

Faculty members receiving contracts must return the signed copies indicating acceptance of the contracts, to the President’s office.

All adjunct appointments to the rank of visiting assistant professor or higher are annual or semi-annual and serve at the pleasure of the President with some limitations (See 2. below for clarification).

2. Terminations and Non-renewal of Contracts

Termination or non-renewal of any faculty appointment--annual or semi-annual -- before the end of a specified term, may be affected by the institution only for adequate cause.

In every case of financial exigency, reduction, or discontinuance of program or program of instruction, the faculty member concerned shall be given notice as outlined in "a" below. In the case of decreased enrollment or the abolition of a particular academic program termination shall be according to -- (1) type of appointment, (2) rank, and (3) time of service, in that order, within each category as follows:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Sequence of Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Appointment</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td></td>
<td>Full-time Annual</td>
</tr>
<tr>
<td></td>
<td>Full-time Multi-year</td>
</tr>
</tbody>
</table>
Rank        Visiting Assistant Professor
           Assistant Professor
           Associate Professor
           Professor

Time of Service

Last Hired
First Hired

Termination of any faculty member--annual or semi-annual—for medical reasons before the end of the period of appointment shall be based upon clear and convincing medical evidence.

3. Termination and Suspension Procedures and Faculty Rights of Appeal

a. Adequate cause for termination will be related, directly and substantially, to the fitness of a faculty member in the professional capacity of a teacher. Termination shall not be used to restrain a faculty member in the exercise of academic freedom or other rights of American citizens.

b. Termination of any adjunct faculty member - annual or semi-annual - before the end of a specified term, will be preceded by discussion between the faculty member and the Vice-President for Academic Affairs/Provost and/or the President looking toward mutual settlement.

c. Until the final decision regarding termination of an appointment has been reached, a faculty member may continue in the present position. The faculty member may be suspended, or assigned to other duties in lieu of suspension, if immediate harm to self or others is threatened or if the faculty member has acted immorally or unprofessionally. Suspension is appropriate only pending a hearing at which the faculty member may elect to be represented by a colleague. A suspension which is intended to be final is a termination and shall be dealt with as such.

Salary shall continue during the period of suspension.

F. Employment of Librarians

1. Explanation of library faculty status
a. The Policies and Principles for Appointment and Promotion were developed to encourage the continuing improvement of the quality of librarians in librarianship, academic achievement, research accomplishments, professional participation, and service, thereby enhancing the quality of Pfeiffer University.

b. Professional library personnel holding the appropriate terminal degree shall have Library Faculty status. Library Faculty are considered members of the Pfeiffer University Faculty in that they are expected to attend faculty meetings, serve on faculty and University-wide committees, and contribute to the overall academic climate of the University. All librarians, regardless of library faculty appointment, shall hold the University faculty rank of Assistant Professor.

c. Library faculty do not, however, hold faculty employment contracts, but rather are considered staff for contractual purposes.

G. LIBRARY FACULTY RANKS

1. Librarians are appointed at one of four library faculty ranks (Librarian I, II, III, or IV). Appointment at or promotion to one of these ranks may be made only if the minimum criteria are met. The criteria are described below.

H. GENERAL CRITERIA FOR PROMOTION

1. Educational Requirements:

   All library faculty at Pfeiffer are expected to possess the terminal professional degree.

2. Time in Rank:

   Faculty members normally may not be given promotion until they have served the minimum time in rank as follows:
   a. Two (2) years in the rank of Librarian I
   b. Three (3) years in the rank of Librarian II
   c. Six (6) years in the rank of Librarian III

   Full-time professional experience at other institutions should be considered equivalent to full-time experience at Pfeiffer University.

3. Professional Responsibilities:

   The fundamental responsibilities of full-time library faculty are quantitatively similar, regardless of rank. For example, all librarians are assigned duties in their area of expertise and also perform reference services during evening and weekends on rotating basis as necessary. They participate in the decision-making process and the work of the library, serve on boards and teams of the University, and meet other related academic
responsibilities. Librarians are also expected to attend fall faculty workshops, meetings of the Faculty Assembly, convocations and commencements, and to participate in the general and cultural life of the University.

a. Assignment to any rank should reflect:
   1. Quality of librarianship
   2. Quality of
      a. academic achievement
      b. research accomplishments
      c. professional activity
      d. service to the University and the community

b. Promotion shall not be:
   1. A substitute for salary.
   2. Offered for incentive to prospective library faculty members when education, experience, and competence are deficient.
   3. Based on a quota system.

c. Appointment and promotion decisions will be based on the level of quality demonstrated by library faculty in the areas of (1) librarianship and (2) academic achievement, research accomplishments, professional activity, and service, as described below.

I. Assessment Criteria for Appointment and Promotion

   1. Librarianship

   Professional effectiveness is demonstrated by the performance of responsibilities in one or more areas based on specialized skills and methods. Professional effectiveness of library faculty is to be evaluated according to the librarian’s primary area(s) of responsibility; e.g., acquisitions, cataloging, etc. The primary area(s) of responsibility are determined by the librarian’s position description. Distinctive performance in the primary area of responsibility is the most important criterion in the evaluation of library faculty.

   Aspects of the quality of professional performance or effectiveness may include, but are not limited to, the following:
   a. Expertise, and demonstration of its effective use
   b. Productive and qualitative output in primary areas of responsibility
   c. Development and implementation of successful programs and activities
   d. Development and use of innovative successful techniques and procedures
   e. Ability to apply effective solutions to areas of responsibility
   f. Ability to set goals and objectives and plan for their completion
   g. Effective training and supervision of staff and/or student assistants
   h. Improvement in tools for access to library users
   i. Positive evaluations in instructional situations
   j. Active participation in library meetings related to job responsibilities
2. Related Activity

Academic Achievement: Academic achievement is demonstrated by formal education, intellectual engagement, and/or formal intellectual pursuits. To show distinction, evidence of an effective program of continuing education must be shown. Continuing education may include course work, attendance at workshops, an independent study program, or advanced instruction beyond position requirements such as cross-training in areas outside the areas of primary responsibility, pursuing new areas of study and advanced degrees, learning new languages, or developing technology-related skills. Academic achievement may also be demonstrated by conducting seminars for faculty, staff, and students.

Research Accomplishments: Support for the research efforts of others is an integral part of librarianship, and will be evaluated under the criterion for librarianship. To show distinction in the area of research, a librarian must demonstrate evidence of scholarly research or creative activities.

Examples are:
   a. Presentation of papers at workshops or meetings
   b. Contributions to refereed journals
   c. Funded grant proposals, awards, or honors received
   d. A leadership role in workshops or seminars
   e. Service as a referee or on editorial boards are evidences of scholarly research.

Creative activities should result in the development of or improvements in tools that assist library patrons. Examples of creative tools and innovations are:
   a. Library exhibits
   b. User guides and pathfinders
   c. Book and other media reviews
   d. Poster sessions at conferences
   e. Training materials, web pages
   f. Bibliographies, indexes
   g. Other reference resources/technical services that enhance access to information

Professional Participation: Professional participation shows a level of commitment to the advancement of librarianship other than by means of research. Membership in professional organizations and attendance at conferences are expected of library faculty. Participation in organizations may be at the local, state, regional, or national level. To show distinction in the area of professional participation, library faculty must be actively involved in the profession. Distinction requires evidence of leadership, innovation, and advancement of the organization in which membership is held. Examples are:
   a. Holding office in a professional organization
   b. Serving on committees
   c. Participating on panels
   d. Providing consultation services
Servant Leadership: Servant leadership refers to contributions to the library, the University, and the community which extend beyond the areas of primary responsibility. Distinction in this area requires meaningful and useful service to the community as well as to the University. Service to the University reflects a commitment to Pfeiffer and its mission. It includes, but is not limited to, service on University boards and teams and participation in the co-curricular life of the University when reasonable in light of professional responsibilities. Servant leadership in the community may include activities involving the University and the community or community activities entered into as a result of one’s own interest. These activities, to be of value to the University, must go beyond organizational membership only and include active and substantive involvement and service. Service to professional organizations will normally be considered under Professional Participation.

J. CRITERIA FOR PROMOTION TO SPECIFIC RANKS

1. Librarian I  A person appointed to this rank shall have earned the appropriate terminal degree appropriate to the discipline. Appointments at this rank shall require expectation of successful overall performance and the potential for a promising career in librarianship.

2. Librarian II Promotion to this rank shall require evidence of significant professional contributions to the library and/or to the institution. Library faculty at this rank are expected to be engaged in serious, disciplined, and continuing study which will permit them to increase their competence in their own and/or other fields. The candidate for promotion to the level of Librarian II shall, at the time of consideration, have not less than two years of experience in librarianship and should meet the criteria distinction in at least two areas under related activity in academic achievement, research, professional participation, and servant leadership.

3. Librarian III Promotion to this rank shall require evidence of substantial professional contributions to the library and to the institution as well as attainment of a high level in bibliographical activities, in research, in service, or in other professional endeavors. The Librarian II should be capable of undertaking institution-wide responsibilities which demonstrate his/her understanding of and interest in, the attainment by the University of its overall mission and goals. Specifically, the candidate for promotion to the rank of Librarian III should have no less than five years of experience as a professional librarian, three years at the rank of Librarian II. He/she shall have demonstrated the ability to contribute to his/her field and to the university as evidenced by meeting the criteria in at least three areas under related activity in academic achievement, research, professional participation, and servant leadership.

4. Librarian IV Promotion to this rank shall require outstanding achievements in bibliographical activities, in research, or in other professional endeavors. Library faculty holding an appointment at the Librarian IV rank may hold a second master's degree or doctorate, but more important is a high level of professional competence which should serve as a model for the less experienced.
Their service to the University should reflect the understanding of its purposes and leadership in fulfilling these purposes. Their service to the community should be of special value. The candidate must meet criteria with distinction in all areas under related activity in academic achievement, research, professional participation, and servant leadership. Neither possession of the relevant degree(s), nor seniority, nor a combination of both shall alone be sufficient cause for promotion to this rank. A librarian must have served a minimum of six years in the rank of Librarian III to be eligible for promotion.

K. PARTICIPANTS’ ROLES IN THE EVALUATION PROCESS

1. The Role of the Library Faculty Member: Initiation of the process of assessment and evaluation begins with the annual self-assessment submitted by the individual library faculty member. The self-assessment describes activities and accomplishments of the previous year and is presented in a clear and concise format. In years when a library faculty member is eligible for promotion, it is the responsibility of the library faculty member to initiate the promotion proceedings. From the time of their initial appointment, library faculty should collect any materials that may later be useful in evaluating their case. Those materials are submitted as a file or portfolio and are evidences of the candidate’s record of achievement. Evidences of quality of librarianship may include examples of candidate’s work such as bibliographies, finding aids, samples of original cataloging, development, and implementation of new policies, procedures, or programs, description of participation in library activities or projects, evaluations or letters received for work performed or any other evidence the candidate wants to use to support the case. The candidate should keep in mind the evaluation criteria when selecting materials for inclusion in the portfolio. It is the responsibility of the candidate to collect and prepare documentation for promotion. The candidate should provide a list of names from whom confidential letters of evaluation should be solicited by the Provost. Unsolicited letters or comments regarding a candidate’s performance may also be used as evidence when appropriate. Members of the teaching faculty or other members of the library faculty may also be consulted.

2. The Role of the Outside Assessor: Letters assessing the scholarly and professional contribution of librarians will be solicited from four members of the library profession who are employed in other institutions of higher education or in institutions, agencies, or corporations directly related to academic libraries. The list of four names shall be compiled as a joint effort of the candidate and the library faculty as a whole, each submitting as many names as deemed appropriate by each party, but no less than four. The Vice-President for Academic Affairs/Provost will select two names from each list.
Once selected, the outside assessors will be contacted by the Vice-President for Academic Affairs/Provost who will request their letters of evaluation, describe the expectations for their letters, and instruct them on the deadline. Should an assessor be unable or unwilling to submit a letter, the Vice-President for Academic Affairs/Provost will select a replacement name from the appropriate part of the list. The Vice-President for Academic Affairs/Provost may opt to offer an honorarium for their services and if so the amount of the honorarium will be the same for assessors. Assessors will be instructed to review copies of publications and other appropriate documentation for quality of scholarship and argument as well as the level of the candidate’s contribution to the discipline and profession of librarianship. They will not be asked to comment on a candidate’s acceptability for promotion. The candidate’s resume will be enclosed for the evaluator’s information. Letters contributed by the outside assessors will be added to the candidate’s portfolio subsequent to its submission to the Vice-President for Academic Affairs/Provost. These letters will be made available for review to the Vice-President for Academic Affairs/Provost and the President. The letters will be made available to the candidate after completion of the assessment and evaluation process.

3. The Role of the Vice-President for Academic Affairs/Provost: The Vice-President for Academic/Provost will review the candidate’s portfolio and the assessments of the peer reviewers. The Vice-President for Academic Affairs/Provost will then make a recommendation to approve or deny appointment or promotion. The Vice-President for Academic Affairs/Provost will report the recommendation to the President.

4. The Role of the University President: The President has ultimate authority over appointments and promotion.

L. External Employment of Faculty

1. The Policy page 367
2. The Request Form page 368
3. These appendices will be attached to the annual contract.
EMPLOYMENT OF RELATIVES

An individual related to an employee (by immediate family or marriage) may be employed by the University as long as one member does not hire or directly supervise the other. Under this policy, persons related by family or marriage are defined as a spouse, parent, child, legal guardian, sibling, grandparent, grandchildren, aunt, uncle, niece, nephew, and in-laws.
2.3.2 Faculty Categories and Contract Specifics

A. Faculty Emeriti. Faculty who retire and who have seven or more years of service with the University are given this status. Faculty in this category generally do not teach. In the event that they do, they are given adjunct contracts (See Section 2.3.4 for specifics.)

B. Full-Time Faculty. Faculty in this category are eligible for three-year contracts and normally teach 26 instructional units annually.

Contract Specifics:

1. Contract Issue Date: Described in Employment of Faculty under Annual Appointments
2. Contract Length: 9-12 months, specified on contract
3. Employment Method: Described in Employment of Faculty under Requirements of Rank
4. Faculty Rank Promotion Criteria: Described in Employment of Faculty under Requirements of Rank
5. Evaluation Method: Described in Faculty Assessment and Evaluation with rubric
6. Administrative Assembly Attendance Required: No
7. Faculty Assembly Attendance Required: Yes
8. Eligible to Vote in Faculty Assembly: Yes
9. Eligible for Election to Faculty Senate: Yes, if not a Dean of School or College
10. Fringe Benefit and Associated Procedures: Described in Faculty Handbook Part Four

C. Part-Time Faculty. Faculty in this category are limited to one-year contracts and teach less than 26 instructional units annually. Faculty in this category teach on a regular basis for the University.

Contract Specifics:

1. Contract Issue Date: Described in Employment of Faculty
2. Contract Length: One or two semesters
3. Employment Method: Described in Employment of Faculty under Requirements of Rank
4. Faculty Rank Promotion Criteria: Described in Employment of Faculty
5. Evaluation Method: Described in Faculty Assessment and Evaluation with rubric

6. Administrative Assembly Attendance Required: No

7. Faculty Assembly Attendance Required: Yes

8. Eligible to Vote in Faculty Assembly: Yes

9. Eligible for Election to Faculty Senate: Yes

10. Fringe Benefit Process: Described in Faculty Handbook Part Four

D. Adjunct Faculty. Faculty in this category are limited to one (1) year contracts. Faculty in this category generally do not have other responsibilities with the University. On occasion, full-time faculty may receive an additional supplemental contract if they are teaching an overload.

Contract Specifics:

1. Contract Issue Date: No specified date

2. Contract Length: One or two semester

3. Employment Method: Described in Employment of Faculty

4. Faculty Rank Promotion Criteria: Generally not eligible for promotion

5. Evaluation Method: Student evaluations; also letters from Dean/Head of School/Program Director

6. Administrative Assembly Attendance Required: No

7. Faculty Assembly Attendance Required: No

8. Eligible to Vote in Faculty Assembly: No

9. Eligible for Election to Faculty Senate: No

10. Fringe Benefit Process: Only eligible for benefits mandated by the federal government

E. Faculty/Staff. Faculty in this category are limited to one-year contracts and generally have primary responsibilities in an administrative area. Faculty in this category must teach at least one non-activity course per year and have an integral role in the academic program.

Contract Specifics:

1. Contract Issue Date: April 1

2. Contract Length: Specified on contract

3. Employment Method: Described in Employment of Faculty

4. Faculty Rank Promotion Criteria: Described in Employment of Faculty

5. Evaluation Method: Described in the Staff Handbook; also letters from the Academic Department or Program Chair/Program Director (holding academic rank) /Dean
6. Administrative Assembly Attendance Required: Yes
7. Faculty Assembly Attendance Required: Yes
8. Eligible to Vote in Faculty Assembly: Yes
9. Eligible for Election to Faculty Senate: Yes

F. Administrative Staff with Faculty Rank. Faculty in this category are limited to one-year contracts and have primary responsibilities in an administrative area. Faculty in this category may or may not have teaching responsibilities.

Contract Specifics:

1. Contract Issue Date: May
2. Contract Length: 9-12 months, specified on contract
3. Employment Method: Described in the Staff Handbook
4. Faculty Rank Promotion Criteria: Described in Employment of Faculty
5. Evaluation Method: Described in the Staff Handbook, also letters from the Academic Department or Program Director
6. Administrative Assembly Attendance Required: Yes
7. Faculty Assembly Attendance Required: Yes
8. Eligible to Vote in Faculty Assembly: Yes if President or Vice-President for Academic Affairs/Provost
9. Eligible for Election to Faculty Senate: No
10. Fringe Benefits and Procedures to Obtain Them: Described in the Staff Handbook
2.3.3 SALARY SCALE
The salary scale is reviewed annually and adjusted to reflect increases in the University’s allocation of funds to salary, promotions, and merit raises.

2.3.4 COMPENSATION FOR REVENUE-GENERATING APPROVED RESEARCH, CONTINUING EDUCATION, OR PUBLIC SERVICE ACTIVITIES
A salary supplement or extra compensation is paid to faculty who participate in approved research, continuing education, or public service activities if all of the following conditions are met:

- The work carried on is in addition to a normal full load.
- The work produces sufficient income to be self-supporting.
- The additional duties do not interfere with the performance of regular duties

2.3.5 COMPENSATION FOR TEACHING OVERLOADS
Full-time faculty at the University are compensated at the same rate per course as Adjunct faculty for course loads that exceed the load specified in their full-time contracts.

2.3.6 COMPENSATION FOR TRAVEL TO A REMOTE CAMPUS
Faculty are compensated for traveling from their home campus to another campus. The mileage reimbursement rate is reviewed periodically.
2.3.7 SUMMER SCHOOL COMPENSATION

A. Regular Classroom Instruction
   1. Salaries are paid at the current rates per credit hour for adjunct for teaching undergraduate and graduate level courses.
   2. All summer courses are expected to generate revenues equal to at least 200% of the salary costs of the personnel who teach the course. If this is not met:
      a. The University may cancel the course.
      b. The University may elect to offer the course at its option and to pay the instructor the agreed upon rate. The rate will be specified in the contract given to the instructor.

B. Directed Studies
   1. Directed studies are discouraged in the summer (as they are at any time) unless they are required for the student to meet a sequence of courses prior to a reasonable date of graduation.
   2. Students wishing to undertake a directed study in the summer must demonstrate to the Registrar that they will not be able to graduate in a timely manner without the directed study.

C. Internships/Practica/etc.
   Faculty who supervise summer internships or practica are compensated at the rate of $60 per credit hour.

D. Procedures
   1. Regular Classroom Instruction
      a. The summer course schedule is developed as early in the spring as possible by the Dean of the Undergraduate College, Dean of the Graduate Programs and Program Directors and submitted to the Vice-President for Academic Affairs/Provost.
      b. The Vice-President for Academic Affairs/Provost then works with the Deans/Program Directors to identify and develop contracts for regular and adjunct faculty as required to complete the Summer Schedule. The Directors, Deans, or their designees prepare draft contracts for all summer faculty and submit them to the Vice-President for Academic Affairs/Provost.
      c. The office of the Vice-President of Academic Affairs/Provost issues summer contracts to all persons teaching classroom work in the summer. All contracts are subject to the approval of the President.
2. Directed Studies

a. Students who need a directed study in order to graduate, negotiate with the appropriate faculty member who is encouraged to assist where possible but is not required to undertake any summer directed study.

b. If a faculty member is willing to undertake a directed study, to commit to a normal minimum of fifteen (15) contact hours for its completion, and to ensure that the content and quality of the learning will equal or exceed the normal classroom environment, the faculty member will, with the student, complete, sign and submit to the Office of the Registrar a request for Directed Study.

3. Internships/Practica/etc.

a. Students wishing to complete an internship or practicum during the summer months must identify a faculty sponsor who is willing to undertake supervision of the internship.

b. Students may then register for internships with the office of the Registrar.

4. Summer Payment

a. Once the summer registrations are completed for each term, course enrollments are reviewed.

b. The Vice-President for Academic Affairs/Provost then prepares a payroll memorandum to the payroll office, which is responsible for issuing payment to all summer faculty.
I. Purpose:
Sabbatical Leave is designed to provide an opportunity for professional development for individual faculty members. Faculty may use this opportunity in the following fashion, included but not limited to:

1. To improve their teaching;
2. To grow in their discipline through such means as:
   a. engaging in research,
   b. publication,
   c. artistic performance or productivity; or
3. To enhance their leadership potential.

II. Conditions:

1. While on Sabbatical Leave, unless otherwise indicated, the selected faculty member will receive full salary compensation, along with fringe benefits, which will continue throughout the leave period. **During Sabbatical leave, such time will also count as time in rank and will be considered continuous service with no interruption of any benefits that accrue from such service.**
2. The faculty member who accepts Sabbatical Leave will be under contractual obligation to return to the University for at least one academic year unless explicitly released by the President of the University, in which case the Sabbatical Leave remuneration will be considered a loan, which the faculty member will repay to Pfeiffer University.
3. Unless such administrative and/or teaching duties were a part of the original Sabbatical Leave Application, a faculty member on Sabbatical Leave cannot accept administrative and/or teaching duties at other institutions.
4. The faculty member receiving sabbatical shall explicitly be under no academic/teaching or deferred additional or accrued administrative commitments to the University during said sabbatical, nor shall they be required to “make up” routine obligations that would otherwise be incurred during said sabbatical.

III. Application Procedure:

1. Availability. Until such time as it is available online, the official application will be provided to interested candidates by request.
2. Deadline for Application. The deadline for submission, unless otherwise indicated, is at least one academic year calendar’s notice, prior to the period in which the candidate seeks to have Sabbatical Leave.
3. Announcement and Reporting. The successful sabbatical candidate will be announced by the Faculty Committee on Sabbatical Leave, and the successful candidate will make a report to the Faculty Assembly prior to beginning Sabbatical Leave, and during the first semester upon their return from Sabbatical Leave.
4. Sample Sabbatical submissions and successful Sabbatical Leave applicants’ reports shall be kept on file and made available for inspection by request.
IV. Eligibility

Any full-time faculty member, who has completed five (5) continuous years of service to Pfeiffer University, is eligible to apply.

No member of the Faculty Committee on Sabbatical Leave may apply for Sabbatical Leave during the term in which he/she serves on the Faculty Committee for Sabbatical Leave.
2.4 FACULTY ASSESSMENT AND EVALUATION AS A BASIS FOR PROMOTION, MULTI-YEAR CONTRACT AND PERFORMANCE PAY DECISIONS

(revised 6-18-2013)

A. Operational Definitions

1. **Assessments** are statements based on observations of performance.

2. **Evaluations** are judgments made on the basis of collected assessments.

3. **Recommendations** are statements suggesting specific action to be taken regarding reappointment, promotion, multi-year contract, salary increase or development, and improvement of teaching.

4. **Decisions** are actions taken by the President of the University based on recommendations received.

B. Responsibilities to be evaluated

1. **TEACHING AND INSTRUCTION**

   Evaluation Weight: (40% to 65%)

   Teaching includes all forms of instruction and is the most important responsibility of the faculty. Teaching competence is characterized by a command of the subject matter of the pertinent discipline, enthusiasm for the subject, stimulating classroom presentation, and creativity in methodology.

   **Exceptional Performance**
   
   There is evidence that teaching and instruction has been performed that is well above the level expected by faculty in terms of faculty rank, professional contribution to the profession, and university. These activities are of an exceptionally high quality, meriting national or widespread recognition. Evidence includes extensive continuing time and effort.

   **Professional level**
   
   There is evidence that teaching and instruction has been performed that is above or at the level expected by faculty in terms of faculty rank, professional contribution to the profession, and university. Evidence includes substantial time and effort committed to teaching and instruction.
**Improvement Needed**
There is evidence that teaching and instruction has been performed, but it is below the level expected by faculty in terms of faculty rank. The faculty member interacts minimally with students outside of the classroom environment. Evidence includes limited time and effort associated with teaching and instruction.

**Unprofessional Performance**
There is little or no evidence that teaching has been performed adequately. Opportunities to receive feedback and/or to share in discussions of pedagogical technique have been rejected.

**Minimum Requirements**
The following minimum requirements apply to all faculty: meets and holds assigned classes at scheduled times; maintains academic records including grades, attendance, tests, papers, etc.; holds regularly scheduled office hours; and attends faculty meetings, functions and activities.

See also: Appendix 4.5 for Faculty Evaluation Rubric

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<tbody>
<tr>
<td>1.0 Content Expertise</td>
<td>Faculty member meets all criteria in column 3 and also 4 or more of the following criteria:</td>
<td>Faculty member meets all criteria in column 3 and also 2 of the following criteria:</td>
<td>Faculty member meets minimal requirements for demonstrating content expertise, but no more</td>
<td>Faculty member consistently fails to meet most or all of the minimal criteria provided in column 3.</td>
</tr>
<tr>
<td>(30%)</td>
<td>1. Can document significant continued personal learning via reading</td>
<td>1. Attended a content area workshop, performance, exhibit (as appropriate to discipline)</td>
<td>1. Maintains appropriate license or certification for content area</td>
<td></td>
</tr>
<tr>
<td>1.1 keeping information current</td>
<td>2. Attended a content area workshop, performance, exhibit (as appropriate to discipline)</td>
<td>2. Attended local, regional, or national professional meeting, conference, or workshop in discipline</td>
<td>2. Holds terminal degree in related subject matter</td>
<td></td>
</tr>
<tr>
<td>1.2 participating in program review</td>
<td>3. Attended national or regional conference in discipline</td>
<td>3. Developed content area workshop for faculty in discipline</td>
<td>3. Maintains subscriptions to journals in discipline</td>
<td></td>
</tr>
<tr>
<td>1.3 maintaining licensure</td>
<td>4. Presented at regional or national conference</td>
<td>4. Can document continued personal</td>
<td>4. Able to answer student questions (according to student evaluations and observation by peer)</td>
<td></td>
</tr>
</tbody>
</table>

5. Participated in

<p>| 5. Presented at regional or national conference | 4. Can document continued personal | | 5. Pays attention in syllabus to professional standards/competencies / goals |</p>
<table>
<thead>
<tr>
<th></th>
<th>reviewing published textbooks in content field</th>
<th>learning via reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Regularly matches pedagogical methods and techniques to both the material and the students.</td>
<td>Faculty member meets all criteria in column 3 and also 2 or more of the following:</td>
</tr>
<tr>
<td>2.</td>
<td>Instills enthusiasm for material in many students.</td>
<td>1. Uses a variety of pedagogical methods and techniques to convey material.</td>
</tr>
<tr>
<td>3.</td>
<td>Attends conference or workshop on instructional delivery.</td>
<td>2. Instills enthusiasm for material income students.</td>
</tr>
<tr>
<td>4.</td>
<td>Presents workshop on instructional delivery methods.</td>
<td>3. Provides regular and sufficient feedback to students to allow for improvement.</td>
</tr>
<tr>
<td>5.</td>
<td>Creates an environment for learning.</td>
<td>4. Attends conference or workshop on instructional delivery.</td>
</tr>
</tbody>
</table>

2.0 Instructional Delivery (30%)  
(determined by student evaluations)  
2.1 Using class time effectively  
2.2 Using effective instructional techniques and tools  
2.3 Stimulating student interest and achievement  

**Criteria are evaluated primarily by student evaluations and by peer observations.**  

<table>
<thead>
<tr>
<th></th>
<th>Faculty member meets all criteria in column 3 and also 3 or more of the following criteria:</th>
<th>Faculty member meets all criteria in column 3 and also 2 or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Faculty member meets all criteria in column 3 and also 2 or more of the following:</td>
<td>1. Uses a variety of pedagogical methods and techniques to convey material.</td>
</tr>
<tr>
<td>2.</td>
<td>Instills enthusiasm for material income students.</td>
<td>2. Instills enthusiasm for material income students.</td>
</tr>
<tr>
<td>3.</td>
<td>Provides regular and sufficient feedback to students to allow for improvement.</td>
<td>3. Provides regular and sufficient feedback to students to allow for improvement.</td>
</tr>
<tr>
<td>4.</td>
<td>Attends conference or workshop on instructional delivery.</td>
<td>4. Attends conference or workshop on instructional delivery.</td>
</tr>
</tbody>
</table>

2.1 Using class time effectively  
2.2 Using effective instructional techniques and tools  
2.3 Stimulating student interest and achievement  

3.0 Instructional Design (25%)  

<table>
<thead>
<tr>
<th>Faculty member consistently meets</th>
<th>Faculty member regularly meets</th>
<th>Faculty member meets all or most of the following minimal criteria, but does not go beyond:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Typically well-prepared and organized.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Typically presents material clearly and follows up when students do not understand the material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Treats all students with respect.</td>
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<tr>
<td></td>
<td></td>
<td>4. Explains clearly what is expected of students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Grading methods are clearly stated and applied equitably.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Conveys personal interest in the subject matter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Returns assignments and tests in a reasonable time period.</td>
</tr>
</tbody>
</table>

Faculty member consistently fails to meet most or all of the minimal criteria provided in Column 3.

<table>
<thead>
<tr>
<th>Faculty member regularly meets</th>
<th>Faculty member meets all or most of the following minimal criteria, but does not go beyond:</th>
<th>Faculty member consistently fails to meet most or all of the minimal criteria provided in Column 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Typically well-prepared and organized.</td>
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<tr>
<td></td>
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<td>2. Typically presents material clearly and follows up when students do not understand the material.</td>
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<td>4. Explains clearly what is expected of students.</td>
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<tr>
<td></td>
<td></td>
<td>5. Grading methods are clearly stated and applied equitably.</td>
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<tr>
<td></td>
<td></td>
<td>6. Conveys personal interest in the subject matter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Returns assignments and tests in a reasonable time period.</td>
</tr>
</tbody>
</table>

Faculty member consistently fails to meet most or all of the minimal criteria provided in Column 3.
| 3.1 Developing new course materials | all criteria in column 3 and also 3 or more of the following:   
- Develops new course   
- Regularly matches variety of instructional tools (lecture, group projects, audio/visual presentation, use of technology in classroom) to the material being presented and the learning styles reflected by the students   
- Matches assessment strategies (written exams, quizzes, projects, performance, oral presentation) to course objectives and departmental learning outcomes   
- Incorporates service learning into coursework.   
- Incorporates writing across the curriculum criteria into course.   
- Takes leadership role in reviewing and choosing text(s) to be used | criteria in column 3 and also 1 or more of the following:   
- Revises significantly a course, updating the instructional design   
- Incorporated service learning into coursework.   
- Participates actively with content peers in choosing and using a current and suitable textbook | consistently meets (if at all) most of the following minimal criteria:   
- Submits course syllabi in the approved university format   
- Submits syllabi and/or course documents that reflect a variety of instructional tools (lecture, group projects, audio/visual presentation, use of technology in classroom)   
- Provides evidence of use of multiple assessment strategies (written exams, quizzes, projects, performance, oral presentation)   
- Creates syllabus that reflects appropriate textbook for course | meet all or most of the criteria listed in column 3. |

| 4.0 Course Management (15%) | Faculty member consistently meets all criteria in column 3 and also 2 or more of the following:   
- Establishes or Faculty member regularly meets all criteria in column 3 and also 1 or more of the following:   
- Supervises Faculty member consistently meets the following minimal criteria:   
- Administers materials and tools for courses | Faculty member regularly fails to meet all or most of the criteria listed in column 3. |
<table>
<thead>
<tr>
<th>4.3 Coordinating tutor sessions</th>
<th>4.4 Grading and returning papers in timely manner</th>
<th>4.5 Guiding and assisting student research</th>
<th>4.6 Directing laboratory and field experiences</th>
<th>4.7 Directing/coaching competitive teams and performance ensembles</th>
<th>4.8 Maintaining appropriate supplies and equipment for teaching and research</th>
<th>internship experiences</th>
<th>courses)</th>
<th>2. Grades and returns papers in a timely manner (as evidenced by data from course and instructor evaluation)</th>
<th>3. Submits course syllabi to Provost’s Office</th>
<th>4. Submits Final Exams to Provost’s Office</th>
<th>5. Verifies class attendance rosters by deadlines</th>
<th>6. Submits grades by deadlines using my.pfeiffer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. ADVISING</td>
<td>Evaluation Weight: (5% to 25%):</td>
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<tr>
<td>Academic Advising is a critical element in student morale and retention. It includes being accessible to students for the purpose of consultation, discussion, and advising of students. (See Advisor’s/Mentor’s Resource Manual)</td>
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<tr>
<td><strong>Exceptional Performance</strong></td>
<td>There is evidence that service has been performed that is well above the level expected by faculty in terms of faculty rank, professional contribution to the profession, and university. These activities are of an exceptionally high quality, meriting national or widespread recognition. Evidence includes extensive continuing time and effort.</td>
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<tr>
<td><strong>Professional-level</strong></td>
<td>There is evidence that service has been performed that is above or at the level expected by faculty in terms of faculty rank, professional</td>
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</tbody>
</table>
contribution to the profession, and university. Evidence includes substantial time and effort committed to service.

**Improvement Needed**
There is evidence that limited service has been performed, but it is below the level expected by faculty in terms of faculty rank. The faculty member interacts minimally with students outside of the classroom environment. Evidence includes limited time and effort associated with service.

**Unprofessional Performance**
There is little or no evidence that service has been performed. Opportunities to provide service have been rejected.

<table>
<thead>
<tr>
<th>Element</th>
<th>Exceptional Performance</th>
<th>Professional Level Performance</th>
<th>Improvement Needed</th>
<th>Unprofessional Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Student Advising&lt;br&gt;Maintain office hours for student advising. &lt;br&gt;1.2 Develop advising material for students</td>
<td>1. Meet all of the criteria listed under the improvement needed column. Faculty member must meet 4 of the following criteria:&lt;br&gt;2. Available during office hours and at significant other times during the week.&lt;br&gt;3. Provide evidence of personal contact with potential students.&lt;br&gt;4. Provide evidence of assisting students with placement in jobs or graduate school.&lt;br&gt;5. Sponsor guest speaker on campus for</td>
<td>1. Meet all of the criteria listed under improvement needed column. Faculty member must meet 3 of the following criteria:&lt;br&gt;2. Available during office hours and at significant other times during the week.&lt;br&gt;3. Provide evidence of personal contact with potential students.&lt;br&gt;4. Provide evidence of assisting students with placement in jobs or graduate school.&lt;br&gt;5. Sponsor guest speaker on campus for</td>
<td>Faculty member must meet the following criteria:&lt;br&gt;1. Available only during scheduled office hours&lt;br&gt;2. Following policies and procedures related to academic matters.&lt;br&gt;3. Assist students to understand academic policies.&lt;br&gt;4. Keep student records securely and use proper forms.&lt;br&gt;5. Little or no evidence of institutional involvement indicated.</td>
<td></td>
</tr>
<tr>
<td>Suggested Criteria for Faculty Evaluation on: Scholarly Research Activity/Creative Endeavors/Professional</td>
<td>Exceptional Performance</td>
<td>Professional Level Performance</td>
<td>Improvement Needed</td>
<td>Unprofessional Performance</td>
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</tr>
<tr>
<td>1.0. Publications/Printed Materials/Creative Endeavors</td>
<td>Faculty member must meet or exceed five (5) of the following criteria per annum:</td>
<td>Faculty member must meet or exceed three(3) of the following criteria per annum:</td>
<td>Faculty member must meet or exceed one (1) of the following criteria per annum:</td>
<td>Little or no evidence of any institutional involvement across specified criteria.</td>
</tr>
<tr>
<td>1.1. Articles in refereed journals</td>
<td>1. Prepare three (3) formal documents (other than grant proposal) in any combination,</td>
<td>1. Prepare three (3) print documents (other than grant proposal) in any combination,</td>
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<tr>
<td>1.1.1 Ranking/quality of journal within discipline</td>
<td>Be first or sole author on at least one of</td>
<td>Be a co-author or an</td>
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<tr>
<td>1.2. Other scholarly journals, e.g., online, organizational, etc. Trade publications, magazines, etc.</td>
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<tr>
<td>Trade publications organizational, etc.</td>
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<tr>
<td>1.4. Books</td>
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<tr>
<td>1.4.1 Chapters in books</td>
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<tr>
<td>1.4.2 Edited books or</td>
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</tbody>
</table>

3. SCHOLARLY/CREATIVE ACTIVITY

Evaluation Weight: (10% to 45%)

Scholarly/Creative activity indicate the intellectual vitality and activity which contribute to a contemporary and dynamic academic program. All faculty members should be involved in some scholarly or creative activity. These activities may directly involve students and enhance their education through their participation. Such scholarly activity does not have to be publishable, or necessarily original, as long as it serves to stimulate the intellectual lives of the faculty members and the students involved. These activities may also include the development of new courses and studies of the teaching-learning process that are intended to lead to an improved academic program.
| 1.5 Monographs | 1.6.1 Grant reports |
| 1.6 Grant proposals | 1.7 Book reviews |
| 1.7.1 Grant reports | 1.8. Other in-print materials |
| 1.8.1 Book reviews | 1.9. Musical Performances or Recording Activities, Artistic Exhibitions, and Related Creative Forms of Expression |

### 2.1 Professional Organization-Related Activities

2.2. Membership in professional organizations

2.2.1. Offices held in professional organizations

2.3. Attendance at professional meetings

2.3.1. Level: International / national/state/regional/local

2.3.2. Presentations at professional meetings

2.3.2.1. Level: International / national/state/regional/local

### 3.0 Other Professional Research/Development-Related Activities

3.1. Grants prepared

3.2. Research-related workshops/seminars/short courses offered

3.3. Research-related courses taken

3.4. Editing

3.4.1. Journal articles

3.4.2. Non-text books

3.4.3. Textbooks

3.4.4. Other

3.5. Participation in Doctoral Education

3.5.1. Dissertation Committee

| three print documents in (1). | author on at least one of the three print documents in (1). |
| 3. One referred publication | 3. One referred publication |
| 4. Submit a grant proposal on which you are principal investigator (PI). | 4. Be a co-author of a submitted grant proposal. |
| 5. Hold membership in at least two professional organizations relevant to your position. | 5. Hold membership in at least one professional organization relevant to your position. |
| 6. Hold an office in a professional organization. | 6. Attend at least one professional meeting at a level other than local. |
| 7. Attend at least one professional meeting at a level other than local. | 7. Present, or chair a session, at a professional meeting at any level. |
| 8. Present, or chair a session, at a professional meeting at any level. | 8. Prepare, present and/or participate in a research-related workshop/seminar/short course. |
| 9. Prepare, present and/or participate in a research-related workshop/seminar/short course. | 9. Perform editorial work on any printed document type listed here. |
| 12. Serve on any form of editorial board. | 12. Serve on any form of promotion committee |

| submitted grant proposal. | submitted grant proposal. |
| 3. Hold membership in at least one professional organization relevant to your position. | 3. Hold membership in at least one professional organization relevant to your position. |
| 4. Attend at least one professional meeting at any level. | 4. Attend at least one professional meeting at any level. |
| 5. Present at a professional meeting at any level. | 5. Present at a professional meeting at any level. |
| 6. Participate in a research-related workshop/seminar/short course. | 6. Participate in a research-related workshop/seminar/short course. |
| 7. Perform editorial work on any printed document type listed here. | 7. Perform editorial work on any printed document type listed here. |
| 10. Serve on any form of tenure or promotion committee. | 10. Serve on any form of tenure or promotion committee. |
| 11. Partake in any travel relevant to research, or to the teaching of... | 11. Partake in any travel relevant to research, or to the teaching of... |
3.5.3. Coaching or consulting with former students, organizations or other formal groups

4.0 Field Work/ Consultations with Research/Scholarly Component
4.1 Peer review activity, e.g., referee
4.2 Review boards for grant activity
4.3 Editorial boards for publications
4.4 Evaluation of other faculty for promotion, etc.

5.0 Personal Development/Creative Activities with Research Implications
5.1 Workshops or seminars or camps attended
5.2 Relevant travel

<table>
<thead>
<tr>
<th>Form of tenure or promotion committee.</th>
<th>Partake in any travel relevant to research, or to the teaching of research activities.</th>
<th>Research activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead or partake in any travel relevant to research, or to the teaching of research activities.</td>
<td>Sponsor a research-related guest speaker on campus.</td>
<td></td>
</tr>
<tr>
<td>Review boards for grant activity</td>
<td>Serve as an advisor on a student research/honor project.</td>
<td>Sponsor a research-related guest speaker on campus.</td>
</tr>
<tr>
<td>Editorial boards for publications</td>
<td>Teach a research methods, or related course.</td>
<td>Serve as an advisor on a student research/honor project.</td>
</tr>
<tr>
<td>Evaluation of other faculty for promotion, etc.</td>
<td>Create and/or lead an effort to acquire and disseminate research materials as part of the University curriculum.</td>
<td>Teach a research methods, or related course.</td>
</tr>
<tr>
<td>Workshops or seminars or camps attended</td>
<td>Sponsor a research-related guest speaker on campus.</td>
<td>Contribute to an effort to acquire and disseminate research materials as part of the University curriculum.</td>
</tr>
<tr>
<td>Relevant travel</td>
<td>Sponsor a research-related guest speaker on campus.</td>
<td>Sponsor a research-related guest speaker on campus.</td>
</tr>
<tr>
<td></td>
<td>Mentor junior faculty on research activities and related efforts.</td>
<td>Other?</td>
</tr>
<tr>
<td></td>
<td>Other as determined by faculty and department chair or program director</td>
<td></td>
</tr>
</tbody>
</table>

4. INSTITUTIONAL INVOLVEMENT
(Service to the Academic Program and to the University) Evaluation Weight: (5% to 25%)
Service to the University Community reflects a commitment to the University and its mission. It includes, but is not limited to, service on University boards and committees and participation in the co-curricular life of the University when reasonable in light of teaching responsibilities. All faculty members should be involved in this process.

**Exceptional Performance**
There is evidence that service has been performed that is well above the level expected by faculty in terms of faculty rank, including, but not limited to, professional contributions to one’s academic field, to departmental policies and practices, to university boards and committees, and/or to marketing the university and its programs. These activities are of an exceptionally high quality, meriting national or widespread recognition, and/or contributing substantially to the well-being of the university. Evidence includes extensive continuing time and effort.

**Professional-level**
There is evidence that service has been performed that is above or at the level expected by faculty in terms of faculty rank, including, but not limited to, professional contributions to one’s academic field, to departmental policies and practices, to university boards and committees, and/or to marketing the university and its programs. Evidence includes expected time and effort committed to service.

**Improvement Needed**
There is evidence that limited service has been performed, below the level expected by faculty in terms of faculty rank. The faculty member interacts minimally with the field and some opportunities to provide service have been rejected. Evidence includes limited time and effort associated with service.

**Unprofessional Performance**
There is little or no evidence that service has been performed. Opportunities to provide service have been rejected.
<table>
<thead>
<tr>
<th>Element</th>
<th>Exceptional Performance</th>
<th>Professional Level Performance</th>
<th>Improvement Needed</th>
<th>Unprofessional Performance</th>
</tr>
</thead>
</table>
| 1.0 Academic Service  
1.1. Attendance at departmental and faculty meetings  
1.2 Member on campus-wide committees or boards.  
1.3 Represent department on committees or groups external to Pfeiffer University  
1.4 Represent department or program in student open houses and accepted student days  
1.5 Offers writing intensive courses within the department’s majors.  
2.1 Sponsor departmental or program events  
2.2 Bring speakers to campus  
2.3 Serve as adviser to a discipline-specific student organization  
2.4 Serve as a sponsor for department or  
3. Acquiring and maintaining materials for special collections  
4. Data Analysis  
4.1 Gathering, analyzing, formulating information relevant to accreditation and/or institutional effectiveness  
4.2 Writing departmental reports | Faculty member meets professional level performance requirements and also 2 or more of the following service activities:  
1. Chairs a university board or committee  
2. Directs a campus event  
3. Leads a faculty development program or workshop  
4. Holds responsibility for maintaining special collections  
5. Provides leadership role in departmental or university institutional studies and reports  
6. Serves as a regional/state/national leader to a discipline-specific student organization  
7. Develops writing intensive courses as outlined by the Writing Across the Curriculum Committee.  
8. Other similar level contributions as agreed upon by faculty member and supervisor | Faculty member meets minimum job requirements and also 2 of the following service activities:  
1. Participates actively on a university board or committee  
2. Involved actively in campus recruiting activities  
3. Sponsors 2 or more guest speakers on campus  
4. Acquires and/or maintain materials for special collections  
5. Contributes to departmental or program institutional studies and reports  
6. Serves as an advisor to a discipline-specific student organization  
7. Serves as a sponsor for a student activity  
8. Other similar level contributions as agreed upon by faculty member and supervisor | Faculty member meets minimum job requirements only:  
1. Attends school, departmental, and all faculty meetings  
2. Provides accreditation data when asked | Little or no evidence of inst...
5. SERVICE TO THE COMMUNITY

Evaluation Weight: (5% to 25%)

Service to the Community may include activities involving the University and the community or community activities entered into as a result of one's own interest. These activities, to be of value to the University, must go beyond organizational membership only and include active and substantive involvement and service.

Exceptional Performance
There is evidence that service has been performed that is well above the level expected by faculty in terms of faculty rank, including, but not limited to, contributions of time and talent to professional organizations, other schools (K-12 or post-secondary), non-profit organizations, and/or the community at large. These activities are of an exceptionally high quality, meriting recognition. Evidence includes extensive continuing time and effort.

Professional-level
There is evidence that service has been performed that is above or at the level expected by faculty in terms of faculty rank, including, but not limited to, contributions of time and talent to professional organizations, other schools (K-12 or post-secondary), non-profit organizations, and/or the community at large. Evidence includes substantial time and effort committed to service.

Improvement Needed
There is evidence that limited service has been performed, below the level expected by faculty given our focus on servant-leadership. The faculty member interacts minimally with the community and some opportunities to provide service have been rejected. Evidence includes limited time and effort associated with service.

Unprofessional Performance
There is little or no evidence that service has been performed. Opportunities to provide service have been rejected.
<table>
<thead>
<tr>
<th>Element</th>
<th>Exceptional Performance</th>
<th>Professional Level</th>
<th>Improvement Needed</th>
<th>Unprofessional Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Involvement in community service in one’s area of expertise</td>
<td>Faculty member meets professional level expectations and 2 or more of the following: 1. provides significant collaboration or consultation with K-12 school teachers, non-profit organizations, civic organizations, etc.</td>
<td>Faculty member meets minimal expectations and also 2 or more of the following: 1. collaborates or consults with K-12 school teachers, non-profit organizations, civic organizations, etc.</td>
<td>Faculty member meets minimal expectations of a member of a community: 1. maintains membership in a civic, church, or service organization</td>
<td>Little or no evidence of community involvement indicated.</td>
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<tr>
<td>1.2 pro bono consultation with community organization</td>
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<td>1.3 judge contest in area of expertise</td>
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<tr>
<td>2.1 Involvement in community civic service</td>
<td>Faculty member meets professional level expectations and 2 or more of the following: 1. provides significant collaboration or consultation with K-12 school teachers, non-profit organizations, civic organizations, etc.</td>
<td>Faculty member meets minimal expectations of a community: 1. maintains membership in a civic, church, or service organization</td>
<td>Faculty member meets minimal expectations and also 2 or more of the following: 1. collaborates or consults with K-12 school teachers, non-profit organizations, civic organizations, etc.</td>
<td>Little or no evidence of community involvement indicated.</td>
</tr>
<tr>
<td>2.2 active membership in civic or service club</td>
<td>Faculty member meets professional level expectations and 2 or more of the following: 1. provides significant collaboration or consultation with K-12 school teachers, non-profit organizations, civic organizations, etc.</td>
<td>Faculty member meets minimal expectations and also 2 or more of the following: 1. collaborates or consults with K-12 school teachers, non-profit organizations, civic organizations, etc.</td>
<td>Faculty member meets minimal expectations of a member of a community: 1. maintains membership in a civic, church, or service organization</td>
<td>Little or no evidence of community involvement indicated.</td>
</tr>
<tr>
<td>2.3 serve on board of non-profit organization</td>
<td>Faculty member meets professional level expectations and 2 or more of the following: 1. provides significant collaboration or consultation with K-12 school teachers, non-profit organizations, civic organizations, etc.</td>
<td>Faculty member meets minimal expectations and also 2 or more of the following: 1. collaborates or consults with K-12 school teachers, non-profit organizations, civic organizations, etc.</td>
<td>Faculty member meets minimal expectations of a member of a community: 1. maintains membership in a civic, church, or service organization</td>
<td>Little or no evidence of community involvement indicated.</td>
</tr>
<tr>
<td>2.4 volunteer in community programs</td>
<td>Faculty member meets professional level expectations and 2 or more of the following: 1. provides significant collaboration or consultation with K-12 school teachers, non-profit organizations, civic organizations, etc.</td>
<td>Faculty member meets minimal expectations and also 2 or more of the following: 1. collaborates or consults with K-12 school teachers, non-profit organizations, civic organizations, etc.</td>
<td>Faculty member meets minimal expectations of a member of a community: 1. maintains membership in a civic, church, or service organization</td>
<td>Little or no evidence of community involvement indicated.</td>
</tr>
</tbody>
</table>
C. Roles of the Participants in the Evaluation Process

The assessment and evaluation process may result in personnel recommendations, recommendations for performance pay, for promotion, for multi-year contracts, for programs of faculty development--for an individual faculty member, or, for termination or non-renewal of contract.

1. **The Role of the Faculty Member**: Initiation of the process of assessment and evaluation begins with the development of annual goals (Appendix 4.3 Faculty Development Plan and Goals) and a plan for professional growth and the annual self-assessment (Appendix 4.4 Faculty Self-Evaluation) submitted by the individual faculty member. The evaluation process requires the inclusion of a current self-assessment and the results of the student assessment of teaching when that process is in place. See Evaluation Rubric for full details (Appendix 4.5) (In addition, a portfolio may be required, see Section D).

2. **The Role of the Program Director and Department Chair**: These persons complete assessments for each member of their respective programs annually (see Section D-2). The Department Chair or Program Director should discuss these assessments with the faculty members concerned. If there are indications that a faculty member evidences incompetence in teaching or difficulty in relationships with students and/or colleagues, the Department Chair or Program Director should discuss these problems with the faculty member involved and suggest the steps necessary and the means available for development and improvement. These yearly assessments and any consequent recommendations concerning faculty members are submitted to the Dean of the Undergraduate College or the Dean of Graduate Programs

3. **The Role of the Deans of the Undergraduate College and Graduate Programs**: The Deans will review the assessments submitted by their Program Directors or Department Chairs and write their own recommendations based on those assessments. A further responsibility of the Deans of the Schools or College is to make recommendations concerning performance pay (see Section F). The Deans also complete assessments of Department Chairs or Program Directors holding faculty rank (see Section G).

4. **The Role of the Vice-President for Academic Affairs/Provost**: The Vice-President for Academic Affairs/Provost has the general responsibility for faculty personnel management and the evaluation process. Based on a review of all assessments and evaluations, the Vice-President for Academic Affairs/Provost prepares recommendations for personnel action. Except for performance pay, recommendations from Department Chairs, and, Deans, together with evaluation files, are submitted to the
Faculty Committee on Promotions and Contracts for review and further recommendations.

5. The Role of the Faculty Committee on Promotion and Contracts:
   It is the responsibility of the Committee to review and evaluate each evaluation file provided as described in Section 4 above. On the basis of this evaluation, the Committee makes recommendations regarding promotion, multi-year contracts, and non-renewal or termination of contracts. Recommendations from the Committee are submitted to the President along with all other assessments, evaluations, and recommendations.

   Professional Responsibility of the Faculty Committee on Promotions and Contracts: Service on the Faculty Committee on Promotions and Contracts in reviewing personnel recommendations is one of the most serious responsibilities that one can assume on the Pfeiffer campus. It should not be undertaken by those unwilling to assess evidence objectively or by those who find it hard to deal with such matters. Discussion of the context of the meeting, the materials reviewed, the opinions expressed or positions held, votes, or recommendations (proposed or actual) with any other person is unethical and a violation of Pfeiffer's Policy on Professional Ethics. Communication with the individual faculty member is the responsibility of the Vice-President for Academic Affairs/Provost and/or the President.

6. Role of the President
   The President of the University, as the chief executive officer, has the authority to appoint and to review the performance of all University administrative officials, faculty, and staff. All faculty personnel decisions are made by the President based on recommendations submitted by the Vice-President for Academic Affairs/Provost, the Deans, Program Directors, Department Chairs, and the Faculty Committee on Promotions and Contracts. Decisions of the President regarding personnel action are communicated to:
   a. The individual faculty member
   b. The Vice-President for Academic Affairs/Provost
   c. The Vice-President for Financial Affairs/Chief Financial Officer (CFO)

In addition, decisions of the President regarding promotion, multi-year contracts, and performance pay should be announced to the Faculty Assembly. Faculty members who feel that a decision affecting them has been made which violates:
   a. University policy
   b. Federal or state law or a regulation or decision implementing those laws, or
c. a Constitutional right may file a grievance under the Pfeiffer University Grievance Procedure.

D. Methods of Assessment

1. Self-assessment

   a. All faculty members should complete self-assessments Annually in a clear and concise standardized format (see Appendix J). The self-assessment statement describes activities and accomplishments of the previous academic year including summer. This assessment should also address progress towards goals set at the beginning of the academic year.

   b. Portfolio

       Each faculty member who is on an annual contract, who is being considered for initiation of a multi-year contract, or who is being considered for promotion will submit a file with material to support his/her record of achievement. These materials are used to assist in the consideration process in matters related to renewal of annual contracts, initiation of multi-year contracts, and promotion only. Materials may include, but are not restricted to the following items:

       (1) Teaching
           (a) Sample copies of syllabi
           (b) Sample copies of tests, handouts, and student papers
           (c) Samples of work produced by students in independent research projects
           (d) Sample of work completed in directed studies

       (2) Service
           Sample products produced inboards/committees/teams

       (3) Research
           (a) Copies of papers
           (b) Grants or other funding applications

These self-assessments and portfolios (as appropriate) are submitted to the Department Chair, Program Directors who hold faculty rank, and the Dean of the Undergraduate College and the Dean of Graduate Programs. Self-assessments and portfolios are filed in the office of the Vice-President for Academic Affairs/Provost where access is limited to the faculty member, the Deans Council, the Faculty Senate (only in case of faculty appeal), the Faculty Committee on Promotions and
Contracts and the President of the University. They are used for consideration in matters involving promotions, multi-year contracts, faculty development, and performance salary increases (see Section 2.3.1). The self-assessment may be used for no other purpose by any committee or individual without the express written consent of the faculty member involved. (Portfolios will be returned to the faculty member upon completion of the review process).

2. **Assessments by Program Directors and Department Chairs**: These persons should be familiar with the performance of the faculty members in their areas and have some awareness of student-faculty relationships. Annual assessments should express knowledge in as many areas of responsibility as possible. After being reviewed and signed by the faculty members involved, these assessments are added to the evaluation file which is submitted to the Deans, along with any recommendations for performance pay, promotion, etc., from the Department Chairs and Program Directors.

3. **Recommendations by the Dean of the Undergraduate College and the Dean of Graduate Programs**: The annual recommendations by the Deans should be based on the assessments and evaluations made by the Department Chair or Program Chair, the self-assessment and portfolio materials (as appropriate), and conferences with faculty members as appropriate. Where assessment or evaluation is offered by the Dean of the Undergraduate College or Graduate Programs, it must be supported by appropriate documentation in the evaluation file and be reviewed and signed by the faculty member acknowledging that the faculty member has read the evaluation.

4. **Recommendations by the Vice-President for Academic Affairs/Provost**: The Vice-President for Academic Affairs/Provost annual recommendation should be based on the self-assessments, the assessments, and evaluations of the Department Chairs, Program Directors who hold faculty rank, and Deans, and observations of and conferences with faculty members. Annual assessments are signed by the faculty member acknowledging that the faculty member has read the assessment.

5. **Student Assessment of Teaching**: A student assessment of teaching, approved by the faculty, is incorporated in the evaluation process.

6. **Peer Reviews**: Peer reviews will be established for new faculty and eventually for all faculty.

7. **Faculty Members' Responses**: A faculty member's written responses to all assessments and evaluations may be added to the evaluation file and submitted to the Vice-President for Academic Affairs/Provost.
E. The Evaluation File

An evaluation file is maintained in the office of the Vice-President for Academic Affairs/Provost for each member of the faculty. This central confidential file receives all evaluation information and is differentiated from the personnel file, which contains applications, references, transcripts, and all other information of a contractual nature.

1. It is the responsibility of the Vice-President for Academic Affairs/Provost to receive assessments and materials for the individual evaluation files for review.

2. Individuals may have access to their evaluation files at any reasonable time and may request and receive copies of materials.

3. Materials that may be included in the files include:
   a. Self-assessment and portfolio (as appropriate).
   b. Department/School/Program or College assessments, evaluations, and recommendations
   c. Student assessment of teaching, approved by the faculty, is incorporated in the evaluation process.
   d. Peer reviews will be established for new faculty and eventually for all faculty.
   e. Assessments, evaluations, and recommendations by the Deans and the Vice-President for Academic Affairs/Provost (File memos on conversations, letters from others, and other materials may be included, if copies are sent to the individual faculty member.)
   f. Other materials that the individual might consider useful to those reviewing the file.

F. Process of Evaluation:

1. Each faculty member submits a self-assessment and portfolio (as appropriate) to the Department Chair or Program Director holding faculty rank.

2. Department Chairs or Program Directors holding faculty rank assess or evaluate members of their department/programs/schools or colleges annually.
3. When all the evaluation files have reached either the Dean of the Undergraduate College or the Dean of Graduate Programs, they meet with Department Chairs in their school or college to review the evaluation files of all faculty to be considered for performance increases.

4. The Dean of the Undergraduate College and the Dean of Graduate Programs will then submit their assessments and recommendations, along with the self-assessment, portfolio as appropriate, and assessments of the Department Chairs to the Vice-President for Academic Affairs/Provost.

5. The Dean of the Undergraduate College, the Dean of Graduate Programs and the Vice-President for Academic Affairs/Provost make recommendations annually, based on the assessments and recommendations of the Department Chairs or Program Directors holding faculty rank.

6. For Promotion and Multi-year Contract Decisions
   
   a. The Dean of the Undergraduate College and the Dean of Graduate Programs prepare recommendations to the President, which are forwarded to the Vice-President for Academic Affairs/Provost.

   b. The Vice-President for Academic Affairs/Provost in consultation with the Deans Council prepares recommendations to the President, which are forwarded to the Faculty Committee on Promotions and Contracts.

   c. The Faculty Committee on Promotions and Contracts reviews the evaluation files and makes recommendations, which are then forwarded to the President. The evaluation files should contain all assessments and recommendations gathered.

   d. The President of the University receives and reviews the recommendations of the Faculty Committee on Promotions and Contracts, supplemented by the recommendations of the Department Chairs, Program Directors holding faculty rank, Dean of the Undergraduate College or the Dean of Graduate Programs, the Vice-President for Academic Affairs/Provost, and Deans Council and makes decisions and notifies the faculty members.

   e. Notifications of the President's decisions are made in accordance with any dates specified by University policy.

7. Salary increases are given to faculty when
a. They are promoted to a higher rank based on the criteria and evaluation process described in Sections 2.3 Faculty Employment and 2.4 Faculty Assessment and Evaluation of this Handbook.

b. They assume increased levels of responsibility to the institution.

c. They accept an extended (10, 11, or 12 month) contract to meet the needs of the University.

d. They have demonstrated outstanding performance. The process for making performance pay decisions is described in item 8.

Cost of living increases may also be considered when salary recommendations are made.

8. For Performance Pay Decisions:
The President of the University, under the direction of the Board of Trustees, establishes the amount of money designated for performance salary increases and communicates this to the Vice-President for Academic Affairs/Provost. The process of evaluation begins as described in steps 1-5 above and continues as follows:

a. The Vice-President for Academic Affairs/Provost meets with the Dean of the Undergraduate College and the Dean of Graduate Programs and Program Directors to review the evaluation files of faculty recommended for performance pay and develop recommendations for performance salary increases to be submitted to the President of the University.

b. Performance pay decisions are made by the President and communicated to the Vice-President for Academic Affairs/Provost, the Deans, Program Directors holding faculty rank, individual faculty members, the financial officer, and to the Faculty Assembly.

c. Performance pay shall not be a substitute for cost of living increases.

G. Evaluation of Department Chairs and Program Directors

The assessment of Department Chairs and Program Directors shall be completed by the Dean of the Undergraduate College and the Dean of Graduate Programs and will follow the same format as required for other faculty members. The Department Chair will complete a self-assessment, portfolio (as appropriate), and provide the other materials as requested of other faculty members.

The Dean will make observations of the performance of the Department Chair or Program Director. In addition, the Dean will meet with faculty
members in the program to gain insight into the performance of the Department Chair or Program Director. Upon completion of this process, the Dean will discuss this assessment with the Department Chair or Program Director concerned. If there are indications that a Department Chair or Program Director evidences incompetence in teaching or difficulty in relationships with students and/or colleagues, the Dean should discuss these problems with the Department Chair or Program Director involved and suggest the steps necessary and the means available for development and improvement. These yearly assessments and consequent recommendations are submitted to the Dean of the Undergraduate College or the Dean of Graduate Programs.

The Vice-President for Academic Affairs/Provost, the Deans Council, the Faculty Committee on Promotions and Contracts, and the President on the same schedule as indicated for faculty members.

H. Evaluation of Deans

The assessment of Deans shall be completed by the Vice-President of Academic Affairs/Provost and will follow the same format as required for other faculty members but will include an evaluation of the Dean by the members of the school or program. The Dean will complete a self-assessment, portfolio (as appropriate), and provide the other materials as requested of other faculty members.

The Vice-President for Academic Affairs/Provost will make observations of the performance of the Dean. Upon completion of this process, the Vice-President for Academic Affairs/Provost will discuss this assessment with the Dean concerned. If there are indications that a School Dean evidences incompetence in completing the duties associated with relationships with students and/or colleagues, the Vice-President for Academic Affairs/Provost should discuss these problems with the School Dean involved and suggest the steps necessary and the means available for development and improvement. These yearly assessments and consequent recommendations are submitted in writing for review by the Vice-President for Academic Affairs/Provost.

Subsequent steps to the Faculty Committee on Promotions and Contracts and the President will proceed on the same schedule as indicated for faculty members.
I. Schedule of Evaluation:

1. Schedule of Evaluation and Assessment

*Updated April 30, 2013*

<table>
<thead>
<tr>
<th>Date:</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 12</td>
<td>Department Chairs receive self-assessments including progress reports on goals from the previous academic year as appropriate from faculty with their program.</td>
</tr>
<tr>
<td>September 25</td>
<td>Department Chairs/Program Directors receive goals from all faculty.</td>
</tr>
<tr>
<td>October 2</td>
<td>Department Chairs/Program Directors holding faculty rank submit self-evaluations for all faculty and goals for all faculty and departments to their Deans.</td>
</tr>
<tr>
<td>October 8</td>
<td>Department Chairs/Program Directors and Deans will have met with all faculty and assessed with them their success in meeting previous year’s goals. Deans will also have met with all Department Chairs and will have assessed them their success in meeting goals.</td>
</tr>
<tr>
<td>October 31</td>
<td>The Vice-President for Academic Affairs/Provost receives evaluation files from the Deans together with Program Directors and Chairs’ evaluations and recommendations.</td>
</tr>
<tr>
<td>April 1</td>
<td>The terms and conditions of faculty reappointment are confirmed in writing each year and a copy of the appointment document or contract is supplied to the faculty member.</td>
</tr>
<tr>
<td>May 15</td>
<td>Department Chairs/Program Directors will meet with faculty to review progress on goals and academic year.</td>
</tr>
</tbody>
</table>

Non-renewal of an annual appointment by the Institution Regardless of the stated term or other provisions of any appointments, written notice that an annual appointment is not to be renewed will be given to the faculty member in advance of the expiration of his/her appointment, as follows:

1) Not later than January 20 of the first academic year of service;
2) Not later than December 1 of subsequent academic year of service.
2. Evaluation and Assessment for First Year Faculty

1. Calendar of Evaluation and Assessment for First Year Faculty  
   (Updated April 30, 2013)

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of August 12</td>
<td>New Faculty receive new notebook computer</td>
</tr>
<tr>
<td>September 5</td>
<td>Faculty Development Plan and goals due to department chair and Dean</td>
</tr>
<tr>
<td>October 18</td>
<td>Mentoring Workshop by the Committee for Contracts and Promotion for New Faculty will be completed</td>
</tr>
<tr>
<td>November 15</td>
<td>Peer and Department Chair observations completed</td>
</tr>
<tr>
<td>December 12</td>
<td>End of Semester meeting with Dean and Department Chair completed</td>
</tr>
<tr>
<td>January 15</td>
<td>Midyear progress report due to Department Chair and meeting to review progress</td>
</tr>
<tr>
<td>January 20</td>
<td>Notice of nonrenewal for first-year faculty</td>
</tr>
<tr>
<td>February 15</td>
<td>Faculty Development Plan/Goals for next academic year due to Department Chair and Dean</td>
</tr>
<tr>
<td>May 15</td>
<td>Department Chairs/Program Directors will meet with first-year faculty to review progress on goals and academic year.</td>
</tr>
<tr>
<td>April 1 of second-year in-service</td>
<td>Second-year faculty submit a mini-portfolio to Faculty Committee on Promotions and Contract of review</td>
</tr>
</tbody>
</table>

2. First Year Faculty Development and Evaluation Process

   (Updated April 30, 2013)

**By May 1**
- Identification of faculty mentors (need to have training session in August for mentors)

**By July 1**
- Assignment of new faculty to new faculty mentors

**By July 15**
- Blackboard for new faculty
- Tutorial for Blackboard
- Tutorial for my.pfeiffer
- Links to Human Resources Forms and contact information for Human Resources
- Faculty Handbook information on Contracts, Promotion, and Evaluation
- Faculty Handbook information on Syllabi and class management policies.
By August 9
- Dean, Department Chair reception/meeting
- Goals setting process for first-year overview
- Overview of student evaluation process and peer evaluation process
- Overview of the University and processes

Week of August 12
- Introduction of new faculty
- Assignment of Laptop computer and computer pickup
- Individual meetings with Human Resources
- Lunch with Faculty Mentors

By September 5
- New faculty meet with Deans and Department Chairs/Program Directors to develop goals (teaching and scholarship) for the academic year.

By October 18
- Meet with Committee on Faculty Promotions and Contracts

By November 15
- Observations by Department Chair and peer completed.

By December 12
- End of semester meeting with Department Chair and Dean to review progress towards goals.

By January 15
- Mid-year progress report on goals
- Meeting with Department Chair and Dean to review goals (assuming IDEA information is available)

By January 20
- Deadline for notification of nonrenewal (if necessary)

By February 15
- Development of faculty development plan/goals and approval by Department Chair and Dean.

By May 15
- First-year faculty have met with Department Chairs to review yearly progress and progress on towards goals.

Throughout year monthly lunches with Faculty Mentors

By April 1 of Second Year
- Submit mini-portfolio to Faculty Committee on Promotions and Contractor Review
3. Schedule of Evaluation for Promotion and Multi-year Contract:  
(Updated April 30, 2013)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>August Workshop Week</td>
<td>Deans, Department Chairs, and AVP meet with Committee on Contracts and Promotion to for a review of promotion requests and promotion policy.</td>
</tr>
<tr>
<td>November 1</td>
<td>Department Chairs/Program Directors receive promotion portfolios as appropriate from members of their program.</td>
</tr>
<tr>
<td>November 15</td>
<td>Deans receive faculty promotion portfolios from Department Chairs/Program Directors together with Department Chairs’/Program Directors’ faculty assessments and recommendations for faculty requesting promotion or consideration for a multi-year contract.</td>
</tr>
<tr>
<td>December 7</td>
<td>The Vice-President of Academic Affairs/Provost from the Deans receives faculty portfolios along with Department Chairs/Program Directors Assessments and Recommendations and Deans Assessments and Recommendations.</td>
</tr>
<tr>
<td>December 14</td>
<td>The Faculty Committee on Promotions and Contracts receives evaluation files from the Vice-President for Academic Affairs/Provost together with all evaluations and recommendations from the Department Chairs, Program Directors, and Deans.</td>
</tr>
<tr>
<td>January 15</td>
<td>The President receives evaluation files together with all evaluations and recommendations and written notice of action taken by the Faculty Committee on Promotions and Contracts.</td>
</tr>
<tr>
<td>February 1</td>
<td>Faculty member requesting promotion and/or multi-year contract receives notice of promotion decision from the President.</td>
</tr>
</tbody>
</table>

The schedule of evaluation procedures is designed to provide adequate time for the preparation and collection of materials; for an adequate and thoughtful review of the file; and for making decisions that reflect a balancing of the interests of the individual and of Pfeiffer University. If the date specified does not fall on a working day, the last working day before the specified date will be assumed.

J. Maintenance and Revision of the System

Maintenance of the system is provided for thorough discussions between the Vice-President for Academic Affairs/Provost and the Faculty Senate.
These may be initiated at any time and may lead to modification of this system according to appropriate policies and procedures for change described in the introduction of this handbook, the Faculty Constitution, and elsewhere.
Section 2.5 Evaluation of Faculty serving in Administrative Roles

Added December 14, 2017

Department Chairperson; Graduate Program Directors; Curriculum Coordinators

In addition to the teaching contract, faculty members often serve in administrative roles and receive supplemental contracts aligned with these roles. The following descriptions provide broad definitions of academic administrative positions and serve as a general guideline for the roles and responsibilities of each. It is important to note that more detailed job descriptions for specific positions may be found in the Appendix section of the faculty handbook.

Department Chairs provide academic leadership for the department and ensure effective administration in the affairs of the department. Major responsibilities include:

The Department Chair may emerge within the faculty, outside of the institution, or be appointed to assume a leadership role in the department. The Chair serves as mentor to faculty colleagues and as collaborator with other university administrative officers, interprets university policy, advocates for his or her department from a perspective of the best overall interests of Pfeiffer University, leads faculty in important processes that shape the curriculum, and have an impact on the learning of students and effectively articulates department and University missions to internal and external constituencies. All of this is accomplished through effective and transparent communication. The Dean and Provost provide support, mentoring, and where appropriate more formal professional development opportunities for Chairs/Directors in helping them fulfill these roles.

Development of Faculty

- Partners with Dean to assist in recruiting and retaining faculty
- Mentors faculty and Program Coordinators
- Fosters high-quality teaching and learning in the department
- Encourages and facilitates professional development; provides effective feedback following evaluations
- Creates an environment in which faculty members can express ideas freely, thus promoting healthy discussions among members within the department

Representation of the Department

- Provides transparency among faculty and other areas of the University and levels of administration
- Represents the department within University administrative and governance structures
- Maintaining personal, professional competence in order to set a good example in teaching and research and to maintain a position of visibility on and off-campus
• Demonstrates sound decision making in the context of a changing organization. Realizes that a dynamic environment requires new approaches and solutions.

Curriculum and Instruction

• Develops course schedule, in consultation with Dean and the faculty, ensuring that schedules reflect student demand and fosters student learning outcomes
• Encourages and supports efforts for improvements in instructional pedagogy
• Partners with faculty to create and manage curriculum, including changes and revisions
• Considers department retention and graduation rates, recommending adjustments that enhance student success

Development of Students

• Coordinates a program of effective academic mentoring/advising culture within the department
• Partners with registrar and faculty to ensure that students meet departmental and University graduation requirements

Administration of the Department

• Demonstrates support for the mission and strategic goals of Pfeiffer University in all department programming decisions.
• Coordinates departmental planning activities to include annual student learning outcomes, program reviews, and additional assessments, as appropriate
• Ensures that student learning outcomes are met
• Leads department and faculty in accreditation activities, as appropriate
• Coordinates activities of program coordinators
• Effectively manages program resources
• Ensures transparency in decisions by the Dean and larger University administration back to the department
• Responsible for assisting with the active recruitment of undergraduate students by establishing and maintaining a productive partnership with the enrollment team

Note: Department Chairs are mostly assigned at the Undergraduate level, except in cases where an academic program may have students in multiple locations and delivery systems.
Graduate Program Directors

Graduate Program Directors (GPD) provide academic leadership for the graduate program. Major responsibilities include:

The Graduate Program Director (GPD) may emerge from within the faculty, outside of the institution, or be appointed to assume a program leadership role. The GPD serves as mentor to faculty colleagues and as collaborator with the Dean of Graduate Programs, leads graduate faculty in shaping curriculum and specific aspects of each graduate program.

Graduate Program Directors (GPD) are responsible for managing all aspects of their graduate programs and for advising students on academic matters. GPD’s function as the primary contact for all academic matters concerning graduate-level programs and facilitates the conversation between graduate degree programs and academic departments.

The GPD function as the primary point of contact for all academic matters concerning graduate students in the program and facilitates conversation between the graduate degree program and the academic department

Development of Faculty

- Partners with Dean to assist in recruiting and retaining faculty
- Mentors Faculty and Graduate Assistants where appropriate
- Fosters high-quality teaching and learning in the program
- Encourages and facilitates professional development through such activities as urging attendance at professional meetings and workshops, and providing effective feedback following evaluations

Program Representation

- transparency among faculty and other areas of the University and levels of administration
- Represents the program across the University along with external constituents; maintains personal and professional competence through teaching, research, and professional visibility
- Demonstrates sound decision-making in the context of a changing organization. Realizes that a dynamic environment requires new approaches and solutions.
Curriculum and Instruction

- Develops course schedule, in consultation with program faculty, ensuring that schedules reflect student demand and fosters student learning outcomes
- Encourages and supports efforts for improvements in instructional pedagogy
- Partners with faculty to create and manage curriculum, including changes and revisions
- Considers program retention and graduation rates, recommending adjustments that enhance student success

Development of Students

- Ensures a proactive and effective academic mentoring/advising culture within the program
- Responds to grievances, academic petitions, and special requests in a timely manner
- Ensures that program students meet departmental and University graduation requirements

Administration of the Department

- Demonstrates support of Pfeiffer University's mission and strategic goals in all program decisions.
- Coordinates program planning activities to include annual student learning outcomes, program reviews, and additional assessments, as appropriate
- Ensures that student learning outcomes are met
- Leads program faculty in accreditation activities, as appropriate
- Effectively manages program resources
- Ensures transparent communication in decisions by the Dean and University administration back to the program
- Responsible for assisting with the active recruitment of graduate students by creating and maintaining a productive partnership with the enrollment team
Curriculum/Program Coordinators –Optional (may be assigned by the Dean on a temporary basis)

- Supports the strategic mission and vision of the university
- Collaborates with the Dean and/or Department Chair in coordination of majors and course scheduling within academic programs
- Collaborates with Department Chair to annually review, assess, and report student success in meeting student learning outcomes within academic programs
- Encourages and advocates for faculty efforts to improve instruction
- Ensures that students meet departmental graduation requirements
- Supports and participates in accreditation efforts of the program, department, and university
Administrator Evaluation Form

Evaluating Administrator: ______________________ Date: ______________

Circle response from 7 (Almost Always) to 1 (Almost Never) or C (Cannot Judge)

<table>
<thead>
<tr>
<th>ADMINISTRATIVE SKILLS</th>
<th>Almost Always</th>
<th>Almost Never</th>
<th>CNJ</th>
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</thead>
<tbody>
<tr>
<td>Acts fairly and decisively on important issues</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Conducts effective faculty/staff meetings</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Defines operating policies and procedures</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Defines priorities</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
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<tr>
<td>Delegates responsibility and authority when appropriate</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
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<tr>
<td>Displays effective planning ability</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Effectively uses memos, reports, and other contacts</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Effectively uses personal contacts</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
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<tr>
<td>Encourages individual initiative</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Establishes appropriate goals and objectives</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Has skills in recruiting faculty</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Has skills in recruiting students</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Is a good manager of financial resources</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Is accessible to faculty and staff</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Is accessible to students</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Is effective in generating financial resources</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>Is fair in evaluations</td>
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<tr>
<td>Keeps communication lines open</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>Listens to new ideas</td>
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<tr>
<td>Makes effective use of committees</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>Organizes and administers in a confident manner</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>Provides leadership</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>Supports development of quality research</td>
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<tr>
<td>Supports development of quality teaching</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>Supports quality institutional and public service</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>Uses good executive judgment</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>Uses objective and fair method of allocating resources</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
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<tr>
<td>Works effectively with faculty</td>
<td>7 6 5 4 3 2 1</td>
<td>C</td>
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<tr>
<td>Works effectively with outside stakeholders</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>Works effectively with office staff</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>Works effectively with other administrators</td>
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<tr>
<td>Works effectively with students</td>
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### PERSONAL TRAITS

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<td>Communicates ideas clearly</td>
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<td>Displays an enthusiastic, positive outlook</td>
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<td>Handles conflicts effectively</td>
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<td>Is an effective public speaker</td>
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<td>Is sensitive to student concerns and needs</td>
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<td>Is supportive of faculty and staff needs</td>
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<td>Possesses high degree of integrity</td>
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<td>Supports the overall academic unit and the university</td>
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<td>Treats faculty, staff, and students with respect and courtesy</td>
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### PROFESSIONAL ACTIVITIES

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<tr>
<th>Activity</th>
<th>7</th>
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<tbody>
<tr>
<td>Is active in professional organizations</td>
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<tr>
<td>Represents an appropriate balance of administration, teaching, publication, professional, and public service</td>
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<td>Serves as a good representative to external publics</td>
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<td>Serves as a professional role model for faculty</td>
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### XXXXXX (Your Dept) OFFICE

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<tr>
<th>Activity</th>
<th>7</th>
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<tbody>
<tr>
<td>Communicates effectively with faculty</td>
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<td>Communicates effectively with students</td>
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<td>Expresses a friendly attitude towards faculty</td>
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<td>Expresses a friendly attitude towards students</td>
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<td>Provides helpful information</td>
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<td>Provides information in a timely manner</td>
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</table>

### OVERALL COMPETENCE/EXCELLENCE IN ROLE

| 7 | 6 | 5 | 4 | 3 | 2 | 1 | C |

### WHAT SHOULD BE THE PRIORITIES OF THE [XXX [Your Dept] OFFICE FOR 20XX-20XX?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

### COMMENTS AND SUGGESTIONS

( Including any suggestions for improvement of this evaluation form)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
# Pfeiffer University
## Evaluation of Academic Administrators
### Goal-Setting Worksheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td>Department:</td>
</tr>
<tr>
<td>Evaluated by:</td>
<td>Evaluation Period:</td>
</tr>
</tbody>
</table>

### Department Strategic Goals

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
<th>Measurement/Assessment</th>
<th>Status</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>

### Summary of Appraisal (previous year) –

### Development Needs –

<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>Responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #2:</td>
<td>Responsibility</td>
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<tr>
<td>Goal #3:</td>
<td>Responsibility:</td>
</tr>
<tr>
<td>Goal #4:</td>
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</tbody>
</table>

Employee Signature ___________________________ Date ________________

Supervisor Signature __________________________ Date ________________
The purpose of this evaluation is to enhance the effectiveness of an administrator in making a contribution toward advancing the mission of the department and the institution. A key element of this process is the mutual establishment of goals, within the context of the job description, between the administrator under review and his or her immediate supervisor.

SECTION I.(Place a check in appropriate box.)

<table>
<thead>
<tr>
<th>A) EVALUATION OF POSITION RESPONSIBILITIES AND PERFORMANCE FOR PERIOD OF REVIEW</th>
<th>Commendable</th>
<th>Above Standard</th>
<th>Competent</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Identify specific duties from description</td>
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</table>

| B) EVALUATION OF PROFESSIONAL SKILLS (Where Appropriate to Position) | | | | | |
|---|---|---|---|---|
| LEADERSHIP: Exercises sound judgement. Sets a positive example. Maintains high ethical standards; supports college mission and policies. | | | | |
| MANAGEMENT: Plans, organizes work, delegates, coordinates and effectively uses time. Counsels, develops, evaluates and advances subordinates effectively. Seeks and receives feedback in a constructive manner and applies it to enhance performance. | | | | |
| PROBLEM SOLVING: Produces creative, innovative, workable solutions. | | | | |
| TEAMWORK: Works effectively in a team environment. Interacts with coworkers in a positive and cooperative manner. Asks for help when needed, and offers assistance to others. | | | | |
| Fiscal Management | | | | |

SKILLS SPECIFIC TO POSITION:

a.

b.

c.

d.
### SECTION II. EVALUATION OF GENERAL SKILLS

| 1. JOB KNOWLEDGE: Demonstrates competence in skills and knowledge of functional areas. Understands job requirements, internal or external procedures and regulations, and how position interacts with and supports other areas of the college. | Commendable | Above Standard | Competent | Needs Improvement | Unsatisfactory |
| --- | --- | --- | --- | --- |
| 2. COMMUNICATION: Speaks, writes, and presents effectively. Listens well and clarifies questions. Interacts professionally with students and staff. Keeps appropriate people informed on status of projects and key issues. | Commendable | Above Standard | Competent | Needs Improvement | Unsatisfactory |
| 3. INTERPERSONAL SKILLS: Is aware of and sensitive to needs of others. Considers both sides of an issue. Maintains cooperative and effective working relationships. | Commendable | Above Standard | Competent | Needs Improvement | Unsatisfactory |
| 4. RESPONSIVENESS: Is results oriented and assumes responsibility and accountability for own work. Responds appropriately to internal and/or external requests for assistance. Demonstrates initiative and flexibility. | Commendable | Above Standard | Competent | Needs Improvement | Unsatisfactory |

*Commendable - Performance consistently demonstrated with an extraordinary level of skill and ability. A statement of explanation must be included.*

*Above Standard - Performance objectives have been met and demonstrated with a high level of skill and ability.*

*Competent - Performance objectives have been met and demonstrated with a satisfactory level of skill and ability.*

*Needs Improvement – Performance objectives have not been met or have been met only partly with a satisfactory level of skill and ability. The Plan of Professional Development must address these areas.*

*Unsatisfactory – Significant performance objectives have not been met and/or performance indicates significant deficit in skill and ability. A statement of explanation must be included.*

### SECTION III. PLAN FOR PROFESSIONAL DEVELOPMENT AND COMMUNITY INVOLVEMENT:

<table>
<thead>
<tr>
<th>Goal or Task:</th>
<th>Status:</th>
<th>Achieved</th>
<th>Pending</th>
<th>No Longer Applicable (explain)</th>
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</table>
ADMINISTRATOR EVALUATION FORM REVIEW AND EVALUATION OF PERFORMANCE AND SKILLS

SECTION IV. ACCOMPLISHMENTS: Identify any extraordinary achievements, notable service and/or exemplary contributions to the College community. Additional pages may be added.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The current Job Description has been reviewed and incorporated in this review.
(Check here and attach copies) ☐

Additional Recommendations and Comments: (Attach additional signed and dated pages if necessary.)

Employee: Date:

 Supervisor: Date:
2.6 FACULTY GRIEVANCE PROCEDURE

PURPOSE

The purpose of this procedure is to assure fairness and consistency in faculty employee relations and to resolve misunderstandings as quickly as possible. Faculty members shall not be discriminated against because they employ this procedure.

POLICY

A. The Pfeiffer University Faculty has the right to a process for the quick and equitable resolution of problems or conflicts should they arise. The faculty, by historical precedence, has the right to a system of peer review and counsel in resolving problems and conflicts of substance. To this end, these policies and procedures seek to provide:

1. Efficient and equitable resolution of grievances.

2. Clear procedures to be observed by all the parties involved.

3. Resolution of the grievance at the lowest possible level and with the involvement of a minimum of persons.

4. A non-threatening environment in which to raise grievance issues.

B. Coverage

1. This grievance procedure applies to all full-time and part-time teaching faculty.

2. Adjunct faculty and those faculty with one-year contracts are not covered by this grievance procedure except in the case of issues related to academic freedom and/or purported violations of Federal or State Law.

C. Grievance issues include but are not limited to the following:

1. Disciplinary actions, including written warnings placed in a faculty member’s file, and terminations, when the faculty member questions the legality and appropriateness of the action;

2. Alleged violations, misinterpretations, or inequitable applications of a policy affecting a faculty member;

3. Discrimination against a faculty member because of race, color, religion, national origin, sex, age, or disability.

D. Grievance Advisor

A faculty member who initiates the grievance procedure may invite any faculty colleague to join the process for support and counsel.
PROCEDURE

A. Should a grievance arise, the faculty member should make a reasonable effort to resolve the conflict with the party or parties involved. Informal discussion with the Department Chair, Program Director holding faculty rank, Dean of the Undergraduate College or the Dean of Graduate Programs, and/or the Vice-President for Academic Affairs/Provost should always be employed prior to the initiation of the formal grievance procedure.

B. If the informal procedure proves to be unsuccessful, the faculty member should present the grievance to the respondent in writing, with a copy to the Chair of the Faculty Senate, the Dean of the Undergraduate College or the Dean of Graduate Programs, and the Vice-President for Academic Affairs/Provost. The Chair of the Faculty Senate may act as a mediator to resolve the conflict.

C. If the grievance is not resolved with the mediation of the Chair of the Faculty Senate, the Chair may, at the grievant’s request, no later than ten days following the mediation to resolve the grievance, present the grievance to the full Faculty Senate for consideration and possible resolution. By a simple majority vote, the Faculty Senate may rule that the grievance:

    1. Has no merit and should not be further pursued with the Senate’s involvement;

    2. Has merit, and the resolution proposed with the mediation of the Faculty Senate Chair should be accepted by all parties involved;

    3. Has merit and should be pursued on a higher level.

D. If the Faculty Senate votes to pursue the grievance on a higher level, the Faculty Senate will make a recommendation, normally within thirty (30) days. The Chair shall present the grievance and a recommendation from the Senate in writing to the President of the University with copies to the Dean of the Undergraduate College or the Dean of Graduate Programs, the Vice-President for Academic Affairs/Provost, and the grievant within seven (7) days following the Senate’s decision.

E. Upon receipt of the grievance and the recommendation from the Faculty Senate, the President of the University will normally respond to the grievance within thirty days (30) with written copies sent to the Chair of the Faculty Senate, the grievant, the Dean of the Undergraduate College or the Dean of Graduate Programs, and the Vice-President for Academic Affairs/Provost.

F. If the grievant is unable to satisfactorily resolve the conflict on the basis of the decision of the President, the grievant may, within thirty (30) days after the President's decision, appeal the grievance to the Executive Committee of the Board of Trustees.
2.7 STANDING BOARDS, COUNCILS, AND COMMITTEES

(The following section of the Pfeiffer University Handbook is under revision. August 6, 2021)

A. RESPONSIBILITY AND TERM OF SERVICE

1. All standing boards are responsible to the Faculty Assembly and report recommendations and results of deliberations to the appropriate member of the Executive Leadership Team when applicable.

2. Reports to the Faculty Assembly will be made as needed and will be submitted in writing and/or orally.

3. It is the responsibility of all faculty members to serve as elected by their respective college/program to the standing boards. The term of office is one academic year unless otherwise indicated in the description.

4. A request for resignation of a faculty member from a board should be sent, in writing, to the chairperson of the board, with copies to the Vice-President for Academic Affairs/Provost, and the Dean of the Undergraduate College or the Dean of Graduate Programs. If the resignation is accepted, a replacement is elected by the Faculty Assembly.

B. NOMINATION AND ELECTION
(revised April 28, 2015)

The Elections Council has oversight of the faculty nomination and election process.

The elections process is composed of four distinct phases:

Phase I (January---February: Faculty Senate members are elected, including the Chair and Vice-Chair.

Phase II (March: Members are elected for committees/boards/councils that fall under the Elections Council.

Phase III (March: Chair positions elected by the Faculty Assembly are filled.

Phase IV (Summer: Members for committees/boards/councils that fall under the Office of Academic Affairs are appointed and the remaining chair positions are selected.

The election process for the following committees/boards/councils is managed by the Elections Council. Membership requirements for each are described in the Pfeiffer University Faculty Handbook sections 1.2, 1.3 and 2.7

1) Faculty Senate
2) Curriculum Board
3) Promotions & Contracts
4) Sabbatical Leave
5) Servant Leadership
The following committees/boards/councils membership is determined as described in the Pfeiffer University Faculty Handbook section 2.7 Standing Boards and Committees and membership is coordinated by the Office of Academic Affairs:

1) Admissions Review Board (Adult Studies)
2) Admissions Review Board (Undergraduate)
3) Athletic Policies Board
4) Library Board
5) Internal Review Board (IRB)
6) Inclusiveness/Diversity
7) Ad Hoc (Unless otherwise specified)

For the following boards’ membership is determined as described in the Pfeiffer University Faculty Handbook sections 1.3 and 2.7:

1) General Education Board
2) Teacher Education Board
3) Graduate Curriculum Board

Below are the recommended steps and timeline the Elections Council may take in fulfilling their duties (these are subject to the judgment of Council members and may be revised as needed):

Elections Process Initiated (early January)
Descriptions of each committee/board/council are sent to all Faculty, including the purpose of each committee/board/council, eligibility requirements, and open positions for the next academic year. This document will also include a list of all those currently serving on each committee/board/council. The purpose of this step is to assist all faculty members in familiarizing themselves with each committee/board/council to determine which might be the best fit, given each person's interests and unique skills. An elections timeline and description of the elections process will also be distributed.

Phase I: Faculty Senate members are elected. (January---February)
Step #1: Faculty are asked to submit nominations for open Faculty Senate positions via e-mail.
Step #2: Nominees are asked whether or not they accept or decline their nominations via email.
Step #3: Online voting takes place for Faculty Senate positions.
Step #4: Newly elected Faculty Senate members are announced via email.
Step #5: Faculty Assembly members submit nominations for the Faculty Senate Chair position.
Step #6: Faculty Senate Chair nominees submit a current photo and up to a 250-word platform describing their plans for the Faculty Senate, including their related experience.
Step #7: Faculty Senate Chair candidates present their platforms to the Faculty Assembly through a video conference meeting.
Step #8: Online voting takes place and Faculty Assembly members elect the Faculty Senate Chair for the next academic year.
Step #9: Faculty Senate members submit nominations for the Faculty Senate Vice-Chair position.
Step #10: Faculty Senate Vice-Chair nominees submit a current photo and up to a 250-word platform describing their plans for the Faculty Senate, including their related experience.
Step #11: Faculty Senate Vice-Chair candidate platforms are distributed to the Faculty Assembly.
Step #12: Online voting takes place and Faculty Assembly members elect the Faculty Senate Vice-Chair for the next academic year.

Phase II: Members are elected for committees/boards/councils that fall under the Elections Council. (March)
Step #13: Nominees are accepted for the committees/boards/councils that fall under the Elections Council. Step #14: Nominees are asked whether or not they accept or decline their nominations via email.
Step #15: Online voting takes place for these positions.
Step #16: The election outcome is announced via email.

Phase III: Chair positions are elected for committees/boards/councils. (March)
Step #17: Nominations are accepted for Chair positions that are elected by the Faculty Assembly, including the Curriculum Board, Promotions & Contracts, and Sabbatical Leave.
Step #18: Online voting takes place for these positions.
Step #19: The election outcome is announced via email.

Phase IV: Members for committees/boards/councils coordinated by the Office of Academic Affairs are appointed (summer).
Step #20: A representative from the Office of Academic Affairs coordinates the online selection of the remainder of the committees.
Step #21: An updated list of committee/board/council membership, including terms, is posted on Blackboard.

Additional Notes:
1) The President appoints administrative members of standing boards.
2) Student members are selected by the SGA.
3) The Vice-President for Academic Affairs/Provost or a designated representative is an ex-officio member of all boards/committees/councils.

C. ORGANIZATION AND RECORDS

1. After the first meeting of the Faculty Assembly, the convener (person whose last name is closest to the beginning of the alphabet) calls a meeting of the Board or contacts the appropriate staff director to initiate the meeting. At this organizational meeting, the board elects a chair and a secretary. Minutes of all meetings are submitted to the Secretary of the Faculty Senate, to each member of the board, and to the President and to the Office of Academic Affairs. Ex-officio members of the boards have full voting and membership rights.

2. All standing boards, councils, and committees shall convene an initial meeting by the end of September.

3. The secretary of each board sends two copies of the minutes of each board meeting to the secretary of the Faculty Senate, who distributes the copies to the Faculty Senate file and the University Archives. Board secretaries keep complete files of all minutes and other board records to be passed on to the new secretary of the board the following academic year. Boards distribute minutes to all faculty members only when matters of board business are of interest or concern for the entire faculty.

D. ADMISSIONS BOARD UNDERGRADUATE COLLEGE

The Admissions Board makes recommendations to the Vice-President of Enrollment Management concerning applicants who are not automatically admissible to the University, recommends admissions policies, and examines issues dealing with admission and retention of students. The recommendations of the Admissions Board are reported to the Vice-President of Enrollment Management and to the Faculty Assembly as needed. The board is initially convened by the Vice-President of Enrollment Management.
Membership for Domestic Admissions:
1. Three faculty members
2. Registrar
3. Director of the Learning Center
4. Vice-President of Enrollment Management

Membership for International Admissions:
1. One faculty member
2. Registrar
3. Director of the Learning Center
4. Vice-President of Enrollment Management

E. ADMISSIONS REVIEW BOARD (Degree Completion)

The Admissions Review Board makes recommendations concerning applicants who are not automatically admissible to the School of Adult Studies, recommends policies, and examines issues dealing with admission and retention of students. The recommendations of the Admissions Review Board are reported to the Executive Director and to the Office of Admissions in Charlotte. The Committee is initially convened by the Associate Director for Enrollment and Retention of Adult Studies.

Membership:

1. Two faculty members
2. Dean of the Continuing Education and Adult Professional Studies
3. One Program Advisor
4. Associate Registrar, Charlotte Campus

F. ATHLETICS POLICIES BOARD

The Athletics Policies Board recommends policies governing intercollegiate athletic activities and serves as an advisory body to the Director of Athletics. Recommendations from this board are reported to the Vice-President for Academic Affairs/Provost, the Academic Leadership Team, and to the Faculty Assembly as needed. The Athletics Policies Board will be initially convened by its chairperson.

Membership:

1. The Board chairperson is to be appointed by the President to serve as University faculty representative to USA South and the NCAA.
2. Two faculty members who do not have any coaching or other intercollegiate athletics-related responsibilities.
3. Director of Athletics
4. Vice-President for Finance/Chief Financial Officer (CFO)
5. One student
G. LIBRARY BOARD The Library Board represents faculty and students in recommending Library policies to the Library Director (Misenheimer Campus); reviewing operations and requirements of the Library; informing the faculty, students, and administration of the requirements of the library; and seeing that the library is maintained at a level of excellence in keeping with the academic requirements of the University and the accrediting agencies.

The Library Board is initially convened by a faculty member (whose last name is closest to the beginning of the alphabet). It reports to the Vice-President for Academic Affairs/Provost and Faculty Assembly as needed.

Membership:
1. Three faculty members, one of whom should be a graduate faculty
2. Member of the Library Staff
3. One student

H. TEACHER EDUCATION BOARD (TEB) The Teacher Education Board provides leadership in administering the program of teacher education; develops regulations governing the admissions, selection, and retention of students in the program; evaluates the education curriculum and recommends changes as necessary to keep programs consistent with the latest guidelines governing teacher licensure, and serves as liaison between the Education Unit and the other departments involved in Teacher Education. This Board is convened by Chair of the of the Department of Education and the position of chairperson is elected annually among the licensure areas represented. The Board reports to the Vice-President for Academic Affairs/Provost. The Teacher Education Board meets and reports recommendations to the Faculty Assembly as needed.

Membership:
1. All faculty in Elementary, Special and, Secondary Education and one faculty member representing each area of teacher licensure. In addition, faculty who teach methods courses required for teacher education licensure will be members of the Board.
2. Chair of the Department of Education
3. Representative of a local school system

I. BUDGET ADVISORY BOARD The Budget Advisory Board is responsible for reviewing all proposed budgets of the University before they are finalized and for making recommendations of approval or modification to the President.

Membership:
1. A member of the Faculty Senate chosen by the Faculty Senate.
2. Three members elected at large for a two (2) year term by the Faculty Assembly from faculty with at least two (2) years of experience at Pfeiffer
3. Four members elected by the staff
4. The Vice-President of Financial Affairs/Chief Financial Officer (CFO) as an ex-officio member

The Chair of the Board will be elected by Board members at its first meeting. The Chair of the Board shall be included, as a non-voting member, in meetings of administrative bodies establishing budget priorities.

J. INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (IRB) (Revised December 9, 2014) (The description for this board is currently under review)

Pfeiffer University is committed to following high ethical standards in fulfilling its mission of teaching, research, and public service. This commitment is safeguarded by the Institutional Review Board (IRB). The IRB reviews the ethical suitability of all projects (research, simulation or training) involving human subject
or participants.

Membership:

1. The Institutional Review Board (IRB) at Pfeiffer University shall consist of a representative from each of the academic divisions. The Provost shall appoint two additional members to the IRB as chairperson and vice-chairperson.
2. Each dean of an academic division shall recommend one faculty member to the Provost to represent that division on the Institutional Review Board. Upon receipt of all of the division nominations, the Provost will review the committee composition and finalize the division appointments. The Provost will then appoint two additional committee members to serve as chairperson and vice-chairperson.
3. Members of the Institutional Review Board are appointed for alternating two-year terms. A member may be appointed to two consecutive terms. The chairperson and vice-chairperson of the IRB are appointed for two-year terms. The chair and vice-chair may be re-appointed to one additional two-year term.

The President or his/her designee will review the composition of the IRB to ensure that it includes at least one member who has a background in science, one member who has a nonscientific background, and members who are familiar with the academic areas from which projects are likely to originate.

Please see section 2.14 Institutional Review Board Policy for more information and the different applications.

K. SERVANT LEADERSHIP COUNCIL

The Servant Leadership Council represents all Pfeiffer constituencies in recommending policies, programs, and initiatives for the Center for Servant Leadership. The Council serves as a liaison to the campus to facilitate the incorporation of servant leadership initiatives in curricular and co-curricular life.

Membership:

1. Two faculty members, one Graduate Representative and one Undergraduate Representative
2. One Student Development staff member
3. Minister to the University
4. Director of Student Leadership
5. Vice-President of Academic Affairs/Provost
6. Director of Service Scholars
7. A Francis Center Service Scholar
8. A Representative from Athletics

L. ACADEMIC CLIMATE / FACULTY DEVELOPMENT COMMITTEE

(Revised May 11, 2017)

The Faculty Development Committee develops and implements criteria for funding faculty proposals, and determines the allocation of faculty development funds based on these criteria; examines issues related to individual and corporate faculty development; and serves as an advisory board to the Vice-President for Academic Affairs/Provost in matters related to the ongoing improvement of college-level teaching skills. The Faculty Development Committee reports to the Vice-President for Academic Affairs/Provost and to the Faculty Assembly as needed.
Membership:

Revised January 9, 2017

1. Five (5) full-time faculty members elected from the Faculty Assembly with two Faculty from the Undergraduate, two from Graduate, and one At-Large. The term will be for two years.
2. Vice-President for Academic Affairs/Provost
Instructions for Applying for Faculty Development Funds from Pfeiffer University

updated Spring 2017

As a member of the Pfeiffer University faculty, you are entitled to apply for Faculty Development Funds to support continued improvement in your field. Funds are available within the following limits until they are exhausted each year: $500 for attending a conference, $750 for presenting at a conference. Of these totals, up to $100 can be used for professional dues. In order to be considered for these funds, complete the Faculty Development Funds Request form (available through my.pfeiffer under “For All Employees, “Forms”) in its entirety including the signatures of Program Director and/or Dean. Clearly indicate what funds are requested and for what purpose by following these steps:

1. Faculty Development Funds (FDF) Request Form: Check whether the funds are for travel (e.g., to a conference), professional dues (limited to $100), or “other”(specify).
   a. If the funds are for travel, use the next section to denote specific amounts for each category (e.g., transportation, registration fee).
      i. For each section identified, provide accompanying documentation. For example, if you enter an amount on the transportation line (e.g., the cost of an airline ticket), include documentation showing how much the airline ticket costs. If you are using your personal vehicle, include the Google maps (or other program) directions showing the distance traveled in miles.
         1. Information about what will be reimbursed and limits can be found on the Instructions page of the Travel Reimbursement Form (available on my.Pfeiffer under “For All Employees,” “Forms”).
      ii. If you are going to a professional conference, attach a copy of a brochure/flyer and/or screenshot of the website showing information on your event.
      iii. Include all costs for the Total Cost Estimate (even if it more than allowed limits).
   b. If the funds are for professional dues, include a dues statement or other documentation showing the cost of the dues.
   c. If the funds are for “other,” provide a brief description and include supporting documentation.

**********Total Amount of Request (cannot exceed $500 if attending, $750 if presenting)**********

d. Write a detailed explanation summarizing the nature of the professional program or organization and your participation, including your level of involvement in this activity (e.g., member, officer, attendee, presenter, session leader, etc.). State how participation in this faculty development experience will enhance your professional, departmental, and University goals.

2. Check Request Form (available on my.Pfeiffer under “For All Employees,” “Forms”): The Check Request Form informs the Business Office that a check should be cut for a particular person/entity, why, and for how much. At the top of the page, indicate the dates the funds are needed (ASAP if reimbursement, specific date if cash advance). Therefore, the Check Request should indicate (1) who is to be paid, (2) for what, and (3) cost. Each Faculty Development Funds (FDF) Request should be accompanied by only one Check Request Form, but you may submit more than one FDF Request at a time.
a. If you want a payment sent directly to an organization (e.g., professional dues paid directly to the professional organization or registration fee paid directly to conference organizers), clearly indicate this on the Check Request Form and note clearly when the funds are needed.
b. If you are requesting reimbursement, you should write in your own name and address.
c. For example, if you paid conference registration fees out-of-pocket and want to have your professional dues paid directly, you will submit two FDF Request pdf documents: one FDF Request and Check Request made out to yourself for the conference, and one FDF Request and Check Request made out to the professional organization.

3. Travel:
   a. If you plan to travel (e.g., attend a conference) at least 1 month beyond the date that your request is considered by the Faculty Development Committee, complete a Travel Advance Request Form (available on my.Pfeiffer under “For All Employees,” “Forms”). Include all documentation showing known or estimated costs (e.g., registration fee may be known, but airline costs are estimated).
      i. After your travel, you will need to submit a Travel Reimbursement Form (available on my.Pfeiffer under “For All Employees,” “Forms”) to the Business Office, along with copies of all itemized receipts. See further instructions in #7 below.
      ii. If you plan to travel within the next 30 days, you will need to wait until after your travel to submit your FDF Request.
   b. If your travel is complete, fill out a Travel Reimbursement Form (available on my.Pfeiffer under “For All Employees,” “Forms”) and include copies of all itemized receipts.

4. After getting needed signatures on all forms (e.g., Program/Department Chair/Dean signs FDF), the faculty member making the funds request is responsible for making sure that the entire packet in one pdf is submitted to the Faculty Development Committee Chair (facultydevelopment@pfeiffer.edu) by the 19th day of the month. The Committee will consider the request on the 20th (or the closest business day).

5. You will receive an email indicating (1) whether your request has been approved by the committee and (2) whether any information is missing. Any missing information should be emailed to the Faculty Development Committee Chair to be included with the rest of your application.

6. Once the packet is complete, the Office of Academic Affairs will be notified. All further communication should be with the Office of Academic Affairs or the Business Office.

7. If you received professional development funds in advance for travel, once your travel is complete you do NOT need to send anything to the Faculty Development Committee. Instead, you will need to submit a Travel Reimbursement Form (available on my.Pfeiffer under “For All Employees,” “Forms”), copies of all itemized receipts, and a summary of the event and your participation (can be the same as the description given to the Faculty Development Committee). Once signed by the appropriate personnel, the entire packet should be submitted to the Business Office within 10 business days of completing the event.
Faculty Development Funds Request Form

Applicant’s Name: Date: Department:

Category of Funds Requested. (The total of parts A, B and C are limited to requests of $500 for attendee, $750 for presenter or formal session speaker. Please indicate which category applies to you in this application. Please note that this amount is a total limit of available funds per faculty member per academic year.)

A.  □ Travel
B.  □ Professional Dues (limit $100 of totals mentioned above)
C.  □ Other: Specify:

A. Travel
Name of Conference: Dates of travel: Start End

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<tr>
<th>Expense Category</th>
<th>Full Amount (Estimated or Actual)</th>
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<tr>
<td>Lodging (attached estimate or receipt)</td>
<td>$</td>
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<tr>
<td>Registration (attached estimate or receipt)</td>
<td>$</td>
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<tr>
<td>Transportation (air, university vehicle, or 0.305 mile private vehicle by Pfeiffer policy) (attach estimate or receipt; include estimate of mileage, e.g., Google maps)</td>
<td>$</td>
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<tr>
<td>Meals ($25 per day maximum by Pfeiffer policy; exceptions noted on Travel Reimbursements Form, Instructions tab) (if requesting reimbursement, attach receipts)</td>
<td>$</td>
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<tr>
<td>Other (specify)</td>
<td>$</td>
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<tr>
<td><strong>Total Travel Cost Estimate</strong> (add all expenses for travel)</td>
<td>$</td>
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</table>

| Total Travel Amount Requested | □ $500  □ $750 □ Other (less than $500 or $750, depending participation level); specify amount: $ |

B. Professional Dues: Name of Organization
Amount requested $ (Attach dues statement and/or receipt)

C. Other: Attach all details on separate sheet(s) of paper
Amount requested $ (Attach details)

See next page
D. Complete each section below in detail:

<table>
<thead>
<tr>
<th>Nature and Summary of Professional Program:</th>
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<tr>
<td>My Participation and Involvement in this Program (e.g., member, officer, attendee, presenter, session leader, etc.):</td>
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<tr>
<td>How This Program Enhances My Professional, Departmental, and University Goals:</td>
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</table>

☐ Attached copy of brochure/flyer and/or printout from web links to information about program and/or your participation level
☐ Attached copy of receipt or estimates for expenses noted above (e.g., proof of airline or hotel estimate)

Your Program/Department Chair or Dean must approve this application before it can be considered by the Faculty Development Committee. Electronic signatures or forwarded emails of Chair/Dean approval are adequate for demonstrating signed approval below.

Faculty Signature: ____________________________  Program/Department Chair/Dean: ____________________________

Please note that only electronic proposals/requests to the Chair of the Faculty Development Committee (facultydevelopment@pfeiffer.edu) will be accepted and considered. Please do not send paper copies.

Updated September 2020-RWL
M. FACULTY COMMITTEE ON SABBATICAL LEAVE
(revised December 14, 2017)

Section 1: RESPONSIBILITIES OF THE FACULTY COMMITTEE ON SABBATICAL LEAVE

A. Review and submit to the President and the Vice President for Academic Affairs/Provost in a timely manner, recommendations for Sabbatical Leave, and the specific conditions of such leave.

B. The Sabbatical Committee shall conduct its review and submit its recommendations consistent with its written policies and procedures, as delineated under Section 3, hereinafter.

Section 2: MEMBERSHIP

A. The Faculty Committee on Sabbatical Leave shall consist of:
   one (1) member from the School of Graduate Studies, elected by the Graduate Council;
   one (1) member from the Undergraduate College, elected by the Undergraduate College; and
   three (3) members at large, elected by the Faculty Assembly.

B. Members are elected near the end of the spring semester to two-year terms with half of the membership expiring in each year.

C. Eligibility. Full and part-time faculty and persons holding faculty/staff contracts, except for the Vice-President for Academic Affairs/Provost, Dean of the Undergraduate College, the Dean of Graduate Programs, first and second-year faculty members, and full-time administrators holding faculty rank are eligible to serve on the Faculty Committee on Sabbatical Leave.

C: Eligibility: All full-time faculty and persons holding faculty/staff contracts including full-time administrators holding faculty rank, are eligible to serve on the Faculty Committee on Sabbatical Leave, except Deans and the Vice-President for Academic Affairs/Provost.

D. Members of the Faculty Committee on Sabbatical Leave may not serve more than two consecutive terms. A member of the Faculty Committee on Sabbatical Leave may not serve concurrently on the Curriculum Board or the Faculty Committee on Promotions and Contracts.

E. Vacancies occurring on the Faculty Committee on Sabbatical Leave shall be filled by the election of a replacement to complete the unexpired term at the next regular or called meeting of the Faculty Assembly or Graduate Council.

F. Chair of the Faculty Committee on Sabbatical Leave. The Chair of the Faculty Committee on Sabbatical Leave shall be elected by the Faculty Assembly by a simple majority vote from among its five members.

Section 3: Sabbatical Leave Policies and Guidelines

A. Purpose:
Sabbatical Leave is designed to provide an opportunity for professional development for
individual faculty members. Faculty may use this opportunity in the following fashion, including but not limited to:

1. To improve their teaching;
2. To grow in their discipline through such means as:
   a. Engaging in research and/or publication,
   b. Artistic performance or productivity innovation; or
3. To enhance their leadership potential.

B. Conditions:

1. While on Sabbatical Leave, unless otherwise indicated, the selected faculty member will receive full salary compensation, along with fringe benefits, which will continue throughout the leave period. During Sabbatical Leave, such time will also count as a time in rank and will be considered continuous service with no interruptions of any benefits that accrue from such service.
2. The faculty member who accepts Sabbatical Leave will be under contractual obligation to return to the University for at least one academic year unless explicitly released by the President of the University, in which case the Sabbatical Leave remuneration will be considered a loan, which the faculty member will repay to Pfeiffer University.
3. Unless such administrative and/or teaching duties were a part of the original Sabbatical Leave Application, a faculty member on Sabbatical Leave cannot accept administrative and/or teaching duties at other institutions.
4. The faculty member receiving sabbatical shall explicitly be under no academic/teaching or deferred additional or accrued administrative commitments to the University during said sabbatical, nor shall they be required to “make up” routine obligations that would otherwise be incurred during said sabbatical.

C. Application Procedure:

1. Availability. Until such time as it is available online, the official application will be provided to interested candidates by request.
2. Deadline for Application. The deadline for submission, unless otherwise indicated, is at least one academic year calendar’s notice, prior to the period in which the candidate seeks to have Sabbatical Leave.
3. Announcements and Reporting. The successful sabbatical candidate will be announced by the Faculty Committee on Sabbatical Leave, and the successful candidate will make a report to the Faculty Assembly prior to beginning Sabbatical Leave and during the first semester upon their return from Sabbatical Leave.
4. Sample Sabbatical, applications, and post-sabbatical reports from the recipients shall be kept on file in the Library and made available for inspection by request.

D. Eligibility:

1. Any full-time faculty member, who has completed five continuous years of service to Pfeiffer University, is eligible to apply.
2. No member of the Faculty Committee on Sabbatical Leave can make application for Sabbatical Leave during the term during in which he or she serves on the Faculty Leave Committee on Sabbatical Leave.
Pfeiffer University Sabbatical Application

Academic Rank

Years in Rank

Year/semester of proposed sabbatical

Years full-time at Pfeiffer

Years part-time at Pfeiffer (if applicable)

(e.g. years as part-time Adjunct faculty)

Utilizing the chart that follows hereinafter, please list all the courses you have taught for each semester over the last three years.

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credit Hours</th>
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Please provide a title and a summary of your proposed project. This summary should provide an overview of the way in which the requested sabbatical release time will be used.

**Title of Proposed Project/Research:**

**Summary/Project Description:**

If applicable, please list any and all professional development time awards and other release time you have received in the last three years. Please list any Summer Grants you have received, but please do not list departmental travel funds unless they are directly related to this project.

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th># credit hours</th>
<th>PD Time or other</th>
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<tr>
<td>____<strong>/</strong>_____</td>
<td>Release time for ___</td>
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**Summer Grants**

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<th>Year</th>
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<td>Category</td>
<td>% Weight</td>
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<td>Teaching: How would the sabbatical improve faculty member’s teaching skills and/or learning practices for the University overall</td>
<td>(30-60%)</td>
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<td>Scholarship: what would be the scholarly contribution to the field</td>
<td>(20-40%)</td>
</tr>
<tr>
<td>Advising: what benefits does it create for student development</td>
<td>(10-25%)</td>
</tr>
<tr>
<td>Impact on University: what would be the utility to the university</td>
<td>(10-25%)</td>
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<tr>
<td>Impact on Community: what will the impact be on the community</td>
<td>(10-25%)</td>
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Additional Comments:

Signature of application:  
Date:
Please provide the following items as a part of your Sabbatical Application:

1. _____ Cover Letter
2. _____ Sabbatical Application
3. _____ Applicant Curriculum Vita
4. _____ Statement of Support from your Department Head
5. _____ Full Proposal and Supporting Documentation:
   - What is the timetable for completion of this project?
   - What has been accomplished on the project to date?
   - What will be accomplished on the project during the sabbatical leave?
   - Will the work/research continue after your return to Pfeiffer?
   - How will this experience enhance your teaching when you return to Pfeiffer?
6. _____ Percentage weight distribution
N. GENERAL EDUCATION COMMITTEE

(Added February 28, 2011; revised May 10, 2018)
(The description for this board is currently under review. August 10, 2021)
The General Education Committee is an undergraduate committee whose primary responsibility is to work in collaboration with the Office of Academic Affairs to provide oversight of the undergraduate general education program.

MEMBERSHIP: The committee will be comprised of six (6) members that represent undergraduate components of the following divisions: Division of Business; Division of Education; Division of Applied Health Sciences; Division of Arts and Sciences; plus the Director of General Education; and a representative from Continuing Education and Professional Development. Committee members should serve the term of two (2) academic years, and up to three (3) consecutive terms.

Service on the committee should be staggered so there are always experienced members serving. The Director of Institutional Assessment, Research and Planning, the Provost (and/or designee), and the Director of the Pfeiffer Journey should be ex officio members. Members should be elected by the respective divisions and approved by the faculty assembly.

RESPONSIBILITIES

• To review all proposals from departments and programs requesting that individual courses and/or course sequences be counted for General Education Program credit, and to forward these recommendations to the Curriculum Board.
• To conduct a systematic review of the General Education Program by examining existing courses on a regular, rotating basis, and recommending curricular changes based on assessment of student learning outcomes.
• To review and approve proposals for curricular changes in general education, including changes resulting from revisions of existing courses and proposals for admitting additional courses into the program after these courses have been approved by the Curriculum Board.
• Monitoring the development and application of methods for assessing the proficiency of students' skills to ensure that waivers of required skills courses, with or without retroactive credit, are appropriately granted.
• Establishing and reviewing and setting assessment goals for the General Education Student Learning Outcomes.
• Defining standards and policies for the Foundation Skills Requirements of the University General Education Program.
• Effective August 2011, no change to the General Education Program shall be approved without action of this committee.

O. INCLUSIVENESS/DIVERSITY COMMITTEE

(Added February 28, 2011) (The description for this board is currently under review. August 7, 2021)
The Inclusiveness/Diversity Committee is charged to ensure that the University is equitable in its practices to promote diversity/inclusiveness in all practices associated with students, faculty, staff, and community members.
MEMBERSHIP

Three faculty (one from each campus location).
A representative from the staff relations committee.
Student elected by Undergraduate Student Government Association (SGA).
Student representatives from both Graduate and Adult Professional Programs (Degree Completion).

RESPONSIBILITIES

• Reviewing and reporting on efforts of faculty to ensure and promote diversity.
• Reviewing and reporting on efforts of admissions and other administrative branches to recruit and retain a diverse student body.
• Promote efforts to build a campus culture that promotes equality, inclusiveness, and diversity by reviewing student life, student organizations, and student ministries and reporting findings.
• Recommending the establishment of policies and procedures addressing issues of equality and diversity among faculty, and assisting in developing these where appropriate

The Inclusiveness/Diversity Committee may address actions and statements within the University that disempower or disaffirm anyone based on that person's group membership by:

Observing University communication and recommending language that may be more appropriate;
Reviewing the intellectual, social, and spiritual events on campus and suggesting means of enhancing diversity where appropriate; Advocating against discrimination; Serving as a resource for information and moral support on issues related to group identity and diversity.

P. HONOR BOARD (Undergraduate)
(Added April 28, 2011)

PURPOSE

The purpose of the Honor Board is to hear cases involving the violation of the University Honor Code. These violations often include but are not limited to, cases of cheating, plagiarism, falsification of class attendance records, “giving or receiving of unauthorized help”, and lying to faculty and staff in issues related to academic responsibilities. Honor offenses often occur in the context of the classroom but may involve any aspects of a student’s academic life at the university.

MEMBERSHIP

The voting membership of the Honor Board shall consist of the Vice-President of Academic Affairs/Provost, the Director of Academic Support Services, two faculty members, and two students. The faculty members are elected by the full faculty assembly at the first meeting of the academic year, and the student representatives are selected by the Director of the Honors Program from current student members of the Honors Program. The Director of Academic Support Services serves as the coordinator of the Honor Board.

DUTIES

1. To review and resolve issues related to the violation of the Pfeiffer University Honor Code filed by members of the faculty.
2. To review and resolve issues related to the violation of the Pfeiffer University Honor Code filed by students/staff.
PROCEDURES

Any student/staff member wishing to report a violation of the Honor Code should contact the Director of Academic Support Services who will instruct the student/staff member to write a letter to the Honor Board outlining the nature of the complaint. If the complainant is a faculty member, the professor should also contact the Director of Academic Support Services. Upon receipt of a complaint, the Director will instruct the faculty member to contact the office of the Provost to determine if the student in question has ever been previously convicted of a violation of the University Honor Code. If there has been a previous offense, the case must proceed to the Honor Board. However, if the incident is a first offense, the Pfeiffer University (at my.pfeiffer) allows the faculty member to offer to adjudicate the case if he/she so desires. If the faculty member chooses to adjudicate the case, there are several restrictions:

(a) The faculty member and student charged must both agree to faculty adjudication.
(b) The student and faculty must complete an Academic Dishonesty Form in which the student pleads “guilty” to the charge and accepts faculty adjudication.
(c) The faculty member may only assign either a “zero” on the assignment in question or an “F” for the course in question. The choice of which of the two outcomes is most appropriate rests solely in the judgment of the professor. If neither of these punishments is appropriate for the violation in question, the case should be referred to the Honor Board. If the behavior represents a second or higher potential violation of the Honor Code, the case must be referred to the Honor Board.

2. The Board is charged with the responsibility of conducting an initial review of the alleged violation of the Honor Code. After receiving a formal letter of complaint or signed Academic Dishonesty Form, the Director of Academic Support Services will collect all relevant materials related to the case and schedule a hearing within fourteen (14) days of the receipt of the formal request for review.

3. The primary parties in question will each be given time to present their perspectives on the alleged honor violation before the Honor Board. Secondary parties (parents, legal counsel, friends, etc.) are not allowed to participate in Honor Board Hearings on the part of the student or faculty member; however, written personal statements and other forms of physical evidence may be submitted by either party. If a faculty member bringing a charge is in the same reporting structure as either of the faculty on the Honor Board, then the member(s) of the board in the same reporting structure must withdraw from the board for the case in question and be replaced by a substitute named by the Chair of the Faculty Senate. An audiotape will be created for review in the event of an appeal to the Honor Appeals Board of the initial outcome of the Grade Appeals Board. In most cases, unless the tape is deemed to be defective or inadequate, the appeals process will consist of a review of the taped proceedings from the initial Honor Board hearing.

4. Following the completion of all testimony and the review of all materials, the Board will issue an outcome to the primary parties within 48 hours of the conclusion of the hearings. If additional time is necessary to resolve the case, the defendant will be notified within the 48 hour time period of the duration of additional time necessary before an outcome can be rendered.

5. All verdicts of the Honor Board are subject to review by the Honor Appeals Board. If the student or faculty member wishes to appeal the outcome of the Board, a letter should be sent to the Vice-President of Academic Affairs/Provost within 48 hours of their notification of the outcome of the initial grade appeal.

6. If the student is found innocent of the charges, all physical evidence will be destroyed and no record will remain from the charge. If the student is found guilty, a record of the offense will be filed with the Vice-President of Academic Affairs/Provost and relevant university parties will be notified of the outcome (i.e. the Registrar, Vice-President for Student Development, etc.)
CONFIDENTIALITY POLICY

All materials, testimony, and outcomes discussed within the Grade Appeals Board sessions are to be held in strictest confidence by the members of the Board.

Q. POLICY AND FACULTY HANDBOOK COMMITTEE
(revised January 29, 2013)

PURPOSE

The Faculty Handbook Committee is a standing committee of the Faculty. This committee is charged with continuing study of the Faculty Handbook with specific focus to policies and procedures found within the handbook. The Policy and Handbook committee is the channel for the amendment or revision of the Handbook.

RESPONSIBILITIES:

• Meet on a monthly basis to discuss Policy and Faculty Handbook changes. The Vice-Chair of the Faculty Senate is the coordinator and presiding member of the committee.
• Vice-Chair will appoint a secretary for the committee during the first called meeting of the academic year.
• Consult with faculty and groups of faculty in order to opportunity for faculty to comment on issues in the handbook that desire attention. This includes but is not limited to the Chair of the Faculty Senate, the Provost, and the Deans and Directors. This is done throughout the academic year to ensure the policies and procedures within the handbook align with the overall mission and vision of the University and the Faculty of Pfeiffer University.
• Receive and review proposed changes to the Handbook on matters of governance, faculty services, policies, and responsibilities. Proposed changes may come from five (5) or more faculty members, Faculty Senate, or administration.
• Provide records of change in the Handbook (source, content, and approval).
• Maintain all changes to Handbook throughout the semester.
• Minutes of the Faculty Handbook Committee are submitted to the Chair of the Faculty and to the Provost.
• The committee reviews all statements to ensure that the integrity and spirit of the Handbook language is maintained and will record such statements for incorporation in the new Handbook editions when so directed by the Faculty Senate.
• The committee is also responsible for codifying the records of changes in the Handbook, providing a record of the source, content, and approval authority of each revision, and monitoring and recommending policies and procedures for future Handbook revisions.
• Ensure all unfinished business is complete prior to the closing of the academic year and that the final handbook is approved for the following academic year.
• Ensure the final handbook is submitted to the Provost for approval by the Board of Trustees prior to the close of the academic year.

MEMBERSHIP

Membership on this committee will consist of the following elected for a two (2) year term:
• Vice-Chair of the Faculty Senate (serves as the coordinator and presiding member of the committee.)
• 2 senators elected by the Faculty Senate
• 2 elected faculty members from the Undergraduate College
• 2 elected faculty members from the Graduate Council
• Secretary of the Faculty Assembly is an ex-officio member of the committee
• Vice-President for Academic Affairs/Provost is an ex-officio member of the committee as well as the Faculty Chair

Updated November 28, 2011

R. Faculty Committee Elections Council
(Added November 28, 2011
Updated April 28, 2015)

PURPOSE

The purpose of this document is to propose the establishment of an elections process for Pfeiffer University committees. As it stands, the faculty nomination and election process occur on the same day during Faculty Orientation week. Individual faculty members are nominated and either accept or decline a nomination in that moment. From there, the process then moves quickly to a vote. There is not an opportunity for candidates to submit platforms detailing their plans for the committee, little time for nominees to consider the extent of time and responsibilities required of committee participations, and minimal description of the purpose and role of each committee. The following proposal remedies the limitations of the current system by providing a deliberate and structured plan for the committee nomination and election process.

COMMITTEE

Five members will be elected to serve on the Elections Council (2 from Misenheimer, 2 from Charlotte, 1 from RTP. Members will, in general, serve two-year terms. To avoid terms ending at the same time, they will be staggered (only the first year. So, the first year we will vote in 2 (or 3 members to a 1-year term, and the remaining 2 (or 3 members will have 2-year terms. From then on, everyone getting voted in will be on a 2-year term.

TIMELINE
(added April 28, 2015)

The Elections Council has oversight of the faculty nomination and election process:

The elections process is composed of four distinct phases:

Phase I (January---February: Faculty Senate members are elected, including the Chair and Vice-Chair.

Phase II (March: Members are elected for committees/boards/councils that fall under the Elections Council.

Phase III (March: Chair positions elected by the Faculty Assembly are filled.

Phase IV (Summer: Members for committees/boards/councils that fall under the Office of Academic Affairs are appointed and the remaining chair positions are selected.

The election process for the following committees/boards/councils are managed by the Elections Council.

Membership requirements for each are described in the Pfeiffer University Faculty Handbook sections 1.2, 1.3 and 2.7
The following committees/boards/councils membership is determined as described in the Pfeiffer University Faculty Handbook section 2.7 Standing Boards and Committees and membership is coordinated by the Office of Academic Affairs:

1) Admissions Review Board (Adult Studies)
2) Admissions Review Board (Undergraduate)
3) Athletic Policies Board
4) Library Board
5) Internal Review Board (IRB)
6) Inclusiveness/Diversity
7) Ad Hoc (Unless otherwise specified)

For the following boards’ membership is determined as described in the Pfeiffer University Faculty Handbook sections 1.3 and 2.7:

1) General Education Board
2) Teacher Education Board
3) Graduate Curriculum Board

Below are the recommended steps and timeline the Elections Council may take in fulfilling their duties (these are subject to the judgment of Council members and may be revised as needed):

Elections Process Initiated (early January)
Descriptions of each committee/board/council are sent to all Faculty, including the purpose of each committee/board/council, eligibility requirements, and open positions for the next academic year. This document will also include a list of all those currently serving on each committee/board/council. The purpose of this step is to assist all faculty members in familiarizing themselves with each committee/ board/council to determine which might be the best fit, given each person's interests and unique skills. An elections timeline and description of the elections process will also be distributed.
Phase I: Faculty Senate members are elected. (January---February)

Step #1: Faculty are asked to submit nominations for open Faculty Senate positions via e-mail.
Step #2: Nominees are asked whether or not they accept or decline their nominations via email.
Step #3: Online voting takes place for Faculty Senate positions.
Step #4: Newly elected Faculty Senate members are announced via email.
Step #5: Faculty Assembly members submit nominations for the Faculty Senate Chair position.
Step #6: Faculty Senate Chair nominees submit a current photo and up to a 250-word platform describing their plans for the Faculty Senate, including their related experience.
Step #7: Faculty Senate Chair candidates present their platforms to the Faculty Assembly through a video conference meeting.
Step #8: Online voting takes place and Faculty Assembly members elect the Faculty Senate Chair for the next academic year.
Step #9: Faculty Senate members submit nominations for the Faculty Senate Vice-Chair position.
Step #10: Faculty Senate Vice-Chair nominees submit a current photo and up to a 250-word platform describing their plans for the Faculty Senate, including their related experience.
Step #11: Faculty Senate Vice-Chair candidate platforms are distributed to the Faculty Assembly.
Step #12: Online voting takes place and Faculty Assembly members elect the Faculty Senate Vice-Chair for the next academic year.

Phase II:

Members are elected for committees/boards/councils that fall under the Elections Council. (March)

Step #13: Nominees are accepted for the committees/boards/councils that fall under the Elections Council.
Step #14: Nominees are asked whether or not they accept or decline their nominations via email.
Step #15: Online voting takes place for these positions.
Step #16: The election outcome is announced via email.

Phase III:

Chair positions are elected for committees/boards/councils. (March)

Step #17: Nominations are accepted for Chair positions that are elected by the Faculty Assembly, including the Curriculum Board, Promotions & Contracts, and Sabbatical Leave.
Step #18: Online voting takes place for these positions.
Step #19: The election outcome is announced via email.

Phase IV: Members for committees/boards/councils coordinated by the Office of Academic Affairs are appointed (summer).

Step #20: A representative from the Office of Academic Affairs coordinates the online selection of the remainder of the committees.
Step #21: An updated list of committee/board/council membership, including terms, is posted on Blackboard.
Additional Notes:

1) The President appoints administrative members of standing boards.
2) Student members are selected by the Student Government Association (SGA).
3) The Vice-President for Academic Affairs/Provost or a designated representative is an ex-officio member of all boards/committees/councils.

T. AD HOC COMMITTEES
Other committees may be appointed as necessary.
2.8 Instructional and Classroom Management

The following section of the Pfeiffer University Handbook is under revision by the Faculty Handbook Committee. The Committee will continue to update and revise this section throughout the academic year, adding changes to the official copy of the Handbook as the committee makes the revisions.

2.8.1 Advising

A. Referrals - Faculty may refer students to the Learning Center for tutoring, assistance with communications skills, and preparation for Praxis.

B. Office Hours - During the first week of classes each semester, all faculty serving as academic advisors should be in their offices as much as possible in order that advisees can see them about any necessary schedule changes. Full-time faculty are expected to schedule a minimum of 6 hours in the office each week, spread over at least 4 days. During the first week of classes, faculty are expected to post their office hours and send copies of their schedule for the term, including office hours, to the Vice-President for Academic Affairs/Provost, the Department Chair, and the Dean of the Undergraduate College or the Dean of Graduate Programs. The hour of 10:00 AM. on Mondays, Wednesdays, and Fridays is reserved for convocations, supplementary events, faculty meetings, class meetings, etc.; therefore, this reserved hour should NOT be used as a scheduled office hour.

C. Interpretation of the Catalog - The Registrar is the official interpreter of the University catalog. Differences in interpretation may be referred to the Office of Academic Affairs.

D. Guidelines for Faculty Advisors - There are several general guidelines that have been developed to give coordination to the advising system. These guidelines are given below as assistance to the advisor. Faculty will also receive a copy of the Advising Manual.

   a. Know the contents of the catalog and the student handbook (at my.pfeiffer).
   b. Know the contents of the university catalog and in particular, know which courses in the catalog fulfill which requirements.
   c. Make certain that students fully understand the system for evaluating academic progress, including the numerical symbols which denote averages. For example, 2.0 signifies that the student has earned an average of 2.0 quality points per semester hour (SH), which is equivalent to the average (cumulative) that must be obtained in order to graduate.
   d. Meet with each advisee AT LEAST two times each semester to:

      i. Provide general academic counseling. This includes discussions which help students develop their Servant Leadership portfolios.
      ii. Assist with pre-registration for the next semester. Students should be appropriately counseled concerning the courses and schedule before the advisor signs the registration card.
      iii. Discuss academic progress, including classwork and Pfeiffer Life. Advisors should plan ahead with the advisee and prepare class schedules at least two years in advance.
      iv. Point out “danger areas,” such as a low semester and/or cumulative average and a low rate of accumulation of Pfeiffer Life units.
e. Maintain accurate records for each advisee. If advisors do not have adequate information, such as grade records and transcripts from other institutions, they should consult with the Registrar.

f. Have course substitutions approved through the appropriate channels. Forms for substitutions can be secured from the Registrar and substitutions must be approved by the advisor, the Chair/Director/Dean of the Undergraduate College or Dean of the Graduate Programs, and the Vice-President for Academic Affairs/Provost.

g. Help advisees download a preliminary degree audit from my.pfeiffer to make sure that the student is on track for graduation. In addition, assists advisees with the Student Graduation Application (Degree Audit) which must be submitted to the Registrar’s Office one year prior to graduation.

h. Assist students by counseling them on career opportunities, methods for job searching, and university resources. Faculty who serve as Freshmen Mentors teach a section of Freshman Seminar or of the University Studies seminars. Mentors are expected to meet more often with students and to offer special social opportunities to freshmen. They receive a Mentoring Manual which provides information about the mentoring process.

E. Academic Forms

Advisors must be knowledgeable about the following forms used by the Registrar’s Office. The academic unit to which the form applies is noted (UG for Undergraduate, GS for Graduate Studies).

- Registration Changes form – to be used to add or drop courses until the 6th day of the semester.

- Application for W Grade - Students in their first semester of their freshman year at Pfeiffer - will receive a W rather than WP or WF Withdrawals from courses start on the 7th day of the semester through last day for withdraws (28 calendar days before last class). Must be preceded or accompanied by a Course Withdrawal Form. WF counts as an F on record; WP and W do not calculate in GPA. “W” grades may have a negative impact at the time the University calculates the student’s Satisfactory Academic Progress.

- Incomplete forms - to be filed at final grade report time if an “Incomplete” is requested by the student. Note that approval of the Vice-President for Academic Affairs/Provost is needed for an “I” to be issued. If an “incomplete” is not completed by the mid-point of the next semester, it becomes an “F”.

- Suspension form - students have thirty (30) days from the beginning of classes to provide proof of immunization. The Office of Student Affairs will notify the instructor via email, to bar the student from class until in compliance with this state law.

- Class rosters are available at my.pfeiffer. Faculty must use the official online rosters to take attendance every day. Rosters also show any students in “waitlisted” status. Instructors must contact the Registrar with a decision to allow waitlisted students in the course or to drop them. If the student’s enrollment status on the roster is Current, the student is fully enrolled in the class.

- On the 10th day of the semester, instructors are required to print their class rosters from my.pfeiffer and identify students who have never attended the course. The Registrar sends instructions at the beginning of each semester explaining how to complete this Roster Verification Process.

- Application for Degree - Student Graduation Application (Degree Audit) form must be submitted to the Registrar’s Office one year prior to graduation.

- Course Substitution - Lists substitutions for a required course in major/minor. This step must be
done as soon as it is determined that a course substitution will be necessary and before the student registers for the intended substitute. All Course Substitutions must be approved by the VP of Academic Affairs/Provost or designee. A limit of 6 crs may be substituted in any student

- Directed Study/Independent Study - Two (2) parts – a form and regular-sized piece of paper listing requirements and signatures needed for approval.
- Official Withdrawal – The Registrar’s Office will notify the appropriate faculty and advisor that a student has officially withdrawn from school. Instructors will be required to answer with a last date of the student’s attendance.
- Transcript Request form - Students make an on-line request (required by The Privacy Act) to send their academic record elsewhere, at www.getmytranscript.com.
- Transcript - The academic record for students. There are two (2) versions: the official and an unofficial. Unofficial transcripts are available only to students currently enrolled and only at my.pfeiffer.
2.8.2 Attendance Policy

Undergraduate Attendance Policy
(Updated May 10, 2018)

To ensure academic success students are expected to attend and participate in all class sessions. Attendance policies are set for each course by faculty members and should be printed in the syllabus and announced at the beginning of each term. It is the student’s responsibility to know the attendance policy in a particular course.

Graduate Attendance Policy
(Updated May 10, 2018)

To ensure academic success students are expected to attend and participate in all class sessions. Attendance policies are set for each course by faculty members and should be printed in the syllabus and announced at the beginning of each term. It is the student’s responsibility to know the attendance policy in a particular course.

For more information, please see the The Office of Teaching, Learning, and Innovation (oTLI).
Federal Credit Hour Definition:

(Added April 30, 2012)

A. As of July 1, 2011, Federal Law (600.2 and 600.4) requires all accredited institutions to comply with the Federal definition of the credit hour. For all Pfeiffer University degree programs and courses bearing academic credit, the “credit hour” is defined as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one-quarter hour (1/4) of credit, or the equivalent amount of work over a different amount of time; or At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

B. Class Schedules

- The planned course offerings and anticipated faculty teaching assignments are developed each Fall and Spring for Albemarle, On-Line, Charlotte, Misenheimer, and RTP Campuses and recommendations made to the Vice-President for Academic Affairs/Provost. Deans/Directors consult with Department Chairs and other faculty members in their Departments or Programs to review the projected course offerings and make any needed adjustments. These are submitted to the Eight (8) weeks prior to the end of each semester. The Registrar’s Office establishes the overall schedule to meet the needs of the University as a whole. Classroom assignments are made by the Registrar and requests for specific classrooms should be included along with the proposed class schedules each term. Classroom assignments are made to meet the enrollment need and scope of each class. In ALL cases, the Registrar should be consulted for classroom assignments.

C. Classroom and Time Changes

- Once the master schedule has been established, changes in meeting times and places, including additions and deletions and correction of errors, may be made only by the Registrar. This does not include occasional variations to accommodate special pedagogic needs.

D. Class Size

- The maximum enrollment for classes is established by the Registrar in consultation with the instructor, the appropriate Director/Dean, and the Vice-President for Academic Affairs/Provost. When the maximum enrollment has been reached, students are waitlisted for the class and are enrolled in the class only with the approval of the instructor and Director/Dean or the Vice-President of Academic Affairs/Provost. All such approvals to enter waitlisted students into a class must be completed within the first six (6) days of class (not to exceed drop/add period). It is critical that All Faculty check each class roster and make the necessary adjustments for students. In instances where adjunct faculty are teaching in waitlisted classes, it is the responsibility of the Director/Dean to ensure that this policy is enforced.
E. Length of Class Periods

- For classes scheduled between 8:00 a.m. and 3:30 p.m., the normal class period on Monday, Wednesday, and Friday is 50 minutes. On Tuesday and Thursday, the normal period is 75 minutes.
- Evening classes for Undergraduate courses and Graduate courses are normally three (3) hours in duration or 45 contact hours.
- Evening classes for the Degree Completion Program are normally four (4) hours in length.

Specialized Programs of Study

F. Directed Study

- Directed studies may be used to enroll in a course regularly listed in the University catalog, but not currently being offered. Directed studies are not normally approved because of an absolute conflict. Appropriate forms for directed studies may be secured from the Registrar. Students enrolled must participate in a panel review at the end of each directed study course. All Directed Studies are subject to approval.

G. Independent Study

Independent study projects are limited in scope and involve considerable depth of study. Courses listed in the University catalog cannot be taken by independent study. An independent study can be substituted for a required course only with the approval of the Dean and the Vice-President for Academic Affairs/Provost. Forms for independent study are available in the Office of the Registrar. Students enrolled must participate in a panel review at the end of the course.
2.8.4 FACULTY POLICIES AND OTHER RESPONSIBILITIES

A. Office Assignments

Faculty offices are assigned by the following policies and procedures. The Dean of the Undergraduate College and Dean of the Graduate Programs should make requests for faculty offices to the Vice-President for Academic Affairs/Provost prior to the beginning of the academic year and as early as possible.

Policies

1. Teaching faculty at Pfeiffer University require office space for study, class preparation, advising of students, and other activities related to their professional responsibilities at Pfeiffer University. It is the goal of Pfeiffer University to provide private offices, whenever possible, for all full-time teaching faculty, and these offices should be as attractive and comfortable as the institution can make them.

2. Part-time/adjunct may be provided office space whenever space is available. However, part-time faculty should arrive early enough to prior to the start of class in order to secure a dedicated space to meet with students. At each campus location (Charlotte, Misenheimer, RTP and Albemarle), the part-time faculty member should consult with the Dean/Director of the discipline-specific program where they are teaching in order to ensure that appropriate arrangements are made to accommodate needs.

3. Retired faculty who continue to teach on a limited basis are provided office space when available, however, office space may be shared.

4. Faculty are assigned to offices as convenient to their colleagues and teaching classrooms as possible.

Note:

Office furniture should not be moved from the assigned offices.

B. Faculty Identification

Badges

The purpose of the Identification Badge Policy is:

• To provide standards and requirements for the display of identification
• To provide a consistent method of identification
• To provide additional means of establishing a safe community for staff, faculty, and students.
• All staff and faculty will be issued a picture identification badge upon being hired.
• All staff and faculty must wear their badges on the provided lanyard or clip while University buildings, Cohort Site Locations, or on any campus property.
• The badge must be fully visible and not obstructed by clothing.
C. Accidents
On-the-job accidents resulting in injury must be reported to the Health Services Department within twenty-four (24) hours. This is a requirement of our insurance. Please call extension 3011.

D. Faculty Absences
It is expected that ALL faculty will attend each class during the contracted time. If for any reason (travel, illness, etc.) the faculty member must be absent; a Faculty Absence Form must be submitted to their immediate Dean/Director two weeks prior to the anticipated absences from class. This form is located in the Office of Academic Affairs.

Emergency:

• Occasionally, a medical or personal emergency arises which necessitates your canceling a class at the last minute. It is critical that the faculty member notify their Dean/Director immediately. If the Dean/Director cannot be reached, then the faculty member should notify the Office of Academic Affairs (Undergraduate and Graduate).

Notifying Students:

• Proactive plans should be made at the beginning of each term to ensure that students will be properly notified of unplanned/planned faculty absences. Examples of immediate cancellation notification for students to be used include: email, text, or phone calls. At all times, a cancellation notice should be placed on the classroom door. In every case, the Dean/Director must be notified immediately. If faculty are teaching at a cohort location, arrangements should be made to notify the Cohort Site Contact regarding the absence, in addition to notifying Dean/Director.

Medical or Family Related Absences:

• When faculty are absent from the University due to health or other personal concerns for at least three (3) days, both the Office of Academic Affairs and Human Resources should be notified immediately. Please refer to my.pfeiffer, the All Employees Section, under Forms Forms Forms for the policy/procedures for the Family Medical Leave Act.

E. Faculty with Secondary Employment

Full-time faculty who are serving as consultants or who are employed by someone other than Pfeiffer University must file a form on Secondary Employment with the Vice-President for Academic Affairs/Provost in addition to the Dean/Director. ALL secondary employment applications MUST be approved prior to beginning secondary employment. The University reserves the right to limit participation in secondary employment if it is perceived that such activities will affect primary employment. The form for Secondary Employment can be located on my.pfeiffer, All Employees, Forms Forms Forms, under the Human Resources section, External Employment.

F. Faculty Development

Goals and Objectives Faculty Development funds are provided to enhance the scholarship, service, and teaching of full-time faculty. The goals and objectives of funding are to:

• Allow faculty members to enhance their contributions to the University as teachers, scholars, and advisers;
• Allow faculty to acquire and to develop skills for instruction and pedagogy;
• Allow faculty to stay current or to advance their proficiency in areas of competency or related disciplines;
• Support faculty in professional programs to provide professional services which will enhance teaching and learning in the classroom;
• Encourage and support faculty creativity in professional activities;
• Provide retraining for faculty to address new areas of instruction.

Note: Funds are not currently available to cover the costs of tuition/fees associated with advancing degree status of faculty.

Guidelines:

1. Complete Faculty Development Form and Forward to Dean/Director for approval, prior to submission to Faculty Development Committee.
   • For Cash Advance: Turn in Cash Advance Form to Office of Academic Affairs at least two (2) weeks before cash advance is needed.
   • For Reimbursement: Turn in original receipts attached to check request form to Faculty Development Committee.

2. No more than ten (10) after the completion of faculty development experience, a brief summary (see description on form) of professional experiences MUST be completed and submitted to the Office of Academic Affairs.

G. Overload Policy - Pfeiffer University holds as its highest priority excellence in teaching. In order to assure high standards of academic excellence, the university does not require its faculty to teach overloads during the regular academic year. However, in cases of program and student needs, faculty may be asked to teaching overload. In all cases, overloads should not be used to supplement faculty pay or serve as a reward, nor should overloads be considered an entitlement. Overloads are only allowable if they are essential to deliver quality education to our students. The process for overloads is as follows:

1. Dean/Director present request for overload to Vice President for Academic Affairs/Provost for approval.

2. Faculty requested to teach overload classes must be in good standing with the university (i.e. positive teaching evaluations and annual departmental evaluations).

3. Faculty overloads may not exceed one overload course during a semester.

4. Faculty may be asked to teach an overload and either bank the credit hours to be used during another semester or receive additional pay. Specifically, once hours are banked, faculty will be given course reduction in future teaching assignments.

H. Teaching Loads

Faculty are expected to teach up to 26 Instructional Units (IU) per year.

Procedures

1. All group instruction is assigned IUs according to the following table: Type of Class Number of IU

a. Lecture/Seminar Courses (2-3-4 SH) 2-3-4.0
b. Accounting Courses 3.0 Labs taught separately (1 SH) 0.5

c. Activities (1 SH) 1.0

d. Music
Class Piano (1 SH) 1.3*
Ensembles (1 SH) 2.0*

e. Psychology Courses with Lab (4 SH) 4.0

f. Sciences
Courses with Labs (4 SH) 5.0
Labs taught separately (1 SH) 2.0
Labs taught separately (2 SH) 2.5

g. Service Learning Courses (3 SH)

h. Team-taught courses are determined individually

2. All individual instruction is assigned IU’s according to the following table: Number of IU Teaching Mode Per Student Enrolled

a. Applied Music
1 SH .33
2 SH .67

b. Fieldwork (CE, SOCY, PSYC, CJ, SMGT, EXSC) with .33 required, scheduled weekly meetings with the instructor

c. Fieldwork and internships without required weekly. 2 meetings with instructor

d. Student Teaching .67

e. Independent/Directed Study .1 per SH

f. Undergraduate Independent Research *** .5

g. Honors **** .5

h. Art Studio, Theatre Applied Tech. .1

i. Graduate Applied Field and Research Project .1
Applied Research (690 and 695)

* 2/3 IU per 1 clock hour

*** Independent Research courses must be listed in the catalog and must involve weekly supervision by the instructor and culminate in a paper

I. Required Faculty Events
In an effort to effectively advance academics at Pfeiffer University, faculty are required and expected to attend the following events, Commencement, Convocations, discipline-specific department meetings, school-specific department meetings, Faculty Assembly, Graduate Council Assembly, Faculty Conferences (fall, winter, spring) and any such meetings that enhance the overall academic
operations. Attendance will be taken at all meetings and reported accordingly.

• Commencement:

Pfeiffer University holds two commencements each academic year (May and August). Pfeiffer faculty are encouraged and expected to be in attendance at each event.

• Convocation:

Pfeiffer University holds convocation exercises during early fall each academic year. All faculty are required to attend these events and dress in appropriate academic regalia.

Note: Graduate faculty may be excused during undergraduate focused events. However the President and Provost reserve the right to request attendance.

Guidelines for Academic Dress and Procession during Commencement and Convocation

• The following guidelines concerning the wearing of academic costumes for academic ceremonies are based on the Academic Ceremony Guide prepared by the American Council on Education.

Caps

• Caps are worn in academic processions and during the ceremony of conferring degrees. Men may remove their caps during prayer, the playing of the National Anthem and Alma Mater, and at other specified times (e.g., during the baccalaureate sermon or the commencement address). It is traditional that all such actions be done in unison.

• The presiding officer gives the cues for removing and replacing the caps.

• Women wear caps at all times.

• Caps are worn straight and on top of the head (not at an angle or on the back of the head) with the tassel on the left side of the cap.

Gowns

• Gowns should be in keeping with the degree held or the degree to be conferred.

Hoods

• Hoods are worn with the color-edging showing in the proper manner.

Processional Line-up

The faculty is divided into groups, according to rank. Within the ranks, the order follows the length of service at Pfeiffer University. Those who entered in rank in the same year are arranged alphabetically.

1. The chief marshal leads the procession.
2. The color guard follows the chief marshal.
3. The divisions of the procession following the color guard are in the order as designated below:
   a. The candidates for the degrees
   b. The faculty
   c. The faculty emeriti
   d. The trustees
   e. The platform participants
4. Student marshals will precede each division.

Seating Arrangements

1. The faculty, faculty emeriti, and the trustees are on the right side of the aisle, facing the platform.
2. The candidates for degree are seated on the left side of the aisle, facing the platform.

Recessional Line-up

1. The chief marshal leads the recession.
2. The color guard follows the chief marshal.
3. The divisions of the procession following the color guard are in the order as designated below:
   a. The platform participants
   b. The trustees
   c. The faculty emeriti
   d. The faculty
   e. The graduates

Processional and Recessional

All persons (platform group, faculty, degree candidates, color guard, and student marshals) remain in place until the appropriate signal to move is given by the chief marshal.

K. Chief Marshal shall be appointed for a renewable term of three (3) years by the Vice-President for Academic Affairs/Provost to work in cooperation with the President and the Vice-President for Academic Affairs/Provost to coordinate all academic convocations at Pfeiffer University. The Chief Marshal shall hold the rank of Professor or Associate Professor or the status of Faculty Emeriti and, during the term of the appointment, shall receive either appropriate compensation or a reduction in student load.

L. Faculty Marshal shall be appointed by the Vice-President for Academic Affairs/Provost for a renewable term of three (3) years to arrange the proper faculty line of march for all academic processions. The position shall normally be held by the faculty member with the longest full-time service at Pfeiffer University.

M. Financial Services Information

A budget is developed for each defined academic cost center. Budget requests are developed through consultation with the Department Chair/Program Director and approved by the Vice-President for Academic Affairs/Provost before submission to the Vice-President for Academic Affairs/Chief Financial Officer (CFO) by the Vice-President for Academic Affairs/Provost for inclusion in the University budget. For all updated policies/procedures relating to travel or reimbursement, please go log into my.pfeiffer and look under the “Forms Forms Forms” section.

N. Student Assistant Programs

• To the extent that funds are available, the University provides part-time student assistants who may be used for routine clerical duties or laboratory work. Student assistants are grouped in two categories: Work-Study and Pfeiffer Assistants. Applications for such assistance should be made to the appropriate Dean, who presents the Undergraduate College or Graduate Program request to the Director of Financial Aid. Applications should be made by May 1 prior to the next academic year.

• Federal Work Study Program In order to request a Work-Study student please submit a job description including the following information to the Financial Aid Office – Work Study Coordinator:
• Name of the Department

• Name of the Direct Supervisor and any additional staff that can approvetimecards

• Job Title, Job description, and qualifications (a minimum of five (5) key responsibilities)

• Number of positions available and approximate number of hours to be worked

• Work-Study students are limited to seven (7) hours a week and cannot work during breaks and other times when the University is closed.

• Requests for work-study positions can be made prior to the start of each semester and for further information please contact the Office of Financial Aid, 704-463-3045 or financialaid@pfeiffer.edu

• Pfeiffer Graduate Assistants

• The Pfeiffer University Assistantship Program is available to qualified full-time degree-seeking students enrolled in graduate programs at the university. As graduate assistants, students work a number of designated hours within a particular department or program in exchange for tuition credit towards the cost of attendance. Graduate assistantships are assigned individual duties consistent with the needs of a department and the quality and experience of the student. Graduate students have a role as a professional in the university, and the duties of a graduate assistant are consistent with the mission and vision of Pfeiffer University. All graduate assistants should become familiar with the Pfeiffer University Staff Handbook and participate in mandated university-wide training and development.

• Most assistantships at Pfeiffer University are part-time, with a limited amount of full-time assistantships. Assistantships are considered to be tuition scholarships and are subject to evaluation by the Office of Financial Affairs. Therefore it is important that all students understand that the tuition scholarship (assistantship) may affect other forms of financial assistance. Please contact the Office of Academic Affairs for more information.
2.8.5 INCOMPLETE POLICY

I = Incomplete - This grade is assigned where satisfactory progress is being made, but due to reasons beyond
the student's control, final course requirements cannot be completed in time. Such records must be cleared
before the midpoint of the semester following the semester in which the "I" was awarded or the "I" will
automatically become an "F". See the academic calendar for the official date of the midpoint.

A “D” may not be used to satisfy requirements of a major. However, a “D” may be used to satisfy General
Education requirements and all other requirements for graduation. An “I” (incomplete) may be given under
unusual circumstances with valid reason. When the “I” grade is submitted to the Registrar, the instructor
must also submit a written reason for the “I”, the assignments to be completed, and an estimate of the time
required for completing the unfinished course work. If an “I” is not removed by the midpoint of the next
semester, it will automatically become an "F." An “I” is calculated as an “F” until it is removed. See the
academic calendar for the official date of the midpoint.

(Added January 12, 2012)

At the discretion of the instructor, an “I” grade may be assigned when a student, who is otherwise passing
the course has not, due to circumstances beyond his/her control, completed all the work in the course. When
the “I” grade is submitted to the Registrar, the instructor must also submit a written reason for the “I”, and
the assignments to be completed. Incompletes will become “F” grades automatically if the incomplete grade
is not removed by the deadline published in the University Catalog. This is true whether or not the student is
in attendance the following term at Pfeiffer University. Exceptions apply only under the following
circumstances: - When the student requests an extension with the instructor’s approval due to prolonged
illness that can be documented with medical records or due to military deployment. Students do not need to
re-enroll in a course in which they have received an incomplete grade. Students who choose to re-take the
course will have the “I” grade on the original course converted to “F”.

(See the Academics section on my.pfeiffer for the Incomplete Grade Agreement Form)
2.8.6 Satisfactory Academic Progress / Academic Standing

The following section of the Pfeiffer University Handbook is under revision by the Faculty Handbook Committee. The Committee will continue to update and revise this section throughout the academic year, adding changes to the official copy of the Handbook as the committee makes the revisions.

Undergraduate

Satisfactory academic progress (SAP) towards Pfeiffer University degree will be determined at the end of every semester based on students’ qualitative and quantitative progress at Pfeiffer.

- Qualitative progress is based on grade point average or GPA
- Quantitative progress refers to time or credits attempted per the Undergraduate Academic Standing Scale below.

Note: When a student changes majors, all of the courses in the previous major will also be included in the student’s SAP calculation.

Students’ academic standings are: Good Standing, Warning, Probation, Suspension, or Dismissal Status.

Each standing is defined below.

Good Standing is defined as progressing towards graduation with a GPA of 2.0 or greater, or at or above the level indicated in the Undergraduate Academic Standing Scale. Students who are in Good Standing should meet with their advisors/mentors a minimum of one time during the semester.

Academic Warning (AW) is defined as progressing towards graduation with an overall GPA that is below the Undergraduate Academic Standing Scale. Students who have (AW) status should meet with their academic advisor(s) a minimum of two times during the semester.

Academic Probation (AP) is given to students who after one term on Academic Warning are not making satisfactory progress towards graduation per the Undergraduate Academic Standing Scale. An academic probation period consists of two academic terms: 1- Academic Probation (A1) and 2- Second term of Academic Probation (A2)

Students with AP status must agree to follow an Academic Plan to avoid academic suspension. The Academic Plan is a signed contract between the student and the Office of the University Provost. Students in this situation must meet the following conditions contained in the contract:

1) Obtain a minimum GPA in accordance to the Undergraduate Academic Standing Scale.
2) Misenheimer students: visit the Academic Learning Center and establish a monthly written and signed plan for follow up and academic assistance,
3) Degree Completion Program students: use the resources recommended by your advisor

- Failure to meet the conditions of the Academic Plan will result in a one-semester suspension with the right to
appeal*. If the appeal is not awarded, the student cannot register for classes the following semester. Completed the semester suspension, the student may apply for readmission. Re-admission is at the discretion of the Registrar. Upon re-admission, the student standing will be that of AP with two semesters to attain the GPA required in the Undergraduate Academic Standing Scale. Returning students must have their Academic Plan updated.

- If the appeal is awarded, the student standing will be that of AP with two semesters to attain the PA required in the Undergraduate Academic Standing Scale. Students in this situation must have their Academic Plan updated.

- Students who are suspended for a second time due to lack of compliance with SAP will be dismissed from the University.

• Academic Suspension
Students who fail to meet their Academic Plan and improve their GPA to at least the level indicated in the Undergraduate Academic Standing Scale will be placed on Academic Suspension. Academic Suspension is limited to one in the student’s career.

Academic Dismissal
An Academic Dismissal is a permanent and irrevocable suspension from the University.

Undergraduate Academic Standing Scale

<table>
<thead>
<tr>
<th>Hours attempted**</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.30</td>
</tr>
<tr>
<td>16-31</td>
<td>1.50</td>
</tr>
<tr>
<td>32-47</td>
<td>1.75</td>
</tr>
<tr>
<td>48-60</td>
<td>1.99</td>
</tr>
<tr>
<td>61+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Hours Attempted = Non-Activity Hours attempted at Pfeiffer plus hours of transfer credit accepted towards the student’s program

Probation Appeals Process –Students on academic probation are automatically suspended from Financial Aid. The appeals process for students on Academic Probation/Continued Probation is necessary only for Financial Aid purposes. The “Academic Probation” standing will remain in a student’s record even if the FA appeal has been granted.

Suspension Appeals Process- Students facing their first academic suspension, have the right to appeal the suspension. A Suspension Appeal, when granted, brings about an extension of a student’s Academic Probation/Continued Probation standing. For a student’s appeal to be considered the student should have a mathematical chance that the GPA will raise to meet the Undergraduate Academic Standing Scale during an additional probationary period (two semesters). Students appealing their first suspension, or readmitting after a semester of suspension, must write letters of appeal separately to the Provost Office and to the Office of Financial Assistance.

The suspension appeals will be granted only if one or more of the following conditions exist:

- Death of a student’s close member in the family(parents, grandparents, children, close friend, or spouse).
- Serious illness of the student or a close family member that can be documented
- Other mitigating circumstances on a case by case basis

Separate committees will evaluate all Academic and Financial Aid suspension appeals. An awarding of
an academic appeal does not guarantee financial aid reinstatement.

For more information on Financial Aid appeals see the Financial Aid website.

Student Classification

1-29 Freshman

30-60 Sophomore

61- 91 Junior

92 + Senior

(Added December 2011)

Graduate Satisfactory Academic Progress / Academic Standing

Satisfactory academic progress (SAP) towards Pfeiffer University degree will be determined at the end of every semester based on students’ qualitative and quantitative progress at Pfeiffer.

- Qualitative progress is based on grade point average or GPA
- Quantitative progress refers to time or credits attempted per the Graduate Academic Standing Scale below.

Note: If a student changes programs, all of the courses in the program will also be included in the student’s SAP calculation.

Students’ academic standings are: Good Standing, Warning, Probation, Suspension, or Dismissal Status. Each standing is defined below.

Good Standing is defined as progressing towards graduation with a GPA of 3.0 or greater, or at or above the level indicated in the Graduate Academic Standing Scale. Students who are in Good Standing should meet with their advisors/mentors a minimum of one time during the semester.

Academic Warning (AW) is defined as progressing towards graduation with an overall GPA that is below the Graduate Academic Standing Scale. Students who have AW status should meet with their academic advisor(s) a minimum of two times during the semester.

Academic Probation (AP) is given to students who after one term on Academic Warning are not making satisfactory progress towards graduation per the Graduate Academic Standing Scale. An academic probation period consists of two academic terms: 1- Academic Probation (A1) and 2- Second term of Academic Probation (A2)

Students with AP status must agree to follow an Academic Plan to avoid academic suspension. The Academic Plan is a signed contract between the student and the Office of Student Success. Students in this situation must meet the following conditions contained in the contract:

1) Obtain a minimum GPA in accordance to the Graduate Academic Standing Scale.
2) Use resources recommended by their advisor

Failure to meet the conditions of the Academic Plan will result in a one-semester suspension with the right to appeal*. If the appeal is not awarded, the student cannot register for classes the following semester. Completed the semester suspension, the student may apply for re-admission. Re-admission is at the discretion of the Graduate SAP Committee. Upon re-admission, the student standing will be that of AP with two semesters to attain the 3.00 GPA required by the University. Re-admitted students must have their Academic Plan updated.
If the appeal is awarded, the student standing will be that of AP with two semesters to attain the 3.00 GPA by the University. Students in this situation must have their Academic Plan updated. Students who are suspended for a second time due to lack of compliance with SAP will be dismissed from the University.

*Academic Suspension Students who fail to meet their Academic Plan and improve their GPA to at least the level indicated in the Graduate Academic Standing Scale, will be placed on Academic Suspension. Academic Suspension is limited to one in the student’s career.

Academic Dismissal
An Academic Dismissal is a permanent and irrevocable suspension from the University,

**Graduate Academic Standing Scale**

<table>
<thead>
<tr>
<th>Hours attempted**</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-12</td>
<td>2.50</td>
</tr>
<tr>
<td>13-24</td>
<td>3.0</td>
</tr>
<tr>
<td>25+</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Hours Attempted = Non-Activity Hours attempted at Pfeiffer plus hours of transfer credit accepted towards the student’s program**

Probation Appeals Process –Students on academic probation are automatically suspended from Financial Aid. The appeals process for students on Academic Probation/Continued Probation is necessary only for Financial Aid purposes. The “Academic Probation” standing will remain in a student’s record even if the FA appeal has been granted.

Suspension Appeals Process- Students facing their first academic suspension, have the right to appeal the suspension. A Suspension Appeal, when granted, brings about an extension of a student’s Academic Probation/Continued Probation standing. For a student’s appeal to be considered the student should have a mathematical chance that the GPA will raise to meet the Graduate Academic Standing Scale during an additional probationary period (two terms). Students appealing their first suspension, or readmitting after a semester of suspension, must write letters of appeal separately to the Graduate SAP Committee and to the Office of Financial Assistance.

The suspension appeals will be granted only if one or more of the following conditions exist:

- Death of a student’s close member in the family (parents, grandparents, children, close friend, or spouse).
- Serious illness of the student or a close family member that can be documented
- Other mitigating circumstances on a case by case basis

Separate committees will evaluate all Academic and Financial Aid suspension appeals. An awarding of an academic appeal does not guarantee financial aid reinstatement.

For more information on Financial Aid appeals see the Financial Aid website.
2.8.7 Substantive Change Monitoring Policy
(Added November 14, 2011)
(The following section of the Pfeiffer University Handbook is under revision August 6, 2021)

(See Appendix 4.6 for Substantive Change Prospectus)

The purpose of this policy is to adhere to the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) requirements for reporting substantive changes. In accordance with SACS-COC requirements, Pfeiffer University will notify the Commission of any substantive changes prior to initiation and will seek approval of such changes. Pfeiffer University is committed to establishing procedures to ensure compliance with standard 3.12.1 by providing ongoing substantive change training and information updates to faculty and staff regarding curricular and organizational changes requiring SACS-COC notification and approval.

Institutional Responsibility:
Pfeiffer University’s Substantive Change policy ensures that the university is at all times in compliance with the SACS-COC Comprehensive Standard, 3.12.1, Substantive Change. The following is a statement which was approved by the Commission on Colleges in December 2006 regarding Comprehensive Standard 3.12.1. It states “the institution notifies the Commission of changes in accordance with the substantive change policy and when required seeks approval prior to initiation of the changes.” Under federal regulations, substantive change is considered a significant modification or expansion of the nature and scope of an accredited institution.” Other conditions requiring substantive changes include, but not limited to the following:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs at a degree or credential level above that which is included in the institution’s current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Initiating distance learning courses

1. Monitoring Conditions Requiring Substantive Change:

A Substantive Change Monitoring Committee (SCMC) will be formed and will include the Vice-President for Academic Affairs/Provost (VPAA), SACS-COC Liaison, the Director of Institutional Research and Chief Financial Officer (CFO) or designee. The committee will be responsible for notifying the university president of any changes that require SACS-COC approval. The University President or designee, in turn, will forward a letter of request (including prospectus-when necessary) indicating the proposed change and implementation date. Further, all deans, department chairs, program directors, and staff initiating change (by contacting the Chief Financial Officer), must submit a letter to the committee requesting approval prior to submission to
the Curriculum Board or other appropriate administrative office. The committee members are responsible for reviewing substantive change policies and procedures every year during Fall Conference. This new policy will be disseminated institution-wide in the following manner, the President’s Cabinet, Deans, and Directors of Academic Disciplines, Staff Managers, and Board of Trustees.

2. SACS Liaison Responsibilities:

The SACS Liaison is responsible for providing the Substantive Change Monitoring Committee with updates to the SACS substantive change policy. The liaison determines what action is necessary when a proposed modification represents a substantive change in critical mission requirements (new program, change in delivery systems, movement of campus location, etc.) Further, the liaison has primary responsibility for review of any changes, policies, or processes associated with accreditation.

3. Director of Institutional Research

The Director of Institutional Research will assist the SACS Liaison in maintaining data profiles and provide analytical support when requested. They will assist in gathering data pertaining to headcount enrollment, retention, and completion rates.

4. Curriculum Board and Graduate Council

As Pfeiffer University’s committees responsible for approving all academic courses and program changes, the Curriculum Board and Graduate Council must coordinate all course/program development activities with the Substantive Change Monitoring Committee. No recommendations for modification, addition, or removal of an academic course or program activity will be considered by the Curriculum Board/Graduate Council until it has been approved by the Substantive Change Monitoring Committee. Further, changes associated with the Teacher Education Board will be directed through the appropriate area where the change is initiated (curriculum board-undergraduate college, graduate council-graduate programs)

5. Substantive Change Reporting Guidelines:

All substantive changes must be reported in accordance with established timelines related to the nature of the proposal. Cited guidelines are located at the following web address: (http://www.sacscoc.org/SubstantiveChange.asp). Any institutional plan to implement a substantive change must be completed for review by the Substantive Change Monitoring Committee at least three months prior to the SACS-COC established timeline for notification and approval.

Pfeiffer University Process:

1. Responsibility. The Provost and SACS Liaison will be responsible for notifying the university President of any changes that require SACS-COC approval. The University President or designee, in turn, will forward a letter of request (including prospectus-when necessary) indicating the proposed change and implementation date. Further, all Deans, department chairs, program directors and staff initiating change, must submit a letter to the Office of Provost and SACS Liaison requesting approval prior to submission to Curriculum Board or other appropriate administrative office.

2. The Office of Provost and SACS Liaison are responsible for reviewing Substantive Change policies and procedures every two years during fall conference.

3. Reporting. All Substantive Changes must be reported in accordance with established timelines related to the nature of the proposal. Timelines for proposals may be found in the SACS-COC Substantive Change Policy(see institutional link on Provost page-http://www.sacscoc.org/SubstantiveChange.asp). Any potential changes must be completed for review by SACS Liaison and Office of Provost at least three months prior to SACS-COC established timeline for notification and approval.
4. Procedures for Assuring Compliance

4.1 Potential program change initiated at departmental/program level and should be documented in annual University-wide planning process during each fall semester.

4.2 Approval and initiation of program change by department/program

4.3 Dean/Program Director forwards program change with prospectus (this includes faculty roster, budget & resource allocations) to Office of Provost/SACS-COC Liaison (SACS-COC monitoring committee).

4.4 Provost (monitoring committee) forwards program change/prospectus to appropriate area (Graduate Council, Curriculum Board, Teacher Education Board)
   i. For Graduate Program-program changes submitted to Graduate Council
   ii. Education Program Changes-program changes submitted to the Teacher Education Board (TEB)
   iii. Undergraduate program changes submitted to Curriculum Board.

4.2 Appropriate Board reviews program change (with prospectus) and forwards to general faculty assembly for vote/approval.

4.3 Approved program changes and prospectus are forwarded to President by Provost

4.4 Letter submitted to SACS-COC President with prospectus from University President and President forwards to Board for approval.

4.5 For broader institutional changes: the appropriate administrative officer will forward prospectus to Office of Provost/SACS Liaison for review and subsequently to President for submission to SACS-COC.

Approval

____________________________________________________
Provost and Vice-President for Academic Affairs/SACS Liaison Date

Date

______________________________________________
President

____________________________________________________
Date

(Added September 2011)
2.8.8 The Instructional Program: Policies and Procedures

The following section of the Pfeiffer University Handbook is under revision by the Faculty Handbook Committee. The Committee will continue to update and revise this section throughout the academic year, adding changes to the official copy of the Handbook as the committee makes the revisions.

A. Use of Classrooms

Classrooms are shared by all faculty members and should be treated with respect. Faculty should ensure classrooms return to their original set-up as well as turn off any lights or electronic equipment prior to the last student leaving class. All classes that have university-issued electronics should be locked after each use. Faculty should report maintenance needs of classrooms and offices by emailing fixit@pfeiffer.edu

B. Classroom Environment

In order to foster a campus culture that promotes respect and civility, it is important that faculty recognize their responsibility for the management of the classroom environment. Faculty members encounter fewer problems with student behavior when they clearly state their expectations about the importance of demonstrating respect in the academic setting. Such expectations must also be communicated in online class formats.

C. Distance Learning (added May 9, 2019)

Faculty teaching online courses should strive to have regular and substantive interaction with students in their online classes in order to ensure student comprehension of course material and access to course tools. Given the mediated nature of online classes, it is important for instructors to cultivate a sense of presence through effective and regular communication. For more information please contact the Office of Teaching, Learning, and Innovation

D. Roster Verification Process

All faculty must adhere to the verification process during each academic term. Under NO circumstances should students be allowed to be seated in a classroom unless they are on the course roster. Students must be referred to the Registrar’s office if their name is not found. The process can be found in Appendix 4.14.

E. Attendance

a. Faculty Attendance

• ALL Faculty are expected to attend all classes during the contracted academic period. If for any reason (travel, illness, etc.) the faculty must be absent, a Faculty Absence Form must be completed. This form is located on the website under the Provost page.
• Notification of Class Cancellation: All faculty must notify the appropriate Dean/Director or Cohort Site Contact prior to cancellation of any class. Class cancellation notification process should be determined by each faculty member at the beginning of the term.

b. Student Attendance

• Student Class Attendance (Adult Professional/Graduate/Residential)
Within this framework, a school or college may establish additional attendance policies which may be school-or-college-wide or at the discretion of each faculty member. These policies must meet the minimum, be reasonable, be applied fairly and uniformly in all situations, and be specified in detail in all course syllabi.

- Attendance MUST be tracked for each class. Due to the recent Department of Education changes, the University must be able to provide evidence regarding student attendance. Attendance logs need to be maintained throughout each semester and forwarded to the appropriate Dean/Director one week after ALL grades are turned in at the end of each semester. **NO EXCEPTIONS**

F. Syllabi

All programs must follow the proposed guidelines for syllabi construction and each program may add additional guidelines as deemed by the Dean/Director. An electronic copy of the syllabi should be submitted to the Office of Academic Affairs at the beginning of each semester.

Course Syllabi Guidelines
Course Name, Number, Location
Semester/Academic year
Instructors Name/Campus and/or Office Location
Phone/Email/Web address (if available)
Course Description Goals, Mission, Student Learning Objectives and Outcomes
Timetable (weekly schedule, assignments, exam dates (to include final exam), key Registrar dates (drop/add, withdrawal, etc.) grading scale
Well-defined attendance policies, honor code statement, classroom expectations (e.g. cellphone, tardiness, late work, etc.), missed exams, class cancellation notification, etc.)
Textbooks, other materials necessary for class (Must be listed on the syllabi)
Faculty Office Hours/Availability Note: All faculty teaching in all formats (seated, online, cohort, etc.) MUST state hours of availability on the syllabus. **NO EXCEPTIONS**
Student Assistance: Disability Services and Learning Assistance
Additional Reading/Research: Include relevant scholarly literature for reference

G. Academic Integrity

Faculty members are responsible for instructing students about the meaning and importance of academic integrity and for maintaining this concept throughout the educational process. Students should be informed at the outset of the course which forms of collaboration are encouraged and permitted in the course and which forms are not permitted. Rules regarding the acknowledgment of sources should be explained. Instances of dishonesty should immediately be given serious attention, not ignored or humorously tolerated.

Plagiarism and Cheating

- Faculty members who have reason to believe that a student is guilty of plagiarism or cheating must charge the student according to the Student Honor Code. The statement on plagiarism and cheating which follows is contained in the Pfeiffer University Student Handbook (at my.pfeiffer):
“Cheating is willful participation in the unauthorized exchange and/or use of information while working on an examination, test, or project designed to evaluate individual performance. Buying a paper to present, as one’s own or selling a paper to be used as such is a deception and is obviously cheating. Cheating and plagiarism are violations of the Honor Code and are subject to the jurisdiction of the Honor Board. The following is a definition of plagiarism: Plagiarism is the attempt of a writer to steal credit for the work of someone else.”

To avoid plagiarism, give credit to all sources used in preparing any paper, whether the paper is assigned as a “documented” paper or not. In addition to giving the source of any factual information or any opinions of authorities in footnotes, enclose in quotation marks any phrases, clauses, or larger units, which are quoted, and document the source of these quotations. Changing the tense of a verb, dropping a subordinate element, or changing a pronoun to a noun does not constitute rewriting of the portion to be paraphrased in the author’s own words. The responsibility rests with the author to compare what is offered with the sources used to make sure that in no instance the organization or phrasing of any source has been followed closely without giving proper credit.

Reporting Violation for the University Honor Code:

Undergraduate: Office of Academic Affairs

Graduate: Office of Academic Affairs

Adult Professional: Office of Academic Affairs

H. Final Exams

1. Schedule of Examinations

- A two-hour time period is established by the Registrar for seated, online, and cohort courses each semester for final examinations. Faculty should ensure that ALL students are aware of the scheduled exam time. Therefore, it is expected that the final exam date be communicated on each syllabi and posted in Blackboard.
- Instructors are required to meet their classes for the assigned periods during examination week to administer an examination. No exam times should be canceled! In the case of online courses, an exam time/period should also be designated for students.
- Each semester a study day is scheduled between the last day of classes and the beginning of the final examination period. No examination or other class meeting may be scheduled or held on the study day or at any time during the examination week other than the scheduled period for examination.

2. Make-up Examinations

- No make-up examinations are given under any circumstances.

3. Records of Examinations

- All final examination materials should be kept by instructors for one year. Deans/ Directors must collect final exam materials from part-time and adjunct faculty.
- A copy of each final examination should be submitted to the Vice-President for Academic Affairs/Provost after the examination has been given. If an examination is not given, a written statement should be submitted to the Vice-President for Academic Affairs/Provost indicating how the examination period was used. The examination copies are confidential information and should be handled accordingly.
4. Grade Appeal

Students who wish to appeal a final grade should file a complaint in writing with the Director of Academic Support Services within thirty calendar days of the first day of class of the semester next following the semester in which the grade was reported. It is also expected that the student will attempt to resolve issues of conflict related to final semester grades with the faculty member in question before filing a formal complaint.

I. Grade Reports

1. Requirements for Submission
   - Mid-semester grade (undergraduate) and attendance reports are due in the Office of the Registrar on the date specified in the official University Calendar.
   - Final grades are due in the Office of the Registrar within 72 hours after the completion of the final examination and no later than 24 hours after the last scheduled final exam. Final grades for candidates for graduation are due 48 hours before commencement.

J. Posting Grades

- FERPA protects the privacy of each student’s educational records and is not tied to Social Security Numbers (SSN) but rather to any identifier that might provide third-party access to an educational record, thus the same recommendations apply to the use of any common identifier such as a Student ID, etc. There are other violations, however, that faculty must be aware of and seek to avoid. For example, often graded material is left in an office or at the front of a classroom for students. If the grades are visible on the top sheet of an exam, quiz, or assignment, then it is a violation of the student’s privacy.

- Blackboard is an excellent method to post student grades.

K. Technology

- The University is committed to providing the appropriate technology resources to enhance student learning. Guidelines are as follows:

  Charlotte Campus: Please contact the Office of Information Technology.

  Residential Campus: Please contact the Office of Information Technology.

L. Textbooks

Students purchase their textbooks from the University bookstore solely online through https://pfeiffer.studentstore.com/home. Faculty are sent a link directly (including adjuncts in the system) for adding texts. Where the adjunct has not been identified (Staff listing) Deans and department chairs add texts. Adjunct texts are subject to department review and approval. *(This is in the process of being updated.)*

Due Dates for adoptions are:

- Spring Term due date is October 15
- Fall Term due date is April 15
*All adoptions should be submitted to the Manager of the Pfeiffer Bookstore.

M. Emergency Policy

- In the event of weather-related (i.e. snow, hurricane) or other types of emergencies, the Director of Communications will maintain contact with the Vice-President for Academic Affairs/Provost who will determine with the Safety Officer of the University whether classes are to be held. The Inclement Weather Policy can be found on my.pfeiffer under For All Employees, Policies and Guidelines.

In the event of bad weather, the university may elect to cancel classes, or more likely, may allow off-campus faculty to decide if they will hold classes. Normally, classes are held even in the event of snow.

- When classes are held during bad weather, off-campus students may be asked to use their best judgment on whether they should attempt to attend classes. In such cases, absences by off-campus students will be allowed and work assignments will be rescheduled.

Procedures

1. The University will notify TV stations WSOC-TV (Channel 9) and WBT-TV (Channel 3) and radio stations WBT (AM 1110), WZKY (AM 1580), and WSOC (FM 103.7) only if it plans to close. A decision to close will be made as early as possible.

2. Faculty who find that it is not safe to travel to campus will call the Office of Academic Affairs as soon as possible to cancel their classes.

3. For day students, absences during bad weather will be allowed and work reassigned. Residential students are expected to be in attendance if the class meets.

4. If a faculty member cancels class, he/she should try to find someone to put a note on the office door. If he/she cannot find someone to do this, notify the Office of Academic Affairs. Staff will post a notice.

5. All class cancellation notices will be posted on the faculty member’s office door and at the Office of Academic Affairs in Misenheimer.

6. Classes will be made up in the event that individual faculty members cancel classes when the University does not close. The Deans and the Vice-President for Academic Affairs/Provost should be notified of the time scheduled for the make-up session.

7. Other Emergency Situations

In cases of emergency/other situations which could generate news coverage or for which the news media are already contacting the University, the Director of Communications should be called immediately. The Director is the official spokesperson for the University, and as such is the only person authorized to speak for the University. All statements to the press will be made after consultation with the President and, at the President’s discretion, members of the Executive Leadership Team. All press seeking interviews with persons on campus are required to seek access through the permission of the Office of Communications.

N. Pfeiffer University Sponsored International Travel

- All international travel must be approved by the Chief Financial Officer (CFO) and the Vice-President for Academic Affairs/Provost regardless if travel is Undergraduate or Graduate.

- The University offers a number of international trips for its students. These trips provide firsthand experience within a foreign setting and include on-site lectures and discussions. It also involves the history and culture of the country visited for a better understanding of the social,
business, and governmental interactions. Students completing the course (international trip) receive credit hours as stated in the catalog.

Approvals

- Proposed trips for international study must be approved by the Vice-President for Academic Affairs/Provost and the Chief Financial Officer (CFO) and included in the annual budget prior to the year in which the trip is taken. When trips are proposed, the following must be prepared and provided in writing to the Vice-President for Academic Affairs/Provost and the Chief Financial Officer (CFO):
  
  Estimated number of students who will participate
  Estimated cost of the trip
  Trip itinerary
  Trip dates
  Faculty/Staff who will attend
  Semester in which student registers for the course receives course credit

- Timing of Trips
  Trips must be taken during the semester in which the course credit is received.

- Budgeting
  Approved trips must be included in the annual budgeting process prior to the year in which the trip is taken. The following will apply for trips:

  The Trip leader needs to provide the estimated number of students participating to be included in the annual budget. Budgets will be adjusted if the expected number of students varies greatly. Total trip expense is determined by the trip leader. Trip expenses should include any and all expenses related to the facilitation of the trip, including but not limited to the below:

  - Travel and accommodation expenses (hotel, transportation, etc.)
  - Faculty/staff accommodations
  - Any Faculty/Staff additional compensation to accompany students
  - Meals and tips
  - Cost of event planner (if used)
  - Speakers and honorariums
  - Any other necessary trip expenses

GPS (Global Pfeiffer Studies) Policy Pfeiffer University encourages students to expand their education through international travel. All full-time undergraduate students who meet the below criteria are eligible. Emphasis is placed on academic studies, cultural immersion, language study, and developing exchanges with educational institutions around the world. Students should gain a sense of being immersed into the local culture and “living” in that country. Global Pfeiffer Studies (GPS) may begin with a 2 SH seminar (GPS 200) in the semester prior to the international trip. Trips are typically taken after the conclusion of the spring semester but may also occur in December/January between the fall and spring semesters. Typical destinations are England, Spain, Mexico, China, and the Dominican Republic.

1. All regularly enrolled full-time students who have earned at least 26 semester hours at Pfeiffer are eligible to participate in the GPS Program but students traveling after
graduation are not eligible for Pfeiffer funds. Students can use financial aid and
student loans to help pay for the program. Students will be responsible for the cost of
their passport, insurance, and non-essential spending money.

2. Each year the destinations and surcharges for trips are identified at the course
registration period.

3. Students who have traveled under the GPS Program are not eligible for
funding towards additional trips.

4. To participate in GPS, students must be in good academic and disciplinary standing with a
minimum 2.7 GPA.

5. The GPS program is open to any student regardless of seniority. Space is limited in the
program. Interested students should fill out an application, which includes an essay on why
you are interested in the program. The application, essay, and GPA will be reviewed to
determine acceptance to the program.

6. International insurance is required.

7. The GPS course (GPS 200) may be taken 4 (four) times for credit.

8. There will be regular class sessions during the program in the host country and the classes
will meet the required contact hours to earn credit. Classes offered may include the history,
culture, art, and language of the host country.

- Graduate Trip Policy

Study Abroad Programs
Pfeiffer University supports and encourages students to participate in a study abroad
experience. A variety of programs are available from one-week community service projects to
semester and yearlong academic opportunities. These programs may carry academic or Pfeiffer
Life credit based on prior approval. Study Abroad programs are available during the regular
academic year, semester breaks, and during the summer.

Details on costs, application procedures, and credit may be obtained through The Study Abroad
Office in the Learning Center.

A highlight of the Master of Health Administration Program is a seven (7) to ten (10) day
international study where students travel to either Austria, Canada, Germany, England, or other
destinations under the supervision of Pfeiffer professors.
2.9 Intellectual Property Rights Policy

Introduction

Pfeiffer University is committed to providing an environment that supports the learning, teaching, scholarship, and creative activity of its faculty, students, and staff. Within this context, the Intellectual Property Rights Policy is intended to:

• Encourage excellence and innovation in teaching, scholarship, and creative activities by identifying and protecting the intellectual property rights of faculty, staff, students, and the university;
• Encourage the notion that creative and scholarly works produced at Pfeiffer University should advance the state of knowledge and contribute to the public good;
• Acknowledge and preserve the traditional property rights of scholars with respect to products of their intellectual endeavors (e.g., books, articles, manuscripts, plays, writings, musical scores, and works of art); and;
• Guide policy and process for commercial uses of intellectual property other than the traditional products of scholarly work.

The following Policy covers all types of intellectual property, including, in particular, works protected by copyright, patent, and trade-secret laws. Although the following list is not exhaustive, it provides examples of the kinds of work the Policy addresses: inventions, discoveries, trade secrets, trade and service marks, writings, art works, musical compositions and performances, software, literary works, and architecture.

Policy

The university owns the rights to all works, inventions, developments, and discoveries (herein referred to as “work” or “works”) created by employees within the scope of their employment (including work-study, graduate assistantships or part-time student workers) whose creation involves the substantial use of university equipment, services, or resources. This includes any patentable invention, computer-related software, databases, Web-based learning, and related materials, but will not be applied to such traditional scholarly works as books, articles, manuscripts, plays, writings, musical scores, and works of art (from here on, “scholarly works”). The “work-for-hire” rule in the Copyright Act gives the university ownership of the copyright to copyrightable works produced by any employee within the scope of his/her employment. (See “I.” below for “ownership of intellectual property” and “II.” for “scope of employment.”) However, in the case of scholarly works, the University cedes copyright ownership to the author/creator(s). It is not the intent of this Policy to change the relationship between author/creator and the university that has existed through the years in relation to copyright ownership of scholarly works.

The use of university equipment, services, or resources is “substantial” when it entails a kind or level of use not ordinarily available to all, or virtually all, faculty, staff, and/or students. (See “III.” below for “substantial use.”) Where a question arises as to whether a particular work involves “substantial use” or falls within the “scope of employment,” the matter shall be referred to an ad-hoc committee comprised of two members of the faculty or staff selected by the author/creator, the Vice-President for Academic Affairs/Provost or designee, and a representative of the Faculty Senate or designee.
When employee-created intellectual property results from third-party grants, contracts, or awards made to the university, the intellectual property is owned by Pfeiffer University unless written agreement involving the university, the employee, and the sponsor establishes an alternative ownership arrangement. No such agreement shall be entered into without the review and approval of the Vice-President for Academic Affairs/Provost.

A compilation is a work formed by the collection and assembly of university-owned and individual-owned intellectual property in such a way that the resulting works as a whole constitutes an original work. If work is a compilation, each contributor shall retain all ownership interests in his/her intellectual property; but by allowing the work to become part of the compilation, he/she thereby grants a non-exclusive, royalty-free license to the university for use of his/her contribution. While the university shall own rights to the compilation, it shall own no rights to the underlying work beyond said license and will share any net proceeds from the compilation as described below.

If an employee creates intellectual property, other than a scholarly work, which may lead to commercial development, then he/she is expected to notify immediately his/her Department Chair or Program Director and the Dean of his/her Undergraduate college or Graduate Programs in order to provide them with sufficient information to permit the university to evaluate the work, both its ownership and its commercial potential, and, if appropriate, to take steps to protect the university’s intellectual property rights. If ownership rests with the university, but the university elects not to exercise its ownership rights, then ownership rights and responsibilities related to patenting, copyrighting, and licensing shall revert to the author(s). In such a case, the university retains a nonexclusive, royalty-free right to use the work for non-commercial purposes.

In the case of employee-owned intellectual property, the author/creator may petition the university to accept the assignment of ownership rights and the attendant control of and responsibility for development. The university, however, is under no obligation to accept this assignment and would do so only when independent evaluation indicates that accepting the assignment would further the mission and work of the University.

Revenue Sharing

The university wishes to encourage excellence and innovation in teaching, scholarship, and creative activities and to support the notion that works produced at Pfeiffer University should be used for the greatest possible public benefit. In the context of these aims, the university endorses the legitimate expectation of employee author/creators to share in any net revenues produced by licensing or other development of intellectual property. Accordingly, for any work in which the university asserts ownership interest under this Policy, the university and the author/creator(s) will share any annual net revenue (revenues less recovery of all legal and other costs involved in protecting the intellectual property rights of the work, licensing costs, and other directly related administrative costs) with 50% of such revenue going to the author/creator and 50% going to the university, unless different contractual agreements have been reached in relation to particular works.

If a work involves more than one employee as author/creator, the author/creators will divide their share equally unless they provide the university with an alternative revenue distribution agreed upon by them. Use of net revenues received by the university under this Policy shall be restricted to the support of scholarly, research, or creative activity on the part of faculty, staff, and/or students.

Recognizing that this area is complex and rapidly evolving, Pfeiffer University remains open to the possibility of arriving at special agreements as the need may arise in relation to particular projects. This policy shall be reviewed within three years by the Faculty Senate and revised as necessary.

I. Who owns intellectual property?

When does the university own employee- or student-created intellectual property?
Any one of these circumstances will result in university ownership:

- If intellectual property is created on university time with substantial use of university equipment, services, or resources; or
- If intellectual property is commissioned by the university pursuant to a signed contract; or
- If it fits within one of the specific categories of works considered works for hire under copyright law.
- If intellectual property results from research supported by Federal funds or third-party sponsorship and no written agreement involving the university, the researcher, and the sponsor have established an alternative ownership arrangement.

When does an individual own intellectual property?

- If it is unrelated to the employee's or student's job responsibilities and has not made substantial use of university equipment, services, or resources; or
- If it is a work that has been released to the author/creator in accordance with this Policy; or
- If the intellectual property is embodied in such traditional scholarly works as books, articles, manuscripts, plays, writings, musical scores, and works of art even though such a work may be within the scope of employment and even if significant University resources were used UNLESS the works:
  - Created by someone who was specifically hired or required to create it or;
  - Commissioned by the university

In either of these cases, the university, not the creator, will own the intellectual property.

II. What is meant by “within the scope of employment”?

Works related to an individual’s job responsibilities, even if he/she is not specifically requested to create them, will belong to the university as works-for-hire. A copyrighted work is related to his/her job responsibilities if it is the kind of work he/she is employed to do and he/she does it, at least in part, for his/her use at work, or for use by fellow employees, his/her employer, or his/her employer’s clients. The work should be performed substantially at work using work facilities, but the employee’s use of personal time or other facilities to create the work will not change its basic nature if it is related to the person’s job as described above. An example of the above would be a brochure about the university created by an employee hired to do public relations and promote the university. Works that have nothing to do with job duties will remain the property of the employee so long as he/she makes no more than incidental use of university facilities.

III. What is meant by “substantial use”?

The Intellectual Property Rights Policy uses the phrase “substantial use of university equipment, services, or resources” in determining when the university claims ownership of intellectual property, not including work identified in the Policy as traditional “scholarly works.” The purpose of this appendix is to amplify the intended meaning of “substantial use.”

For purpose of this Policy, “substantial use” is the use of resources other than those “ordinarily available” to most or all faculty, staff, and/or students. At this date, such ordinarily available resources include office space and personal office equipment, office computers, library, and other general use information resources, means of network access to such resources, and support provided through Graduate Assistantships or special research scholarships. By contrast, use of university laboratories or special instrumentation, dedicated assistance by University employees, special financial assistance, or extensive use of shared facilities would constitute substantial use.

The understanding of “substantial use” may be revised from time to time by the Vice-President for Academic Affairs/Provost to reflect changes in technological paradigms.
2.10 CURRICULUM POLICIES

2.10.1 UNDERGRADUATE CURRICULUM BOARD POLICY (From Faculty Constitution)

Section 1. RESPONSIBILITIES OF THE CURRICULUM BOARD

The Curriculum Board at Pfeiffer University shall:

A. Provide leadership by maintaining undergraduate programs, which are congruous with the stated purpose of Pfeiffer University.

B. Review all proposals and ensure that all proposals have been completed in the designated format. (See Section 2.10.5)

C. In the event, the Curriculum Board needs clarification relating to the proposal, or the proposal has not been completed according to the prescribed format, the Chair will request that the originator(s) of the proposal respond to these issues and resubmit the proposal.

D. The Curriculum Board may append recommendations or comments to the proposal prior to submitting it to the faculty.

E. During the next meeting of the Faculty Assembly, the Chair of the Curriculum Board, with the Chair of the Senate offering such reports in the absence of the Curriculum Board’s chair, will present the proposal and proceed with the voting procedures as prescribed by Robert’s Rules of Order.

Section 2. MEMBERSHIP

A. The voting membership of the Curriculum Board shall be the Vice-President for Academic Affairs/Provost; four (4) undergraduate faculty elected from the Faculty Assembly; the library director or designee; one student elected in accordance with procedures mutually agreed upon by the Faculty Assembly and the Student Government Association; and the Registrar, provided that the person in that position holds faculty status. If the Registrar does not hold faculty status, that person shall be a non-voting member of the Curriculum Board.

B. Faculty members are elected at the first Faculty Assembly of the Fall Semester to two-year terms with the appointments of two members expiring each year.

C. Members of the Curriculum Board may not serve more than two consecutive terms. A member of the Curriculum Board may not serve concurrently on the Faculty Senate.
D. A vacancy occurring on the Curriculum Board shall be filled by the election of a replacement to complete the unexpired term at the next regular or called meeting of the Faculty Assembly.

Section 3. CHAIR OF THE CURRICULUM BOARD

A. The Chair shall be elected at the first fall meeting of the Faculty Assembly from the faculty members on the board.
2.10.2 CURRICULUM BOARD Bylaws (From Faculty Bylaws)

Section 1. QUORUM

A quorum of the Curriculum Board shall be five (5) voting members.

Section 2. CONDUCT OF MEETINGS

The Curriculum Board shall meet a minimum of two times each semester. The Curriculum Board typically meets in October, November, February, March, and April.

Section 3. ELECTION TO THE CURRICULUM BOARD

Elections for faculty members of the Curriculum Board will be held at the first fall semester Faculty Assembly.

Section 4. OFFICERS

The Secretary of the Curriculum Board shall be appointed by the Chair of the Curriculum Board.

Section 5. PROCESS FOR CURRICULUM CHANGE

A. The originator of the undergraduate curriculum proposal, after consultation with all the faculty affected by the proposal, will submit copies of the proposal to members of the School in which it was initiated. The School may discuss, amend, approve, and/or disapprove the proposal. All proposals must pass the appropriate School. After the proposal has passed the appropriate School, a copy of the proposal will be sent (preferably by email) to the Chair of the Curriculum Board at least five (5) days in advance of the Curriculum Board meeting (i.e., by Wednesday for a meeting the following Monday). Other documents supporting the proposal should be included when feasible. Proposals initiated in the School of Education or affecting Teacher Education must be approved by the Teacher Education Board prior to being forwarded to the Chair.
B. It will be the responsibility of the faculty member who initiated the proposal and the School to ensure that the proposal is submitted to the Chair in a timely manner.

C. Proposals that impact curriculum initiated by Boards, Committees, or other official entities must be submitted by the originator in a timely fashion to the Chair of the Curriculum Board. Other documents supporting the proposal should be included when feasible.

D. The Chair shall distribute one copy of the proposal to each voting member of the Curriculum Board and the Editor of the University Catalog.

E. When appropriate, the Chair shall call a meeting of the Curriculum Board. The Chair shall inform members of the Board one (1) week prior to the meeting. The announcement of the meeting should be in written form and distributed to each voting and non-voting member. In the event of an urgent need, the Chair may call a special meeting of the Curriculum Board, by contacting members in written or verbal form.

F. Copies of proposals for curricular changes shall be distributed to the faculty five (5) days prior to the meeting of the faculty assembly by the person making the request.
Substantive Change in connection with Curriculum Board and Graduate Council

As Pfeiffer University’s committees responsible for approving all academic courses and program changes, the Curriculum Board and Graduate Council must coordinate all course/program development activities with the Substantive Change Monitoring Committee. No recommendations for modification, addition, or removal of an academic course or program activity will be considered by the Curriculum Board/Graduate Council until it has been approved by the Substantive Change Monitoring Committee. Further, changes associated with the Teacher Education Board will be directed through the appropriate division level where the change is initiated (curriculum board- Undergraduate, graduate council-Graduate)
2.10.3 GRADUATE CURRICULUM COMMITTEE BYLAWS

Section 1. RESPONSIBILITIES OF THE GRADUATE CURRICULUM COMMITTEE

The Graduate Curriculum Committee at Pfeiffer University shall:

A. Maintain graduate programs that are congruous with the stated purpose, mission, and vision of Pfeiffer University.

B. Review all submitted proposals to ensure documents have been completed in the designated format. (See Section 2.10.5)

C. Seek clarification of proposals, or if not in the prescribed format, request that the originator(s) of the proposals respond to the Chairperson concerning these issues and resubmit the proposal.

D. The Graduate Curriculum Committee shall make recommendations or comments to the proposal as deemed appropriate prior to submitting it to the Graduate Council for review. The Graduate Council may discuss, amend, approve, and/or disapprove the proposal. Those proposals not approved will go back to the Graduate Curriculum Committee for further discussion with the proposal originator(s).

E. During the next meeting of the Faculty Assembly, the Chair of the Graduate Council, with a Graduate Council representative of the Senate offering such reports in the absence of the Graduate Council chair, will present the proposal and proceed with the voting procedures as prescribed by Robert’s Rules of Order.

Section 2. MEMBERSHIP

A. The voting membership of the Graduate Curriculum Committee shall be the Chair of the committee and the faculty representatives from each of the graduate departments overseen by a director.

B. Faculty members are nominated by their department faculty members serving Graduate Council and are elected by the entire Graduate Council body at the first Graduate Council meeting of the academic year to a two-year term. Nominated faculty members must be approved to serve by their program director.

C. Members of the Graduate Curriculum Committee may not serve more than two consecutive terms.

D. A vacancy occurring on the Graduate Curriculum Committee shall be filled by the election of a replacement to complete the unexpired term at the next regular or called meeting of the Graduate Council.

E. Ex-officio members of the committee shall consist of a representative from the Registrar’s Office and the Library.
Section 3. CHAIR OF THE GRADUATE CURRICULUM COMMITTEE
A. The Chair shall be elected at the first fall meeting of the Graduate Council.

Section 4. QUORUM
A. A quorum of the Curriculum Board shall be the simple majority of membership.

Section 5. CONDUCT OF MEETINGS
The Graduate Curriculum Committee shall meet a minimum of once a semester and as necessary upon receipt of proposals for review. The Graduate Curriculum Committee will report to the Graduate Council at their scheduled meetings.

Section 6. ELECTION TO THE CURRICULUM BOARD
Elections for faculty members of the Curriculum Board will be held at the first Graduate Council meeting of the academic year.

Section 7. OFFICERS
The Secretary of the Graduate Curriculum Committee shall be appointed by the Chair of the Graduate Curriculum Committee.

Section 8. PROCESS FOR CURRICULUM CHANGE
A. The originator of the graduate curriculum proposal, after consultation with all faculty affected by the proposal, will submit copies of the proposal to members of the School in which it was initiated. The School may discuss, amend, approve, and/or disapprove the proposal. All proposals must pass the appropriate School. After the proposal has passed the appropriate School, a copy of the proposal will be forwarded to the Chair of the Graduate Curriculum Committee at least five days in advance of the scheduled Graduate Curriculum Committee meeting (i.e., by Wednesday for meeting the following Monday). It will be the responsibility of the faculty member who initiated the proposal and the School to ensure that the proposal is submitted to the Chair in a timely manner. Other documents supporting the proposal should be included as appropriate.

B. All proposals initiated in the School of Education or affecting Teacher Education must be approved by the Teacher Education Board prior to being forwarded to the Chair.

C. The Chair shall distribute all copies proposals to each member of the Graduate Curriculum Committee.

D. When appropriate, the Chair shall call a meeting of the Graduate Curriculum Committee. The Chair shall inform members of the Committee one (1) week prior to the meeting. The announcement of the meeting should be in written form and distributed to each member. In the event of an urgent need, the Chair may call a special meeting of the Graduate Curriculum Committee by contacting members in written or verbal form.

E. Copies of approved proposals for curricular changes shall be distributed to the Graduate Council five (5) days prior to the meeting of the Council by the Chair of the Graduate Curriculum Committee.
2.10.4 Fast-Track Curricular Items

(added May 1, 2014)

Goal: To provide alternative approaches to approving curriculum changes.

Fast Track Items that do not require faculty assembly approval and can be completed at either the divisional or curriculum board levels

Curricula Items Eligible for the Fast-Track:

1. Changes to minors, certificates, and concentrations that do not change the intent of the original curriculum.
2. Course name changes as long as no content changes are being made to the course.
3. Course number changes at the same academic level.
4. Course subject (prefix) for intra-disciplinary changes.
5. Cross listing of existing courses if within policy guidelines. (policy for cross-listing courses forthcoming)
6. Co-convening of existing courses if within policy guidelines.
7. Course description changes that are editorial in nature.
8. Course prerequisite and co-requisite changes, if all impacted units are notified and support the change.
9. Course grading basis changes.
10. Course configuration changes (e.g. four unit embedded lecture and lab becomes a separate three unit lecture and one unit lab), if all impacted units are notified and support the change.
11. Changes in the sequencing of coursework and course scheduling.
12. Course repeatability for credit changes (as long as faculty load is not affected).
13. Deletion of a course that is not required or listed as an elective, if all impacted units are notified and support the change.
14. Credit hour changes as long as there is a commensurate change in work expectations and contact hours consistent with DOE guidelines.
15. Any structural reorganization of a program that does not change degree requirements.
Changes at Department Level Only

For those proposals that involve minimal changes and are reviewed and approved within the appropriate academic discipline:

- Course Name Changes
- Course Renumbering
- Course Credit Changes
- Title/Name Change of Existing Program

All changes must adhere to the following process:

1. Department initiates change and approves
2. Undergraduate College or Graduate Program approves change and the appropriate Dean forwards changes to appropriate parties
3. Changes are recorded and forwarded to the Chair of Undergraduate/Graduate Curriculum Boards, Office of Registrar and Academic Affairs where they are reviewed to ensure that the above criteria are met for the departmental, Undergraduate College or Graduate Program process. All submission proposed changes must include appropriate forms and signatures.

Actions in Approval Process

Approve: Your proposal is approved as is and will be forwarded to the University Courses and Curricula Committee for their next meeting.

Approve Pending: Your proposal requires minor changes/clarifications before it can be approved. You will be notified of the needed changes/clarifications by the Dean of the Graduate Programs. Upon receipt of those changes/clarifications (assuming they are appropriate), the proposal will be approved and forwarded to the University Courses and Curricula Committee for their next meeting.

Tabled: The proposal will be returned because major changes/clarifications are required. These changes/clarifications will be provided to you by the Dean of the Graduate School. Upon submission of the changes/clarifications, the sub-committee will review the proposal again and if sufficient changes/modifications are made, the sub-committee will approve and move the proposal forward to the University Courses and Curricula Committee for its next meeting.
Changes Requiring Curriculum Board Approval
(Administrative approval for funding)

Proposals that require the addition of courses must follow the following process:

- Approval by department
- Approval by the Undergraduate College or Graduate Curriculum Board
- Review by the Office of Academic Affairs for budgetary consideration
- Approval by curriculum boards

*Final approval for all funding for new courses is at the administrative level.

Changes Requiring Curriculum Board and Full Faculty Assembly Approval (Final approval comes from the Board of Trustees)

For those proposals that involve substantial changes, such as, a new degree program, concentrations or minors, a new certificate program, or significant curriculum revision or request to move program online or to a satellite location, these items will go to the Undergraduate or Graduate Curriculum Boards for review and the board may take any of the following actions before being forwarded to the faculty assembly for review:

**Approve**: Your proposal is approved and will be forwarded to the Full Faculty Assembly for the next meeting.

**Approve Pending**: Your proposal requires minor changes/clarifications before it can be forwarded to faculty assembly. You will be notified of the needed changes/clarifications that must be completed prior to final approval. Upon receipt of those changes/clarifications (assuming they are appropriate), the proposal will be approved and forwarded to the faculty assembly.

**Tabled**: The proposal will be returned because major changes/clarifications are required. These changes/clarifications will be provided and forwarded back to the Undergraduate/Graduate Curriculum Board for final review.
Cross Listing Courses
(Refers to the same course, taught with different departmental prefixes.)

The following procedures apply for cross-listed courses:
1. The cross-listing must be approved by the Curriculum Boards (Undergraduate/Graduate) and be noted in the catalog.
2. The cross-listed courses must be at the same level, i.e. 300/300, 400/400, etc.
3. Where possible, the cross-listed courses should have the same number and have similar student learning outcomes.
4. In any particular semester, one of the academic areas which cross-lists a course must assume administrative responsibility for the course.

Process
1. Both departments and divisions must approve course
2. Course approval form is presented to Curriculum Board for approval
3. After course approval, information forwarded to Registrar and Office of Academic Affairs

Fast Track New Program Development Approval Process

The fast-track process shortens the time to implementation by allowing proposals to be submitted simultaneously to the faculty assembly and the Board of Trustees

To be proposed via fast-track, a degree program must meet all the following six criteria:

1. Program can be offered at a high level of quality by the Undergraduate College or Graduate Programs within the Undergraduate College’s or Graduate Programs existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.

2. Program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or is currently offered as an option or sub-option that is already recognized and accredited by an appropriate specialized accrediting agency.

3. Program can be adequately housed without any major capital outlay costs.

4. Program is either a bachelor's or master's degree program

5. Program has been subject to a thorough campus review and approval process. If the new program request meets all of the fast track process criteria, then a statement detailing why the proposal merits fast-track consideration should be prepared.

Process
• Approval by Department and Undergraduate College or Graduate Council
• Approval by Undergraduate or Graduate Curriculum Board
• Faculty Assembly Approval by electronic vote
• Board of Trustee Approval

Note: All changes must be noted in the addendum of the Graduate Council and General Assembly minutes.
A. Add the following course(s) to the Pfeiffer Catalogue
(Course prefix)(course number 1st #)XX (Course name) (number of SS) (When offered)
(Course description)

Prerequisite:
(Other courses)______________________________________________________________

Any new course being added must be accompanied by a new course form.

B. Make the following changes to the major, minor, etc.

C. Add the following major, (or minor, or concentration), etc. to the Pfeiffer catalog
   NAME OF MAJOR(etc.)
   # of SH
   List of courses

D. Drop the following course(s) from the Pfeiffer catalog

Rationale: (Can be done separately for each of the above, or can be done collectively)

Overall changes to the curriculum: (In particular, does it affect any other major or program. If adding a course, does it count toward a general graduation requirement in a particular area? If dropping a course, does it affect another major where that course is listed? If the course has already been taught as a “special topics” course, say so)

Impact to the department (or school, or university): (In particular, will it require adding another faculty member? Will it require any additional costs to the university

Note that if adding a major, list new courses being added before listing the major. If dropping a major, list any courses being dropped after saying “Drop the following major.”
2.10.6 New Course Details
(The following section of the Pfeiffer University Handbook is under revision August 8, 2021)
Submit one per each new course in the proposal

Proposed Course Prefix and Number ___________________ Course Effective Term

Term(s) to be Offered __________ ______ (indicate whether Fall (F), Spring (S), both (F, S), Summer (full word), Upon Demand (UD), followed by “even” or “odd” if offered on alternate years.

Course Title: ____________________________________________________ (system’s title limit is 35 characters including spaces)

Short title: (14 characters or less including spaces) ____________________ -this is the title that students will see when registering on-line.

Location: ___ Misenheimer ___ Charlotte ___ RTP ___ Albemarle Other: ________________________________

Undergraduate College ___ Graduate Programs ___

Department: ___ Adult Studies ___ Humanities ___ Religion

___ Education ___ Business

___ Natural Sciences/Nursing ___ Social Sciences

Number of credits: ________ May this course be repeated for additional credits? ___ Yes ___ No Total Credits limit ______

Is this a variable credit course? ___ Yes ___ No If “yes” please state the range __________

Grade Type: ___ Letter (A, B, C…) ___ Pass/NoPass

Maximum Enrollment: ___ (estimated or goal) This number will not be used for scheduling unless a schedule (term) max is not provided to the Registrar’s Office.

Fulfills Gen Ed requirement ___ yes ___ no

Fulfills Major requirement ___ yes ___ no

Elective Only ___ yes ___ no
<table>
<thead>
<tr>
<th>Activity</th>
<th>_ yes _ no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Intensive</td>
<td>_ yes _ no</td>
</tr>
</tbody>
</table>

Authorization by __________________________ required for registration (will preclude on-line registration)

Requires a pre-requisite? _ yes _ no (will preclude on-line registration in course unless the pre-requisite has been met.) If yes state the course pre-requisite

-
Academic Program Approval Form
(Forward to Curriculum Board Chair with Proposal)
(The following section of the Pfeiffer University Handbook is under revision August 8, 2021)

Proposed Title:
Department: Extension:
Contact Person:
Proposed Start Date:
Type (please circle) Undergraduate Graduate
Off-campus Program? Yes No
Distance Learning Component Yes No

AFTER CURRICULUM REVIEW:
(Please check)

- Admissions ___
- Registrar ___
- Curriculum Boards ___
- Facilities Management ___
- Financial Aid ___
- Support Services ___
- Business Operations ___
- Information Technology ___

APPROVED BY:
Department Chair: ____ Date: __
Dean ____ Date: __
VPAA/Provost: ____ Date: __

(Please attach all meeting notes.)
2.11 GRADUATE PROGRAM ACADEMIC POLICIES

GRADUATION REQUIREMENTS
Students must complete their graduate degree program with a minimum GPA of 3.0, a “B”, on work attempted at Pfeiffer University. Not more than two (2) grades of "C" are allowed towards the satisfaction of graduation requirements. Additionally, in the MFT Program, a student may not earn a grade of "C" or lower in their experiential coursework, MMFT 606 or MMFT 690. In this event, a student will be required to enter remediation with an Individual Remediation Plan (IRP) and retake the course at the discretion of the Faculty Remediation Committee. If a student earns a grade of "F" in either course, the student will be dismissed from the program.

Master of Arts in Practical Theology degree requirements must be completed within seven (7) years after enrolling in the program. Requirements for the joint MBA/MHA and the joint MBA/MSL must be completed within seven (7) years after enrolling in the program.

Students who have been awarded the MBA, MHA, or MSL degree may upgrade their degree to the appropriate joint degree, provided they reapply, are accepted, and complete the additional requirements, including any additional prerequisites, for the joint degree within seven (7) years from the date that they enrolled in their original degree program. The original diploma must be surrendered prior to the time the new degree is awarded, and the original degree will no longer be reflected on the official transcript.

APPLICATION FOR CANDIDACY/GRADUATION
Admission to graduate study does not carry with it candidacy for the degree. Students in all programs are REQUIRED to complete an Application for Degree one semester prior to their anticipated graduation date. These dates are published on the academic calendar which is available in the catalog and online through my.pfeiffer. Failure to complete the application for degree prior to one year before graduation will result in additional charges (late fee) and a delay in processing your graduation audit.

Students will incur a late fee of $75 for any application received after the deadline published on the academic calendar regardless of the program or cohort one belongs to. The late fee will be applied to the student's account.

CHECKLIST to aid in preparing for graduation audit:
1. One semester prior to your anticipated graduation (May, August, December), stop by the Registrar's office or download the Application for Degree from my.pfeiffer.
2. Review your degree audit provided by the Registrar.
3. Submit completed paperwork, along with a copy of the completed Student/Advisor audit showing any changes/substitutions in course requirements. This is to be done prior to the deadline posted in the catalog and online.
4. After the Registrar's office has reviewed the degree audit, the student will receive an email sent to their Pfeiffer University student email account. This email will list all requirements in progress and those that still need to be met. *Please contact Registrar if the email is not received ONE semester prior to the anticipated graduation.
Please note the following special requirements of certain programs for the application to candidacy/graduation: MFT program - 51-54 graduate semester hours with a minimum GPA of 3.0, mastery of specified COAMFTE competencies, and a passing grade on the comprehensive exit exam.

Master of Arts in Practical Theology program - all but nine (9) required graduate semester hours with a minimum GPA of 3.0.
Master of Arts in Teaching Elementary Education - 18 graduate semester hours.
Master of Arts in Teaching Special Education - 18 graduate semester hours.
Master of Science in Elementary Education - 18 graduate semester hours.

Application for candidacy is required at least one (1) semester prior to graduation.

**GRADUATE SATISFACTORY ACADEMIC PROGRESS / ACADEMIC STANDING**

Satisfactory academic progress (SAP) towards Pfeiffer University degree will be determined at the end of every semester based on students' qualitative and quantitative progress at Pfeiffer.

- Qualitative progress is based on grade point average or GPA
- Quantitative progress refers to time or credits attempted per the Graduate Academic Standing Scale below.

Note: If a student changes programs, all of the courses in the program will also be included in the student's SAP calculation.

Students’ academic standings are: **Good Standing, Warning, Probation, Suspension, or Dismissal Status.** Each standing is defined below. Academic Standing notations apply to the following term.

**Good Standing** is defined as progressing towards graduation with a GPA of 3.0 or greater, or at or above the level indicated in the Graduate Academic Standing Scale. Students who are in Good Standing should meet with their advisors/mentors a minimum of one time during the semester.

**Academic Warning (AW)** is defined as progressing towards graduation with an overall GPA that is below the Graduate Academic Standing Scale. Students who have AW status should meet with their academic advisor(s) a minimum of two times during the semester.

**Academic Probation (AP)** is given to students who after one term on Academic Warning are not making satisfactory progress towards graduation per the Graduate Academic Standing Scale. An academic probation period consists of two academic terms: 1- Academic Probation (A1) and 2- Second term of Academic Probation (A2). Students with AP status must agree to follow an Academic Plan to avoid academic suspension. The Academic Plan is a signed contract between the student and the Office of Student Success. Students in this situation must meet the following conditions contained in the contract:

1) Obtain a minimum GPA in accordance to the Graduate Academic Standing Scale.
2) use resources recommended by their advisor
- Failure to meet the conditions of the Academic Plan will result in a one-semester suspension with the right to appeal*. If the appeal is not awarded, the student cannot register for classes the following semester. Completed the semester suspension, the student may apply for readmission. Re-admission is at the discretion of the Graduate SAP Committee. Upon readmission, the student standing will be that of AP with two semesters to attain the 3.00 GPA required by the University. Re-admitted students must have their Academic Plan updated.

- If the appeal is awarded, the student standing will be that of AP with two (2) semesters to attain the 3.00 GPA by the University. Students in this situation must have their Academic Plan updated.

- Students who are suspended for a second time due to lack of compliance with SAP will be dismissed from the University.

*Academic Suspension
Students who fail to meet their Academic Plan and improve their GPA to at least the level indicated in the Graduate Academic Standing Scale will be placed on Academic Suspension. Academic Suspension is limited to one in the student’s career.

Academic Dismissal
An Academic Dismissal is a permanent and irrevocable suspension from the University,

Graduate Academic Standing Scale

<table>
<thead>
<tr>
<th>Hours attempted**</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-12</td>
<td>2.50</td>
</tr>
<tr>
<td>13-24</td>
<td>3.0</td>
</tr>
<tr>
<td>25+</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Hours Attempted = Non-Activity Hours attempted at Pfeiffer plus hours of transfer credit accepted towards the student’s program

Probation Appeals Process
Students on academic probation are automatically suspended from Financial Aid. The appeals process for students on Academic Probation/Continued Probation is necessary only for Financial Aid purposes. The "Academic Probation" standing will remain in a student’s record even if the FA appeal has been granted.

Suspension Appeals Process-
Students facing their first academic suspension, have the right to appeal the suspension. A Suspension Appeal, when granted, brings about an extension of a student's Academic Probation/Continued Probation standing. For a student's appeal to be considered the student should have a mathematical chance that the GPA will raise to meet the Graduate Academic Standing Scale during an additional probationary period (two terms). Students appealing their first suspension, or readmitting after a semester of suspension, must write letters of appeal separately to the Graduate SAP Committee and to the Office of Financial Assistance.

The suspension appeals will be granted only if one or more of the following conditions exist:
- Death of a student’s close member in the family (parents, grandparents, children, close friend, or spouse).
- Serious illness of the student or a close family member that can be documented
- Other mitigating circumstances on a case by case basis

Separate committees will evaluate all Academic and Financial Aid suspension appeals. An awarding of an academic appeal does not guarantee financial aid reinstatement. For more information on Financial Aid appeals contact the Office of Financial Aid.

TRANSFER CREDITS

MBA, MHA, and MSL students may transfer up to nine (9) semester hours of comparable business related graduate level work into the Pfeiffer program. Master of Arts in Practical Theology students may transfer up to fifteen (15) semester hours of graduate level work; only three (3) courses (9 SH) of the MAPT core curriculum will be accepted from transfer credits. MBA/MHA students may transfer up to nine (9) semester hours of comparable business-related graduate level studies and nine (9) semester hours of comparable health administration-related graduate level studies into the Pfeiffer program. MBA/MSL students may transfer up to nine (9) semester hours of comparable business-related graduate level studies and nine (9) semester hours of comparable organizational management-related graduate level studies into the Pfeiffer program. Students in the MFT program may transfer up to nine (9) semester hours of comparable accredited marriage and family program-related graduate level course work with case by case approval as evidenced by an official transcript, and catalog course description and course syllabus concurrent with the semester the course was taken. These courses must be taken within two years of Pfeiffer MFT application. Students in the Master of Science in Elementary Education, Master of Arts in Teaching Special Education, and the Master of Arts in Teaching Elementary Education may transfer up to nine (9) semester hours of comparable elementary education graduate level work into the Pfeiffer program. The following provisions apply to transfer credits:

1. The credits must have been earned from a regionally-accredited institution.
2. A grade of at least “B”, or its equivalent, must have been earned.
3. The credits must satisfy a program requirement.
4. These credits must be less than five (5) years old; for the MFT, no more than two (2) years; for the MAPT, no more than ten (10) years old.
5. Transfer grades do not change the official grade point average. Only work attempted at Pfeiffer University is used in calculating the GPA.
6. All credits transferred into Pfeiffer University must have the approval of the appropriate School Head and Registrar.

ONLINE COURSES

Students who have met the requirements for admission to the Graduate Programs or who are seeking to complete certain prerequisite courses are eligible to take online prerequisite or graduate courses. Students are also required to have the computer hardware and software required to access the course information. The grading standards and all other academic policies of the Graduate Programs apply to online courses. The cost for online courses (distance delivery) is specified in the Graduate Catalog.
CHANGE OF CATALOG
Students normally graduate under the provisions and requirements of the Catalog in effect at the time of their initial registration at Pfeiffer University, unless changes in curricula, graduation requirements, etc., make that impossible. Students may choose to graduate under the requirements of a subsequent Catalog. However, they must meet all of the requirements of one (1) Catalog and may not interchange requirements. Students who re-enter after an interval of two(2) or more semesters must meet the requirements of the Catalog in effect at the time of reregistration, or of a subsequent Catalog.

COURSE SUBSTITUTIONS
Internal Course Substitution Policy
The substitution of an internal course requirement by another may be approved under the following circumstances:

• The student completed another course which resulted in similar learning outcomes as required from the course to be substituted or,
• The course is no longer offered or will not be offered in time to be completed by the student before the student’s graduation and,
• It is possible for the student to take another course which will result in similar learning outcomes as required from the one to be substituted.

Course substitutions are limited to 6 SH. Exceptions to the 6 SH must be approved by the Vice-President for Academic Affairs/Provost. Advisors must report any course substitutions using the “Course Substitutions Form”. This form must be signed by the advisor and the major program director and forwarded to the Provost’s office for final approval. The Vice-President for Academic Affairs/Provost will send the approved forms to the Registrar’s Office for processing. The deadline for this process is one year before the student’s intended graduation date, or as soon as the need for a substitution is determined.

CORRESPONDENCE CREDITS
Except for certain credits completed while in military service, credits earned in correspondence or through work/life experience may not be used to satisfy foundation or graduate requirements.

GRADING NOTATIONS
The following are the grading standards in the graduate program:

A — Superior
A- — Excellent
B+ — Very Good
B — Good
C — Below Average
F — Failure
I — Incomplete

Although calculated for GPA as an "F", this grade is assigned where satisfactory progress is being made, but due to reasons beyond the student’s control, final course requirements cannot be
completed. Such records must be cleared before the midpoint of the semester following the semester in which the "I" was awarded or the "I" will automatically become an "F". See the academic calendar for the official date of the midpoint.

**IP** — In Progress Students enrolled in MAPT 660, 661, or 652, MBA 790, 793 or 795, MHA 776, 790, or 795 or MSL 790 have two (2) semesters to complete their course work. The grade of "IP" is not calculated for the GPA. If work is not completed within the one (1) semester following the semester in which the "IP" was awarded, the grade will automatically become an "F" unless prior arrangements with the Program Director have been made and approved by the Vice-President for Academic Affairs/Provost.

**W** — Withdrawal Students may withdraw from classes without any academic penalty with approval of the appropriate Program Director.

**AD** — Administrative Withdrawal Students who are removed from a course for lack of attendance or payment will receive this grade. For GPA calculations, the AD grade is counted as an F. Only work attempted at Pfeiffer University is used in calculation of the GPA. Refer to the Grade Point Average computation information for the Degree Completion Program for more information on Graduate School GPA calculation.

**ACADEMIC PROBATION/DISMISSAL**
Students must maintain a GPA of 3.0, a “B”, to continue in good academic standing. Students who do not maintain a 3.0 average are placed on probation. Students on probation must achieve a semester GPA of at least 3.0 in the semester following being placed upon probation and must achieve an overall GPA of at least 3.0 within two (2) semesters. Failure to maintain this standard will result in suspension from the program. Students who receive a grade of “F” will be suspended from the program. Only two grades of "C" may be applied toward graduate degrees at Pfeiffer University. If a student who has previously been suspended from the program fails a second course or falls below a GPA of 3.0 for a second time, the student is dismissed from the program. Once dismissed, a student may not re-enter Pfeiffer.

**REAPPLICATIONS**
Students who have been suspended from a program may submit an application for re-admission. All re-admits are on a case-by-case basis.

**ACADEMIC LOAD**
A full academic load is defined as six (6) semester hours during any semester. During the ten (10) week summer sessions (in Charlotte) a full academic load is defined as one course per session. Students wishing to register for more than a full load in any semester must submit a written request to their respective Program Director. Except under unusual circumstances, individuals who hold full-time jobs are not permitted to enroll for more than the specified full academic load.

**NON-DEGREE STUDENTS**
Students who wish to take courses, but do not wish to seek a degree, may register for courses provided they have satisfied the appropriate prerequisites. Such registrations may be for credit or
audit. Audits are permitted on a space-available basis. Refer to specific program requirements for non-degree students.

**GRADUATE ENTRANCE EXAMS**
Pfeiffer University accepts scores from several recognized graduate entrance assessment sources, including the Graduate Management Admissions Test (GMAT), Graduate Record Examination (GRE), and the Miller Analogy Test (MAT). Pfeiffer will accept the entrance assessment scores from the GMAT, GRE, LSAT, MAT, and MCAT. However, the MFT Program requires scores from the GRE only. The programs in MBA, MSL, and MHA strongly encourage the Miller Analogies Test. An entrance exam requirement is waived for any student who already possesses a graduate degree earned from an accredited institution.

**ADVISING**
Graduate students are advised by graduate faculty who are available to assist them in planning their work.

**REGISTRATION**
Students are expected to register during the normal registration period. Classes meet once a week during the fall and spring and summer semesters.

**DROP/ADDS**
Students may add courses during the first six (6) calendar days of each session with the written permission of the advisor or program director. Students may withdraw from courses with the written permission of the advisor or program director before the last seven (7) calendar days of a session. Students may NOT withdraw from courses during the last seven (7) calendar days of a session.

**REPEAT POLICY**
If a course at Pfeiffer is repeated at Pfeiffer, the new grade becomes the official grade, even if it is lower than the previous grade. Previous grades will not be calculated into hours or averages. If a course taken at Pfeiffer is repeated elsewhere, the new work will be credited (if it has received the proper prior approval), but the Pfeiffer grade will stay on record and will be calculated in the Grade Point Average. The hours toward graduation will, however, be credited only once. If a course previously taken at another school is repeated at Pfeiffer, the prior grade will be removed from the transfer credit and the Pfeiffer grade will be the official mark (even if lower). Students may only repeat courses in which a grade of "F" is earned and that course must be retaken in the first semester following suspension. In the event that the course is not offered that semester, the student must register to take that course the next time it is offered at that student’s location.

**GRADUATE ATTENDANCE POLICY**
To ensure academic success students are expected to attend and participate in all class sessions. Attendance policies are set for each course by faculty members and should be printed in the syllabus and announced at the beginning of each term. It is the student’s responsibility to know the attendance policy in a particular course.
Student attendance in online courses is defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

- Completion of tests
- Submission/completion of assignments
- Communication with instructor

Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the College's current attendance policy.

**APPEALS FOR GRADE CHANGES**

All appeals for grade changes must be presented to the student's Program Director no later than 30 days from the final exam. Students wishing to register complaints concerning a final grade should follow these steps:

**Step 1.** The student will discuss the grade with the instructor who issued the grade and attempt to resolve the matter.

**Step 2.** If resolution is not achieved in step one, the student will submit a Request to Appeal Form, a letter registering his/her complaint to his/her Program Director, and concrete evidence that the student can provide to further his/her request for grade change. This concrete evidence will show how the current grade is inappropriate and why the change is necessary. Examples of such evidence follow: incorrect mathematical calculations of grades, examples of work marked incorrect coupled with examples from the text or lectures that show that the work is indeed correct and incorrectly marked, evidence from the Blackboard administrator that work was submitted on time although the student was not given credit for timely submission, or other such pieces of concrete evidence. This evidence will expedite the resolution process. The Program Director will contact the instructor and discuss the matter. The Program Director will convey, in writing, the outcome of the discussion to the student. If the matter is not resolved, the Program Director will request that a Grade Appeal Committee be convened.

**Step 3.** The Program Director will review and request that a Grade Appeal Committee be convened when the student is unable to resolve a grade dispute with his/her instructor and Program Director. The Program Director will review and request that a Grade Appeal Committee be convened when the student is unable to resolve a grade dispute with
his/her instructor and Program Director. The Director of Graduate Student Services will convene the Grade Appeal Committee. The Grade Appeal Committee consists of the Director of Graduate Student Services, Program Director, the Head of the Schooling which the student is enrolled, and one or more faculty members. The Director of Graduate Student Services will serve as chairperson. The request for appeal, written statement, and evidence provided in Step 2 will be reviewed in advance by the committee. The committee will meet with the student to discuss the complaint. Neither faculty nor students are permitted to bring third-party representation or other individuals to a grade appeal hearing; however, written documentation may be submitted by other faculty members and/or students. The committee will recommend a decision in writing to the Vice-President for Academic Affairs/Provost (VPAA). The VPAA will review the grade appeal. After considering all factors presented, the VPAA will render a decision. The decision of the VPAA is final. The VPAA will convey the decision in writing to the student. Copies of the correspondence will be provided to the committee members and the student's Program Director.

WITHDRAWAL FROM PFEIFFER UNIVERSITY
Students leaving the University during an academic term without notifying the appropriate Program Director in writing will receive a grade of "F" in each course for which they are registered. Students who return to Pfeiffer after an absence of two (2) semesters or longer must use the catalog in effect at the time of their return, or a subsequent catalog.

WITHDRAWAL POLICY FOR MILITARY CALL-UP
In the event a student is called to active duty, he/she must complete a formal withdrawal process and provide a copy of his/her deployment orders at the time of withdrawal. A student will not receive special consideration under this policy until a formal withdrawal is initiated by the student and a copy of the student's deployment orders are received by Pfeiffer University. If the student withdraws during the Drop period, his/her classes will be dropped with no academic record. If the withdrawal occurs after the end of the Drop period, the student's transcript shall show a "W" for all classes. Grade Point Average (GPA will not be affected. A note will be placed in the Registrar's files together with a copy of the deployment orders to indicate that the "W" was due to military call-up.
2.12 Academic Integrity Policy
(Added October 2011)

2.12.1 Undergraduate Honor Code

Violations of the Honor Code

All cases involving the following behaviors are considered violations of the Honor Code (further detail is available under Academic Policies and Procedures in the Campus Policies and Procedures section of the Pfeiffer University Handbook available under the Student Life section in my.pfeiffer):

1. Cheating in any form in academic matters, defined as willful participation in the unauthorized exchange and/or use of information while working on any examination or project designed to evaluate individual performance.
2. Plagiarism, the appropriation, and passing off as one's own the writings or ideas of another.
3. Attempting to cheat or plagiarize.
4. Failure to report observed violations.
5. Lying, stealing, or other conduct violations in relation to academic issues and situations.

NOTE: The Honor Code is understood to apply to all academic requirements of the University, including assessment testing, internships, entrance examinations, and classroom instruction.

A. First Offense — In Violation Plea — Student/Faculty Option
1. The instructor has ascertained from the Office of Academic Affairs that this is a first offense for the student involved. The instructor also obtains an academic dishonesty form from the Office of Vice President for Academic Affairs/Provost to document the incident.
2. The instructor informs the student of the charge and of his/her rights under the Honor Code procedures. A copy of these procedures will suffice to document this requirement.
3. Included within these procedures is the explicit obligation of truthfulness. If a student lies about his/her Honor Code violation, such action is considered a second, and more serious, offense. The initial charge and the second charge of lying must be adjudicated under the guidelines outlined under Section C located in the online student handbook (at my.pfeiffer).
4. Within 14 academic calendar days, the student must plead in writing, to the charge. If the student does not submit a written plea, guilt is assumed.
   (Note: If any of the above circumstances do not pertain, the alleged violation must be adjudicated under the guidelines outlined under Sections B and C located in the online student handbook).
5. If the student pleads In Violation in writing, and the instructor desires to adjudicate the case, he/she may do so under the following guidelines:
   a. The student will receive a zero (0) for the work involved as a minimum penalty. A higher penalty of “F” for the course may be entered at the discretion of the instructor.
b. A copy of all material involved in the violation, the written plea of In Violation, and a brief statement by the instructor concerning the facts of case MUST be sent immediately to the Vice-President for Academic Affairs Office/Provost for inclusion in the student’s academic records.

B. Repeat offenses, or First offense - Not In Violation Plea, or In Violation Plea - Not Adjudicated by the Instructor:

1. When the instructor has determined that a case is not a first offense, or the student pleads Not in Violation, the instructor should consult with his/her Program Director and the Vice President for Academic Affairs/Provost.
2. If the instructor, the Program Director, and the Vice President for Academic Affairs/Provost agree that the evidence is sufficient to warrant a charge, the Program Director will bring the charge and the Honor Board will hear the case within 21 academic calendar days.

STUDENT RESPONSIBILITIES

1. To demonstrate adherence to the Honor Code by signing the Honor Pledge. The statement: "I have neither given nor received unauthorized help" may be required on all work submitted for academic credit. If a faculty member requires the statement in writing, he/she may refuse to extend credit for work on which it does not appear. On work where the written statement is not required, faculty members still assume the student's compliance with the Honor Code.
2. To report violations of the Honor Code (any student who witnesses a violation of the Academic Honor Code as defined, and does not report the violation, will be subject to action under the Honor Code).
3. To appear at hearings when charged with a violation or asked to appear as a witness.
4. To respond fully and truthfully to legitimate questions or requests for information concerning Honor Code matters.
2.12.2 GRADUATE SCHOOL HONOR CODE STANDARDS AND GUIDELINES

STUDENT HONOR CODE

Pfeiffer University has an obligation to protect the integrity of its educational purpose and to articulate those standards of behavior that it considers essential to its educational mission. In addition, student rights must be safeguarded against prejudicial or capricious academic evaluation. To these ends, Pfeiffer University operates under an Honor Code. Each student at the University is expected to conduct himself/herself honorably at all times.

I. Violations of the Honor Code

All cases involving the following behaviors are considered violations of the Honor Code (further detail is available under Academic Policies and Procedures in the Campus Policies, Resources, and Services section of the handbook):

A. Cheating in any form in academic matters defined as willful participation in the unauthorized exchange and/or use of information while working on any examination or project designed to evaluate individual performance.

B. Plagiarism, the appropriation, and passing off as one’s own the writings or ideas of another.

C. Attempting to cheat or plagiarize.

D. Failure to report observed violations.

E. Lying, stealing, or other conduct violations in relation to academic issues and situations.

NOTE: The Honor Code is understood to apply to all academic requirements of the University, including but not limited to such activities as assessment testing, internships, and classroom instruction.

II. Student Responsibilities

A. To demonstrate adherence to the Honor Code by signing the Honor Pledge. The statement:

“I have neither given nor received unauthorized help” may be required in writing on all work submitted for academic credit. If a faculty member requires the statement in writing, he/she may refuse to extend credit for work on which it does not appear. On work where the written statement is not required, faculty members still assume the student’s compliance with the Honor Code.

B. To report violations of the Honor Code (any student who witnesses a violation of the Academic Honor Code as defined herein, and does not report the violations, will be subject to action under the Honor Code).

C. To appear at hearings when charged with a violation or asked to appear as a witness.

D. To respond fully and truthfully to legitimate questions or requests for information concerning Honor Code matters.

III. Faculty/Staff Responsibilities

A. To serve as appropriate role models for ethical behavior.

B. To inform students in their classes of faculty expectations of student behavior as it relates to the Honor Code.
C. To report all violations of the Honor Code.
D. To inform students in violation that they have been reported.
E. To abide by agreements made under Student/Faculty Options or by decisions of the Honor Board or the Academic Leadership Team.

IV. Honor System Procedures

A. First Offense — In Violation Plea — Student/Faculty Option
   1. The instructor has ascertained from the Office of Academic Affairs that this is a first offense for the student involved. The instructor also obtains an academic dishonesty form from the Office of VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST to document the incident.
   2. The instructor informs the student of the charge and of his/her rights under the Honor Code procedures. A copy of these procedures will suffice to document this requirement.
   3. Included within these procedures is the explicit obligation of truthfulness. If a student lies about his/her Honor Code violation, such action is considered a second, and more serious, offense. The initial charge and the second charge of lying must be adjudicated under the guidelines outlined under Section C below.
   4. The student pleads In Violation, in writing, to the charge, and requests that the instructor adjudicate the situation as a Student/Faculty Option (Note: If any of the above circumstances do not pertain, the alleged violation must be adjudicated under the guidelines outlined under Section C below).
   5. If the student pleads In Violation in writing, and the instructor desires to adjudicate the case, he/she may do so under the following guidelines:
      a. The student will receive a zero (0) for the work involved as a minimum penalty. A higher penalty of “F” for the course may be entered at the discretion of the instructor.
      b. The student will be notified that unsatisfactory progress in his/her program of study (unsatisfactory GPA, receiving a grade of F) can negatively impact his/her admission standing and/or financial aid.
      c. A copy of all material involved in the violation, the written plea of In Violation, and a brief statement by the instructor concerning the facts of case MUST be sent immediately to the Vice-President for Academic Affairs/Provost Office for inclusion in the student’s academic records.

B. Repeat offenses, or First offense-Not In Violation Plea, or In Violation Plea -Not Adjudicated by the Instructor:
   1. When the instructor has determined that a case is not a first offense, or the student pleads Not In Violation, the instructor should consult with his/her Program Director and the VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST.
   2. If the instructor, the Program Director, and the VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST agree that the evidence is sufficient to warrant a charge, the Program Director will bring the charge and the Honor Board will hear the case.

C. Honor Board - This Board typically consists of one faculty member from each graduate school of study (elected by the faculty members of that school) and at least one student from each graduate school course of study. For adjudication of a particular honor code violation, members of the Honor Board will be comprised of the following:

      A. Two students would be selected, one of which should be from the charged student’s program of study;
B. Two faculty members (excluding the faculty member involved with the Honor Code violation),

C. A Program Director not associated with the charged student’s program of studies selected by the VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST. The Program Director shall serve as chair of the Board. The Vice-President for Academic Affairs/Provost shall serve as advisor-facilitator, without a vote, and shall not remain for the deliberations of the Board.

1. The charged student may present written statements from witnesses who are able to give testimony directly relevant to the specific, alleged violation. Such statements must be submitted to the Honor Board Chair at least twenty-four (24) hours prior to the hearing. At the Chair’s discretion, witnesses may be contacted for further information.

2. A student may bring an advisor of his/her choice to the hearing, provided the advisor is a member of the University community. Advisors are not permitted to address any participants in the hearing other than the person whom they are advising in the presentation of his/her case. The Chair must be notified at least 24-hours prior to the hearing that the student plans to have an advisor present, and that the advisor’s presence is subject to the Chair’s approval.

3. In the event that the student does not appear for the hearing at the appointed time, the hearing may still be conducted, at the discretion of the Chair and the Board, and the student will be considered to have waived his/her right to be heard.

4. Notification of Honor Board decisions will be mailed to the student within two business days of the hearing. The VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST will be notified regarding the outcome of an Honor Board Hearing.

D. Dispensations and Appeal

1. Dispensations for Honor Code violations may include any of the following:
   a. counseling
   b. fines
   c. service hours
   d. loss of privileges
   e. reduction of grade (zero on assignment, F in course, etc.)
   f. probation
   g. deferred or immediate suspension
   h. dismissal
   i. any other penalties deemed advisable

2. Appeal of Honor Code dispensations:
   a. Honor Board decisions are subject to written appeal to the Appeals Committee via the Vice-President for Academic Affairs/Provost within four (4) business days after hearings.
   b. Decisions rendered by the Appeals Committee or through Student Options are not subject to appeal.
   c. No voting member of the Honor Board may participate in the Appeals Committee review.
2.13 Posthumous Degree Policy
(Added March 26, 2012)

Undergraduate

A deceased student who did not complete all requirements for his/her degree at the time of death may be awarded a degree posthumously provided the following conditions are met:

1. The student was in good standing at the time of death.
2. The student was within 30 semester hours of completing all requirements for his/her degree.
3. The faculty of the department associated with the deceased student's primary major approves the awarding of the degree upon recommendation of the Dean of the Undergraduate College and after ascertaining that conditions one (1) and two (2) have been met.
4. The student’s death occurred within the boundaries of acceptable student behavior (See the Student Handbook located at my.pfeiffer).

The graduation program will note the degree was awarded posthumously. The certificate will be presented to the immediate family of the deceased student by an appropriate academic officer of the University.

Graduate

The policy is unchanged except that condition two (2) would require a student to be within nine (9) semester hours of completing his/her degree.
“No qualified person with a disability shall, on the basis of the disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.”

Section 504 of the Rehabilitation Act of 1973

Federal Register, Vol.45, No. 92, 5/9/80 Rules and Regulations
Purpose of the Handbook

The primary purpose of this handbook is to provide an initial orientation to all students of Pfeiffer University of the philosophy, procedures, and practices of the university regarding reasonable accommodations for disabilities. This handbook is also intended to provide guidance to the students’ parents, administrators, faculty, and staff in their various roles of encouraging academic success for these students. Although the manual is intended to address many important issues related to services for students with disabilities, it cannot address every nuance of each individual student’s condition and needs. Therefore the reader is encouraged to use this document as a source of ongoing discussions with the university regarding the circumstances of each individual student.

Mission Statement

Services for students with disabilities at Pfeiffer University are administered through the Wick S. Sharp Learning Center. The mission of the Learning Center is as follows:

The mission of the Wick S. Sharp Learning Center at Pfeiffer University is to recognize the diversity of student backgrounds, skills, needs, and goals and to create effective, innovative academic support responses which promote educational excellence. These responses include tutoring, Supplemental Instruction, computer-assisted instruction, developmental courses graduate test preparation, support services for international students, and reasonable accommodations for students with disabilities.
Contact Information

Students enrolled at Pfeiffer University should contact:

Dr. Jim Gulledge
Director of Academic Support Services

Misenheimer Campus
The Wick Sharp Learning Center, Stokes Student Center, Misenheimer Campus

(980) 621-2532
e-mail: jim.gulledge@pfeiffer.edu
WHAT IS THE LAW?

“No qualified person with a disability shall, on the basis of the disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.”

Section 504 of the Rehabilitation Act of 1973

Federal Register, Vol.45, No. 92, 5/9/80 Rules and Regulations

WHO IS PROTECTED UNDER THE LAW?

A "handicapped person" means "any person who

- has a physical or mental impairment which substantially limits one or more of such person's major life activities;
- has a record of such an impairment, or
- is regarded as having such an impairment."

A "qualified handicapped person" is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institution's programs and activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities such as, but not limited to, the following:

- blindness or visual impairments
- cerebral palsy
• Chronic illnesses, such as:
  o AIDS
  o arthritis
  o cancer
  o cardiac diseases
  o diabetes
  o multiple sclerosis
  o muscular dystrophy
  o psychiatric disorders
• deafness or hearing impairments
• drug or alcohol addiction (Section 504 covers former users and those in recovery programs and not currently using drugs or alcohol.)
• epilepsy or seizure disorders
• mental retardation
• orthopedic handicap
• specific learning disability
• speech disorder
• spinal cord or traumatic brain injury
UNDER THE PROVISIONS OF SECTION 504, UNIVERSITIES AND COLLEGES MAY NOT:

- limit the number of students with disabilities admitted
- make preadmission inquiries as to whether or not an applicant is disabled
- use admissions tests or criteria that inadequately measure the academic qualifications of disabled students because special provisions were not made for them
- exclude a qualified student with a disability from any course of study.
- limit eligibility to a student with a disability for financial assistance or otherwise discriminate in administering scholarships, fellowships, internships, or assistantships on the basis of handicap.
- counsel a student with a disability toward a more restrictive career
- measure student achievement using modes that adversely discriminate against a student with a disability
- establish rules and policies that may adversely affect students with disabilities.

Properly understood and implemented, however, disability laws will lead to none of these feared outcomes. In fact, students with disabilities are required to meet the "essential" "academic" and "technical" standards of the college or university, with or without reasonable accommodation.

The term "essential" serves to ensure that colleges and universities need never "fundamentally alter" their programs of instruction to accommodate students with disabilities. Federal courts have readily upheld insistence that such students meet "academic" standards (for example, a requirement for all students to maintain a certain GPA) and "technical" standards (for example, a requirement that all dental students demonstrate fine motor dexterity). Moreover, persons whose disabilities manifest a "direct threat" to the health and safety of themselves or others may be excluded from an educational program.
Documentation Criteria to Request Reasonable Accommodations

Please provide the following documentation to support your request for reasonable accommodations. However, please do not send copies of high school IEP’s. High Schools disability services are governed by the IDEA (Individuals with Disabilities Education Act). College and university disability services are governed by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; therefore, IEP’s are part of the planning process for high school services and are not binding in the consideration of appropriate postsecondary services for students with disabilities.

**ADD/ADHD**- signed letter on professional letterhead from a licensed physician, psychologist or psychiatrist stating the diagnosis, treatment plan, functional limitations within a college setting, and recommended accommodations. Students should also submit a psycho-educational evaluation completed within three years of their date of matriculation to Pfeiffer University.

**Learning Disabilities**- Students should submit a psycho-educational evaluation completed within three years of their date of matriculation to Pfeiffer University. The assessment should include descriptions of the student’s ability, strengths, weaknesses, and achievement. Typically educational psychological will include developmental history, testing observations, an adolescent or adult test of intelligence, various achievement tests, a statement of diagnosis, and recommendations for
accommodations. A new assessment should be requested within the last year of a student’s enrollment in high school whenever possible, and a copy of the transition plan should be sent to Pfeiffer. All psycho-educational evaluations should be completed and signed by a professional who is certified or licensed for each assessment instrument included in the testing document.

**Emotional/Behavioral/Mental Illness**- Students should submit a signed letter on professional letterhead from a licensed psychologist or psychiatrist stating the diagnosis, treatment plan, functional limitations within a college setting, and recommended accommodations. Psycho-pharmaceutical plans should be filed with the university’s health services office. Students should also submit a psycho-educational evaluation completed within three years of their date of matriculation to Pfeiffer University if available.

**Physical disabilities**- Students should submit a signed letter on professional letterhead from a licensed physician stating the diagnosis, treatment plan, functional limitations within a college setting, and recommended accommodations. Students should also submit a psycho-educational evaluation completed within three years of their date of matriculation to Pfeiffer University if available.
Transition Guidelines for Matriculation from High School to College and Transfer from Another Postsecondary Institution

Students often want to know what they should be doing during their senior year of high school or the last semester at their transfer institution to prepare for their time at Pfeiffer. Taking some or all of the following steps can facilitate a smooth transition from your former school:

- When possible, schedule a meeting with the Director of Academic Support Services or the Coordinator of Disability Services as part of your first campus visit.
- Complete the Disability Self-Disclosure Form in Appendix A. and mail to the Director of Academic Support Services or Coordinator of Disability Services.
- Review the guidelines for the documentation of disability and forward all appropriate documentation to the disability official on your campus of residence/study.
- If you are a first-year college student become familiar with the contents of your assessment documents and practice articulating your needs at your current school.
- Assume full responsibility for all medications which have been prescribed for your needs. Become familiar with any potential adverse side effects of your medications. NEVER consume alcohol without full knowledge of its potential interactions with any prescription or non-prescription drugs which you are taking. Take all medications when and as they have been prescribed by your
physician. Stay in regular contact with your doctor(s) regarding your medical needs.

- Participate in orientation programs prior to matriculation.
- If you are currently a high school student, please read the following materials on differences between high school and college:

**How is College Different from High School?**

<table>
<thead>
<tr>
<th>Personal Freedom in High School</th>
<th>Personal Freedom in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School is <em>mandatory</em> and <em>free</em> (unless you choose other options).</td>
<td>College is <em>voluntary</em> and <em>expensive</em>.</td>
</tr>
<tr>
<td>Your time is usually structured by others.</td>
<td>You manage your own time.</td>
</tr>
<tr>
<td>You need permission to participate in extracurricular activities.</td>
<td>You must decide whether to participate in extracurricular activities. (Hint: Choose wisely in the first semester and add later.</td>
</tr>
<tr>
<td>You need money for special purchases or events.</td>
<td>You need money to meet basic necessities.</td>
</tr>
<tr>
<td>You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.</td>
<td>You will be faced with a large number of moral and ethical decisions you have not had to face previously. You must balance your responsibilities and set priorities.</td>
</tr>
<tr>
<td>Guiding principle: You will usually be told what your responsibilities are and corrected if your behavior is out of line.</td>
<td>Guiding principle: You’re old enough to take responsibility for what you do and don’t do, as well as for the consequences of your actions.</td>
</tr>
<tr>
<td>High School Classes</td>
<td>College Classes</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Each day you proceed from one class directly to another.</td>
<td>You often have hours between classes; class times vary throughout the day and evening.</td>
</tr>
<tr>
<td>You spend 6 hours each day – 30 hours a week – in class.</td>
<td>You spend 12 to 16 hours each week in class.</td>
</tr>
<tr>
<td>The school year is 36 weeks long; some classes extend over both semesters and some do not.</td>
<td>The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams (not including summer school).</td>
</tr>
<tr>
<td>Most of your classes are arranged for you.</td>
<td>You arrange your own schedule in consultation with your academic adviser. Schedules tend to look lighter than they really are.</td>
</tr>
<tr>
<td>Teachers carefully monitor class attendance.</td>
<td>Professors may not formally take roll, but they are still likely to know whether or not you attend.</td>
</tr>
<tr>
<td>Classes generally have no more than 35 students.</td>
<td>Classes may number 100 students or more.</td>
</tr>
<tr>
<td>You are provided with textbooks at little or no expense.</td>
<td>You need to budget substantial funds for textbooks, which will usually cost more than $200 each semester.</td>
</tr>
<tr>
<td>You are not responsible for know what it takes to graduate.</td>
<td>Graduation requirements are complex, and differ for different majors and sometimes different years. You are expected to know those that apply to you.</td>
</tr>
<tr>
<td>High School Teachers</td>
<td>College Professors</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Teachers check your completed homework.</td>
<td>Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.</td>
</tr>
<tr>
<td>Teachers remind you of your incomplete work.</td>
<td>Professors may not remind you of incomplete work.</td>
</tr>
<tr>
<td>Teachers approach you if they believe you need assistance.</td>
<td>Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.</td>
</tr>
<tr>
<td>Teachers are often available for conversation before, during, or after class.</td>
<td>Professors expect and want you to attend their scheduled office hours.</td>
</tr>
<tr>
<td>Teachers have been trained in teaching methods to assist in imparting knowledge to students.</td>
<td>Professors have been trained as experts in their particular areas of research.</td>
</tr>
<tr>
<td>Teachers provide you with information you missed when you were absent.</td>
<td>Professors expect you to get from classmates any notes from classes you missed.</td>
</tr>
<tr>
<td>Teachers present material to help you understand the material in the textbook.</td>
<td>Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings.</td>
</tr>
<tr>
<td>Teachers often write information on the board to be copied in your notes.</td>
<td>Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.</td>
</tr>
<tr>
<td>Teachers often take time to remind you of assignments and due dates.</td>
<td>Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.</td>
</tr>
<tr>
<td>Studying in High School</td>
<td>Studying in College</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.</td>
<td>You may need to study at least 2 to 3 hours outside of class for each hour in class.</td>
</tr>
<tr>
<td>You often need to read or hear presentations only once to learn all you need to learn about them.</td>
<td>You need to review class notes and text material regularly.</td>
</tr>
<tr>
<td>You are expected to read short assignments that are then discussed, and often re-taught in class.</td>
<td>You are assigned substantial amounts of reading and writing, which may or may not be directly addressed in class.</td>
</tr>
<tr>
<td>Guiding principle: You will usually be told in class what you needed to learn from assigned readings.</td>
<td>Guiding principle: It’s up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you’ve already done so.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tests in High School</th>
<th>Tests in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing is frequent and covers small amounts of material.</td>
<td>Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.</td>
</tr>
<tr>
<td>Makeup tests are often available.</td>
<td>Makeup tests are seldom an option; if they are, you need to request them.</td>
</tr>
<tr>
<td>Teachers frequently rearrange tests to avoid conflict with school events.</td>
<td>Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.</td>
</tr>
<tr>
<td>Teachers frequently conduct review sessions, pointing out the most important concepts.</td>
<td>Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.</td>
</tr>
<tr>
<td>Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown to solve.</td>
<td>Mastery is often seen as the ability to apply what you’ve learned to new situations or to solve new kinds of problems.</td>
</tr>
<tr>
<td>Grades in High School</td>
<td>Grades in College</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Grades are given for most assigned work.</td>
<td>Grades may not be provided for all assigned work.</td>
</tr>
<tr>
<td>Consistently good homework grades may help raise your overall grade when test grades</td>
<td>Grades on tests and major papers usually provide most of the course grade.</td>
</tr>
<tr>
<td>are low.</td>
<td></td>
</tr>
<tr>
<td>Extra credit projects are often available to help you raise your grade.</td>
<td>Extra credit projects, generally speaking, be used to raise a grade in a college</td>
</tr>
<tr>
<td></td>
<td>course.</td>
</tr>
<tr>
<td>Initial test grades, especially when they are low, may not have an adverse effect on</td>
<td>Watch out for your first tests. They are usually wake-up calls to let you know</td>
</tr>
<tr>
<td>your final grade.</td>
<td>what is expected—but they also may account for a substantial part of your course</td>
</tr>
<tr>
<td></td>
<td>grade. You may be shocked when you get your grades. If you receive notice of</td>
</tr>
<tr>
<td></td>
<td>low grades (Deficiency Report), see your academic adviser.</td>
</tr>
<tr>
<td>You may graduate as long as you have passed all required courses with a grade of D</td>
<td>You may graduate only if your average in classes meets the departmental standard—</td>
</tr>
<tr>
<td>or higher.</td>
<td>typically a 2.0 or C.</td>
</tr>
<tr>
<td>Guiding principle: <em>Effort counts</em>. Courses are usually structured to reward a good-</td>
<td>Guiding principle: <em>Results count</em>. Though good-faith effort is important in</td>
</tr>
<tr>
<td>faith effort.</td>
<td>regard to the professor’s willingness to help you achieve good results, it will</td>
</tr>
<tr>
<td></td>
<td>not <em>substitute</em> for results in the grading process.</td>
</tr>
</tbody>
</table>

Source: Old Dominion University with funding from the Virginia Department of Education.

Revised by Southern Methodist University in collaboration with colleagues in the Dedman College Advising Center and faculty from the Provost’s Commission on Teaching and Learning and the English Department’s First-Year Writing Program.

Further adaptations made by the Office of Academic Support Programs, Baylor University.
Responsibilities Once the Semester Has Begun

Faculty and Staff Responsibilities

1. Treat all requests for accommodations with respect.
2. If a student requests special accommodations, first ask the student if he or she has submitted documentation to the Learning Center verifying the disability.
3. Call the Learning Center at extension 3366 to verify the presence and adequacy of the student’s documentation.
4. Allow students with disabilities to bring guide dogs to class or tape record class sessions if there is documentation to support the accommodation.
5. Contact the Learning Center if assistance is needed in providing an accommodation. For instance, if the request is for extended testing time, you can send the test and the test environment requirements to the Learning Center for administration. We will return the test to you marked confidential through campus mail or will deliver it to your office if requested.
6. Please remember that information regarding disabilities is highly confidential and should not be shared with anyone else.
1. Students must submit documentation to the 504 Officer (Jim Gulledge, (980) 621-2532) supporting their disabilities and the need for accommodations. If documentation is not submitted, legally, the disability does not exist. Universities do not bear responsibility for diagnosing disabilities. In primary, middle school, and secondary settings, the legal responsibility for identifying and accommodating disabilities is primarily on the institution. In post-secondary settings that responsibility shifts to the individual. If testing has not been done prior to the student entering the university, it is the student’s financial responsibility to pay for the evaluation. If the student cannot afford to do so, he or she can go to vocational rehabilitation for testing or attempt to go back to high school and have the school assume the responsibility for failing to previously identify problems.

2. Students must meet with the 504 Officer or individual faculty members to request accommodations and prepare a 504 plan at the beginning of each semester or summer session. If a student does not request accommodations, the institution does not have responsibility for the disability as long as reasonable attempts have been made to encourage students to utilize services.

3. Any requests for accommodations must be supported by documentation to have any legal basis.

4. All requests made by students for special accommodations must be made with sufficient advance notice so as not to place unreasonable stress upon the faculty member.

5. Most students with disabilities will have to update their testing information at least once during college to meet the requirements for testing accommodations for graduate admissions exams. ETS will not accept testing material which is more than 5 years old.
Although Pfeiffer University does not offer a formal learning disabilities program, the university does offer comprehensive support services to provide reasonable accommodations for students with learning disabilities and other handicapping conditions. With appropriate documentation, the following services can be provided:

- Extended time on tests
- Individual test administration
- Oral administration of tests
- Preferential seating within classes
- Note taking assistance
- Assistive technology (text to voice)
- Development of proactive strategies for disabilities management
- Other accommodations as supported by appropriate documentation

Even without documentation, the following services are available to all students of the university:

- Individual and small group face-to-face tutoring (no more than five students per session)
- On-line content-centered tutorial assistance
- Face-to-face and/or on-line writing assistance
- Individualized and/or classroom instruction in study skills, time management, and transition to campus life

Assistance can be arranged by scheduling an appointment with the Director of Academic Support Services or the Coordinator of Disability Services at the beginning of each semester.
ACCOMMODATIONS LIKELY TO BE SUSTAINED

For students who have given notice and provided sufficient documentation, the following accommodations are likely to be sustained:

- time and a half to double time on examinations
- moderately reduced course loads
- extra time to complete a degree program to the extent curricular continuity is not unreasonably impaired
- limited leaves of absence for medical treatment and recovery
- registration assistance
- assistance in applying for financial aid
- classroom modifications, such as preferential seating, taping, and note-taking assistance
- priority in housing for students who need a single or a large room
- priority in parking for students with mobility impairments and certain psychological disabilities

Paul Grossman, Chief Regional Attorney of the San Francisco Office of the U.S. Department of Education’s Office for Civil Rights
ACCOMMODATIONS LESS LIKELY TO BE SUSTAINED

Accommodations less likely to be sustained, but within the range of accommodations that may be required in a particular set of circumstances, are:

- more than double time on examinations
- long-term leaves of absence
- course substitution or waiver
- reduced participation and attendance in the classroom

Paul Grossman
ACCOMMODATIONS UNLIKELY TO BE SUSTAINED

Accommodations unlikely to be sustained are:

- unlimited time for examinations
- unlimited time for degree completion
- unlimited leaves of absence
- permission to entirely avoid attendance expectations applied to students in general
- reassignment to another teacher
- provision of examinations or instructional services off-campus except when generally provided to students
- individualized instructor or tutoring except when commonly provided to students
- restructuring of the curriculum to address the student’s individual learning style

Paul Grossman
Testing Accommodations

In order to receive testing accommodations, a student should follow the following process:

- Provide relevant and adequate documentation supporting the need for testing accommodations to the Director of Academic Support Services or Coordinator of Disability Services.
- Participate in the construction of a 504 plan which includes testing accommodations.
- Sign a release form authorizing the services provider to contact your faculty regarding the need for testing accommodations.
- Remind your faculty with timely notice of your need to take a test with accommodations.
- Contact the services provider with the date and time of the test as soon as you know of an upcoming examination if you do not intend to take the test within the classroom setting. This is very important in order to guarantee that the test proctor will be available to administer your test. Unless otherwise approved by the faculty member, the test MUST be taken at the same time that it is being administered in the classroom.
- Standard time extension for all tests and exams is time and a half.
Note Taking Assistance

• Provide relevant and adequate documentation supporting the need for note-taking assistance to the Director of Academic Support Services or Coordinator of Disability Services.
• Participate in the construction of a 504 plan which includes note-taking assistance.
• Sign a release form authorizing the services provider to contact your faculty regarding the need for note-taking assistance.
• Once the request for note-taking assistance has been authorized, the service provider will contact the faculty member and negotiate assistance. The assistance may include: copies of the faculty member’s lecture notes, summary material posted by the faculty member on BlackBoard, notification of the tape recording of classes, use of assistive technology, or copies of peer notes.
• If peer notes are used, your identity will be kept confidential. A system will be devised to make the notes available to you without compromising your privacy. Once you begin to receive notes, it is your responsibility to notify the services provider if there is any disruption in the notes process.

Tutorial and Writing Assistance

Course content and general writing assistance are available at all Pfeiffer University campuses and instructional sites. Please contact the Director of Academic Support Services at (980) 621-2532 or jim.gulledge@pfeiffer.edu to arrange assistance.
Accommodations Review Board and Related Policies

**Purpose**

The purpose of the Accommodations Review Board is to provide all students at Pfeiffer University with documented disabilities an opportunity to request a formal review of accommodations arranged through the Director of Academic Support Services in the Wick Sharp Learning Center. The board is also available to hear any complaint related to the quality of services provided and concerns regarding mistreatment or discrimination based on disability. Grievances will not be reviewed if a student has not provided documentation in accordance with the requirements of the university or for situations which occur prior to the submission of adequate disability documentation.

**Membership**

The voting membership of the Accommodations Review Board shall consist of four faculty members at least two of whom have expertise in reading educational psychological reports and other cognitive, physical, and emotional assessment materials. All voting shall be conducted by secret ballot. The Vice President for Academic Affairs/Provost serves as the chair of the Board and shall vote only in the event of a tie. The Director of Academic Support Services and the Dean of Student Development shall also serve on the Board, but in an ex officio capacity. In the event that any member of the Board shall be a part of the review request, the member shall recuse herself/himself from the proceedings unless called upon by the Board to provide testimony. A substitute will be appointed by the Provost if the recused member holds voting privileges.
Duties

1. To review individual 504 plans if a student, faculty member, or another relevant member of the campus community challenges the appropriateness or adequacy of particular accommodations called for in the plan. The Board is authorized with the authority to mandate changes in the accommodations plan if the changes are warranted as long as those changes are consistent with all federal and state laws and follow principles of best educational practice.

2. To act upon requests for course substitutions/waivers based on disability. The Board is authorized with the authority to request changes in the student’s educational plan through the Provost to the Deans, and other officials and bodies that administer the educational programs and standards of Pfeiffer University.

3. To serve as a first university body of reconciliation in the review of all complaints by students regarding potential mistreatment, neglect, and discrimination believed to be based on accommodation for disability.

Procedures

1. The student, faculty member, or other party taking issue with any matters related to accommodations for disability is required to provide adequate documentation of disability based on the university’s documentation standards and “timely notice” of the complaint to the Director of Academic Support Services. Timely notice means that the issue should be addressed to the Director as soon as the complainant is aware of a problem. This should occur as early in the semester as possible before there have been possible negative effects on the student’s grade for the semester. The Director of Academic Support Services will then meet with the student and possibly other parties to see if the matter can be amicably resolved. If an acceptable outcome is not reached, the complainant will be instructed to write a letter to the Vice President for Academic Affairs/Provost who serves as the chair of the Accommodations Review Board outlining her/his concerns. If the complaint involves the Director, the complainant should address his concern directly to the chair of the Accommodations Review Board. Within 14 days of the receipt of the complainant’s letter, the chair will schedule a meeting of the Board to review the case.
2. The Board is charged with the responsibility of conducting the review of accommodations. The complainant and other relevant parties will be contacted by the Board to arrange personal testimony, written statements, and other supporting materials as deemed appropriate. Only those parties deemed appropriate and necessary to the resolution of the complaint will be allowed access to the proceedings.

3. Following the completion of all testimony and the review of all materials, the Board will issue an outcome to all relevant parties within 48 hours of the conclusion of the hearings. If additional time is necessary to resolve the case, the complainant will be notified within the 48 hour time period of the duration of additional time necessary before an outcome can be rendered.

4. Should the complainant wish to appeal the outcome of the Accommodations Review Board, a letter requesting review must be submitted to the Deans Council within 48 hours of the complainant’s notification of the findings of the Board. The review of the case will be of the tape recording of the earlier proceedings. An outcome will be issued within 48 hours of the completion of the review of the tape unless the complainant is notified otherwise during that time period. New hearings will not be conducted unless they are deemed to be necessary by the President of the university under the advisement of legal counsel.

Confidentiality Policy

In accordance with federal law, all testimony and documents regarding the review of academic accommodations for students with disabilities will be held in the strictest of confidence. Only relevant portions of a student’s educational assessments, medical records, and mental health assessments will be reviewed by the Accommodations Review Board and only after the express written consent of the student.
Appendix A

Disabilities Disclosure and Request for Accommodation

If you have a documented disability (a learning disability, ADD, ADHD, mobility problems, health concerns, significant hearing or vision problems) that will require accommodation, please complete this form and provide documentation from an appropriate licensed or certified professional. The requirements for the documentation can be obtained from the Learning Center.

Pfeiffer University students:
Dr. Jim Gulledge
Director of Academic Support Services/504 Officer
Pfeiffer University
P.O. Box 86
Misenheimer, North Carolina 28109
(980) 621-2532
jim.gulledge@pfeiffer.edu

Full name ____________________________________________________________

Phone number _______________________________ E-mail address ________________
What is your disability? (Be specific: health, dyslexia, etc.) _____________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

How does this disability affect your class work, class schedule or class location? ____________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

What accommodations are required?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Please note that all appropriate documentation must be submitted before accommodations can be implemented. We request that you give permission for the Disabilities Officer to share information related to accommodations that you require with others (professors, advisors, and counselors) on a “need to know” basis. If you agree, the Disabilities Officer will prepare letters concerning appropriate accommodations for your professors and advisor.

____ Yes, I agree that the Learning Center arrange my accommodations, sharing information only as needed once I have provided all of the necessary documentation.

____ No, I am not requesting accommodations at this time.

_____________________________________________________________________________________________

Student signature  Date

ALL INFORMATION ABOUT YOUR DISABILITY WILL BE TREATED CONFIDENTIALLY.
2.15 Institutional Review Board Policy
(revised December 14, 2017)

Introduction:
By federal regulation, the Institutional Review Board (IRB) is charged with the responsibility of reviewing and monitoring human subjects’ research.

The IRB reviews and approves all research involving human subjects conducted at Pfeiffer University prior to beginning the research. This includes research, whether conducted on or off-campus, which is conducted by Pfeiffer University faculty, administration, staff, or students, as well as others not affiliated with the institution who wish to conduct research at the University. This applies whether the research is externally funded (federal, grant) or not (course requirement or independent study).

Oversight ensures that the ethical principles and guidelines for the protection of human subjects in research, as outlined in the Belmont Report and 45 CFR 46 of the Code of Regulations, are maintained and followed.

What is Research?
Research is defined by federal regulations as "a systematic investigation including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge”.

According to the regulations, a human subject is a "living individual about whom an investigator (whether professional or student) conducting research obtains:

1. data through intervention or interaction with the individual, or
2. identifiable private information”.

Questions about what constitutes human subjects research at Pfeiffer University should be directed to the IRB Chairperson.

Human Subjects Training
Pfeiffer University faculty, administrators, staff, and students involved in human subjects’ research are required to complete research ethics training. Collaborators and co-authors who are not affiliated with Pfeiffer University are not required to complete or submit proof of such training. It is, however, recommended that all researchers involved in human subjects’ research complete ethics training. Evidence of ethics training is required with the IRB application package. To meet this requirement, principal investigators may:

1. complete an online training session via the NIH Protecting Human Subjects Research Participants tutorial; or
2. submit evidence of completion of a similar, approved course (CITI training, etc.).
The NIH Protecting Human Subjects Research Participants tutorial meets the Federal requirement for training.

What Needs Review?
ALL research involving human beings conducted at Pfeiffer University, or by Pfeiffer University faculty, staff, students, and others under the sponsorship of the University, must be submitted to the Pfeiffer University Institutional Review Board (IRB) for review. The process is required before any research can begin.

The IRB Review Process:

Application
Faculty members, administrators, staff members, or students who are planning research projects involving human subjects are responsible for beginning the review process by submitting an IRB Application Form and all necessary support documentation electronically to the IRB Chairperson.

Graduate students can be Principal Investigators on research projects, but a supervising faculty member must serve as co-PI on all projects. Undergraduate students cannot be Principal Investigators on projects, in which case a supervising faculty member will serve as the Principal Investigator.

Every person involved in participant recruitment and contact, data collection, in a research study, including contracted non-Pfeiffer personnel, must be listed on the IRB application and must have completed NIH prior to the IRB application or involvement in the study (IRB project modification). CITI Human Subjects Training transferred from a previous institution will be accepted.

Review Timetable
The IRB will determine the level of review. Exempt and expedited applications will be reviewed within two weeks of submission. Applicants that require full committee review are done monthly during the academic year and on an as-needed basis during the summer. Meeting schedules are published on the University’s website under the Institutional Review Board tab on the Provost’s Page.

Notification
All notifications to the Principal Investigator and Sponsor regarding questions, approvals, and denials are by email.

Review
All applications are filed electronically with the IRB Chairperson. The IRB Chairperson assigns the proposal to one of three categories: Level I: Exempt (no foreseeable risk), Level II: Expedited Review (minimal risk), and Level III: Full Board Review (more than minimal risk and protected subjects). If the IRB Chairperson wishes to submit his or her own application to the IRB, it is sent to the Vice-Chairperson for assignment to the appropriate level.

It is expected that most research projects at Pfeiffer University may well fall into the Exempt
category. Research in this category requires no further review beyond the initial review level and approval of the IRB Chairperson and one additional IRB committee member. The additional IRB committee member should be a representative of the division from which the proposal originated or a closely related field. If the IRB Chairperson’s own application is determined to fall into this level, the Vice-Chairperson and one additional IRB committee member will serve as the review and approval agent.

Those proposals the IRB Chairperson determines require Expedited Review will be forwarded to the member of the IRB representing the division from which the application originated (or closely related field) for review. The Chairperson and the IRB member to whom the application was sent will confer to determine an outcome.

Proposals judged by the IRB Chairperson to require full review will be forwarded to the entire IRB for review. The IRB will consider the proposals at the next regularly scheduled meeting of the Board. All members of the IRB will confer to determine an outcome.

All research proposals evaluated by the Initial Reviewer, the Expedited Reviewer, or the full IRB committee are done so with regard to the degree of “risk,” if any, to human subjects. If a research proposal is determined by the Initial Reviewer to involve minimal risk (defined in Expedited Review Part A.4), he or she will send the proposal to the Expedited Reviewer for Expedited Review. The proposed research must involve no more than minimal risk, and the involvement of human subjects must fall under one or more of the categories specified under Expedited Review. Full Committee Review is required when the procedures of the research present more than minimal risk to the subject and/or fall into one or more of the categories specified under Full Committee Review.

Outcomes
There are four possible outcomes to review:

- **Approved**: No further action is required from the Principal Investigator prior to initiating the study.
- **Approved if Designated Changes are Made**: The Principal Investigator may initiate the study after requested changes are made, and the IRB receives these revisions and notifies the Principal Investigator that he or she may proceed.
- **Revise and Resubmit**: More extensive changes are required before the study may begin. Additional information must be submitted to the IRB prior to approval.
- **Denied**: The proposed research, because of the level of risk involved, cannot be initiated.

Extension of Approval
According to federal guidelines, research projects can be approved for a maximum of one year. Multi-year projects must seek annual renewal. If an approved project is or will not be completed by the project's end date specified in the application, the Principal Investigator must apply for an extension of the original approval using the Modification Request Form.
**Reporting Adverse Events**
Transfers of participant data containing any identifying information must be conducted directly, person-to-person, or via secure VPN, between authorized study personnel. De-identified data may be mailed between authorized study personnel, but we recommend with signed delivery.

Data breaches or other problems that arise during the course of a project must be reported immediately to the IRB committee. The IRB Committee will determine appropriate remedial actions, including study suspension, letters to affected participants, re-consenting of participants, and forwarding of the case to the Provost.

Researchers must not use social security numbers in datasets, in accordance with North Carolina state law.

**Modification of a Previously Approved Protocol**
Any modifications to a previously approved protocol need review by the IRB to ensure the modification meets the requirements of the originally approved projects. Minor changes to the protocol can be addressed on the Modification Request Form. Extensive changes to any previously approved protocol are best addressed by submitting a new application.

**Consent or Disclosure**

**Informed Consent**
Informed consent must be obtained from all human research participants. This generally means a participant must either:

1. sign a consent form (sample attached) explicitly agreeing to participate in the research or
2. be read a disclosure statement (see section below).

When a consent form is used, a copy of this signed consent form must be offered to the participant to keep. Consent for any potential participants under 18 years of age, or persons not competent to give informed consent, must be obtained from the parent(s) or guardian(s). It is strongly recommended that Principal Investigators maintain copies of consent forms in locked a file cabinet for three years after the completion of the project. For research conducted with minors in a classroom, consent may be waived if the primary or secondary school has a blanket consent form on file signed by the minors’ parent(s) or guardian.

Such consent forms should include the following information:
- Paragraph 1: Sponsor or auspice and purpose of research
- Paragraph 2: Time commitment, potential risks/benefits, what will occur in the research session
- Paragraph 3: Voluntary participation and right to withdraw
- Paragraph 4: Maintenance and limits of confidentiality
- Paragraph 5: Contact information of Principal Investigator and IRB Chairperson
- Signatures
Disclosure Statement Instead of Consent Form
If the research involves only survey, questionnaire, or interview procedures where the participants will remain anonymous (no names given) and there are minimal risks involved in participation, a disclosure statement describing research procedures may substitute for a consent form. The disclosure statement may be read, or a copy provided, to participants. A disclosure statement is not sufficient if participants are tape-recorded, even if risks are minimal. Disclosure statements should contain the same information as the consent forms, but they need only be read or given to participants. No signatures are required.

North Carolina Reporting Law
In studies where there is the possibility of information concerning child/elder abuse or harm to self or others, the Informed Consent form must include the following language: The information provided to the researcher will be kept confidential with the exception of the following information, which must be reported under North Carolina law: suspected cases of child or elderly abuse and information that individuals intend to harm themselves or others.

Record Keeping and Retention
In accordance with federal regulations, the Institutional Review Board at Pfeiffer University maintains applications and records for three years before they are destroyed. These records are maintained electronically and archived in the Provost’s Office.

Institutional Research Staff and Resources
Research conducted by faculty, staff, and students at Pfeiffer University should be planned and executed in such a way that it does not interfere with the work or staff in the Office of Institutional Research. The IR staff and resources will only be utilized in relation to projects or studies directly sponsored and managed by the University and approved by the Office of Academic Affairs.

Composition of the Institutional Review Board at Pfeiffer University
The Institutional Review Board (IRB at Pfeiffer University shall consist of a representative from each of the academic divisions. The Provost shall appoint two additional members to the IRB as chairperson and vice-chairperson.

Each Dean of an academic division shall recommend one faculty member to the Provost to represent that division on the Institutional Review Board. Upon receipt of all of the division nominations, the Provost will review the committee composition and finalize the division appointments. The Provost will then appoint two additional committee members to serve as chairperson and vice-chairperson.

Term of Service: Members of the Institutional Review Board are appointed for alternating two-year terms. A member may be appointed to two consecutive terms. The chairperson and vice-chairperson of the IRB are appointed for two-year terms. The chair and vice-chair may be reappointed to one additional two-year term.
Levels of Review

Level I: Exempt
Part A (all items must apply)
1. The research does not involve as subjects prisoners, fetuses, pregnant women, the seriously ill, or mentally or cognitively compromised adults.
2. The research does not involve the collection or recording of behavior which, if known outside the research, could reasonably place subjects at risk of criminal or civil liability or be damaging to the subject’s financial standing, employability, or reputation.
3. The research does not involve the collection of information regarding sensitive aspects of subjects’ behavior (e.g., drug or alcohol use, illegal conduct, sexual behavior).
4. The research does not involve subjects under the age of 18 (except as they are participating in projects that fall under categories 1, 3, 4, and/or 5 in Part B). Category B 2 studies that include minors should be submitted for expedited review.
5. The research does not involve deception.
6. The procedures of this research are generally free of foreseeable risk to the subject.
7. The research does not require a waiver from informed consent procedures.

Part B (at least one item should apply)
1. Research conducted in established or commonly accepted educational settings and involving normal educational practices (e.g., research on regular and special education instructional strategies, research on instructional techniques, curricula, or classroom management methods).
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, where information is recorded anonymously (i.e., so that the human subject cannot be identified, directly or indirectly through identifiers linked to the subject). All survey/interview/observational research in which elected or appointed public officials or candidates for public office serve as subjects is Exempt, whether or not data collection is anonymous.
3. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens. These sources must be either publicly available or the information must be recorded anonymously (i.e., in such a manner that subjects cannot be identified, directly or through identifiers linked to the subject).
4. Research (including demonstration projects) conducted by or subject to the approval of the federal department or agency heads, and designed to study, evaluate, or otherwise examine (i) public benefit or service programs (e.g., social security, welfare, etc.); (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.
5. Research involving taste or food quality evaluations or consumer acceptance studies, where the tested products are wholesome foods without additives, or foods which contain additives at or below levels found to be safe by the FDA or approved by the EPA of the Food Safety and Inspection Service of the U.S. Department of Agriculture.
Level II: Expedited Review

Part A (all items must apply)

1. The research does not involve as subjects prisoners, fetuses, pregnant women, the seriously ill, or mentally or cognitively compromised adults.
2. The research does not involve the collection or recording of behavior which, if known outside the research, could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subject’s financial standing, employability, or reputation.
3. The research does not involve the collection of information regarding sensitive aspects of the subjects’ behavior (e.g., drug or alcohol use, illegal conduct, sexual behavior).
4. The procedures of this research present no more than minimal risk to the subject. (Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the proposed research are not greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.)

Part B (at least one item should apply)

1. Research involving existing identifiable data, documents, records, or biological specimens (including pathological or diagnostic specimens), where these materials, in their entirety, have been collected prior to the research for a purpose other than the proposed research. These sources are not publicly available and, although confidentiality will be strictly maintained, information will not be recorded anonymously (e.g., use will be made of audio or videotapes, names will be recorded, even if they are not directly associated with the data).
2. Collection of data through use of the following procedures: a) non-invasive procedures routinely employed in clinical practice and not involving exposure to electromagnetic exposure to electromagnetic radiation outside the visible range (i.e., not involving x-rays, microwaves, etc.); b) physical sensors that are applied either to the surface of the body or at a distance and do not involve the input of significant amounts of energy into the subject or an invasion of the subject's privacy; c) weighing, testing sensory acuity, electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, echocardiography, sonography, ultrasound, magnetic resonance imaging (MRI), diagnostic infrared imaging, Doppler blood flow, and echocardiography; d) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing involving healthy subjects.
3. Collection of data from voice, video, or image recordings made for research purposes where identification of the subjects and/or their responses would not reasonably place them at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation.
4. Research on individual or group characteristics or behavior (including but not limited to research involving perception, cognition, surveys, interviews, and focus groups) as follows:
   a) Involving adults, where (i) the research does not involve stress to subjects, and (ii) identification of the subjects and/or their responses would not reasonably
place them at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation;

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

5. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior. Although confidentiality will be strictly maintained, information will not be recorded anonymously (e.g., use will be made of audio or videotapes, names will be recorded, even if they are not directly associated with the data).

6. Research that involves deception. Deception must be scientifically justified and debriefing procedures must be outlined in detail.

7. Prospective collection for research purposes of biological specimens; research on drugs or devices for which an investigational new drug exemption or an investigational device exemption is not required; collection of blood samples by finger stick or venipuncture.

8. Research previously approved by the convened IRB as follows: (a) where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or (b) where the research remains active only for the purposes of data analysis; or (c) where the IRB has determined that the research involves no greater than minimal risk and no additional risks have been identified; (d) where no subjects have been enrolled and no additional risks have been identified.

**Level III: Full Committee Review**

*If ANY of these apply:*

1. The research involves prisoners, fetuses, pregnant women, the seriously ill, or mentally or cognitively compromised adults as subjects.

2. The research involves the collection or recording of behavior which, if known outside the research, could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation.

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

4. The procedures of the research involve more than minimal risk to the subject (where more than minimal risk means that the probability and magnitude of harm or discomfort anticipated in the proposed research is greater than that ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests).

5. Any research which does not fall into any of the categories explicitly identified as qualifying for Exempt or Expedited status.

6. Any research being proposed by investigators outside Pfeiffer University.
IRB Glossary of Terms

ASSENT: Agreement by an individual not competent to give legally valid informed consent (e.g., a child or cognitively impaired person) to participate in research.

ASSURANCE: A formal written, binding commitment that is submitted to a federal agency in which an institution promises to comply with applicable regulations governing research with human subjects and stipulates the procedures through which compliance will be achieved [Federal Policy § .103].

AUTHORIZED INSTITUTIONAL OFFICIAL: An officer of an institution with the authority to speak for and legally commit the institution to adherence to the requirements of the federal regulations regarding the involvement of human subjects in biomedical and behavioral research.

AUTONOMY: Personal capacity to consider alternatives, make choices, and act without undue influence or interference of others.

BELMONT REPORT: A statement of basic ethical principles governing research involving human subjects issued by the National Commission for the Protection of Human Subjects in 1978.

BENEFICENCE: An ethical principle discussed in the Belmont Report that entails an obligation to protect persons from harm. The principle of beneficence can be expressed in two general rules: (1) do not harm; and (2) protect from harm by maximizing possible benefits and minimizing possible risks of harm.

BENEFIT: A valued or desired outcome; an advantage.

CHILDREN: Persons who have not attained the legal age for consent to treatment or procedures involved in the research, as determined under the applicable law of the jurisdiction in which the research will be conducted [45CFR46.401(a)].

COGNITIVELY IMPAIRED: Having either a psychiatric disorder (e.g., psychosis, neurosis, personality or behavior disorders, or dementia) or a developmental disorder (e.g., mental retardation) that affects cognitive or emotional functions to the extent that capacity for judgment and reasoning is significantly diminished. Others, including persons under the influence of or dependent on drugs or alcohol, those suffering from degenerative diseases affecting the brain, terminally ill patients, and persons with severely disabling physical handicaps, may also be compromised in their ability to make decisions in their best interests.

COHORT: A group of subjects initially identified as having one or more characteristics in common who are followed over time. In social science research, this term may refer to any group of persons who are born at about the same time and share common historical or cultural experiences.
COMPENSATION: Payment or medical care provided to subjects injured in research; does not refer to payment (remuneration) for participation in research. (Compare: Remuneration.)

COMPETENCE: Technically, a legal term, used to denote capacity to act on one's own behalf; the ability to understand information presented, to appreciate the consequences of acting (or not acting) on that information, and to make a choice. (See also: Incompetence, Incapacity.)

CONFIDENTIALITY: Pertains to the treatment of information that an individual has disclosed in a relationship of trust and with the expectation that it will not be divulged to others without permission in ways that are inconsistent with the understanding of the original disclosure.

CONSENT: See: Informed Consent.

CONTRACT: An agreement; as used here, an agreement that a specific research activity will be performed at the request, and under the direction, of the agency providing the funds. Research performed under contract is more closely controlled by the agency than research performed under a grant. (Compare: Grant.)

CONTROL (SUBJECTS) or CONTROLS: Subject(s) used for comparison who are not given a treatment under study or who do not have a given condition, background, or risk factor that is the object of study. Control conditions may be concurrent (occurring more or less simultaneously with the condition under study) or historical (preceding the condition under study). When the present condition of subjects is compared with their own condition on prior regimen or treatment, the study is considered historically controlled.

DEBRIEFING: Giving subjects previously undisclosed information about the research project following completion of their participation in research. (Note that this usage, which occurs within the behavioral sciences, departs from Standard English, in which debriefing is obtaining rather than imparting information.)

DECLARATION OF HELSINKI: A code of ethics for clinical research approved by the World Medical Association in 1964 and widely adopted by medical associations in various countries. It was revised in 1975 and 1989.

DEPENDENT VARIABLES: The outcomes that are measured in an experiment. Dependent variables are expected to change as a result of an experimental manipulation of the independent variable(s).

EMANCIPATED MINOR: A legal status conferred upon persons who have not yet attained the age of legal competency as defined by state law (for such purposes as consenting to medical care), but who are entitled to treatment as if they had by virtue of assuming adult responsibilities such as being self-supporting and not living at home, marriage, or procreation. (See also: Mature Minor.)
EQUITABLE: Fair or just; used in the context of selection of subjects to indicate that the benefits and burdens of research are fairly distributed [Federal Policy§ 111(a)(3)].

EXPEDITED REVIEW: Review of proposed research by the IRB chair or a designated voting member or group of voting members rather than by the entire IRB. Federal rules permit expedited review for certain kinds of research involving no more than minimal risk and for minor changes in approved research [Federal Policy§ .110].

EXPERIMENTAL: Term often used to denote a therapy (drug, device, procedure) that is unproven or not yet scientifically validated with respect to safety and efficacy. A procedure may be considered "experimental" without necessarily being part of a formal study(research) to evaluate its usefulness. (See also: Research.)

EXPERIMENTAL STUDY: A true experimental study is one in which subjects are randomly assigned to groups that experience carefully controlled interventions manipulated by the experimenter according to a strict logic allowing causal inference about the effects of the interventions under investigation. (See also: Quasi-Experimental Study).

FEDERAL POLICY (THE): The federal policy that provides regulations for the involvement of human subjects in research. The Policy applies to all research involving human subjects conducted, supported, or otherwise subject to regulation by any federal department or agency that takes appropriate administrative action to make the Policy applicable to such research. Currently, sixteen federal agencies have adopted the Federal Policy. (Also known as the "Common Rule.")

FIELDWORK: Behavioral, social, or anthropological research involving the study of persons or groups in their own environment and without manipulation for research purposes (distinguished from laboratory or controlled settings). (See also: Ethnographic Research.)

FULL BOARD REVIEW: Review of proposed research at a convened meeting at which a majority of the membership of the IRB are present, including at least one member whose primary concerns are in nonscientific areas. For the research to be approved, it must receive the approval of a majority of those members present at the meeting [Federal Policy§ .108].

GRANT: Financial support provided for research study designed and proposed by the principal investigator(s). The granting agency exercises no direct control over the conduct of approved research supported by a grant. (Compare: Contract.)

GUARDIAN: An individual who is authorized under applicable state or local law to give permission on behalf of a child to general medical care [45CFR46.402(3)].

HELSEINKI DECLARATION: See: Declaration of Helsinki.
HUMAN SUBJECTS: Individuals whose physiologic or behavioral characteristics and responses are the object of study in a research project. Under the federal regulations, human subjects are defined as: living individual(s) about whom an investigator conducting research obtains: (1) data through intervention or interaction with the individual; or (2) identifiable private information [Federal Policy § 102(f)].

INCAPACITY: Refers to a person's mental status and means inability to understand information presented, to appreciate the consequences of acting (or not acting) on that information, and to make a choice. Often used as a synonym for incompetence. (See also: Incompetence.)

INCOMPETENCE: Technically, a legal term meaning inability to manage one's own affairs. Often used as a synonym for incapacity. (See also: Incapacity.)

INDEPENDENT VARIABLES: The conditions of an experiment that are systematically manipulated by the investigator.

INFORMED CONSENT: A person's voluntary agreement, based upon adequate knowledge and understanding of relevant information, to participate in research or to undergo diagnostic, therapeutic, or preventive procedure. In giving informed consent, subjects may not waive or appear to waive any of their legal rights, or release or appear to release the investigator, the sponsor, the institution, or agents thereof from liability for negligence [Federal Policy § 116; 21 CFR 50.20 and 50.25].

INSTITUTION: (1) Any public or private entity or agency (including federal, state, and local agencies) [Federal Policy § 102(b)]; (2) A residential facility that provides food, shelter, and professional services (including treatment, skilled nursing, intermediate or long-term care, and custodial or residential care). Examples include general, mental, or chronic disease hospitals; inpatient community mental health centers; halfway houses and nursing homes; alcohol and drug addiction treatment centers; homes for the aged or dependent, residential schools for the mentally or physically handicapped; and homes for dependent and neglected children.

INSTITUTIONAL REVIEW BOARD: A specially constituted review body established or designated by an entity to protect the welfare of human subjects recruited to participate in biomedical or behavioral research [Federal Policy §§ 102(g), 108, 109].

INSTITUTIONALIZED: Confined, either voluntarily or involuntarily (e.g., a hospital, prison, or nursing home).

INSTITUTIONALIZED COGNITIVELY IMPAIRED: Persons who are confined, either voluntarily or involuntarily, in a facility for the care of the mentally or otherwise disabled (e.g., a psychiatric hospital, home, or school for the retarded).
INVESTIGATOR: In clinical trials, an individual who actually conducts an investigation [21 CFR 312.3]. Any interventions (e.g., drugs) involved in the study are administered to subjects under the immediate direction of the investigator. (See also: Principal Investigator.)


JUSTICE: An ethical principle discussed in the Belmont Report requiring fairness in distribution of burdens and benefits; often expressed in terms of treating persons of similar circumstances or characteristics similarly.

LEGALLY AUTHORIZED REPRESENTATIVE: A person authorized either by statute or by court appointment to make decisions on behalf of another person. In human subjects research, an individual or judicial or other body authorized under applicable law to consent on behalf of a prospective subject to the subject's participation in the procedure(s) involved in the research [Federal Policy § .102(c)].

MATURE MINOR: Someone who has not reached adulthood (as defined by state law) but who may be treated as an adult for certain purposes (e.g., consenting to medical care). Note that a mature minor is not necessarily an emancipated minor. (See also: Emancipated Minor.)

MENTALLY DISABLED: See: Cognitively Impaired.

MINIMAL RISK: A risk is minimal where the probability and magnitude of harm or discomfort anticipated in the proposed research are not greater, in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests [Federal Policy § .102(i)]. For example, the risk of drawing a small amount of blood from a healthy individual for research purposes is no greater than the risk of doing so as part of routine physical examination. The definition of minimal risk for research involving prisoners differs somewhat from that given for noninstitutionalized adults. [See 45 CFR 46.303(d) and Guidebook Chapter 6, Section E, "Prisoners."

MONITORING: The collection and analysis of data as the project progresses to assure the appropriateness of the research, its design, and subject protections.

NORMAL VOLUNTEERS: Volunteer subjects used to study normal physiology and behavior or who do not have the condition under study in a particular protocol, used as comparisons with subjects who do have the condition. "Normal" may not mean normal in all respects. For example, patients with broken legs (if not on medication that will affect the results) may serve as normal volunteers in studies of metabolism, cognitive development, and the like. Similarly, patients with heart disease but without diabetes may be the "normals" in a study of diabetes complicated by heart disease.
NUREMBERG CODE: A code of research ethics developed during the trials of Nazi war criminals following World War II and widely adopted as a standard during the 1950s and 1960s for protecting human subjects.

OFFICE FOR PROTECTION FROM RESEARCH RISKS (OPRR): The office within the National Institutes of Health, an agency of the Public Health Service, Department of Health and Human Services, responsible for implementing DHHS regulations (45 CFR Part 46) governing research involving human subjects.

PERMISSION: The agreement of parent(s) or guardian to the participation of their child or ward in research [45 CFR46.402(c)].

PREGNANCY: The period of time from confirmation of implantation of a fertilized egg within the uterus until the fetus has entirely left the uterus (i.e., has been delivered). Implantation is confirmed through a presumptive sign of pregnancy such as missed menses or a positive pregnancy test [45 CFR 46.203(b)]. This "confirmation" may be in error, but, for research purposes, investigators would presume that a living fetus was present until evidence to the contrary was clear. Although fertilization occurs a week or more before implantation, the current inability to detect the fertilization event or the presence of a newly fertilized egg makes a definition of pregnancy based on implantation necessary.

PRINCIPAL INVESTIGATOR: The scientist or scholar with primary responsibility for the design and conduct of a research project. (See also: Investigator.)

PRISONER: An individual involuntarily confined in a penal institution, including persons: (1) sentenced under a criminal or civil statute; (2) detained pending arraignment, trial, or sentencing; and (3) detained in other facilities (e.g., for drug detoxification or treatment of alcoholism) under statutes or commitment procedures providing such alternatives to criminal prosecution or incarceration in a penal institution [45CFR46.303(c)].

PRIVACY: Control over the extent, timing, and circumstances of sharing oneself (physically, behaviorally, or intellectually) with others.

PROSPECTIVE STUDIES: Studies designed to observe outcomes or events that occur subsequent to the identification of the group of subjects to be studied. Prospective studies need not involve manipulation or intervention but may be purely observational or involve only the collection of data.

PROTOCOL: The formal design or plan of an experiment or research activity; specifically, the plan submitted to an IRB for review and to an agency for research support. The protocol includes a description of the research design or methodology to be employed, the eligibility requirements for prospective subjects and controls, the treatment regimen(s), and the proposed methods of analysis that will be performed on the collected data.
REMUNERATION: Payment for participation in research. (NOTE: It is wise to confine use of the term "compensation" to payment or provision of care for research-related injuries.) *(Compare: Compensation.)*

RESEARCH: A systematic investigation *(i.e.,* the gathering and analysis of information) designed to develop or contribute to generalizable knowledge [Federal Policy § 102(d)].

RESPECT FOR PERSONS: An ethical principle discussed in the Belmont Report requiring that individual autonomy be respected and that persons with diminished autonomy be protected.

REVIEW (OF RESEARCH): The concurrent oversight of research on a periodic basis by an IRB. In addition to the at least annual reviews mandated by the federal regulations, reviews may, if deemed appropriate, also be conducted on a continuous or periodic basis [Federal Policy § 108(e)].

RISK: The probability of harm or injury (physical, psychological, social, or economic) occurring as a result of participation in a research study. Both the probability and magnitude of possible harm may vary from minimal to significant. Federal regulations define only "minimal risk." *(See also: Minimal Risk.)*

SOCIAL EXPERIMENTATION: Systematic manipulation of, or experimentation in, social or economic systems; used in planning public policy.

SPONSOR-INVESTIGATOR: An individual who both initiates and actually conducts, alone or with others, a clinical investigation. Corporations, agencies, or other institutions do not qualify as sponsor-investigators.

SUBJECTS (HUMAN): *See: Human Subjects.*

SURVEYS: Studies designed to obtain information from a large number of respondents through written questionnaires, telephone interviews, door-to-door canvassing, or similar procedures.

THERAPY: Treatment intended and expected to alleviate a disease or disorder.

VARIABLE (NOUN): An element or factor that the research is designed to study, either as an experimental intervention or a possible outcome (or factor affecting the outcome) of that intervention.

VOLUNTARY: Free of coercion, duress, or undue inducement. Used in the research context to refer to a subject's decision to participate (or to continue to participate) in research activity.
Pfeiffer University

IRB – Exempt Application

**Investigator Information:**

<table>
<thead>
<tr>
<th>Principal Investigator:</th>
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<td>(name of person submitting application)</td>
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<tr>
<th>Project Title:</th>
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<th>Date Submitted:</th>
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<th>Academic Division:</th>
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<th>Project End Date:</th>
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*Note: Data collection cannot begin before IRB approval is received.*

**Research Ethics Training:**

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<th>Date research ethics training completed:</th>
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</table>

**Research Description:**

*To determine if the project falls within one or more of the specified categories of exempt research per the federal regulations, the following information is needed.*

<table>
<thead>
<tr>
<th>Abstract: Provide an abstract of the proposed research in language that can be understood by an non-scientist. The abstract should summarize the objectives of this project and the procedures to be used, with an emphasis on what will happen to the participants.</th>
</tr>
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<tr>
<th>Risk Classification: What is the overall risk classification of the research?</th>
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<tbody>
<tr>
<td>Minimal</td>
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<table>
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<tr>
<th>Participants: Describe the participants who will be included in this research. Identify the location(s) in which participants will be recruited.</th>
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<th>Special Populations: Indicate if any of the following will be included in this research:</th>
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<tr>
<td>Handicapped</td>
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</tbody>
</table>

**Instruments:** Describe the instruments, if any, to be used to collect data in this study. Attach copies of all questionnaires, surveys, interview questions, etc.

**Confidentiality:** Describe what identifiers will be collected on the participants. If participants will be identified, describe the procedures in place to protect their confidentiality.

**Consent:** Will consent be obtained from participants?

---

**Exemption Determination:**

In order for a study to be exempt, at least ONE of the categories listed below must apply. Please select one that is appropriate and briefly describe why this category is justified based on the nature of the research.

---

**Exempt Category #1**
Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:
- research on regular and special education instructional strategies, or
- Research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management

**Exempt Category #2**
Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior.

*Note: This exemption does not apply to the following types of research: 1) research involving children that includes surveys, interviews, and observations of public behavior when the investigator is a participant in the activities being observed; and 2) research in which information is recorded in such a manner that participants can be identified and disclosure of the information could reasonably place the participants at risk.*

**Exempt Category #3**
Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, if:
- participants are elected or appointed public officials or candidates for public office; or
- Federal statute(s) require(s) without exception that the confidentiality of
  the personally identifiable information will be maintained throughout
  the research and thereafter.

**Exempt Category #4**
Research involving the collection or study of existing data, documents, records,
pathological specimens, or diagnostic specimens, if these sources are publicly
available or if the information is recorded by the investigator in such a manner
that participants cannot be identified, directly or through identifiers liked to the
participants.

*Note: All of the data or materials must exist prior to proposing the research.*

**Brief Justification:**

---

**Signatures:**
**Please submit a signed application along with initialed supplements to the chairperson of the IRB.**
**Applications from student researchers will not be reviewed without faculty advisor approval**

---

**Principal Investigator:** I will conduct the study identified above in the manner described. If I decide to
make any changes in the procedure, or if a participant is injured, or if any problems occur which involve risk or
the possibility of risk to participants or others, I will immediately report such occurrences or contemplated
changes to the Pfeiffer University Institutional Review Board.

**Principal Investigator’s Name:**

**Principal Investigator’s Signature:**

**Date:**

---

**Faculty Advisor (If the Principal Investigator is a Student):** I have read and approve of this protocol.
I believe this is research as defined by the Department of Health and Human Services (i.e., a systematic
investigation designed to develop or contribute to generalizable knowledge) and that the student is competent to
conduct the activity as described herein.

**Faculty Advisor’s Name:**

**Faculty Advisor’s Signature:**

**Date:**
**Investigator Information:**

<table>
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</table>

| Data Collection Start Date: |  |
| Data Collection End Date: |  |

*Note: Data collection cannot begin before IRB approval is received.*

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<td>Other:</td>
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</table>

**Research Description:**

**Research Question(s):** Please describe the major research questions of the proposed study in language that can be understood by an individual who is not a specialist in the field.

**Major Procedures:** What are the major procedures you will use to collect data? How will you carry them out and how will participants be involved? Please include separate information for each different procedure that you plan to use.

**Procedures Identification:** Indicate ALL the different procedures planned for this study:

- Records review – retrospective
- Records review – prospective
- Questionnaires/surveys
- Interviews
<table>
<thead>
<tr>
<th>Audiotaping/videotaping</th>
<th>Social or behavioral intervention</th>
<th>Behavioral observation</th>
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<tbody>
<tr>
<td>International research</td>
<td>Data stored long-term for future use</td>
<td>Physiological intervention</td>
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<tr>
<td><strong>Other:</strong></td>
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</tbody>
</table>

### Data Collection:
Please list all of the tools that will be used in data collection. Attach copies of each tool being used to this application at the time of submission to the IRB. If a draft document is submitted with the application, it should be clearly labeled and a final version must be submitted before data collection begins.

### Outline the planned timing and sequence of the research activities:

### Responsibilities:
If there is more than one researcher involved, explain the division of tasks among research staff. What will be the roles and responsibilities?

### Research Setting:

Describe the settings in which research will be carried out:

List all Pfeiffer sites where the research will be carried out. For each site, explain how the Principal Investigator has access to a population that would allow recruitment of participants.

List all non-Pfeiffer sites where the research will be carried out, including contact information where applicable. For each site, explain how the Principal Investigator has access to a population that would allow recruitment of participants. What kind of permission is necessary to carry out research at this site? Has the researcher received permission?
If so, please attach a copy of the permission.

Do any of the other sites have an IRB? If so, describe the communication with the relevant IRB(s). What data was permission given. Please attach a copy of additional IRB approval(s).

<table>
<thead>
<tr>
<th>Research Participants:</th>
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<tbody>
<tr>
<td>Participants: Describe the participants who will be included or recruited in/for this research.</td>
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<th>Special Populations: Indicate if any of the following will be included in this research:</th>
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<tr>
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</tbody>
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<tr>
<th>Recruitment: Describe how participants will be recruited for participation in this study. Attach copies of any proposed flyers, pamphlets, print advertisements, scripts for phone calls or on-air ads.</th>
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<tr>
<th>Compensation: Will participants be offered compensation for participating in the research? If so, describe the terms of the participation agreement and the amount of payment.</th>
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<tr>
<th>Description of Risk and Plans to Mitigate:</th>
</tr>
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<tbody>
<tr>
<td>Physical Risks: Describe any physical risks that may be faced by participants in this research. Describe how you will inform participants of the physical risks and what you will do to mitigate these risks or their effects.</td>
</tr>
<tr>
<td>Psychological Risks: Describe any psychological risks that may be faced by participants in this research.</td>
</tr>
<tr>
<td>Social Risks: Describe any social risks that may be faced by participants in this research. Describe how you will inform participants of the social risks and what you will do to mitigate these risks or their effects.</td>
</tr>
<tr>
<td>Privacy: Explain provisions to protect the privacy interests of participants. This refers to how the Principal Investigator and other investigators will contact participants and/or access private information from or about them during and after their involvement in the research and the participants' expectations of privacy in the project.</td>
</tr>
</tbody>
</table>

**Benefits**

**Potential Benefits:** Briefly assess the potential benefits to science and/or society which may accrue as a result of this research.

**Informed Consent:**

**Consent:** Will consent be obtained from all participants? If so, how? If not, why?

**Documentation:** How will the participants’ informed consent be documented?

**Conflict of Interest:**

Does any member of the research team (or their immediate family members) have any financial interest in the sponsor of this research?
and/or in the results of this research? If so, please describe those interests clearly.

<table>
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<tr>
<th>Signatures</th>
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<tr>
<td>Please submit a signed application along with initialed supplements to the chairperson of the IRB. Applications from student researchers will not be reviewed without faculty advisor approval.</td>
</tr>
</tbody>
</table>

| Principal Investigator: I will conduct the study identified above in the manner described. If I decide to make any changes in the procedure, or if a participant is injured, or if any problems occur which involve risk or the possibility of risk to participants or others, I will immediately report such occurrences or contemplated changes to the Pfeiffer University Institutional Review Board. |
| Principal Investigator’s Name: |
| Principal Investigator’s Signature: |
| Date: |

| Faculty Advisor (If the Principal Investigator is a Student): I have read and approve of this protocol. I believe this is research as defined by the Department of Health and Human Services (i.e., a systematic investigation designed to develop or contribute to generalizable knowledge) and that the student is competent to conduct the activity as described herein. |
| Faculty Advisor’s Name: |
| Faculty Advisor’s Signature: |
| Date: |
Consent to Participate in Research

Project Title: State your project title here exactly as it was submitted to and approved by the IRB

Identification of Investigators & Purpose of Study
You are being asked to participate in a research study conducted by (Names of Investigators) from Pfeiffer University. The purpose of this study is to (briefly state research objectives). This study will contribute to the student’s completion of his/her (senior thesis, master's thesis, classroom project, other as applicable).

Research Procedures
Should you decide to participate in this research study, you will be asked to sign this consent form once all your questions have been answered to your satisfaction. This study consists of a (survey or interview) that will be administered to individual participants in (location). You will be asked to provide answers to a series of questions related to (state purpose of study). (If you will audio/videotape participants, please state so here.)

Time Required
Participation in this study will require ______ minutes/hours of your time. (If the time involved in the study spans over multiple sessions, please be sure to describe each session's required time and try to give an overall estimate for the total time expected for participation.)

Risks
The investigator does not perceive more than minimal risks from your involvement in this study. (OR: phrase if there are Risks Involved)
The investigator perceives the following are possible risks arising from your involvement with this study: … (Please describe what you will do to help minimize the risks for your participants.)

Benefits
Potential benefits from participation in this study include … (If there are no direct benefits to the participant, please state this also. However, please DO state what the benefits of the research as a whole are.)

Confidentiality
(The level of confidentiality you provide will vary depending on your study. The investigator is responsible for clarifying how much privacy a participant will retain, and whether their participation is confidential and/or anonymous.)
The results of this research will be presented at (classroom, conference, etc.). The results of this project will be coded in such a way that the respondent’s identity will not be attached to the final form of this study. The researcher retains the right to use and publish on- identifiable data. While individual responses are confidential, aggregate data will be presented representing averages or generalizations about the responses as a whole. All data will be stored in a secure location accessible only to the researcher. Upon completion
of the study, all information that matches up individual respondents with their answers *(including audio/videotapes, if applicable)* will be destroyed. *(If the data will not be destroyed, please state what “will” happen to the data upon completion of the study.)*

**Participation & Withdrawal**

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. You may also refuse to answer any individual question without consequences.

**Questions about the Study**

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

<table>
<thead>
<tr>
<th>Researcher’s Name</th>
<th>Advisor’s Name</th>
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<tbody>
<tr>
<td>Department</td>
<td>Department</td>
</tr>
<tr>
<td>Pfeiffer University</td>
<td>Pfeiffer University</td>
</tr>
<tr>
<td>Email Address</td>
<td>Telephone: (704)463-xxxx</td>
</tr>
<tr>
<td></td>
<td>Email Address</td>
</tr>
</tbody>
</table>

**Questions about Your Rights as a Research Subject**

Dr. Rachel Cozort  
Chairperson, Institutional Review Board Pfeiffer University

(704) 463-3035  
rachel.cozort@pfeiffer.edu

**Giving of Consent**

I have read this consent form and I understand what is being requested of me as a participant in this study. I freely consent to participate. I have been given satisfactory answers to my questions. The investigator provided me with a copy of this form. I certify that I am at least 18 years of age.

☐ I give consent to be *(video/audio)* taped during my interview.____________(initials)  
*(If applicable, please include this consent box and statement.)*

Name of Participant (Printed)

 ____________________________  
_____________________________  Date

Name of Participant (Signed)  

 ____________________________  
_____________________________  Date

Name of Researcher (Signed)  

 ____________________________  
_____________________________  Date
IRB – Modification Request

<table>
<thead>
<tr>
<th>Investigator Information:</th>
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<tr>
<td>Principal Investigator:</td>
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<tr>
<td>Department:</td>
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<tr>
<td>Relationship to University</td>
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</table>

* Note: No changes in the research may be implemented without prior IRB approval.

Modification:

Describe the Modification:
Describe the requested change(s) and clearly reference materials submitted with this form. Provide a clear rationale for the proposed change(s).

Effects of the Modification:

<table>
<thead>
<tr>
<th>Will the modification affect the risks or benefits to subjects?</th>
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<tbody>
<tr>
<td>Will the modification require a change in the consent process or form? If yes, attach a copy of the revised consent form.</td>
</tr>
</tbody>
</table>

Signature:

Principal Investigator’s Signature:  
Date:  

Faculty Advisor’s Name:  
Faculty Advisor’s Signature:  
Date:  

Pfeiffer University  IRB Modification Request  revised05/2014
Chapter 3
Additional Faculty Information
3.1. Audio-Visual Policy

AUDIO-VISUAL FACILITIES AND EQUIPMENT

The following section of the Pfeiffer University Handbook is under revision. The Committee will continue to update and revise this section throughout the academic year, adding changes to the official copy of the Handbook as the committee makes the revisions.

(updated 8/12/2016)

IT has been assigned the task of handling the hardware side of AV services. We will also provide a to-be-determined level of instruction in the use of the equipment. Installation will be handled by Facilities or outside vendors as appropriate.

We have set up the avservices@pfeiffer.edu email address as a contact point that you can email for assistance with your AV needs. Emails to this address will automatically forward to a new sub-site of our help desk ticketing system, which is on the web at http://avservices.pfeiffer.edu. It’s pretty spartan at this point, but it will allow you to do the basics enter a ticket for support, and check on the status of a ticket.
3.2 LIBRARY POLICIES AND PROCEDURES
(revised June 7, 2019)

Policies for student use of the library are in the Student Handbook (at my.pfeiffer). Faculty are accorded certain privileges and are expected to carry certain responsibilities for helping to make the library a more adequate academic resource.

A. Loan Policy

1. Circulating books may be borrowed by faculty as needed without the limitation of number and have a four (4) month due date from the time of check out. Faculty are expected to return all books at the end of the spring semester and may renew any books for which there is a continuing need. Student departmental assistants may only check out library materials in a faculty member’s name with prior approval.

2. Reference books and periodicals may be borrowed by a faculty member with the permission of the librarian on duty. These materials should be returned the next day or as soon as possible. The most current issue of a periodical cannot be borrowed.

3. Audio-Visual materials may be borrowed by faculty as needed without the limitation of number and have a four (4) month due date from the time of checkout.

4. Faculty spouses and dependents are subject to the same borrowing policies as students. Spouses and children may not borrow library materials in the faculty member’s name.

B. Interlibrary Loans

Books and other materials may be borrowed from other libraries through interlibrary loan. Each lending library establishes the rules governing its borrowed materials. Should a lending library charge for a loan or photocopy the cost may be charged to the faculty member’s program if the materials are for courses taught, otherwise payment is required when the material is picked up. Interlibrary Loan request forms are available from the Circulation Desk and the Library website.

C. Reserves

Faculty may place on reserve in the library, for classes taught, personal materials such as books, photocopies, videos, audiotapes, music CDs, etc., and materials from the library’s circulating collection. “Strict” reserve materials are to be used in the library only. However, they may be borrowed overnight 30 minutes before closing and are due in the library 2 hours after it next opens, unless the faculty member stipulates that the materials cannot be borrowed overnight. At the end of the semester, reserved library books will be returned to the circulating collection unless requested to remain for the following semester. All personal materials placed on reserve should be picked up at the end of each semester.
D. New Book Recommendations

1. Faculty Responsibility in Selection

Faculty are expected to be continually involved in the selection of new materials to be acquired by the library. The Misenheimer library will solicit book requests from departments mid-October, although requests are welcome at any time. The Charlotte Library supports all Charlotte and Distance Programs and welcomes requests at any time. Requests will be purchased as possible depending on available budget money. All Faculty regardless of location are expected to make recommendations.

2. Guidelines for submitting requests

The Pfeiffer online catalog should be checked to make sure the library does not already have the desired book. One copy of a single title may be ordered from the library budget allotment. The Library does not purchase a copy of the current textbooks used in courses offered or CD-ROMs that support specific courses or textbooks. The selection of vendors for library materials is the responsibility of the Collection Development Librarian. Requests are submitted to the Collection Development Librarian for the appropriate campus.

3. Scheduling requests

Orders should be placed early in the academic year so that back-orders, search items, and invoices may be cleared by the end of the fiscal year. December 15th is the final date for submitting order requests for the current fiscal year, except in the case of extreme need. Any funds not spent by that date will be used at the discretion of the Collection Development Librarian.

Library materials are ordered through vendors who can give the most efficient service and best discounts. Book orders not filled by the vendor after three months are canceled by the vendor. Information about canceled book orders is returned periodically to the departments requesting them. Each department should then determine the importance of the item and whether or not it should be sought through some other channel.

E. Faculty are encouraged to notify the Reference staff before a class assignment is made involving the extensive use of specific library materials. This allows the staff to survey assigned resources and to control their fair distribution among the students.

F. All Faculty may obtain off-campus access to library research databases. Details for access are on the library’s website.

G. Library instruction is available for all courses regardless of location or format. Please contact the library at least one week in advance of your preferred date to schedule instruction.

H. Pfeiffer University is a member of a local consortium that allows faculty borrowing privileges at member schools. A borrowing card for this purpose can be obtained from the library. In addition, Pfeiffer has reciprocal agreements with libraries near distant learning sites allowing faculty and students access to these libraries. A current list of such libraries is on the library’s website.
3.3 Human Resources Information

3.3.1 International Trip Policy
(updated 7/25/2016)

The following section of the Pfeiffer University Handbook is under revision.

The University offers a number of international trips for its students. These trips provide firsthand experience within a foreign setting and include on-site lectures and discussions. It also involves the history and culture of the country visited for a better understanding of the social, business, and governmental interactions.

Students completing the course international trip receive credit hours as stated in the catalog.

APPROVALS

Proposed trips for international study must be approved by the Provost and the Chief Financial Officer (CFO) and included in the annual budget prior to the year in which the trip is taken. When trips are proposed, the following must be prepared and provided in writing to the Provost and the Chief Financial Officer (CFO):

- Estimated number of students who will participate
- Estimated cost of the trip
- Trip itinerary
- Trip dates
- Faculty/Staff who will attend
- Semester in which student registers for the course/receives course credit

TIMING OF TRIPS

Trips must be taken during the semester in which the course credit is received.

BUDGETING

Approved trips must be included in the annual budgeting process prior to the year in which the trip is taken. The following will apply for trips:

Trips will be funded by student surcharges. The surcharge is due in accordance with tuition payment prior to the beginning of the semester. Failure to meet this payment deadline will result in loss of registration.

Total trip expense is determined by the trip leader.

Trip expenses should include any and all expenses related to the facilitation of the trip, including but not limited to the below:

- Travel and accommodation expenses (hotel, transportation, etc.)
- Faculty/staff accommodations
- Any Faculty/Staff additional compensation to accompany students
• Meals and tips
• Cost of event planner (if used)
• Speakers and honorariums
• Any other necessary trip expenses

TRAVEL ARRANGEMENTS

Travel arrangements for international trips are coordinated by the trip leader. It is the trip leader’s responsibility to obtain the most economical arrangements including transportation and accommodations by providing at least two RFPs for each expense.

INSURANCE

A trip itinerary must be provided to the Property and Casualty Insurance administrator during the planning process for the international trip. The administrator will confirm with our insurance provider that the trip is properly covered.

Upon return, the insurance administrator will need a list of attendees to comply with required year-end reporting requirements.

REFUNDS

Tuition and surcharge refunds are handled in accordance with the refund policy stated in the catalog.
The following section of the Pfeiffer University Handbook is under revision.

This policy provides guidance on meals expense reimbursement. Since every scenario and situation cannot be anticipated in advance, it is expected that this policy will be interpreted on a conservative basis and that each employee will exercise the same prudence as would be exercised if the employee were bearing the expense personally. All expenditures are subject to budget constraints.

Allowance for Travel
For domestic travel, the meal expense allowance is not to exceed $25.00 per day for three meals, including tips. For International travel, the meal expense allowance is not to exceed $50.00 per day. Prescribed maximums are not to be treated collectively as per diem allowances nor are they to be used individually without regard to the actual and necessary expenses. If actual expenses are less than the prescribed maximum, reimbursement is allowed only for actual expenses. In the event of team or group travel, include the names of the travelers on appropriate receipts.

Certain cities and travel areas will be allowed reimbursements up to $50.00 per day provided proper documentation and receipts are provided. These areas include:

- Atlanta
- Baltimore/DC Area
- New Orleans
- New York City
- Orlando

Alcoholic beverages and tobacco products will not be reimbursed.

Meals included in conference registrations, covered by other University payments, or paid by others, are not eligible for reimbursement to the traveler.

Tipping for Meals
Tips included on meal receipts will be reimbursed as part of the meal expense allowance. Excessive tips (greater than 15%) will not be reimbursed.

Allowance for Day Trips
Meals eaten during day trips (travel away from the employee's home city without an overnight stay) ONLY qualify for reimbursement if the employee is in continuous travel
status for 12 hours or more (working for 12 hours does not constitute traveling for 12 hours continuously.) You MUST indicate on the expense report the 12-hour status for reimbursement if no overnight lodging is listed. The only exception is for athletic team travel. Meal reimbursement will not be made for travel to teach or travel for training when an overnight stay is not involved. All receipts etc. should be in English. If not in English, a translation must be provided for each item…line by line. The Business Office reserves the right to edit reports accordingly.

Settlement/Reimbursement

Reimbursements are to be submitted on an Expense Voucher. Expenses must be accurately reconciled within 60 days after being paid or incurred (30 days at year-end). Original itemized receipts are required for all meals. **Reimbursement forms must list the names of the attendees; including students. Undocumented or unexplained expenses will be not paid.**

The requestor must obtain the budget officer’s approval for all reimbursement requests and requests for vendor payments. Budget officer approvals require the Budget Officer’s signature on properly prepared expense vouchers with clear signatures to comply with the necessary requirements. **Improperly prepared or incomplete forms will be returned to the requestor.** Budget Officers approving expense reimbursement requests are responsible for assuring compliance with the Meals policy as well as determining what is appropriate and reasonable.

All reimbursement requests will also be reviewed by the Business Office for compliance with the policy regardless of signatures. Requests which are not clearly within the policy or that are illegible will be returned to the requestor for discussion and follow-up. It is the burden of the employee submitting the request to ensure that the request can be read, and its business purpose and attendees are clear.

Travelers must ensure that all reimbursement requests submitted for payment are approved and authorized. Approval of reimbursements submitted for payment requires that the approver:

- Be actively involved in the business purpose of the trip
- Have reviewed the reimbursement voucher and is satisfied that obligations were met
- Verifies that prices and terms are correct
- Accepts responsibility for the charge and any variances to budget Special Circumstances

There are certain circumstances where additional guidance applies. For these unusual items, seek prior approval.
3.3.3 Travel Expenses

The following section of the Pfeiffer University Handbook is under revision.

TRAVEL EXPENSES

The University will reimburse employees for reasonable and necessary expenses while away from home in the conduct of business based on IRS guidelines for an accountable plan. Away from home requires that the employee is away for a period substantially longer than an ordinary workday and/or it is reasonable for the employee to spend the night.

Employees will not be reimbursed for entertainment expenses while traveling unless the expense is for a valid business purpose. Personal entertainment expenses not related to the entertainment of customers or donors are not reimbursable. Examples include sporting events, theater, in-room movies, etc.

Where feasible and appropriate, you should have the University pay pre-trip travel expenses before the trip. Eligible expenses you pay are reimbursable after the trip.

Receipts not in English require a translation for each line item.

Where feasible, when the University pays the cost of travel by third parties such as candidates and consultants, the department should work with the individuals in order to take advantage of University discounts and processes.

SPOUSE/COMPANION TRAVEL

A spouse or other individual may accompany an employee on a business trip at the employee’s expense; Pfeiffer University will only cover the employee’s expense and not the spouse/companion’s expense.

TRAVEL ARRANGEMENTS

Employees should make reservations (for flight and hotel accommodations) as early as possible to take advantage of advance purchase discounts. Travelers should select modestly priced accommodations.

LODGING

All hotel reservations should be secured in advance when possible, using direct billing. The Business Office will gladly assist in setting up an account for direct billing at hotel/motels that you frequent. If direct billing is not possible, the University’s corporate credit card should be used prior to travel. The employee can report personal expenses on a travel reimbursement form for reimbursement.

For seminars, meetings, or other group activity, reimbursement will be for no more than the published conference group rate at the host hotel.
It is the responsibility of the traveler to cancel any room reservation he/she will not be using. A record of the cancellation number should be kept in case of billing disputes.

If an employee fails to cancel a reservation in a timely fashion, he/she may be held responsible for any cancellation fees. A written explanation for any failure to cancel must be filed.

**MEALS**

Reasonable and customary meal expenses are reimbursed when out of town (overnight) travel is required and the business purpose of the travel is documented. The university will pay for the actual costs of meals up to $25.00 per day for domestic travel and $50.00 per day for international travel. These amounts are not cumulative. An original itemized receipt must be provided with the expense report for all expenses. In the event of team or group travel, include the names of the travelers on appropriate receipts.

Certain cities and travel areas will be allowed reimbursements up to $50.00 per day provided proper documentation and receipts are provided. These areas include:

- Atlanta
- Baltimore/DC area
- New Orleans
- New York City
- Orlando
- Chicago

Alcoholic beverages will not be reimbursed.

Meals eaten during day trips (travel away from the employee's home city without an overnight stay) ONLY qualify for reimbursement if the employee is in continuous travel status for 12 hours or more (working for 12 hours does not constitute traveling for 12 hours continuously.) You MUST indicate on the expense report the 12-hour status for reimbursement if no overnight lodging is listed. The only exception is for athletic team travel. Meal reimbursement will not be made for travel to teach or travel for training when an overnight stay is not involved. The Business Office reserves the right to edit reports accordingly.

**TIPPING FOR MEALS**

Tips included on meal receipts will be reimbursed as part of the meal expense allowance. Excessive tips (greater than 15%) will not be reimbursed.

**COMBINING UNIVERSITY BUSINESS TRAVEL WITH OTHER TRAVEL**

The University will only reimburse the business portion of a trip when that trip is combined with personal vacation travel. Only receipts from the business portion of the trip must be submitted.
If the delineation between business ending and vacation beginning is unclear, expense reimbursement will be subject to business office review and approval. The business office will use IRS regulations and guidelines as a basis for determining reimbursement.

**STANDARD MILEAGE**

Mileage is reimbursable for business-related travel. For mileage reimbursement, you must include the specific origination and destination as well as the purpose of the trip or trips. Note city names alone are not acceptable (i.e. if you are traveling from training at Holiday Inn, Charlotte, NC to Pfeiffer University Charlotte campus, your expense report should reflect these details). “Charlotte to Charlotte” is not acceptable.

**Standard mileage payable between the University’s campuses are as follows:**

- Mileage between Misenheimer Campus and Charlotte Campus will be 50 miles. All trips between Misenheimer Campus and Charlotte Campus submitted for reimbursement will be calculated on this distance.
- Mileage between Charlotte Campus and Triangle Campus will be 160 miles. All trips between Charlotte Campus and Albemarle Campus submitted for reimbursement will be calculated on this distance.
- Mileage between Misenheimer Campus and Triangle Campus will be 130 miles. All trips between Misenheimer Campus and Albemarle Campus submitted for reimbursement will be calculated on this distance.

**RENTAL CARS**

The University encourages efficient faculty/staff travel. Rental cars have proven to be an efficient method for faculty/staff travel and should be used as the guidelines apply below.

If the round trip university-related travel is greater than 200 miles, arrangements to rent a vehicle from Enterprise are encouraged. Not only is it more cost-efficient for the University; it will save the employee from accumulating miles on his/her personal vehicle.

- When using a rental car for university-related travel, the faculty/staff is to use the University’s corporate account with Enterprise Rent-A-Car.
- In order to make reservations, call your local Enterprise office at least 24 hours in advance and make arrangements.
- When you make the call for reservations, mention the corporate account number: 53W0382. This will ensure a maximum rental fee of $38 per day (not including taxes) for a MID-SIZE vehicle.
- When signing the paperwork at the Enterprise office, remind the Enterprise employee that the rental is a direct bill to Pfeiffer.
- It is Enterprise’s policy to obtain an imprint of your credit card and a photocopy of your driver’s license.
- Employees are to deny insurance coverage offered by Enterprise. All employees are covered by Pfeiffer’s corporate policy.
- Employees must review the paperwork to make sure the billing amount is correct (maximum of $38 per day excluding taxes).
• Our policy requires Enterprise to deliver the car to you with a full tank of gasoline. Employees are required to return the vehicle to Enterprise with a full tank of gasoline.

**Reimbursement/Settlement of Rental Cars**

• Send a copy of your Enterprise rental car receipt/contract to the Business Office attached to your expense report.  
• The expense report should include:  
  1. An explanation for the travel, travel date, destination, and purpose  
  2. The account number to be charged for the rental fees  
  3. Gasoline receipt  
  4. Rental receipt / contract  
• The Enterprise invoice will go directly to the Business Office and the Business Office will reconcile the invoice with the paperwork received from the faculty/staff and pay accordingly.  

**PERSONAL VEHICLES**

When travel by private automobile is chosen over commercial transportation in order to save time, to transport equipment, or to reduce costs when a number of people are traveling together to the same destination, reimbursement to the driver is made on the basis of miles traveled. The mileage submitted for reimbursement must be documented. The reimbursement rate is set at the University published rate at the time of travel.

When travel by private automobile is for the convenience of the traveler, reimbursement is not to exceed the cost (or the sum of the costs for more than one traveler) of round-trip coach airfare, plus the reasonable costs of ground transportation including a rental vehicle.

The mileage allowance covers all operating costs of the vehicle (including gas and insurance); therefore, no other vehicle expense reimbursements will be made.

Tolls and fees such as parking charges will be reimbursed if duly noted on the submitted form. Traffic and parking violations are not reimbursable.

For Staff and Full Time Faculty, travel between a person’s home and the campus on which he/she is based is considered a personal commuting expense and is not reimbursed.

Per IRS guidelines, an adjunct faculty member is considered to be an employee with no regular or main place of business. Transportation between residence and classroom (campus) is considered normal commuting and is nonreimbursable. If reimbursed, the reimbursed amount must be included in the employee’s W-2 earnings and taxed. Therefore, the reimbursement will come through as part of the adjunct faculty member’s payroll.

**TRAVEL/CASH ADVANCE**

To obtain the travel advance, a completed Travel/Cash Advance form should be presented to the Business Office at least five (5) business days prior to departure. Supporting documentation (copy of registration forms, etc.) must be attached to the request. Forms lacking documentation will not be considered complete and may be returned to the requestor for additional information, which may delay the request.
Cash advances drawn for subsequent distribution to members of a university group (student/athletic group), should be acknowledged by each individual (signed form stating the amount received). However, if the vendor, such as a restaurant was paid directly for the entire group, the restaurant receipt is sufficient.

All requests made on the Travel/Cash Advance form must include the business purpose of the trip, conference registration if applicable, name of the employee, list of travelers, and any other pertinent information.

SETTLEMENT

After travel is completed, a Travel Expense Voucher should be completed as follows in compliance with audit standards:

- *original* supporting documentation should be presented to the Business Office. Credit card statements are not considered receipts. Foreign receipts must be converted into English line by line.
- submit within 60 days (15 days at year-end). Requests received after the 60 days (15 days at year-end) timeframe WILL NOT be paid.

In the event that an unsettled advance goes beyond 60 days, and practical attempts have failed, the University may pursue other collections options. This may include reporting the amount to the IRS via W-2, along with the withholding of proper taxes. For reimbursements other than travel advances, see Business Expense policy.

APPROVAL

Travelers must ensure that all reimbursement requests submitted for payment are approved and authorized. Approval of reimbursements submitted for payment requires that the

- approver: Be actively involved in the business purpose of the trip
- Have reviewed the reimbursement voucher and is satisfied that obligations were met
- Verifies that prices and terms are correct
- Accepts responsibility for the charge and any variances to budget

EXCEPTIONS

Exceptions to the guidelines stated above require approval. A memo or related document explaining the request for an exception must be approved (signed) by a senior university official and submitted to the Business Office. This record will serve as documentary evidence that the approving official is aware that an exception is being made, is authorizing the exception, and is accepting responsibility for the exception.
Other Policies and Procedures

Facilities Available for Campus Use

The places that are most often used for meetings and other campus events are the following:

- The Chapel is used for choral and organ practice as well as concerts and lectures. Other facilities should be used whenever possible. Wednesdays and Fridays at 10:00 A.M. are reserved for Pfeiffer Life programs. (Seating 500)
- Classrooms are often available in several buildings for small groups in the afternoons or evenings. (Seating: up to 40)
- Conference Rooms on the 1st and 2nd floors of the Stokes Student Center are available for meetings involving no more than twelve. These are used by off-campus groups and admissions staff and should not be “block” scheduled.
- The Trustee/Faculty Room on the second floor of the Stokes Student Center is used for small group meetings (25-30) and social events. Faculty, staff, and trustee meetings take priority over other groups.
- The Community Room located in the Stokes Student Center has occupancy limits of 210 (theatre seating). For a round table seated meeting/meal – you can comfortably seat about 85 and with 6’ tables you could do 110-125. Faculty, staff and other campus group meetings take priority over other groups.
- Jane Freeman 200 is usually free for use in the late afternoons and in the evenings. (Seating:100)
- The Merner Gym is used for special events when not in use for sports events and dances. (Seating: 1500 in bleachers; 2200 with chairs)
- Mitchell Gym has poor acoustics, and should not be used for large events unless a sound system is provided.
- The Pavilion is suitable for informal gatherings and cookouts. A special request form can be obtained from the Student Development Office.
- The Science Lecture Hall is usually free for use in the later afternoons and in the evenings. (Seating: 150)
- The Theatre has a permanent movie screen and two permanent projectors, but it is not suitable for certain types of events since food and drink may not be brought in.
- University-Owned Housing. Faculty who live in University-owned housing must sign a rental agreement available in the Resident Life Office.

Contact persons for Room Reservations on the Misenheimer Campus

- Registrar’s Office – All classroom space
- President’s Office (Teena Mauldin) – Trustee Room, Community Room, Chapel
- Student Development – Stokes Lounge and Courtyard
- Business Office (Dee Ellis) – Business Office Conference Room
- Library (Lara Little) – All library space
The University makes periodic reviews of maintenance needs, such as painting, roofing, heating, plumbing, screening, and insect control. Repair needs should be reported to the University Physical Plant Office.

The University Physical Plant Office has someone on duty from 8:00 A.M. until 4:30 P.M. five days a week and can be reached by email: fixit@pfeiffer.edu

For emergency problems between 4:30 P.M. and 8:00 A.M. and on weekends, call the Campus Police at ext. 3000.

University-owned housing must be vacated within thirty (30) days following the termination of employment.

All residents in faculty homes and apartments are responsible for damages over and above normal wear and tear and such damage is charged to the lessee.

3.4.2 Miscellaneous

Selling and Solicitation on Campus
Selling and solicitation is allowed on the campus or College property only with the approval in advance by the Executive Vice-President for School of Graduate Studies and School of Adult Studies or the Vice President for Financial Affairs.

Lost and Found
A Lost and Found service is operated by the Student Development Office.

Smoking
Pfeiffer University is a Smoke-Free institution as of January 1, 2012

Housing for Guests
Housing for University guests is normally available and reservations are made in advance with the University Physical Plant Office.
The following section of the Pfeiffer University Handbook is under revision.

Information Technology Resources Acceptable Use Policy

Pfeiffer University’s Mission requires the University to provide technology resources such as computers, servers, and data and voice networks to support the academic and business activities of the University. The University’s Information Technology Resources Acceptable Use Policy outlines acceptable use of these technology resources by students, faculty, staff, vendors, contractors, volunteers, and guests of the Institution. This policy applies to all information technology resources owned, leased, operated or contracted in anyway by Pfeiffer University, including devices used to connect to Pfeiffer University technology resources. Examples of specific technology resources covered by this policy include, but are not limited to computers and storage systems, all voice and data systems and networks, all video conferencing facilities, and all client devices used to access these resources. Additional policy statements dealing with improper usage of technology resources at Pfeiffer University can be found in the student Code of Conduct/handbook and the faculty/staff handbook. In addition to University policies, local, state and federal laws also contain regulations about computer usage. All students, faculty, and staff must comply with all University policies as well as with all applicable local, state, and federal laws. The University maintains privacy of data stored or sent using its technology resources. This privacy is maintained in accordance with University policies and local, state and federal laws. University Information Technology Department personnel monitor and access University technology resources in order to perform upgrades, maintenance, and repairs. In this process IT staff may have access to private information housed on University technology resources. The University reserves the right to, at any time intercept, monitor, copy, review, access, or download any communications or files that an employee creates or maintains on any University system or network without notification. University employees should be aware that in cases involving violation of University policy or violation of local, state, or federal laws, University staff or other investigators may use special tools to recover electronic information deleted from systems or networks. While the University provides Internet connectivity to its user community, the University is not responsible for material individuals using this connectivity post, send or publish to the World Wide Web. Students, faculty and staff should be aware that using Internet resources in ways that violate University policies or local, state, or federal laws may subject them to University disciplinary actions and possibly a variety of legal actions. All users of Pfeiffer technology resources should also be aware of the following policies:

- All users shall respect the privacy and technology usage privileges of others; this includes not accessing or copying e-mail, data, program files, etc. of others.
- Users shall abide by all copyright laws. Unauthorized attempts to browse, access, solicit, copy, use, modify or delete electronic documents or programs belonging to others, whether at the University or elsewhere, constitutes a serious policy violation.
- Users will follow appropriate standards of civility as well as University policy and legal requirements in communications with others. By law and University policy users must correctly identify themselves when sending personal messages (such as email, instant messages) and must refrain from any harassing or
discriminatory comments or activity. Users may not disguise or attempt to disguise their email addresses in any way; such actions violate both Pfeiffer policy and North Carolina Law.

- Users must adhere to acceptable standards regarding on-screen material that may be seen bothers.
- Users shall use computing services for University-related work. The system may not be used for personal financial gain, political activity or any other activity that would jeopardize the school’s tax-exempt status.
- Users shall refrain from sending chain letters. Sending such letters is a violation of state and federal law.
- Employees are prohibited from intentionally accessing or maintaining on their computer systems pornographic, offensive or illegal web sites.
- Users shall not design or use computer programs to decode passwords, access control information, propagate viruses, disrupt services, damage files or hardware or change network settings.

1. Electronic Mail
(Added October 2011)

Control: Information conveyed in electronic mail should be appropriate to the communications medium and in full compliance with Federal, State, and local regulations. Electronic mail should also be archived and maintained in accordance with Federal, State, and local regulations as well as University policy.

Implementation guidance

Security considerations for electronic messaging should include the following:

1. Privacy of personal electronic mail communications is not assured. Therefore, electronic mail should not be used for confidential materials or communications, especially those protected by confidentiality or privacy regulations (such as grades, disciplinary actions, medical records, etc.) unless the sender has express written permission from the recipient granting the sender authority to utilize electronic mail communications for such information. In addition, the intended recipient must also explicitly acknowledge the deficiencies and accept the privacy risks inherent in such electronic communications in writing before any such communications can occur. Faculty and staff are responsible for obtaining such written consent from students wishing to receive confidential communications through email, and must maintain original copies of this written consent in their personal records for no less than seven years. Such consent may not be granted through electronic means. The University has developed a release form (“Email Release Form”) for faculty and staff to use in securing permission to send information protected by the Family Education Rights and Privacy Act (FERPA) via electronic mail. Please note communication of grade information through email, even grades on individual assignments, without such written permission is prohibited by FERPA, and as such is prohibited by this policy. Grades may be communicated via the grade book in the University’s learning management system. Note also health information is covered by HIPPA regulations and may not be communicated through electronic mail. By signing the form referenced above a student or guardian of that student does not grant permission for release of health information via electronic mail.

2. Federal and State regulations require archiving of faculty and staff data transmitted or stored on or through University electronic mail systems by University faculty, staff, or temporary employees. These regulations apply whether electronic mail systems are hosted by the University or by hosting services. Courts may order the production of such records in connection with litigation. Appropriate law enforcement and other officials may, consistent with law, have access to documents for purposes of investigating allegations of violations of law or of university policy. Given such considerations, no university faculty member, staff member, or student should use a university electronic mail account with the expectation that any particular electronic mail communication, whether personal or university-related, will be private. The University will implement
archiving services for all faculty and staff electronic mail.

3. Policy Communication
4. Upon approval by SLT, the Chief Information Officer (CIO) will communicate this policy to all university faculty and staff via electronic mail. Additionally, the CIO will post this policy on the IT website.

5. Members of the SLT will communicate this policy to the directors, deans and chairs, of their respective units, and will communicate the effective start date of the policy (SLT will establish policy’s effective date upon approval of the policy).

6. Directors, deans and chairs will communicate passage and effective date of this policy to their staff and faculty.

7. HR will include this policy in any university policy, faculty, or staff handbooks as appropriate.

Other Information: University Electronic Mail Systems

1. University faculty and staff electronic mail is hosted by Microsoft using the Microsoft LIVE@EDU platform.


2. University Email Distribution List Policy and Guidelines
   (Added October 2011)

POLICY SUMMARY

It is the policy of Pfeiffer University to afford broad access to information technology resources for university students, faculty and staff for use in fulfilling the university’s missions, and for appropriate university-related activities. In keeping with this policy, the University provides campus email distribution lists to facilitate University-related business. Use of such distribution lists for other purposes is expressly prohibited.

POLICY DETAIL

1. All campus E-mail distribution lists are for official use only. E-mail communication through these lists must inform faculty, staff and students about activities, events or policies that specifically relate to the University’s educational services and business.

2. University-wide distribution lists, and their constituent sub-lists (for example: Misenheimer Faculty, Charlotte Faculty) are established and maintained by Information Technology. Faculty and staff are permitted to post to these distribution lists as long as such postings explicitly relate to the university’s educational services and business. Personal postings and postings not related to university educational services or business are expressly prohibited. A list of university-wide electronic mail distribution lists and their constituent sub-lists is available in Appendix below.

3. Posts meant for a subset of university students, faculty or staff should not be sent to a university-wide distribution list.
4. Individuals may create convenience distribution lists as desired using their Outlook address books.

5. Employees and students are responsible for reading official information shared via e-mail.

6. Campus e-mail distribution lists are not available to non-university entities.

5. ADDITIONAL GUIDELINES

1. Material sent to distribution lists must be related to the group being mailed and must pertain to university business. For example, material for Misenheimer students only should not be sent to distribution lists for all students. The distribution lists are not intended for personal or commercial use or gain.

2. In lieu of attachments and extensive graphics web links are encouraged. Prepare thee-mail message exactly the way it should be sent out. Keep messages brief and to the point.

3. Each message must contain the intended recipient(s), meaningful subject line, and signature block with sender, sender’s departmental affiliation, office telephone number and email address.

4. E-mails should be edited carefully for content before posting.

5. Acceptable Use and Network Etiquette policies must be followed.

6. Sender is responsible for all replies, responses, and complaints.

POLICY COMMUNICATION

1. Upon approval by SLT, the Chief Information Officer (CIO) will communicate this policy to all university faculty and staff via electronic mail. Additionally, the CIO will post this policy on the IT website.

2. Members of the SLT will communicate this policy to the directors, deans and chairs, of their respective units, and will communicate the effective start date of the policy (SLT will establish policy’s effective date upon approval of the policy).

3. Directors, deans and chairs will communicate passage and effective date of this policy to their staff and faculty.

4. HR will include this policy in any university policy, faculty, or staff handbooks as appropriate.

DISTRIBUTION LISTS

3. Release of FERPA-Protected Information via Electronic Mail

(Added October 2011)

Pfeiffer University faculty and staff cannot respond to electronic mail requests for information protected by the Family Education Rights and Privacy Act (FERPA) or provide such information via electronic mail without permission from the student (or legal guardian in case of students under the age of 18). If you wish to grant permission to the University to deliver FERPA-protected information such as grades and other academic information via your University-provided electronic mail account please fill out and sign the statement below. (See the FERPA-Protected Electronic Mail Distribution Release Form on page 337.)

4. University Wireless Network Usage Policy and Guidelines
The purpose of this policy is to insure reliable and secure wireless network access at Pfeiffer University. All wireless networking equipment, regardless of vendor, uses the same unlicensed radio frequencies to provide wireless connectivity. Without careful regulation and management of wireless network space, radio frequency conflicts occur that seriously degrade the reliability and usability of wireless networks. Therefore, in order to protect the University’s wireless network, only University-implemented or sanctioned wireless access points are permitted in University facilities. Private access points in residence halls, offices or any other University space are strictly prohibited. In addition to prohibiting the use of non-University wireless access points, the University may also restrict use of any devices found to cause interference in the unlicensed radio frequencies ranges. This policy applies to all wireless network users at Pfeiffer University, and covers all University facilities, including residence halls, classrooms, offices, public spaces, conference rooms, and all other University spaces. This policy extends to all campuses and locations.

This policy is needed:
• To support the academic mission of the University
• To limit interference with the University's network infrastructure and insure connectivity to students, faculty, and staff
• To promote greater security in campus networking

POLICY DETAIL

1. Pfeiffer University is the owner of the unlicensed radio frequencies on its campuses and within allots facilities. These include the FCC 2.4 GHz Industrial/Scientific/Medical (ISM) and the 5 GHz Unlicensed National Information Infrastructure (UNII) bands used in wireless networking. The Office of Information Technology (IT) is responsible for managing these radio frequencies for the benefit of the University community, and is empowered to enforce this policy. Under this policy IT may restrict use of any devices that can cause interference in the unlicensed radio frequencies ranges. These include cordless phones, microwave ovens, high voltage audio speakers, private access points, etc.

2. IT is solely responsible for providing wireless networking services on all campuses. No other department may deploy wireless network access points or other wireless service on any Pfeiffer campus or in any Pfeiffer facility. Private wireless access points in the residence halls, offices, or any other University space are strictly prohibited. Wireless access points deployed in violation of this policy are subject to immediate confiscation. Anyone implementing unauthorized access points may be subject to a range of disciplinary actions. Such actions may include employment or student sanctions in accordance with other University policies.

ADDITIONAL GUIDELINES

There are no additional guidelines.

POLICY COMMUNICATION

1. Upon approval by the President's Cabinet, the Chief Information Officer (CIO) will communicate this policy to all university faculty and staff via electronic mail. Additionally, the CIO will post this policy on the IT website.

2. Members of the President's Cabinet will communicate this policy to the directors, deans and chairs, of their respective units, and will communicate the effective start date of the policy (the President's Cabinet will establish policy’s effective date upon approval of the policy).

3. Directors, deans and chairs will communicate passage and effective date of this policy to their staff and faculty.
4. HR will include this policy in any university policy, faculty, or staff handbooks as appropriate.

5. UNIVERSITY WIRELESS STANDARDS

1. IEEE 802.11a, g is current wireless networking standard. 802.11n equipment is compatible with this standard.

2. EEE 802.1X is preferred authentication standard. Additional security procedures may be applied as needed.
3.4.4 Petty Cash Policy

(The following section of the Pfeiffer University Handbook is under revision)

The Business Office maintains a petty cash fund as a courtesy and convenience for staff, faculty, and students. This fund may be used to make small-dollar purchases ONLY when it is not feasible or practical to submit a PO requisition.

For your convenience, this petty cash fund may be used to cash checks up to $50.00. First Bank has a branch in Richfield, which offers full banking services including free checking.

Settlement/Reimbursement

• Complete petty cash form in its entirety.
• Appropriate officer must sign petty cash form.
• Submit completed form with receipts to the cashier’s office.
• Reimbursements must be made within 30 days. If not settled within 30 days, no reimbursement will be made through petty cash.

3.4.5 Scheduling of Activities

The Official University Calendar is maintained by the Student Development Office. All events on the Pfeiffer University campus must be cleared through this master calendar before being scheduled. Dates and times are reserved on a first-come-first-served basis, and forms for scheduling events are available in the Student Development Office. Conflicts are resolved by the Vice President of Student Affairs/Dean of Students.

Pfeiffer Life events are scheduled through the Pfeiffer Program on forms available under the Academic section of my.pfeiffer or by contacting Pfeiffer.Life@pfeiffer.edu
<table>
<thead>
<tr>
<th>FALL 2021</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Report</td>
<td>Friday, August 13</td>
</tr>
<tr>
<td>Residence Halls open for returning students</td>
<td>Saturday, August 14</td>
</tr>
<tr>
<td>Students deadline to submit Immunization Records</td>
<td>Monday, August 16</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Tuesday, August 17</td>
</tr>
<tr>
<td>Last Day to add or drop a class 4:30 PM</td>
<td>Tuesday, August 24</td>
</tr>
<tr>
<td>Opening Convocation</td>
<td>TBD</td>
</tr>
<tr>
<td>Class Rosters Due for MC Campus 4:00 PM</td>
<td>Friday, August 27</td>
</tr>
<tr>
<td>Labor Day No classes</td>
<td>Monday, September 6</td>
</tr>
<tr>
<td>Deadline to appeal grades from the previous spring or summer</td>
<td>Monday, September 27</td>
</tr>
<tr>
<td>Late Graduation Applications due for December</td>
<td>Monday, September 27</td>
</tr>
<tr>
<td>Mid-term grades due at 12:00 noon</td>
<td>Thursday, October 7</td>
</tr>
<tr>
<td>Fall Break</td>
<td>Friday, October 8</td>
</tr>
<tr>
<td>Classes Resume at 8:00 am - Sem. mid-point - Due date for incomplete grades</td>
<td>Wednesday, October 13</td>
</tr>
<tr>
<td>Last day to withdraw from a course (&quot;WP, &quot;WF&quot;, or &quot;W&quot;)</td>
<td>Monday, October 25</td>
</tr>
<tr>
<td>Spring registration and graduation application due for May &amp; Summer 2022</td>
<td>Mon - Mon November 8 - 15</td>
</tr>
<tr>
<td>Thanksgiving Holidays</td>
<td>Wed - Sun, November 24 - 28</td>
</tr>
<tr>
<td>Classes Resume at 8:00 am</td>
<td>Monday, November 29</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday, December 6</td>
</tr>
<tr>
<td>Reading Day</td>
<td>Tuesday, December 7</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Wed - Wed December 8 - 15</td>
</tr>
<tr>
<td>Residence Halls close for Winter Break</td>
<td>Wednesday, December 15</td>
</tr>
<tr>
<td>Last day to submit grades for fall 9 am</td>
<td>Monday, December 20</td>
</tr>
</tbody>
</table>
# Academic Calendar 2021-2022
## Undergraduate (Misenheimer Campus)

### Spring 2022

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Report</td>
<td>Sunday, Jan 9</td>
</tr>
<tr>
<td>Residence Halls for returning students</td>
<td>Monday, Jan 10</td>
</tr>
<tr>
<td>Students deadline to submit Immunization Records</td>
<td>Monday, Jan 10</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Tuesday, Jan 11</td>
</tr>
<tr>
<td>Martin Luther King, Jr Holiday (no classes)</td>
<td>Monday, Jan 17</td>
</tr>
<tr>
<td>Last Day to add or drop a class</td>
<td>Wednesday, Jan 19</td>
</tr>
<tr>
<td>Class rosters due MC</td>
<td>Friday, Jan 21</td>
</tr>
<tr>
<td>Late graduation application for May</td>
<td>Wednesday, Feb 9</td>
</tr>
<tr>
<td>Deadline to appeal grades from the previous Fall</td>
<td>Friday, February 18</td>
</tr>
<tr>
<td>Seniors Day for December 2021 and May 2022 graduation candidates</td>
<td>Tuesday, Feb 22</td>
</tr>
<tr>
<td>Mid-term grades due at 8:00am</td>
<td>Thursday, March 3</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Sat - Sun March 5-13</td>
</tr>
<tr>
<td>Classes resume at 8:00am - Semester mid-point - due date to remove incomplete (I) grades</td>
<td>Monday, March 14</td>
</tr>
<tr>
<td>Last day to withdraw from a course (&quot;WP, &quot;WF&quot;, or &quot;W&quot;)</td>
<td>Wednesday, March 23</td>
</tr>
<tr>
<td>Early registration for Summer and Fall starts</td>
<td>Mon - Mon, March 28 - April 4</td>
</tr>
<tr>
<td>Good Friday Holiday</td>
<td>Friday, April 15</td>
</tr>
<tr>
<td>Classes Resume at 8:00 am</td>
<td>Monday, April 18</td>
</tr>
<tr>
<td>Last Day of classes</td>
<td>Monday, May 2</td>
</tr>
<tr>
<td>Reading Day for UG day courses</td>
<td>Tuesday, May 3</td>
</tr>
<tr>
<td>MC Final Exams</td>
<td>Wed – Wed May 4 - 11</td>
</tr>
<tr>
<td>Residence Halls close for non-seniors</td>
<td>Wednesday, May 11</td>
</tr>
<tr>
<td>Grades for students graduating in May Commencement due by 12:00 PM</td>
<td>Thursday, May 12</td>
</tr>
<tr>
<td>Spring Commencement</td>
<td>Saturday, May 14</td>
</tr>
<tr>
<td>Residence Halls close for seniors</td>
<td>Saturday, May 14</td>
</tr>
<tr>
<td>All other grades due by 8:00 AM</td>
<td>Monday, May 16</td>
</tr>
<tr>
<td>Academic Calendar 2021-2022</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>Graduate (MHA,MBA, MSL, FFI, MAPT, EDUC)</td>
<td></td>
</tr>
</tbody>
</table>
| **FALL 2021** | TERM 2021_10  
| Classes Begin | Monday, August 16  
| Last Day to add or drop a class  4:30 PM | Tuesday, August 24  
| Opening Convocation | TBD  
| Class Rosters Due  4:00 PM | Friday, August 27  
| Labor Day No classes | Monday, September 6  
| Deadline to appeal grades from the previous spring or summer | Monday, September 27  
| Late Graduation Applications due for December | Monday, September 27  
| Fall Break | Friday, October 8 - October 12  
| Classes Resume at 8:00 am - Sem. mid-point - Due date for incomplete grades | Wednesday, October 13  
| Last day to withdraw from a course ("WP", "WF", or "W") | Monday, October 25  
| Spring registration and graduation application due for May & Summer 2022 | Mon - Mon November 8 - 15  
| Thanksgiving Holidays | Wed - Sun, November 24 - 28  
| Classes Resume at 8:00 am | Monday, November 29  
| Last day of classes | Monday, December 6  
| Last day to submit grades for fall 9 am | Monday, December 13  
| **Spring 2022** | TERM 2021-30  
| Classes Begin | Tuesday, Jan 11  
| Martin Luther King, Jr Holiday (no classes) | Monday, Jan 17  
| Last Day to add or drop a class | Wednesday, Jan 19  
| Class rosters due | Friday, Jan 21  
| Late graduation application for May | Wednesday, Feb 9  
| Deadline to appeal grades from the previous Fall | Friday, February 18  
| Seniors Day for December 2021 and May 2022 graduation candidates | Tuesday, Feb 22  
| Spring Break | Sat - Sun March 5-13  
| Classes resume at 8:00am - Semester mid point - due date to remove incomplete (I) grades | Monday, March 14  
| Last day to withdraw from a course ("WP", "WF", or "W") | Wednesday, March 23  
| Early registration for Summer and Fall starts | Mon - Mon, March 28 - April 4  
| Good Friday Holiday | Friday, April 15  
| Classes Resume at 8:00 am | Monday, April 18  
| Last Day of classes | Monday, May 2  
| Grades due | Monday, May 9  

<table>
<thead>
<tr>
<th>Session I (C1)</th>
<th>FALL 2021 DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Monday, August 16, 2021</td>
</tr>
<tr>
<td>Last Day to add or drop a class</td>
<td>Monday, August 23, 2021</td>
</tr>
<tr>
<td>Class Rosters Due</td>
<td>Friday, August 27, 2021</td>
</tr>
<tr>
<td>Labor Day No classes</td>
<td>Monday, September 6, 2021</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>Thursday, Sept 23, 2021</td>
</tr>
<tr>
<td>Changes to incomplete grades from previous Spring and Summer</td>
<td>Friday, September 27, 2021</td>
</tr>
<tr>
<td>Deadline to appeal grades from the previous Spring or Summer</td>
<td>Monday, September 27, 2021</td>
</tr>
<tr>
<td>Graduation Applications due for May or August</td>
<td>Monday, September 27, 2021</td>
</tr>
<tr>
<td>LATE Graduation Applications for December</td>
<td>Monday, September 27, 2021</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday, October 8, 2021</td>
</tr>
<tr>
<td>Fall Break</td>
<td>Friday, Oct 8 to Wednesday, Oct 12, 2021</td>
</tr>
<tr>
<td>Last day to submit 1st session grades</td>
<td>Tuesday, October 12, 2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2 (C2)</th>
<th>FALL 2021 DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Wednesday, October 13, 2021</td>
</tr>
<tr>
<td>Last Day to add or drop a class</td>
<td>Wednesday, October 20, 2021</td>
</tr>
<tr>
<td>Class Rosters Due</td>
<td>Monday, October 25, 2021</td>
</tr>
<tr>
<td>Classes Resume at 8:00 am</td>
<td>Monday, November 29, 2021</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>Monday, November 29, 2021</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday, December 13, 2021</td>
</tr>
<tr>
<td>Last day to submit 2nd session grades</td>
<td>Tuesday, December 14, 2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session I (C1)</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Martin Luther King Jr Holiday</td>
</tr>
<tr>
<td>Last Day to add or drop a class</td>
</tr>
<tr>
<td>Class rosters due</td>
</tr>
<tr>
<td>LATE graduation application for May and Summer</td>
</tr>
<tr>
<td>Deadline to appeal grades from the Fall</td>
</tr>
<tr>
<td>Changes to incomplete grades from Fall</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
</tr>
<tr>
<td>Last day of classes</td>
</tr>
<tr>
<td>Session 1 grades due at 8:00am</td>
</tr>
<tr>
<td>Spring Break</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session II (C2)</th>
<th>SPRING 2022 DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Monday, March 14, 2022</td>
</tr>
<tr>
<td>Last Day to add or drop a class</td>
<td>Monday, March 21, 2022</td>
</tr>
<tr>
<td>Class rosters due</td>
<td>Friday, March 25, 2022</td>
</tr>
<tr>
<td>Early registration for Summer and Fall starts</td>
<td>Mon - Mon, March 28 - April 4</td>
</tr>
<tr>
<td>Graduation applications for December</td>
<td>Thursday, March 31, 2022</td>
</tr>
<tr>
<td>Good Friday Holiday</td>
<td>Friday, April 15, 2022</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Monday, April 18, 2022</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>Monday, April 25, 2022</td>
</tr>
<tr>
<td>Last Day of classes</td>
<td>Monday, May 9, 2022</td>
</tr>
<tr>
<td>Grades due by noon</td>
<td>Thursday, May 12, 2022</td>
</tr>
</tbody>
</table>
### Didactic Phase

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4th – 8th, 2021</td>
<td>Orientation</td>
</tr>
<tr>
<td>January 11th, 2021</td>
<td>First day of Class – Semester I</td>
</tr>
<tr>
<td>January 18th, 2021</td>
<td>Martin Luther King, Jr Holiday (no classes)</td>
</tr>
<tr>
<td>February 25th – 28th, 2021</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 2nd, 2021</td>
<td>Good Friday (no classes)</td>
</tr>
<tr>
<td>April 23rd, 2021</td>
<td>Last Day of Class – Semester I</td>
</tr>
<tr>
<td>April 25th – May 1st, 2021</td>
<td>Break</td>
</tr>
<tr>
<td>May 3rd, 2021</td>
<td>First Day of Class – Semester II</td>
</tr>
<tr>
<td>May 31st, 2021</td>
<td>Memorial Day Holiday (no classes)</td>
</tr>
<tr>
<td>July 2nd – 5th, 2021</td>
<td>July 4th Holiday (no classes)</td>
</tr>
<tr>
<td>August 27th, 2021</td>
<td>Last Day of Class – Semester II</td>
</tr>
<tr>
<td>August 29th – September 4th, 2021</td>
<td>Break</td>
</tr>
<tr>
<td>September 6th, 2021</td>
<td>Labor Day Holiday (no classes)</td>
</tr>
<tr>
<td>September 7th, 2021</td>
<td>First Day of Class – Semester III</td>
</tr>
<tr>
<td>November 25th – 28th, 2021</td>
<td>Thanksgiving Holiday (no classes)</td>
</tr>
<tr>
<td>December 17th, 2021</td>
<td>Last Day of Class – Semester III</td>
</tr>
<tr>
<td>December 19th, 2021 – January 2, 2022</td>
<td>Christmas Holiday/Winter Break (no classes)</td>
</tr>
<tr>
<td>January 3rd, 2022</td>
<td>First Day of Class – Semester IV</td>
</tr>
<tr>
<td>January 17th, 2022</td>
<td>Martin Luther King, Jr Holiday (no classes)</td>
</tr>
<tr>
<td>February 24th – February 8th, 2022</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 15th, 2022</td>
<td>Good Friday (no classes)</td>
</tr>
<tr>
<td>April 22nd, 2022</td>
<td>Last Day of Class – Semester IV</td>
</tr>
<tr>
<td>April 24th – May 1st, 2022</td>
<td>Break</td>
</tr>
</tbody>
</table>

### Clinical Phase

<table>
<thead>
<tr>
<th>SCPE</th>
<th>First Day</th>
<th>Last Day</th>
<th>EOR Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 2nd, 2022</td>
<td>May 31st, 2022</td>
<td>June 1st, 2nd, &amp; 3rd</td>
</tr>
<tr>
<td>2</td>
<td>June 6th, 2022</td>
<td>July 5th, 2022</td>
<td>July 6th, 7th, &amp; 8th</td>
</tr>
<tr>
<td>3</td>
<td>July 11th, 2022</td>
<td>August 9th, 2022</td>
<td>August 10th, 11th, &amp; 12th</td>
</tr>
<tr>
<td>4</td>
<td>August 15th, 2022</td>
<td>September 13th, 2022</td>
<td>September 14th, 15th, &amp; 16th</td>
</tr>
<tr>
<td>5</td>
<td>September 19th, 2022</td>
<td>October 18th, 2022</td>
<td>October 19th, 20th, &amp; 21st</td>
</tr>
<tr>
<td>6</td>
<td>October 24th, 2022</td>
<td>November 29th, 2022</td>
<td>November 30th, December 1st, &amp; 2nd</td>
</tr>
</tbody>
</table>

IPE Clinical Simulation Seminar: December 5th-9th, 2022

Graduate Thesis Advisor/Committee Meetings: December 12th-16th, 2022

Winter Break: December 18th, 2022-January 1st, 2023

Summative Evaluation: March 8th, 9th, & 10th

Graduate Research Project Presentations and Board Review: April 17th, 2023, May 5th, 2023
## MSOT Graduate Academic Calendar 2020-2022

### Fall Semester 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 30 and 31, 2020</td>
<td>Orientation (Year 1)</td>
</tr>
<tr>
<td>August 3, 2020</td>
<td>Block classes (Year 1) begin</td>
</tr>
<tr>
<td>August 8, 2020</td>
<td>Last Day to add or drop a class 4:30 PM</td>
</tr>
<tr>
<td>August 28, 2020</td>
<td>Block class ends</td>
</tr>
<tr>
<td>September 7, 2020</td>
<td>Labor Day No classes</td>
</tr>
<tr>
<td>September 8, 2020</td>
<td>Year 1 Anatomy/Movement classes start</td>
</tr>
<tr>
<td>October 9 to October 13, 2020</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 14, 2020</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>October 26, 2020</td>
<td>Last day to withdraw from a course (&quot;WP,&quot;WF,&quot; or &quot;W&quot;)</td>
</tr>
<tr>
<td>November 30, 2020</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>December 14, 2020</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 18, 2020</td>
<td>Final Exams End</td>
</tr>
<tr>
<td>December 21, 2020 to January 12, 2021</td>
<td>Holiday Break</td>
</tr>
</tbody>
</table>

### Spring Semester 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13, 2021</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 18, 2021</td>
<td>Martin Luther King, Jr Holiday (no classes)</td>
</tr>
<tr>
<td>January 21, 2021</td>
<td>Last Day to add or drop a class</td>
</tr>
<tr>
<td>February 17, 2021</td>
<td>Deadline to appeal grades from the previous Fall</td>
</tr>
<tr>
<td>March 13 to March 21, 2021</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 22, 2021</td>
<td>Classes Resume (Semester mid-point)</td>
</tr>
<tr>
<td>March 24, 2021</td>
<td>Last day to withdraw from a course (&quot;WP,&quot;WF,&quot; or &quot;W&quot;)</td>
</tr>
<tr>
<td>April 2, 2021</td>
<td>Good Friday Holiday</td>
</tr>
<tr>
<td>April 5, 2021</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>May 10, 2021</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 14, 2021</td>
<td>Final Exams End</td>
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### Summer Semester 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>May 17, 2021</td>
<td>Classes Begin (Year 1)</td>
</tr>
<tr>
<td>May 21, 2021</td>
<td>Last Day to add or drop a class</td>
</tr>
<tr>
<td>June 4, 2021</td>
<td>Deadline to appeal grades from the previous Spring</td>
</tr>
<tr>
<td>May 31, 2021</td>
<td>Memorial Day Holiday (No classes)</td>
</tr>
<tr>
<td>July 2-5, 2021</td>
<td>Fourth of July Holiday (No classes)</td>
</tr>
<tr>
<td>July 29 and 30, 2021</td>
<td>Orientation Year 2</td>
</tr>
<tr>
<td>August 2, 2021</td>
<td>Block classes begin (Year 2)</td>
</tr>
<tr>
<td>August 8, 2021</td>
<td>Last Day to add or drop Year 2 block class 4:30 PM</td>
</tr>
<tr>
<td>August 27, 2021</td>
<td>Last Day of Classes (Year 1 and Year 2)</td>
</tr>
<tr>
<td>Sept 1, 2021</td>
<td>Final Exams End (Year 1 and Year 2)</td>
</tr>
<tr>
<td>Sept 2 to Sept 6, 2021</td>
<td>Labor Day Holiday (no classes)</td>
</tr>
<tr>
<td>Date Range</td>
<td>Event Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>September 7, 2021</td>
<td>Year 2 Anatomy/Movement classes start \nYear 1 Classes begin</td>
</tr>
<tr>
<td>October 11 to October 15, 2021</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 18, 2021</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>October 25, 2021</td>
<td>Last day to withdraw from a course (&quot;WP&quot;, &quot;WF&quot;, or &quot;W&quot;)</td>
</tr>
<tr>
<td>Nov 24 to Sun. Nov 28, 2021</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>November 29, 2021</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>December 13, 2020</td>
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<tr>
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<tr>
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<td>March 12 to March 20, 2022</td>
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<tr>
<td>March 21, 2022</td>
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<tr>
<td>March 23, 2022</td>
<td>Last day to withdraw from a course (&quot;WP&quot;, &quot;WF&quot;, or &quot;W&quot;)</td>
</tr>
<tr>
<td>April 15, 2022</td>
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<tr>
<td>April 18, 2022</td>
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<tr>
<td>May 16, 2022</td>
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<tr>
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<td>Final Exams End</td>
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<tr>
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<tr>
<td>May 30, 2022</td>
<td>Memorial Day Holiday (No classes)</td>
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<tr>
<td>July 5, 2022</td>
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<tr>
<td>July 28 and 29, 2022</td>
<td>Orientation (Year 3)</td>
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<tr>
<td>August 1, 2022</td>
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<tr>
<td>August 5, 2022</td>
<td>Last Day to add or drop Year 3 block class 4:30 PM</td>
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<td>August 26, 2022</td>
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<tr>
<td>Aug 30, 2022</td>
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<tr>
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<td>September 6, 2022</td>
<td>Year 1 Level II Fieldwork \nYear 2 Classes begin</td>
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<td>November 28, 2022</td>
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</tr>
<tr>
<td>December 19, 2022 to January 11, 2023</td>
<td>Holiday Break</td>
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Chapter 4
Appendix
CHARTER
OF
PFEIFFER COLLEGE, INC.
1938
(As Amended - 1948, 1954)

Know all men by these presents that Annie M. Pfeiffer of New York, New York; Ida H. Goode of Sidney, Ohio; Jane H. Freeman of Delaware, Ohio; M. C. Slutes of Cincinnati, Ohio; Lois H. Kennedy of Bessemer City, North Carolina; Hannah Miller of Philadelphia, Pennsylvania; Sarah L. Osborn of Ithaca, New York; Jessie M. Reynolds of Baltimore, Maryland; C. D. Plyler of Misenheimer, North Carolina; T. B. Mauney of Richfield, North Carolina; C. Louise Zartman, Lima, Ohio; Ethel F. Black of Johnson City, Tennessee; Edna S. Robinson of New York, New York; Anna K. Rowe of New York, New York; Ruthella Rodeheaver of Chicago, Illinois; and our associates and successors have agreed together to unite our efforts with those of others who may cooperate with us to establish and operate a college to be known by the name of Pfeiffer College, and to that end we do make and file this certificate of incorporation thereof.

1. The name of the corporation shall be PFEIFFER COLLEGE, INC.

2. The location of the said college and its principal office shall be at or near Misenheimer, County of Stanly, State of North Carolina, and its post office address, Misenheimer.

3. The object of the said corporation is and shall be to operate a college at and in which students may obtain classical, mathematical, scientific, technical, theological, and general education. To that end the Board of Trustees named above and their successors in office shall have and exercise the authority and power usually exercised by trustees of colleges.
4. The said corporation is to have unlimited succession.

5. There will be no capital stock of the said corporation, and no profits and no part of the income shall inure to the benefit of any private individual, other than reasonable compensation for services rendered. The said corporation may acquire and hold in building and operating said college any and all property that may be necessary for its use, and the same will be exempt from taxation as provided by the general laws of North Carolina.

6. That said institution shall be operated by and under the control and management of a Board of Trustees, the members of which and their method of election shall be set out in detail in the By-Laws of said corporation. (1954 rev.)

7. The Woman's Home Missionary Society of the Methodist Episcopal Church and its successor by its proper committee, shall be acquainted with the workings of the institution and shall have full visitorial privileges and powers in respect to the said institution, with the right of suggestion and recommendation in the management thereof.

8. There shall be an annual meeting of the Board of Trustees of Pfeiffer College, Inc. Other meetings may be called by the Chairman of the Board of Trustees or by eight members thereof, in writing, on ten days' notice to all members. (1947 rev.)

IN TESTIMONY WHEREOF, we have hereunto subscribed our names and affixed our seals on the 21st day of April in the year of our Lord, One Thousand Nine Hundred and Thirty-eight.
Annie M. Pfeiffer
Ida H. Goode
Jane H. Freeman
M. C. Slutes
Lois H. Kennedy
Hannah P. Miller
Sarah L. Osborn
Jessie M. Reynolds

T. B. Mauney
C. D. Plyler
C. Louise Zartman
Ethel F. Black
Edna S. Robinson
Anna K. Rowe
Ruthella Rodeheaver

Filed in the Office of the Secretary of State of North Carolina, July 19, 1938
and recorded in Record of Corporations Book Number 4, page 316.

Revisions: May 16, 1947

November 1, 1954 - filed November 29, 1954
# Pfeiffer University Board of Trustee Bylaws

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ARTICLE I
Name and Places of Business

The name of the corporation shall be Pfeiffer University, and its principal place of business is located in Misenheimer, Stanly County, North Carolina. Educational services are also provided at additional campuses which are presently located in Charlotte, Mecklenburg County, North Carolina, and Raleigh, Wake County, North Carolina.

ARTICLE II
Vision and Mission Statements of the University

Vision Statement

Pfeiffer University will be recognized as the model church-related institution preparing servant leaders for lifelong learning.

Mission Statement

Pfeiffer is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university, and propelled forward by an innovative faculty, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service.

ARTICLE III
Board of Trustees

Section 1. Mission of the Board

Consistent with the Mission of Pfeiffer University, the Board of Trustees will cause to be provided the facilities, faculty, management, and programs of study to offer an excellent, affordable education for all interested and qualified individuals.

Section 2. Responsibilities of the Board

The responsibilities of the Board shall be those that are traditionally the responsibilities of a Board of Trustees and shall include, but not be limited to, the following:

1. Secure, hold, and manage all the property, endowment, and funds of the University;
2. Elect a President who shall act as the executive officer of the University;
3. Establish broad institutional policies;
4. Establish, review and approve changes in the educational programs of the University, consistent with its mission, and ensure compliance with all approved academic policies;
5. Appoint and determine the rank of all members of the University faculty and staff on the recommendation of the President;
6. Establish and oversee procedures regarding appointment, promotion, and dismissal of faculty members.
7. Approve the number and types of degrees;
8. Determine the number and nature of departments, divisions, and schools through which the curriculum is administered;
9. Determine the extent to which the institution should offer graduate work and off-campus programs;
10. Approve the academic programs developed by the administration and faculty;
11. Approve the goals and objectives for the intercollegiate athletic programs developed by the administration in consultation with the faculty;
12. Approve the annual budget;
13. Authorize changes in tuition and fees within the University based on recommendation of president and Finance Committee.

Section 3. Composition of the Board

(a) Pfeiffer University shall be operated under the management of a Board of Trustees (hereinafter the “Board”) of not more than thirty-five (35) nor fewer than twenty-five (25) members; all duly elected Trustee Emeritus members, each without the right to vote; four (4) ex-officio members to be those persons designated in Sections (f) and (h) below; and the President and President-Elect of the Alumni Association.

(b) No fewer than three (3) members of the Board shall be United Methodist Women of the Western North Carolina Conference. The President and Treasurer of the United Methodist Women of the Western North Carolina Conference shall be included in the three (3) members mentioned above.

(c) No fewer than three (3) members of the Board shall be ministers from the United Methodist Church.

(d) It is desirable to have at least fifty percent (50%) of the members of the Board be members of the United Methodist Church; members appointed under ARTICLE III, Section 3 (b) and (c) shall be included in the fifty percent (50%).

(e) The President and President-Elect (or, in alternating years, the past President) of the Alumni Association shall be voting members of the Board, and their terms on the Board shall coincide with their respective terms as President and President-Elect (or past President) of the Alumni Association.

(f) The Chair of the Faculty Senate and the President of the Student Government Association shall be ex-officio, non-voting members of the Board, and their terms on the Board shall coincide with their respective terms as Chair of the Faculty Senate and President of the Student Government Association.
(g) The terms on the Board of the President and Treasurer of the United Methodist Women of the Western North Carolina Conference shall coincide with their respective terms as President and Treasurer of the United Methodist Women of the Western North Carolina Conference.

(h) The Resident Bishop of the Western North Carolina Conference and the Superintendent of the Uwharrie District shall serve as ex-officio voting members whose terms on the Board shall coincide with their appointed positions.

(i) The presiding officer of the Board shall have the right to excuse the non-voting members from executive sessions of the Board.

(j) The Board may vote any individual who has served long and effectively as a Trustee to the status of Trustee Emeritus. A Trustee Emeritus may serve on the Board, but shall not have the privilege of voting and shall be elected for life.

(k) No individual serving as an administrative or executive officer currently employed by the University shall be eligible to serve on the Board of Trustees.

Section 4. Length of Term

The Trustees of Pfeiffer University shall be divided into four (4) classes. The term of office for Trustees shall be for a period of four (4) years; one class shall expire, and their successors shall be elected by the Board each year, with the exception of the following: Trustee Emeriti duly elected; the President and the President-elect (or past President) of the Alumni Association, whose terms of office shall be those designated in ARTICLE III, Section 3 (e); and the Chair of the Faculty Senate and the President of the Student Government Association, whose terms shall be those designated in ARTICLE III, Section 2 (f). Trustees may serve two consecutive terms and then must be off the Board for one year; the Vice-Chair may be exempt for purposes of succession.

Section 5. Confirmation and Vacancies

(a) The Board of Trustees is a self-perpetuating body, and members of the Board shall be elected by the Board.

(b) A vacancy on the Board occurring during the calendar year shall be filled by a majority vote of the Trustees present at a regular meeting of the Board of Trustees.

Section 6. Reimbursement of Expenses

Trustees may be financially reimbursed for all expenses incurred in attending meetings of the Board, various committee meetings, and any other official University business, at the request of the Trustee and with prior approval of the Board Chair.

Section 7. Removal

A Trustee may be removed from office only for good cause. Cause, for the purpose of these bylaws, is defined as the willful and continued failure to substantially perform the duties and responsibilities set out in these bylaws on behalf of the University, the intentional engagement in any activity which would constitute a breach of the duty of loyalty, an intentional breach of any University policy, conviction or entry of a plea of no contest (nolo contendere) to a crime involving moral...
turpitude, or the Trustee’s incapacity. Removal may only occur after a due process hearing and a vote for removal of at least two-thirds (2/3) of the Trustees present. Such vote shall not include the vote of the Trustee to be removed. A motion to remove a Trustee for good cause shall be mailed to the Trustee not less than sixty (60) days in advance of a regular meeting of the Board. The Trustee shall have the right to a full and fair hearing before the Board at a regular meeting of the Board, including the right to present evidence and to be heard on his/her own behalf. If any Trustee is so removed, a new Trustee may be elected to take the place of the removed Trustee at any regular board meeting, including the meeting in which the Trustee was removed.

ARTICLE IV
Meetings of the Board of Trustees

Section 1. Regular Meetings

There shall be three regular meetings of the Board, which shall be held on or about the third (3rd) Friday in February, June, and October, subject to the approval of the Board Chair. The Board Chair, in cooperation with the President, will set the board calendar for the full year immediately following the October board meeting. The October meeting shall be designated as the “annual meeting” of the Board.

Section 2. Notice of Meetings

An electronic correspondence providing thirty (30) days notice, sent on behalf of the Chair or Secretary and setting the time and place of such regular meeting, shall be sent to each Trustee at the email address appearing in the records of the Secretary. Attendance by a Trustee at a meeting with respect to which notice is required shall constitute a waiver of notice of such meeting except where the Trustee attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called. A written waiver of notice or of the adequacy of advance notice of a meeting may be signed by any Trustee before, during, or after a meeting.

Section 3. Quorum

A majority of the voting members of the Board shall constitute a quorum. If a quorum shall not be present, there may be an adjournment to such future time as shall be agreed upon by those members present. Notice of such adjourned meeting shall be emailed to each Trustee at least thirty (30) days prior to the time of the proposed meeting.

Section 4. Special Meetings

Special meetings may be called at any time by the Chair of the Board or by eight (8) members thereof, and in such case the Secretary shall send notice, as provided for in Section 2 above, to each Trustee at least ten (10) business days before such meeting, stating time, place, and object thereof.

Section 5. Email Balloting of the Board

Any action which may be taken at a regular or special meeting of the Board may be taken by a special email ballot, sent under the direction of the Executive Committee. In such event, an electronic ballot shall be provided to each of the persons who would be entitled to vote upon such action at a
meeting; no vote taken by email shall be tabulated until at least ten (10) business days have elapsed from the date of the original correspondence, further provided that the results of the vote shall be filed with the Secretary of the Board to be kept in the Minutes.

Section 6. Voting Rules

Each Trustee, except the ex-officio members designated in ARTICLE III, Section 3 (f), shall be entitled to one (1) vote on each matter submitted to a vote at a meeting of the Trustees, or submitted by email ballot. The vote of a majority of the Trustees on any matter at a meeting of the Board at which a quorum is present shall be the act of the Trustees on that matter, unless the vote of a greater number is required by law or by the Charter or Bylaws of the Corporation. Attendance by teleconference is acceptable to constitute a quorum and to vote on a given matter.

Section 7. Participation by Telephone Conference

Trustees and Committee members may participate in board or committee meetings by means of a telephone conference or similar communication which enables those physically present at the meeting and those in attendance by telephone to hear and speak to each other, and such participation in a meeting by a person using such telephone or communication device shall cause such person to be deemed to be present at the meeting.

ARTICLE V
Officers of the Board

Section 1. Officers and Term

(a) The officers of the Board shall consist of a Chair, Past Chair, Vice-Chair, Secretary and Treasurer. These officers shall be elected each year at the annual meeting and continue in office for the year, or until their successors are duly elected. Officers will serve one-year terms, with a permissible limit of two consecutive one-year terms.

(b) The Board shall also have the right to nominate and elect such other offices or officers as it may deem necessary for the purpose of a more efficient transaction of its business.

Section 2. Chair of the Board

The Chair shall serve as executive officer of the Board and preside at all meetings. In addition to such functions as are specifically set forth in these Bylaws, the Chair shall work closely with the President in implementing the directives of the Board.

Section 3. Past Chair of the Board

The Past Chair shall perform such duties as may be assigned by the Board. The Past Chair will serve as a member of the Executive Committee for one year subsequent to the conclusion of his/her term as Board Chair.
Section 4. Vice-Chair of the Board

The Vice-Chair shall perform such duties as may be assigned by the Board. In case of death, disability, or absence of the Chair, the Vice-Chair shall perform and be vested with all the duties and powers of the Chair.

Section 5. Secretary of the Board

(a) The Secretary shall keep a record of the meetings of the Board and shall have custody of all books, records, and papers of the University, except such as shall be in charge of the Treasurer or of some other person authorized to have custody and possession thereof by a resolution of the Board.

(b) In order to facilitate secretarial duties of the University, one or more Assistant Secretaries may be authorized by the Board or Executive Committee of the Board to perform any or all duties set forth in these Bylaws as the responsibilities of the Secretary.

Section 6. Treasurer of the Board

Unless otherwise determined by the Executive Committee, the Chair of the Finance Committee will serve as the Treasurer of the Board. The duties of the Treasurer shall include the following:

(a) The Treasurer is empowered to sign all vouchers for money received, annuity contracts and promissory notes; to cancel and assign mortgages; to sell, assign, and execute transfer of stocks, stock script, or stock subscription rights, bond, land trust certificates, powers of attorney, or of substitution and other securities standing in the name of Pfeiffer University; to deposit stocks and bonds with protective committees and execute such agreements and assignments relating thereto as may be proper and necessary; and to execute waivers, entries of appearance and releases, in all matters relating to probate or surrogate proceedings in any court pertaining to the collection of bequests, or devise and affix the corporate seal to any of the foregoing documents where requisite and proper. The Treasurer shall sell, assign and execute transfers of stock, stock script, or subscription rights, bond, land trust certificates, powers of attorney, or of substitution and other securities standing in the name of Pfeiffer University, only upon the written direction of the Executive Committee of the Board of Trustees of Pfeiffer University.

(b) In order to facilitate the handling of the financial affairs of the University, the Vice-President for Finance may be authorized by the Executive Committee of the Board to perform any or all duties set forth in these Bylaws as the responsibilities of the Treasurer of the Board. The Vice-President for Finance shall also serve as Corporate Secretary.

ARTICLE VI
President of the University

Section 1. Term of the President and Other Officers of the University

The President of the University is elected by the Board of Trustees and shall serve at the pleasure of the Board. All other officers of the University are elected by the Board on nomination of the President.
Section 2. Duties of the President of the University

(a) The President shall be the Chief Executive Officer of the University whose primary responsibility is to the institution and who is not the presiding officer of the board, and as such shall assume responsibility for the management of the University. As administrative head, the President shall exercise complete and general supervision over the school, in all business and professional matters, subject to any directions and restrictions specified by these Bylaws or by the Board. The President, in cooperation with the University’s Strategic Leadership Team, is authorized to approve and implement procedural policies designed to enhance the efficiency of the delivery of our academic product. He/she will be subject to an annual performance review by the Executive Committee, and shall act as the medium of communications between the Trustees and all persons in the service of the University. All communications made to the Board from persons engaged by the University shall be presented through the Office of the President.

(b) Not less than ten (10) days prior to the time fixed for each meeting of the Board, the President shall prepare and send to each member of the Board a written report of the work and the condition of the school, including its financial condition and its student enrollment, accompanied by any recommendations or suggestions the President may desire to submit.

(c) The President shall have general oversight of all matters of publicity, the publication of bulletins, and the issuing of the university catalogue. The President shall also have oversight of all university publications including the student newspaper and any literary or other publication published by any university organization, division, department or other subdivision of the University.

(d) The President shall be responsible for the preparation of the annual operating budget of the University, and shall, after consultation with the Treasurer and Finance Committee, submit it with recommendations to the Board and shall administer the budget as approved by the Board.

ARTICLE VII
Duties of the Committees

At the discretion of the Board Chair, Committees may be combined for the purpose of addressing short-term issues or projects, or for longer-term joint assignments as deemed appropriate or necessary.

Section 1. Executive Committee

The Executive Committee shall meet on or about the third Tuesday of April and December unless otherwise notified by the Board Chair. Additionally, the Committee shall meet at the call of the Chair, who must call such meetings when requested by a majority of the Committee. Notice of the time and place of such meeting shall be given in writing, by the secretary of the Committee, to all members of the Committee, at least three (3) days prior to such meeting.

The Executive Committee shall consist of the Chair, Past Chair, Vice-Chair, Secretary, Treasurer, and chairs of all standing committees. All members of the Executive Committee shall be Trustees.
The Executive Committee shall have general charge of the business of the corporation between the regular meetings of the Board and shall have authority to act upon all matters which, in the judgment of the Committee, shall require immediate action or decision. It shall have general charge of the financial interests of the University and of securing and negotiating loans. The Committee shall ensure that the University is in compliance with the approved Capital Expenditure Policy. During the intervals between the meetings of the Board, the Executive Committee shall have the power to transact all financial and executive business, except as otherwise may be provided by law or by these Bylaws. The Committee shall conduct an annual review of the President’s performance and compensation package. Minutes of the meetings and actions of the Executive Committee shall be accurately recorded and shall be presented in each case to the succeeding meeting of the Board for approval and ratification.

Section 2. Governance and Trusteeship Committee

With approval of the Executive Committee, the Governance and Trusteeship Committee will develop and maintain ongoing operating procedures for the Board of Trustees. The Committee will review the governance policies and procedures that impact the University and the ongoing administrative processes that are used to administer the work of the University community.

The Committee will work directly with the Office of the President and the Office of Advancement to identify, cultivate, and nominate members to the Pfeiffer University Board of Trustees and will present nominations for Board officers to the Executive Committee. The Committee will conduct an annual orientation program for new members to the Board of Trustees and ongoing efforts related to enhancing trustee effectiveness. The Committee will also seek to assess Board involvement and effectiveness on an annual basis and will, subject to the requirements as set forth in these bylaws, nominate Trustees Emeriti.

Section 3. Academic Experience Committee

The Committee will cooperate with the Provost and Deans of the University in the general oversight of the University’s curricula and academic policies and procedures that serve as a framework for all academic programs and degrees of the University.

The Committee will be informed of the educational mission, goals, and objectives of the University including the assessment of existing programs and the implementation of programs proposed for the future.

The Committee will continually assess the needs and expectations of students and external constituencies that will lead to appropriate courses, programs, and curricula.

As part of its duties and responsibilities, the Committee will monitor operational aspects of all Graduate and Adult Studies programs, and will cooperate with Graduate and Adult Studies staff to enhance the quality of the adult student experience. It will be informed on the academic practices, student experience, and other matters pertaining to all programs offered by the University at any and all locations.

The Committee will review annually recommendations for candidates for honorary degrees and will recommend individuals to the Faculty and full Board of Trustees of the University for approval. Honorary degrees will be awarded to individuals who have achieved high standards in
philanthropy, religion, knowledge, and community life.

Section 4. Enrollment and Marketing Committee

The Committee will address policies that define the recruitment of students into University-sponsored programs. Recruiting standards, strategies, and results will be reviewed annually to determine institutional effectiveness and efficiency. This Committee will cooperate with the Vice-President for Enrollment Management. In addition, the Committee will address policies regarding the marketing and branding of the University, and the communication thereof.

Section 5. Undergraduate Student Experience Committee

The Committee will cooperate with the Student Development staff to enhance the quality of the traditional student experience. The programs, policies, and procedures that affect student life will be continuously improved to enable students to reach their fullest potential. The services that are essential to traditional undergraduate learners will be maintained in congruence with the University’s core values and mission. Concerns with student service, wellness, religious life, activities, residence life, and career and counseling services are a part of the Committee’s responsibilities.

The Committee will address the intercollegiate athletic program and ensure compliance with all institutional policies and federal, state, and local laws related to equity. A review of performance and compliance with NCAA and institutional standards will be ongoing in cooperation with the Director of Athletics to assure that the athletic program meets institutional standards of quality.

Section 6. Finance/Audit/Investment/Resources (FAIR) Committee

The FAIR Committee monitors and assists with the financial management processes of the University. This function includes budget preparation and performance, cash flow, auxiliary services, audits, profit/loss and other financial administrative functions. The Committee will meet at least annually to review and receive information from the firm employed to conduct the University’s audit.

The Committee monitors decisions and makes recommendations regarding University property including capital improvements, maintenance, renovations and new construction, and the acquisition/distribution of property assets. The Committee will work in cooperation with the Vice-Presidents for Finance and Advancement, and with the Chairs of those respective Committees.

The Committee will recommend endowment policies and monitor progress of investment strategies, and will recommend asset management and distribution policies, assess investment managers, and review reporting procedures. The FAIR Committee will work in cooperation with the Vice-President for Finance.

The Chairperson of the FAIR Committee shall function as the Treasurer of the Board, unless a separate appointment is deemed appropriate by the Executive Committee. The duties of this position are outlined in Article V, Section 6.
Section 7. Institutional Advancement Committee

The Committee, in cooperation with the Vice-President for Advancement, will recommend to the Board of Trustees strategies and processes that will enhance charitable giving to the University for annual giving, capital, and endowment building. The Committee will be involved in the design and implementation of fund and friend-raising constituents.

Section 8. Other Trustee Committee and Advisory Board or Council Appointments

The Board of Trustees, upon recommendation of the Chairman, may by resolution duly adopted establish such other trustee committees and such other advisory boards and councils as deemed necessary to carry out the directives of the Board and the mission of the University.

Section 9. Committee Duties of the Chair of the Board

The Chair of the Board shall be Chair of the Executive Committee and an ex-officio member of all other committees.

Section 10. Committee Duties of the President of the University

The President of the University shall be an ex-officio member of all committees without the right to vote.

Section 11. Non-Trustee Committee Members

The Chair of the Board may appoint non-trustees to any committee or advisory board or council except the Executive Committee, although the Chair must appoint a Trustee as chair of each committee. Such non-trustees shall have the right to vote on all committee matters but shall not vote on matters before the full board.

Section 12. Committee Procedure

Formal proposals may be developed by committees. In addition, the President shall submit to the appropriate committees proposals which have been developed by the administration and faculty and which require formal Board action. Such proposals shall be considered and either approved or referred back to the administration and faculty. In the event a proposal is approved by a committee, it shall then be presented to the Board for approval.

ARTICLE VIII
Conflict of Interest Policy

Pfeiffer University regards its Board of Trustee members, employees and volunteers as people of high integrity and ethical standards and expects them to act accordingly. All decisions of these individuals must be made solely on the basis of a good faith desire to advance the best interests of Pfeiffer University and the public good. Accordingly, these individuals have an obligation to fulfill their responsibilities in accordance with the terms of the institution's approved Conflict of Interest policy. These individuals, as defined by the actual policy, may have relationships and affiliations that may appear to be a conflict of interest. Although many such conflicts are and will be deemed
inconsequential, each of these individuals has an ongoing responsibility to disclose any situations that involve personal, familial, or business relationships that may give rise to a conflict of interest. Each individual is required to be familiar with the terms of this policy, and to disclose any actual or potential ethical, legal, financial, familial, or other conflicts of interest involving Pfeiffer University in accordance with the procedure set forth in this policy. Unless approved by the President or the Board of Trustees, each trustee is required to remove himself from a position of decision-making authority with respect to any situation in which he has any actual or potential ethical, legal, financial, familial, or other conflicts of interest involving Pfeiffer University. Furthermore, each trustee is required to sign a Statement of Acceptance and Disclosure form acknowledging that he is currently in accordance with the letter and spirit of this policy and owes a continuing obligation of compliance with this policy.

ARTICLE IX
General Matters

Section 1. Fiscal Year

The fiscal year of Pfeiffer University shall begin July 1st and conclude on the following June 30th.

Section 2. Diplomas and Degrees

All earned diplomas and degrees shall be conferred by the President upon the students meeting the criteria established by the University. All honorary diplomas and degrees shall be conferred by the President after approval by the Faculty and the Board in accordance with ARTICLE VII, Section 4, hereof.

Section 3. Amendment of Bylaws

The Bylaws may be altered or amended at any meeting of the Board by a two-thirds (2/3) vote of those present provided thirty (30) days notice of the proposed change has been previously given to each member in writing.

Section 4. Indemnification

(a) Any person who at any time serves or has served as a Trustee or officer of the University, or in such capacity at the request of the University for any other corporation, partnership, joint venture, trust or other enterprise, shall have a right to be indemnified by the University to the fullest extent permitted by law against (1) reasonable expenses, including attorneys’ fees, actually and necessarily incurred by him/her in connection with any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative or investigative, and whether or not brought by or on behalf of the University seeking to hold the Trustee or officer liable by reason of the fact that he/she is or was acting in such capacity; and (2) reasonable payments made by him/her in satisfaction of any judgment, money decree, fine, penalty, or settlement for which he/she may have become liable in any such action, suit or proceeding except in relation to matters as to which such Trustee or officer shall be adjudged in such action, suit, or proceeding to be liable for gross negligence or willful misconduct in the performance of duty.

(b) The Trustee shall take all such action as may be necessary and appropriate to authorize the
University to pay the indemnification required by this Bylaw, including without limitation, to the extent needed, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him/her and giving notice to, and obtaining approval by, the Board.

(c) Any person who at any time after the adoption of this Bylaw serves or has served in any of the aforesaid capacities for or on behalf of the University shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein. Such right shall inure to the benefit of the legal representatives of any such persons and shall not be exclusive of any other rights to which such person may be entitled apart from the provision of this Bylaw.

(d) It is the intent of this Section 4 to provide for indemnification of Trustees and officers of the University to the full extent permitted by North Carolina General Statutes 55A, article 8, part 5, as may from time to time be amended.

Section 5. Recording Secretaries

The Chair of the Board may appoint a recording secretary to take the minutes of a Board meeting. The Chair of any Committee of the Board may also appoint a recording secretary to take minutes of a meeting of the Committee.

ARTICLE X
University Counsel

The Executive Committee and the President of the University may employ legal counsel for the University and prescribe the duties thereof.

ARTICLE XI
Certification of Adoption of Bylaws

THIS IS TO CERTIFY that the above Bylaws of the University were duly adopted by unanimous action of the Board, effective the 1st day of August, 2014.
4.3 Faculty Development Plan and Goals
2021-2022

Name: 
Current Rank: 
School/Area: 
Contract Status: 

Individual Goal

1. **Teaching** includes all forms of instruction and is the most important responsibility of the faculty. Teaching competence is characterized by a command of the subject matter of the pertinent discipline, enthusiasm for the subject, stimulating classroom presentation and creativity in methodology.

   **Evaluation Weight: (40% to 65%):** ________________________________

**Goals:**

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<table>
<thead>
<tr>
<th>Check the University Strategic Goal(s) that Your Individual Goals Support</th>
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</table>
Activities planned to support goals accomplishment:

Assessment/Evaluation of goals:

Individual Goal

2. **Academic Advising** is a critical element in student morale and retention. It includes being accessible to students for the purpose of consultation, discussion, and advising of students.

   **Evaluation Weight: (5% to 25%):** __________________________________________

**Goals:**

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Activities planned to support goal accomplishment:

Assessment/Evaluation of goal:
3. **Scholarly and Creative Activities** indicate the intellectual vitality and activity which contribute to a contemporary and dynamic academic program. All faculty members should be involved in some scholarly or creative activity. These activities may directly involve students and enhance their education through participation. Such scholarly activity does not have to be publishable, or necessarily original, as long as it serves to stimulate the intellectual lives of the faculty members and the students involved. These activities may also include development of new courses and studies of the teaching-learning process that are intended to lead to an improved academic program.

**Evaluation Weight: (10% to 45%):**

**Goals:**

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**Activities planned to support goal accomplishment:**

**Assessment/Evaluation of goal:**
4. **Institutional Involvement: Service to the Academic Program, Department, School, or College** reflects a commitment to the University and its mission. It includes, but is not limited to, service on University boards and committees and participation in the co-curricular life of the University when reasonable in light of teaching responsibilities.

**Evaluation Weight: (5% to 25%):** ____________________________

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**Activities planned to support goal accomplishment:**

**Assessment/Evaluation of goal:**
5. **SERVICE TO THE COMMUNITY:** Service to the Community may include activities involving the University and the community or community activities entered into as a result of one's own interest. These activities, to be of value to the University, must go beyond organizational membership only and include active and substantive involvement and service.

**Evaluation Weight: (5% to 25%):**

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**Activities planned to support goal accomplishment:**

**Assessment/Evaluation of goal:**
## SUMMARY OF RELATIVE GOAL WEIGHTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Allowable weight range</th>
<th>Chosen Weight</th>
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<tbody>
<tr>
<td>Teaching</td>
<td>40% to 65%</td>
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<tr>
<td>Academic Advising</td>
<td>5% to 25%</td>
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<tr>
<td>Scholarly and Creative Activities</td>
<td>10% to 45%</td>
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<tr>
<td>Institutional Involvement</td>
<td>5% to 25%</td>
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<tr>
<td>Service to the community</td>
<td>5% to 25%</td>
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<tr>
<td>TOTAL (must sum to 100%)</td>
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### Review/Approval

Signature: ____________________________ Date: ____________

Program Director/Department Chair: __________________________

Dean: ____________________________
PFEIFFER UNIVERSITY FACULTY SELF-EVALUATION

Academic Year: 20- 20-

Name: Department:  

All faculty members will be evaluated on 5 general areas, according to the Pfeiffer University Faculty Handbook: teaching, advising, scholarly/creative activity, service to the university, and service to the community. It will be up to individual members of the faculty, in collaboration with their respective supervisors and consistent with university & departmental goals, to determine the relative weight of each general area for the appraisal of performance. The faculty evaluation rubrics provide detailed descriptions of each area and the rubrics are located on the Faculty Blackboard site.

This self-evaluation should be submitted to your department chair along with your goals progress report.

5=excellent  4=very good  3=average 2=satisfactory 0=N/A

Evaluation Weight: (40% to 65):

1. Section 1: Teaching and Instruction
   A. Courses
      1. Fall Semester

<table>
<thead>
<tr>
<th>Title</th>
<th>Course Number</th>
<th>Section Number</th>
<th>Contact Hours</th>
<th>Number of Students</th>
<th>Semester Hours</th>
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2. Spring Semester

<table>
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<tr>
<th>Title</th>
<th>Course Number</th>
<th>Section Number</th>
<th>Contact Hours</th>
<th>Number of Students</th>
<th>Semester Hours</th>
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B. Number of new courses
   1. Fall Semester
   2. Spring Semester

C. Courses taught on other campuses
   1. Hours spent teaching off campus
   2. Travel hours

D. Number of courses in which a new textbook is used.
E. Rate each of the following on a scale of 0-5

1. Command of subject matter
2. Enthusiasm for subject
3. Classroom presentation
4. Creativity of methodology
5. Development of new course offering

F. Other

G. Comments

******************************************************************************
*************
II. SECTION 2: ADVISING
Evaluation Weight: (5% to 25):

A. Number of majors in Program:

B. Number of advisees/mentees

   1. In program 
   2. Outside program 

C. Number of hours per week in advising:

D. Number of office hours per week:

E. Rate each of the following on a 0-5 scale:
   1) Availability to students
   2) Records maintained
   3) Relationship with advisees
   4) Referrals to other university services
F. Describe any new initiatives undertaken related to advising.

G. Comments:

******************************************************************************************

III. SECTION 3: SCHOLARLY/CREATIVE ACTIVITY

A. Publications (include the name of publication, date, title, and co-authors)

B. Presentations (include title, name of conference, date, co-presenters)

C. Professional meetings/conferences attended (name of conference/date)

D. List memberships in professional organizations (include offices held)

E. Research or other creative projects

F. Grant applications submitted (briefly describe)

G. Rate each of the following on a scale of 0-5
   1. Awareness of new developments in your academic field
   2. Personal growth in your profession
   3. Participation in your profession outside of Pfeiffer College

H. Describe your needs for assistance in faculty development

I. Comments

******************************************************************************************

IV. SECTION 4: INSTITUTIONAL INVOLVEMENT

   Evaluation Weight: (10% to 45%):

A. Committees, Boards, Teams (Including the number of meetings per semester)

B. Task force or special assignments

C. Advisor of student organizations

D. Volunteer services (projects, research, outreach, etc.)
E. Consultations or collaborations

E. Rate each of the following on a scale of 0-5

   1. Attendance at meetings
   2. Completion of committee work and other assignments
   3. Service to the University
   4. Attendance at University-sponsored events

F. Other

G. Comments

******************************************************************************

V. SECTION 5: SERVICE TO THE COMMUNITY AT LARGE

A. Local Schools (PTO/PTA, volunteer, etc.)

B. Church:

C. Civic Organizations

D. Consultations or collaborations:

E. Other

F. Rate community service on a scale of 0-5

G. Comments

******************************************************************************

VI. PLANS FOR THE FUTURE

A. Professional growth (continuing education, seminars, etc.)

B. Proposed publications and creative projects

C. Comments

******************************************************************************

Revised: Jan 2012
VII. REQUEST FOR CONTRACT REVIEW (complete only if applies)

In accordance with Article 2.3.1 Employment of Faculty, Section A, Points 3 and 4 of the Faculty Handbook, I request consideration for:

_____ Multiple-year contract

_____ Promotion from

Signature ___________________ / Date _______

Revised: Jan 2012
Pfeiffer University Faculty Evaluation

All faculty members will be evaluated on 5 general areas, according to the Pfeiffer University Faculty Handbook: teaching, advising, scholarly/creative activity, service to the university, and service to the community. It will be up to individual members of the faculty, in collaboration with their respective supervisors and consistent with university &departmental goals, to determine the relative weight of each general area for the appraisal of performance.

SECTION 1: TEACHING AND INSTRUCTION
Evaluation Weight:  (40% to 65%
Teaching includes all forms of instruction and is the most important responsibility of the faculty. Teaching competencies characterized by a command of the subject matter of the pertinent discipline, enthusiasm for the subject, stimulating classroom presentation and creativity in methodology.

Exceptional Performance
There is evidence that teaching and instruction has been performed that is well above the level expected by faculty in terms of faculty rank, professional contribution to the profession, and university. These activities are of an exceptionally high quality, meriting national or widespread recognition. Evidence includes extensive continuing time and effort.

Professional level
There is evidence that teaching and instruction has been performed that is above or at the level expected by faculty in terms of faculty rank, professional contribution to the profession and the university. Evidence includes substantial time and effort committed to teaching and instruction.

Improvement Needed
There is evidence that teaching and instruction has been performed, but it is below the level expected by faculty in terms of faculty rank. The faculty member interacts minimally with students outside of the classroom environment. Evidence includes limited time and effort associated with teaching and instruction.

Unprofessional Performance
There is little or no evidence that teaching has been performed adequately. Opportunities to receive feedback and/or to share in discussions of pedagogical technique have been rejected.
Minimum Requirements
The following minimum requirements apply to all faculty: meets and holds assigned classes at scheduled times; maintains academic records including grades, attendance, tests, papers, etc.; holds regularly scheduled office hours; and attends faculty meetings, functions and activities.
|---------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-------------------------------|
| **1.0 Content Expertise (30%)** | Faculty member meets all criteria in column 3 and also 4 or more of the following criteria:  
1. Attended a content area workshop, performance, exhibit (as appropriate to discipline)  
2. Attended national or regional conference in discipline  
3. Presented at regional or national conference  
4. Participated in reviewing published textbooks in content field  
5. Published an article in discipline within the last 3 years  
6. Developed content area workshop for faculty in discipline  
7. Consulted with another organization | Faculty member meets all criteria in column 3 and also 2 of the following criteria:  
1. Attended a content area workshop, performance, exhibit (as appropriate to discipline)  
2. Attended local, regional, or national professional meeting, conference, or workshop in discipline  
3. Developed content area workshop for faculty in discipline  
4. Can document continued personal learning via reading  
5. Other as determined by faculty member in conjunction with supervisor. | Faculty member meets minimal requirements for demonstrating content expertise, but no more:  
1. Maintains appropriate license or certification for content area  
2. Holds terminal degree in related subject matter  
3. Maintains subscriptions to journals in discipline  
4. Able to answer student questions (according to student evaluations and observation by peer)  
5. Pays attention in syllabus to professional standards/competencies/goals | Faculty member consistently fails to meet most or all of the minimal criteria provided in column 3. |
<table>
<thead>
<tr>
<th>2.0 <strong>Instructional Delivery</strong> (30%) (determined by student evaluations)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> Using class time effectively</td>
</tr>
<tr>
<td><strong>2.2</strong> Using effective instructional techniques and tools</td>
</tr>
<tr>
<td><strong>2.3</strong> Stimulating student interest and achievement</td>
</tr>
</tbody>
</table>

Criteria are evaluated primarily by student evaluations and by peer observations.

<table>
<thead>
<tr>
<th>Faculty member meets all criteria in column 3 and also 3 or more of the following criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regularly matches pedagogical methods and techniques to both the material and the students</td>
</tr>
<tr>
<td>2. Instills enthusiasm for material in many students</td>
</tr>
<tr>
<td>3. Attends conference or workshop on instructional delivery</td>
</tr>
<tr>
<td>4. Presents workshop on instructional delivery methods</td>
</tr>
<tr>
<td>5. Other as determined</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty member meets all criteria in column 3 and also 2 or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses a variety of pedagogical methods and techniques to convey material.</td>
</tr>
<tr>
<td>2. Instills enthusiasm for material in some students</td>
</tr>
<tr>
<td>3. Provides regular and sufficient feedback to students to allow for improvement</td>
</tr>
<tr>
<td>4. Attends conference or workshop on instructional delivery</td>
</tr>
<tr>
<td>5. Creates an</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty member meets all or most of the following minimal criteria, but does not go beyond:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Typically well-prepared and organized.</td>
</tr>
<tr>
<td>2. Typically presents material clearly and follows up when students do not understand the material.</td>
</tr>
<tr>
<td>3. Treats all students with respect.</td>
</tr>
<tr>
<td>4. Explains clearly what is expected</td>
</tr>
</tbody>
</table>

| Faculty member consistently fails to meet most or all of the minimal criteria Provided in column 3. |
| 3.0 Instructional Design (25%) | Faculty member consistently meets all criteria in column 3 and also 3 or more of the following: 1. Develops new course 2. Regularly matches variety of instructional tools (lecture, group projects, audio/visual presentation, use of technology in classroom) to the material being presented and the learning styles reflected by the students | Faculty member regularly meets all criteria in column 3 and also 1 or more of the following: 1. Revises significantly a course, updating the instructional design 2. Incorporated service learning into coursework. 3. Participates actively with content peers in choosing and using a current and suitable textbook 4. Other as determined by faculty member in conjunction with supervisor. | Faculty member consistently meets (if at all) most of the following minimal criteria: 1. Submits course syllabi in the approved university format 2. Submits syllabi and/or course documents that reflect a variety of instructional tools (lecture, group projects, audio/visual presentation, use of technology in classroom) 3. Provides evidence of |
3. Matches assessment strategies (written exams, quizzes, projects, performance, oral presentation) to course objectives and departmental learning outcomes
4. Incorporates service learning into coursework.
5. Incorporates writing across the curriculum criteria into course.
6. Takes leadership role in reviewing and choosing text(s) to be used
7. Other as determined by faculty member in conjunction with supervisor.

<p>| 4.0 Course Management (15%) | Faculty member consistently meets all criteria in column 3 and also 2 or more of the following: 1. Establishes or maintains clinical 4.1 Supervising clinical and internship experiences 4.2 Managing activities, materials, and tools | Faculty member regularly meets all criteria in column 3 and also 1 or more of the following: 1. Supervises clinical and/or internship | Faculty member consistently meets the following minimal criteria: 1. Administers materials and tools for courses | Faculty member regularly fails to meet all or most of the criteria listed in column 3. |</p>
<table>
<thead>
<tr>
<th>for courses</th>
<th>and/or internship experience relationships with organizations</th>
<th>experiences</th>
<th>(including electronically delivered and off-site courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>43 Coordinating tutor sessions</td>
<td>2 Mentors students who conduct research, field experiences, exhibits, consultations outside of class requirements</td>
<td>2 Coordinate tutoring sessions</td>
<td>2 Grades and returns papers in a timely manner (as evidenced by data from course and instructor evaluation)</td>
</tr>
<tr>
<td>44 Grading and returning papers in a timely manner</td>
<td>3 Guides and assists student research, field experiences, performances, exhibits, consultations</td>
<td>3 Guides and assists student research, field experiences, performances, exhibits, consultations</td>
<td>3 Submits course syllabi to Provost’s Office</td>
</tr>
<tr>
<td>45 Guiding and assisting student research</td>
<td>4 Directs/coaches or assist with competitive teams and performance ensembles</td>
<td>4 Directs/coaches or assist with competitive teams and performance ensembles</td>
<td>4 Submits Final Exams to Provost’s Office</td>
</tr>
<tr>
<td>46 Directing laboratory and field experiences</td>
<td>5 Maintains appropriate supplies and equipment for teaching and research</td>
<td>5 Maintains appropriate supplies and equipment for teaching and research</td>
<td>5 Verifies class attendance rosters by deadlines</td>
</tr>
<tr>
<td>47 Directing/coaching competitive teams and performance ensembles</td>
<td>6 Researches and obtain appropriate supplies, equipment, and/or tools for teaching and research</td>
<td>6 Supervises service learning activities.</td>
<td>6 Submits grades by deadlines using my.pfeiffer</td>
</tr>
<tr>
<td>48 Maintaining appropriate supplies and equipment for teaching and research</td>
<td>7 Other as determined by faculty member in conjunction with supervisor.</td>
<td>7 Other as determined by faculty member in conjunction with supervisor.</td>
<td>7 Other as determined by faculty member in conjunction with supervisor.</td>
</tr>
</tbody>
</table>
SECTION 2: ADVISING
Evaluation Weight:  (5% to 25%):

**Academic Advising** is a critical element in student morale and retention. It includes being accessible to students for the purpose of consultation, discussion, and advising of students. (See Advisor's/Mentor’s Resource Manual

**Exceptional Performance**
There is evidence that academic advising has been performed that is well above the level expected of faculty in terms of faculty rank, professional contribution to the profession, and university. These activities are of an exceptionally high quality, often meriting recognition by students or colleagues. Evidence includes extensive continuing time and effort.

**Professional-level**
There is evidence that academic advising has been performed that is above or at the level expected of faculty in terms of faculty rank, professional contribution to the profession, and university. Evidence includes substantial time and effort devoted to advising activities.

**Improvement Needed**
There is evidence that limited service has been performed, but it is below the level expected of faculty in terms of faculty rank. The faculty member interacts minimally with students outside of the classroom environment. Evidence includes limited time and effort expended.

**Unprofessional Performance**
There is little or no evidence that advising of students has been performed. Requests for advising have been rejected.

<table>
<thead>
<tr>
<th>Element</th>
<th>Exceptional Performance</th>
<th>Professional Level Performance</th>
<th>Improvement Needed</th>
<th>Unprofessional Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Advising</td>
<td>Meets all minimal criteria listed under improvement needed column and meets 4 or more of the following</td>
<td>Meets all minimal criteria listed under improvement needed column and meets 3 of the following criteria:</td>
<td>Faculty member meets the following minimal criteria only: 1. Available during</td>
<td>Little or no evidence of academic advising indicated.</td>
</tr>
<tr>
<td>2. Assisting student’s placement in jobs or graduate school.</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>2.1 Submission of letters of recommendation upon request.</td>
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<tr>
<td>3. Supervising internship and/or research experiences for students with departmental majors.</td>
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<tr>
<td>4. Bringing speakers to campus for career advising.</td>
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<tr>
<td>5. Serving as an adviser to a student organization</td>
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<tr>
<td>6. Others to be defined by department and/or program members</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Available during office hours and at significant other times during the week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Provide evidence of personal contact with potential students.</td>
</tr>
<tr>
<td>3. Provide evidence of assisting students with placement in jobs or graduate school.</td>
</tr>
<tr>
<td>4. Sponsor guest speaker on campus for presentation to students or student group.</td>
</tr>
<tr>
<td>5. Serve as an advisor to a discipline-specific student organization.</td>
</tr>
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<td>6. Other as determined by faculty member in conjunction with supervisor.</td>
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<td>5. Serve as an advisor to a discipline-specific student organization.</td>
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<tr>
<td>6. Other as determined by</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>scheduled office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Follows policies and procedures related to academic matters.</td>
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<tr>
<td>3. Assists students to understand academic policies.</td>
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<tr>
<td>4. Keeps student records securely and uses proper forms.</td>
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</tbody>
</table>
SECTION 3: SCHOLARLY/CREATIVE ACTIVITY

Evaluation Weight: (10% to 45%)

**Scholarly/Creative Activity** indicates the intellectual vitality and activity which contribute to a contemporary and dynamic academic program. All faculty members should be involved in some scholarly or creative activity. These activities may directly involve students and enhance their education through their participation. Such scholarly activity does not have to be publishable, or necessarily original, as long as it serves to stimulate the intellectual lives of the faculty members and the students involved. These activities may also include the development of new courses and studies of the teaching-learning process that are intended to lead to an improved academic program.

**Exceptional Performance**
There is evidence that scholarly and/or creative activities have been performed that are well above the level expected of faculty in one’s rank, including, but not limited to, professional contributions to one’s academic field, the university, and/or one’s community. These activities are of an exceptionally high quality, meriting national or widespread recognition, and/or contributing substantially to the well-being of the university. Evidence includes extensive continuing time and effort.

**Professional-level**
There is evidence that scholarly and/or creative activities have been performed that is above or at the level expected of faculty in one’s rank, including, but not limited to, professional contributions to one’s academic field, the university, and/or one’s community. Evidence includes expected time and effort.

**Improvement Needed**
There is evidence that limited scholarly and/or creative activities have been performed, below the level expected of faculty in one’s rank. The faculty member interacts minimally with the field and some opportunities for scholarly and/or creative activities have been rejected. Evidence includes limited time and effort.

**Unprofessional Performance**
There is little or no evidence that scholarly and/or creative activities have been performed. Opportunities for scholarly and/or creative activities have been rejected.
<table>
<thead>
<tr>
<th>Suggested Criteria for Faculty Evaluation on: Scholarly Research Activity/Creative Endeavors/Professional Development</th>
<th>Exceptional Performance</th>
<th>Professional Level Performance</th>
<th>Improvement Needed</th>
<th>Unprofessional Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Publications/Printed Materials/Creative Endeavors</strong></td>
<td>Faculty member meets all criteria in column 3 and also 5 of the following criteria:</td>
<td>Faculty member meets all criteria in column 3 and also 5 of the following criteria:</td>
<td>Faculty member meets only minimum expectations of faculty:</td>
<td>Little or no evidence of any institutional involvement across specified criteria.</td>
</tr>
<tr>
<td>1.1. Articles in refereed journals</td>
<td>1. Prepare three (3) formal documents (other than grant proposal) in any combination,</td>
<td>1. Prepare three (3) print documents (other than grant proposal) in any combination,</td>
<td>1. Hold membership in at least one professional organization relevant to one’s position.</td>
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</tr>
<tr>
<td>1.1.1. Ranking/quality of journal within discipline</td>
<td>2. Be first or sole author on at least one of the three print documents in (1).</td>
<td>2. Be first or sole author on at least one of the three print documents in (1).</td>
<td>2. Participate in some form of professional development</td>
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</tr>
<tr>
<td>1.2. Other scholarly journals, e.g., online, organizational, etc.</td>
<td>3. Have one print contribution accepted by referred publication</td>
<td>3. Have one print contribution accepted by referred publication</td>
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</tr>
<tr>
<td>1.3. Trade publications, magazines, etc.</td>
<td>4. Submit a grant proposal on which you are principal investigator (PI).</td>
<td>4. Be a co-author of a submitted grant proposal.</td>
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</tr>
<tr>
<td>1.4. Books</td>
<td>5. Hold an office in a professional organization.</td>
<td>5. Attend at least one professional meeting at a level other than local.</td>
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<tr>
<td>1.4.1. Chapters in books</td>
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<td>6. Present, or chair a</td>
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<tr>
<td>1.4.2. Edited books or chapters</td>
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<tr>
<td>1.5. Monographs</td>
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<tr>
<td>1.6. Grant proposals</td>
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<tr>
<td>1.6.1. Grant reports</td>
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<tr>
<td>1.7. Book reviews</td>
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<td>1.8. Other in-print materials</td>
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<tr>
<td>1.9. Musical Performances or Recording Activities,</td>
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<tr>
<td>1.10. Artistic Exhibitions, and Related Creative</td>
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<tr>
<td>Forms of Expression</td>
<td>professional meeting at a level other than local.</td>
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<tr>
<td>2. Professional Organization-Related Activities</td>
<td>Present, or chair a session, at a professional meeting at any level.</td>
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</tr>
<tr>
<td>2.1. Membership in professional organizations</td>
<td>Prepare, present and/or participate in a research-related workshop/seminar/short course.</td>
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<tr>
<td>2.1.1. Offices held in professional organizations</td>
<td>Perform editorial work on any printed document type listed here.</td>
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</tr>
<tr>
<td>2.2. Attendance at professional meetings</td>
<td>Perform a peer review of any type of published document.</td>
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</tr>
<tr>
<td>2.2.1. Level: International / national / state/ regional/local</td>
<td>Serve on any form of editorial board.</td>
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<tr>
<td>2.3. Presentations at professional meetings</td>
<td>Serve on any form of tenure or promotion committee.</td>
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</tr>
<tr>
<td>2.3.1. Level: International / national / state/ regional/local</td>
<td>Partake in any travel relevant to research, or to the teaching of research activities.</td>
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<tr>
<td>3. Other Professional Research/Development-Related Activities</td>
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<tr>
<td>3.1. Grants prepared</td>
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<tr>
<td>3.2. Research-related workshops/seminars/short courses offered</td>
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<tr>
<td>3.3. Research-related courses taken</td>
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<tr>
<td>3.3.1. Editing</td>
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<tr>
<td>3.3.2. Journal articles</td>
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<td>3.3.3. Non-text books</td>
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<tr>
<td>3.3.4. Textbooks</td>
<td>14. Sponsor a research-related guest speaker on campus.</td>
<td>14. Serve as an advisor on a student research/honor project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.5. Other</td>
<td>15. Serve as an advisor on a student research/honor project.</td>
<td>15. Teach a research methods or related course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4. Participation in Doctoral Education</td>
<td>16. Teach a research methods or related course.</td>
<td>16. Contribute to an effort to acquire and disseminate research materials as part of the University curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4.1. Dissertation Committee</td>
<td>17. Create and/or lead an effort to acquire and disseminate research materials as part of the University curriculum.</td>
<td>17. Mentor junior faculty on research activities and related efforts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5. Seminars led/workshops presented</td>
<td>18. Contribute to an effort to acquire and disseminate research materials as part of the University curriculum.</td>
<td>18. Provide consulting activities in area of expertise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6. Coaching or consulting with former students, organizations or other formal groups.</td>
<td>19. Provide consulting activities in area of expertise.</td>
<td>19. Other similar level contributions as agreed upon by faculty member and supervisor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 4. Field Work/Consultations with Research/Scholarly Component | 14. Serve as an advisor on a student research/honor project. | 15. Teach a research methods or related course. |
| 4.1. Peer review activity, e.g., referee | 16. Teach a research methods or related course. | 16. Contribute to an effort to acquire and disseminate research materials as part of the University curriculum. |
| 4.2. Review boards for grant activity | 17. Create and/or lead an effort to acquire and disseminate research materials as part of the University curriculum. | 17. Mentor junior faculty on research activities and related efforts. |
| 4.3. Editorial boards for publications | 18. Contribute to an effort to acquire and disseminate research materials as part of the University curriculum. | 18. Provide consulting activities in area of expertise. |
| 4.4. Evaluation of other faculty for promotion, etc. | 19. Provide consulting activities in area of expertise. | 19. Other similar level contributions as agreed upon by faculty member and supervisor. |

| 5. Personal Development/Creative Activities with Research Implications | 14. Serve as an advisor on a student research/honor project. | 15. Teach a research methods or related course. |
| 5.1. Workshops or seminars or camps attended | 16. Teach a research methods or related course. | 16. Contribute to an effort to acquire and disseminate research materials as part of the University curriculum. |
| 5.2. Relevant travel | 17. Create and/or lead an effort to acquire and disseminate research materials as part of the University curriculum. | 17. Mentor junior faculty on research activities and related efforts. |
| | 18. Contribute to an effort to acquire and disseminate research materials as part of the University curriculum. | 18. Provide consulting activities in area of expertise. |
| | 19. Provide consulting activities in area of expertise. | 19. Other similar level contributions as agreed upon by faculty member and supervisor. |
SECTION 4: INSTITUTIONAL INVOLVEMENT
(Service to the Academic Program and to the University Evaluation Weight: (5% to 25%)

**Service to the University Community** reflects a commitment to the University and its mission. It includes, but is not limited to, service on University boards and committees and participation in the co-curricular life of the University when reasonable in light of teaching responsibilities. All faculty members should be involved in this process.

**Exceptional Performance**
There is evidence that service has been performed that is well above the level expected by faculty in terms of faculty rank, including, but not limited to, professional contributions to one’s academic field, to departmental policies and practices, to university boards and committees, and/or to marketing the university and its programs. These activities are of an exceptionally high quality, meriting national or widespread recognition, and/or contributing substantially to the well-being of the university. Evidence includes extensive continuing time and effort.

**Professional-level**
There is evidence that service has been performed that is above or at the level expected by faculty in terms of faculty rank, including, but not limited to, professional contributions to one’s academic field, to departmental policies and practices, to university boards and committees, and/or to marketing the university and its programs. Evidence includes expected time and effort committed to service.

**Improvement Needed**
There is evidence that limited service has been performed, below the level expected by faculty in terms of faculty rank. The faculty member interacts minimally with the field and some opportunities to provide service have been rejected. Evidence includes limited time and effort associated with service.

**Unprofessional Performance**
There is little or no evidence that service has been performed. Opportunities to provide service have been rejected.
<table>
<thead>
<tr>
<th>Element</th>
<th>Exceptional Performance</th>
<th>Professional Level Performance</th>
<th>Improvement Needed</th>
<th>Unprofessional Performance</th>
</tr>
</thead>
</table>
| 1. Academic Service  
1.1. Attendance at departmental and faculty meetings  
1.2. Member on campus-wide committees or boards.  
1.3. Represent department on committees or groups external to Pfeiffer University  
1.4. Represent department or program in student open houses and accepted student days  
1.5. Offer writing-intensive courses within the department’s majors.  
2.1. Sponsor departmental or program events  
2.2. Bring speakers to campus  
2.3. Serve as adviser to a discipline-specific student organization  
2.4. Serve as a sponsor for department or program student activities  
3. Acquiring and maintaining | Faculty member meets professional level performance requirements and also 2 or more of the following service activities:  
1. Chairs a university board or committee  
2. Directs a campus event  
3. Leads a faculty development program or workshop  
4. Holds responsibility for maintaining special collections  
5. Provides leadership role in departmental or university institutional studies and reports  
6. Serves as a regional/state/national leader to a discipline-specific student organization  
7. Develops writing-intensive courses as outlined by the Writing Across the Curriculum Committee. | Faculty member meets minimum job requirements and also 2 of the following service activities:  
1. Participates actively on a university board or committee  
2. Involved actively in campus recruiting activities  
3. Sponsors 2 or more guest speakers on campus  
4. Acquires and/or maintain materials for special collections  
5. Contributes to departmental or program institutional studies and reports  
6. Serves as an advisor to a discipline-specific | Faculty member meets minimum job requirements only:  
1. Attends school, departmental, and all-faculty meetings  
2. Provides accreditation data when asked | Little or no evidence of institutional involvement indicated. |
<table>
<thead>
<tr>
<th>materials for special collections</th>
<th>upon by faculty member and supervisor</th>
<th>student organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Data Analysis</td>
<td>4.1 Gathering, analyzing, formulating information relevant to accreditation and/or institutional effectiveness</td>
<td>7. Serves as a sponsor for a student activity</td>
</tr>
<tr>
<td></td>
<td>4.2 Writing departmental reports</td>
<td>8. Other similar level contributions as agreed upon by faculty member and supervisor</td>
</tr>
</tbody>
</table>
SECTION 5: SERVICE TO THE COMMUNITY
Evaluation Weight: (5% to 25%)

**Service to the Community** may include activities involving the University and the community or community activities entered into as a result of one's own interest. These activities, to be of value to the University, must go beyond organizational membership only and include active and substantive involvement and service.

**Exceptional Performance**
There is evidence that service has been performed that is well above the level expected by faculty in terms of faculty rank, including, but not limited to, contributions of time and talent to professional organizations, other schools (K-12 or post-secondary), non-profit organizations, and/or the community at large. These activities are of an exceptionally high quality, meriting recognition. Evidence includes extensive continuing time and effort.

**Professional-level**
There is evidence that service has been performed that is above or at the level expected by faculty in terms of faculty rank, including, but not limited to, contributions of time and talent to professional organizations, other schools (K-12 or post-secondary), non-profit organizations, and/or the community at large. Evidence includes substantial time and effort committed to service.

**Improvement Needed**
There is evidence that limited service has been performed, below the level expected by faculty given our focus on servant-leadership. The faculty member interacts minimally with the community and some opportunities to provide service have been rejected. Evidence includes limited time and effort associated with service.

**Unprofessional Performance**
There is little or no evidence that service has been performed. Opportunities to provide service have been rejected.

<table>
<thead>
<tr>
<th>Element</th>
<th>Exceptional Performance</th>
<th>Professional Level Performance</th>
<th>Improvement Needed</th>
<th>Unprofessional Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Involvement in community service in one’s area of expertise</td>
<td>Faculty member meets professional level expectations and 2 or more of the following: 1. provides significant collaboration</td>
<td>Faculty member meets minimal expectations and also 2 or more of the following: 1. collaborates</td>
<td>Faculty member meets minimal expectations of a member of a community: 1. maintains membership in a</td>
<td>Little or no evidence of community involvement indicated.</td>
</tr>
<tr>
<td>1.2 pro bono consultation with community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organizations</td>
<td>consultation with K-12 school teachers, non-profit organizations, civic organizations, etc.</td>
<td>school teachers, non-profit organizations, civic organizations, etc.</td>
<td>civic, church, or service organization</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1.2 judge contest in area of expertise</td>
<td>2. holds leadership role in a civic, church, or service organization</td>
<td>2. judges contest in area of expertise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. involvement in community civic service</td>
<td>3. provides 50+ hours annually as a community volunteer</td>
<td>3. Is an active member of a civic, church, or service organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 active membership in civic or service club</td>
<td>4. Other similar level contributions as agreed upon by faculty member and supervisor</td>
<td>4. provides 20+ hours annually as a community volunteer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 serve on board of non-profit organization</td>
<td></td>
<td>5. Other similar level contributions as agreed upon by faculty member and supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 volunteer in community programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Substantive Change Prospectus
The following section of the Pfeiffer University Handbook is under revision.
August 6, 2021

Name of the Institution: Pfeiffer University

Nature of the Substantive Change:

Date:

By signing below, we attest to the following:

1. That Pfeiffer University has attached a complete and accurate overview of the proposed Substantive Change
2. That Pfeiffer University has provided complete and accurate disclosure of timely information regarding compliance with the selected sections of the Principles of Accreditation affected by the Substantive Change.

Name and Signature of the President:

Name and Signature of the Accreditation Liaison:

COC Staff Member Assigned to the Institution:

Part I. Overview
Part II. Impact of the Proposed Expansion on Selected Requirements in the Principles of Accreditation

A. Section 1: The Principle of Integrity

B. Section 2: Core Requirements
   2.4 Institutional Mission
   Pfeiffer University is committed to providing accessible programs of study for both traditional and non-traditional adult learners. The mission statement affirms: “Pfeiffer University is a comprehensive church-related university, with multiple campuses and delivery systems, committed to excellence, service, and scholarship.”

   2.5 Institutional Effectiveness
   The institution engages in ongoing, integrated, and institution-wide research-based planning.

   2.7.1 Program Length
   2.7.2 Program Content

2.8 Faculty

2.9 Learning Resources and Services

2.10 Student Support Services

2.11 Financial Resources

2.11.2 Physical Resources

C. Section 3 Comprehensive Standards
   3.2.8 Qualified Administrative/Academic Officers

   3.3.1 Institutional Effectiveness

   3.4.1 Academic Program Approval

   3.4.3 Admissions Policies
   3.4.6 Practices for Awarding Credit
3.4.9. Academic Support Services

3.4.12 Technology Use
All faculty and students have Pfeiffer email accounts, making faculty readily accessible. All Pfeiffer University students are required to use their assigned Pfeiffer University email accounts to regularly check for communications from the University and instructors, as well as to communicate with faculty.

All faculty may supplement their course with materials and processes using Blackboard. All students enrolled in a course have access to Blackboard.

3.6.1 Post-Baccalaureate Program Rigor

3.6.2 Graduate Curriculum

3.6.3 Institutional Credits for a Graduate or Post-Baccalaureate Professional Degree

3.6.4 Post-Baccalaureate Program Requirements

3.7.1 Qualifications of Faculty

3.7.2 Faculty Evaluation

3.8.2 Instruction of Library Use

3.9.2 Student Records

3.13.1 Policy Compliance

3.14.1 Policy Compliance

D. Section 4: Federal Requirement

4.1 Student Achievement

4.4 Publication of Policies
Pfeiffer University makes available to students and the public current academic calendars, grading policies, and refund policies through information provided in the catalog. (The School of Graduate Studies and the School of Adult Studies Catalog) and on the University website (www.pfeiffer.edu).
4.5 Student Complaints
Pfeiffer University provides for addressing written student complaints according to the procedure specified in *The Student Handbook* (at my.pfeiffer). See Grade Appeals in the *Undergraduate Catalog* and the *Graduate/Adult Studies Catalog* for policies related to grade complaints. The Judicial System provides for procedures for addressing other formal complaints.

*The Student Handbook* (at my.pfeiffer) also has a listing of offices, persons or positions, and phone numbers for persons responsible for different aspects of university life. Written or verbal complaints made by students to the person of the office listed are addressed by the person or office listed.

Pfeiffer University participates in Campus Conduct Hotline, a confidential program for reporting complaints related to sensitive matters.

4.6 Recruitment Materials and Presentations

4.7 Title IV Program Responsibilities
The following section of the Pfeiffer University Handbook is under review. The Committee will continue to update and revise this section throughout the academic year, adding changes to the official copy of the Handbook as the committee makes the revisions.

“The Family Educational Rights Privacy Act”

Registrar’s Office Guidelines for FERPA Compliance

(Revised August 11, 2015)

Office of the Registrar
Pfeiffer University
Robin W. Listerman, Registrar
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Preface

The following document has been prepared for Pfeiffer University by the Registrar as a means to assist you in the knowledge and compliance of the “Family Educational Rights and Privacy Act of 1974” (also known as FERPA.) The guidelines have been updated to reflect changes under the Salomon and The Patriot Acts, and the 2009 and 2012 amendments. The guidelines are based directly on the FERPA act and on the official interpretation by the American Association of Collegiate Registrars and Admissions Officers of FERPA. These guidelines do not presume to be exhaustive, but to provide staff with the most common occurrences when it comes to the release of academic/student identifiable information. Of course, nothing will ever substitute good judgment when it comes to privacy matters. Always follow your instincts. If you feel that someone will use the information to harm student in any way or for unlawful purposes, do not disclose any information, and instead refer the person to the Registrar. As always, the Registrar and the Registrar’s staff are available to support you. Do not hesitate to use our resources.
- Protecting Students’ Privacy Rights

Students have the right to view their own records (with certain exceptions, i.e. some letters of recommendation) after showing proper identification. A valid Pfeiffer identification card or a driver’s license are appropriate forms of identification. A student does not have the right to view other students’ records, including class schedules and grade rosters, without proper permission. An exception here is made for students working on behalf of some student organizations to which other students have applied for admission, such as honor societies; and student workers working on behalf of the University under appropriate supervision. These students may be able to see records or information on a “need to know” basis, in other words, they can see only what they must in order to perform their job duties. Any students with access to other students’ information must be required by their supervisors to sign a form agreeing to comply with FERPA.

- Information which may be released to a third party (Directory Information)

Absent the written consent of the student or a student’s request to withhold Directory Information, the University may disclose to third parties, including other students, information classified as Directory Information.

At Pfeiffer University Directory Information includes:

- Student’s name
- Address and telephone number
- Date and place of birth
- Major field of study
- Class year
- Dates of attendance
- Degrees and awards received
- Enrollment status (active or inactive, part-time or full-time)
- Past and present participation in officially recognized sports and activities
- Height and weight of student athletes
- Most recent academic institution attended
- Names and addresses a student’s parents or guardians.

FERPA states that the University may disclose Directory Information without a student’s written permission, however, there is no obligation on our part to do so. Any person working on behalf of the University, who is asked for Directory Information, must always use discretion. When in doubt, refer the person requesting the information to the Registrar. Please keep reading…

- Restrictions on the disclosure of Directory Information

On a case-by-case basis, students have the right to request that we restrict the release of Directory Information. To restrict the release of Directory Information, a student must make a written request to the Registrar’s Office; forms are available at this office. When a student requests this restriction, Admission or the Registrar’s Office places a “flag” on the student’s record, which will alert the system’s users not to release any of the student’s information. This restriction, however, does not apply to Pfeiffer’s staff with a legitimate academic interest as defined later in this document. Also, students taking on-line courses, agree to share pertinent parts of their directory information with the instructor and other students in the course.
- **Which information shall not be disclosed?**

Information not listed above under *Directory Information* must not be disclosed without the student’s written consent. This includes information on courses, grades, academic standing, withdrawals, suspensions, and days and times of class meetings. Only the Registrar’s Office can disclose information not covered under “Directory Information”. In accordance with the law, we require the student’s written consent. In addition, we have the responsibility to inform the third party (person or entity) receiving student information that they have to agree not to share this information with others.

- **What happens when a student needs to be located on campus because of an emergency?**

Forward the request to the Registrar’s Office or the VP for Student Affairs, or his representative. Never send a parent or other individual to a student’s dorm or classroom. An administrator, campus security officer, or police officer should make every effort to find the student, explain the nature of the emergency and give the student the option to respond.

- **Releasing Directory Information over the telephone or email**

*Directory Information* may be released to others over the phone or email as long as the student does not have a confidentiality flag in the student database (Jenzabar). Many times the release of directory information is to the student’s advantage, for example, a non-profit organization seeking information to award a student a scholarship, or a landlord, or prospective employer verifying enrollment and dates of attendance, etc. However, never give other than *Directory Information* over the phone or email, since there is no way to identify the person asking for it. Anyone needing more information that what is included in our *Directory Information* must come to the Registrar’s office, with a signed release from the student, the Registrar’s Office after checking proper identification, will determine the validity of the release.

**Exceptions** (Yes, there are always exceptions!)

- You may not release a grade over the phone, but you may confirm if a grade change has been processed.
- You may confirm that a withdrawal or add/drop has been processed as long as the student can be specific as to which courses had to be added, dropped, or withdrawn.
- You may discuss the content of a letter sent to a student about his or her record if the student calls in with specific questions about the content of the letter.

- **Disclosure of information to “University officials”**

Students’ consent is not required when the disclosure is to Pfeiffer’s staff members with a legitimate academic interest in the information (see definition below.) If you do not know the employee asking for the information, call the person’s supervisor to confirm that the individual is a Pfeiffer employee; also verify the person’s title.
- Who are “university officials”? 
University officials are those individuals who engage in the instructional, advisory, and administrative functions of the University. School officials also include those Pfeiffer students whom, while performing as officers in officially recognized honor societies or peer advisor groups, require information on particular students to determine the satisfaction of specified eligibility requirements. Also, students’ working for an academic or administrative unit, assuming the inquiry is directly related to their job and that the job is performed under the direct supervision of a school official. Attached to these guidelines you will find a release letter that every student worker or temporary non-teaching employee must sign alerting him or her of their responsibilities under FERPA. Have the student worker or temporary employee sign it and place it in his employment file in your office.

- Legitimate educational interest
A university official has a “legitimate educational interest” under FERPA when she or he requires the student’s educational information “in the course of instructional, supervisory, advisory, and administrative duties at the University.” According to this definition, a professor looking for academic information on his own non-dependent child may not have a legitimate educational interest. (see “Disclosure of Information to Parents” included in these guidelines) Compliance with FERPA goes along with the professional and ethical behavior expected from everyone at Pfeiffer University.

- Who has a legitimate educational interest at Pfeiffer?
As long as the student information is needed “in the course of instructional, supervisory, advisory, and administrative duties at the University”; the President of the University, Provost’s Office, Deans, Program Directors, faculty, and advisors; also personnel in Admissions, Financial Aid, the Office of the Registrar, and the Business Office. Additionally, the VP for Student Affairs, the Learning Center, the Athletic Office, and or entities performing audits or research on their behalf. Other members of the staff and certain students may also have access to the student record under special circumstances; please consult with the Registrar.

- Disclosure of information to parents
Dependent students - Student’s consent is not required to disclose academic information to the parents of a dependent student. The Registrar’s Office may use the information housed in the Financial Aid Office as the source of updated information on “dependency status”. The Registrar’s office considers a student as being a ‘dependent student’, if the student has used his parents’ income as the student’s income source when filing the FAFSA, or if the parents claim the student as a dependent in their IRS forms. To make the disclosure process less tenuous, at Pfeiffer, dependent students may sign a FERPA release form, giving their parents’ consent to access their academic records. This form is available to students from the Registrars’ Office. In the case of students with no financial aid, we use the following criteria to define students as non-dependent: students 24 years old or older.
veterans, orphans or wards of the court, married, students with dependents of their own, and graduate students.

Although parents of dependent students have the right to access their children’s academic record, only directory information can be disclosed to parents over email or the phone. Refer all parental inquiries about academic records (other than directory information) to the Registrar. When information is requested in person, it is necessary to establish that the person making the request is indeed the parent of the student. A form of identification, such as a driver’s license, is necessary before allowing a parent of a dependent student to view a student’s record. Parents of dependent students have the right to request a copy of their child’s record for their review. **Parents do not have the right to request a copy of the transcript for a third party since only the student can authorize the release of a transcript to a third party.** Parents with a written authorization from the student can act on their behalf in requesting a transcript for a third-party.

- **Disclosure of information to other higher education institutions**
  The student consent is not required when disclosing information to officials of other schools or school systems in which the student intends to enroll, however, at Pfeiffer, we ask all students to request and pay for transcripts going out to third parties, including other schools. Unless the student initiates the disclosure, the University shall attempt to notify the student, of records released to another school. Upon request, the University shall provide the student with a copy of the educational record that will be transferred and give the student an opportunity to challenge the content of the record. **Only the Registrar’s Office** can disclose official information about academic records.

- **Disclosure of information to Federal and State Officials**
  The student’s consent is not required for disclosure to certain officials following their statutory purposes:
  - The Comptroller General of the United States
  - The Secretary of the U.S. Department of Education
  - State Educational Authorities
  In addition, student identifiable information may be disclosed to:
  - Any party legitimately connected with a student’s application for financial aid.
  - Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering prediction tests, administering student aid programs, and improving instruction.
  - Accrediting institutions for carrying out their accrediting functions.
  Refer these or other organizations to the Registrar’s Office for verification and official information.
- Disclosure to Law Enforcement Individuals or Agencies
The student’s consent or a court order is **required** for information sought by local or state law enforcement, and other federal and state agencies. Always refer members of law enforcement to the Registrar’s Office.

**Exception:** Under the “Patriot Act” created by the US Congress after the incidents of 9/11/2001, investigative agencies such as the FBI or CIA may have access to students’ records without the students’ consent. However, even in these cases the Registrar will try to secure a court order before the requested information is released. The **INS** is legally entitled to non-directory information of foreign students on study visas. The Registrar is responsible for the disclosure of student information to law enforcement entities.

- The Solomon Act
The Solomon Act requires all Title IV (FA recipients) institutions to allow students to participate in ROTC programs and allow military recruiters to obtain information about students, or to visit the campus to recruit students. Although the issue of official transcripts is not covered under the law, as long as the recruiter brings a signed release from the student, and as long as the student has no financial obligations with Pfeiffer, the Registrar’s Office will release the transcript. In the case of students with financial obligations with Pfeiffer; no information will be released until the student clears the debt. The University reserves the right to charge for transcripts issued to the military after the student has consented to its release.

- Complains for a violation of FERPA rights
Any person can file a complaint for a violation of FERPA rights with the Department of Education. The Department of Education may investigate the complaint even if the complaint is withdrawn or when formal complaint is not filed by the affected student. Following the law, as well as the policies and procedures of the University, will keep everyone protected from legal actions against them as individuals, and against the University. Remember that the Registrar’s Office is here to assist everyone with the compliance of this law.

- 2012 FERPA Amendments
The most recent amendments to FERPA were established with the intent to improve educational programs, to ensure that limited funds are invested effectively, to discard unsuccessful practices, to increase accountability and transparency and to contribute to a culture of innovation and continuous improvement in education. For these purposes the 2012 amendments allow for the disclosure of academic information to the State for the purpose of audits and studies and extend the re-disclosure authority to entities conducting audits or studies. The amendments also allow for the collections of personally identifiable information about students at all educational levels, for the purpose of evaluating the effectiveness of educational programs.
References:


For more information on FERPA please see the Office of the Registrar


Students’ Privacy Rights

Under “The Family Educational Rights Privacy Act” (FERPA) of 1974, students have the right to view their own academic records (with certain exceptions, i.e. some letters of recommendation) after showing proper identification. A valid Pfeiffer identification card or a driver’s license, are appropriate forms of identification. A student does not have the right to view other students’ records, including class schedules and grade rosters, without proper permission. An exception is made for students working on behalf of some student organizations to which other students have applied for admission, such as honor societies; and student workers working on behalf of the University under appropriate supervision.

FERPA divides academic information in two areas: Directory Information and Non-Directory Information. Directory Information may be disclosed by the University to anyone without the students’ permission. However, individual students may ask the University not to release their Directory Information (more information below).

**Directory Information** includes:
- Student’s name
- Address and telephone number
- Date and place of birth
- Major field of study
- Class year
- Dates of attendance
- Degrees and awards received
- Enrollment status (active or inactive, part-time or full-time)
- Past and present participation in officially recognized sports and activities
- Height and weight of student athletes
- Most recent academic institution attended
- Names and addresses a student’s parents or guardians.

Directory information is useful to people who need student information for a variety of reasons: job interviews, housing, scholarships, athletic recruitment, etc.

**Restrictions on the disclosure of Directory Information**

On a case-by-case basis, students have the right to request that the University restrict the release of their Directory Information for one term. To restrict the release of Directory Information a student must make a written request to the Registrar’s Office; forms are available at this office. When a student requests this restriction, the Registrar’s Office places a “flag” on the student’s record. This flag alerts the system’s users not to release any of the student’s information. This restriction however, does not apply to Pfeiffer’s faculty staff with a legitimate academic interest as defined by the law.

Which academic information cannot be disclosed without the student’s written permission?

Information that must not be disclosed without the student’s written consent includes information on courses, grades, academic status, withdrawals, suspensions, and days and times of class meetings (see the exception for dependent students below). It is because of these restrictions that all requests for student transcripts must be done on-line at: http://www.studentclearinghouse.com/ then click on: Order-Track-Verify.

Dependent Students

Students that depend on their parents financially and use their parents’ information to file their FASFA are considered “dependent students”, and under FERPA their parents have the right to view their grades and other academic records. However, to make this disclosure process easier and understood by all parties, Pfeiffer University asks dependent students to sign a Consent Form, giving their parents’ permission to view their academic and potentially, other student information. Consent Forms are available from the Registrar’s Office.

IMPORTANT: Existing federal and state laws (not FERPA) protect health and other non-academic records. Dependent students, who would like their parents to have access to this non-academic information, may do so by checking the appropriate boxes in the “Consent Form”.

For questions about FERPA, and/or the Consent Form contact: Robin Listerman, Registrar by phone (704) 463-3164 or by email at: robin.listerman@pfeiffer.edu. For more information about FERPA, go to the Federal Department of Education website: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
Release of FERPA-Protected Information via Electronic Mail

By granting this permission you not only grant the University permission to deliver FERPA-protected information via your Pfeiffer University electronic mail account, you also agree that you understand that privacy of personal electronic mail communications is not assured and that you will not hold Pfeiffer University liable for loss of privacy in such communications.

I, ________________________, hereby grant Pfeiffer University faculty/staff employee ________________________ permission to send information protected by the Family Education Rights and Privacy Act (FERPA) to me via university electronic mail. I understand that the aforementioned faculty/staff member will only send such information to my.pfeiffer University electronic mail address. I further understand that privacy of electronic mail is not assured and that I will not hold Pfeiffer University liable for loss of privacy in such communications.

X ________________________
4.9 Letters to students in violation of SAP (Added December 11, 2012)

4.9.1 Academic Probation Letter – Status A1

Pfeiffer University Office
of the Registrar
Phone: (704) 463-3164
Fax: (704) 463-0308

Date:

Student’s name
Address

Dear:

At the closing of the Fall semester of 20__ and after a semester on Academic Warning, your Grade Point Average (GPA) is below the GPA required by Pfeiffer University to remain in good academic standing per the Undergraduate Academic Standing Scale contained in the enclosed policy. As a consequence, you have been placed on “Academic Probation” for the following two semesters. Since this probationary status* is the direct result of poor academic performance, there is no appeal from this designation. To remain an enrolled student at Pfeiffer University, you must agree to follow an “Academic Study Plan” for the next two semesters. In addition to being on “Academic Probation”, your financial aid has been cancelled. You have the right to submit a letter appealing the reinstatement of your financial aid, to the Financial Assistance Office.

For more information about Financial Aid appeals, read the policy included with this letter. You may also contact the Financial Assistance Office at (704) 463-3045.

If you need further academic information, please contact Dr. Daniel Mynatt, VP for Academic Affairs and Provost at (704) 463-3112 or daniel.mynatt@pfeiffer.edu

*A complete version of the Satisfactory Academic Progress Policy (SAP) is included with this letter.

Sincerely,

Robin W. Listerman
Registrar

Copy: Advisor, Student file
Ls/reviewed12/13/2011
Dear:

At the closing of the Fall semester of 20__ and after a semester on Academic Probation, your Grade Point Average (GPA) is still below the GPA required by Pfeiffer University to remain in good academic standing per the Undergraduate Academic Standing Scale contained in the enclosed policy. As a consequence, you have been placed on “Continued Academic Probation” for the following semester. Make sure that you continue to work on your Academic Plan and take advantage of the resources that the University offers to assist you in reaching your academic goals. If you fail to meet the conditions of your plan and achieve the required GPA, you will be placed on a one semester academic suspension.

Remember that you must again submit a letter appealing the reinstatement of your financial aid, to the Financial Assistance Office.

For more information about Financial Aid appeals, read the policy included with this letter. You may also contact the Financial Assistance Office at (704)463-3045.

If you need further academic information, please contact Dr. Daniel Mynatt, VP for Academic Affairs and Provost at (704) 463-3112 or daniel.mynatt@pfeiffer.edu

*A complete version of the Satisfactory Academic Progress Policy (SAP) is included with this letter.

Sincerely,
Robin W. Listerman
Registrar

Copy: Advisor, Student file
Ls/reviewed12/13/2011
At the closing of the Fall semester of 20__, your Grade Point Average (GPA) is below the GPA required by Pfeiffer University to remain in good academic standing per the Undergraduate Academic Standing Scale contained in the enclosed policy. As a consequence, your academic standing for the Spring of 2012 will be that of Academic Warning*. Although still making progress towards their degree, students on Academic Warning are in danger of further academic difficulties which may delay their graduation and cause the cancellation of their Federal Financial Aid. As a student on academic warning, you are encouraged to meet frequently with your Academic Advisor, and to tap into the University’s academic support services that will assist you to improve your GPA. At the end of the Spring 2012 semester your academic performance will be evaluated again.

If you need further academic information, please contact Dr. Daniel Mynatt, VP for Academic Affairs and Provost at (704) 463-3112 or daniel.mynatt@pfeiffer.edu

*A complete version of the Satisfactory Academic Progress Policy (SAP) is included with this letter.

Sincerely,
Robin Listerman
Registrar

*Copy: Advisor, Student file
Ls/reviewed12/13/2011
4.9.4 Academic Suspension Letter-S1

Pfeiffer University Office of the Registrar
Phone: (704) 463-3164
Fax:(704) 463-0308

Date:

Student’s name
Address

Dear:

After two semesters on Academic Probation, at the closing of the Fall semester, your Grade Point Average (GPA) is still below the GPA required by Pfeiffer University to remain in good academic standing (please see the policy included with this letter), as a consequence, you are now on Academic Suspension for the Spring of 20__.

Since this is your first suspension you may appeal for re-instatement, you may also appeal the re-instatement of you Financial Aid. For this, you must write letters of appeal separately to the Provost Office and to the Office of Financial Assistance. If the appeal is not awarded, you will not be able to attend classes for one semester. Completed the semester suspension, you may again register for classes. If you are out of the University for more than one semester, you must file for readmission. Re-admission is at the discretion of the Registrar. Upon re-admission, your academic standing will be that of AP with two semesters to attain the GPA required in the Undergraduate Academic Standing Scale (please see the policy included with this letter). Returning students must have an Academic Plan prepared by their advisor.

If the appeal is awarded, your standing will be that of AP with two semesters to attain the GPA required in the Undergraduate Academic Standing Scale. Students in this situation must have their Academic Plan revised by their advisor. Students’ who are suspended for a second time(S-2) due to lack of compliance with SAP will be dismissed from the University.

If you need further academic information, please contact Dr. Daniel Mynatt, VP for Academic Affairs and Provost at (704) 463-3112 or daniel.mynatt@pfeiffer.edu
Sincerely,

Robin W. Listerman
Registrar

Copy: Advisor, Student file
Ls/reviewed12/13/2011
Academic Dismissal Letter

Date

Dear:

It is with regret that I must inform you that you have been dismissed from Pfeiffer University, due to the lack of academic progress. Following a recent academic suspension and later readmission to the University your overall Grade Point Average (GPA) is still below the GPA required by the University’s standard to remain in good academic standing*. When students consistently fail to improve their GPA despite their own best efforts and those of the University, they also stop making progress towards their degree completion. Since the ultimate goal of any student is to obtain a degree, it is in your best interest to reconsider your career path and goals, perhaps at another institution.

If you need further academic information, please contact Dr. Daniel Mynatt, VP for Academic Affairs and Provost at (704) 463-3112 or daniel.mynatt@pfeiffer.edu

*A complete version of the Satisfactory Academic Progress Policy (SAP) is included with this letter.

Sincerely,

Robin Listerman
Registrar

Copy: Advisor, Student file
Ls/reviewed 12/13/2011
4.10 SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress (SAP) towards Pfeiffer University degree will be determined by the Office of the Registrar at the end of every semester based on students' qualitative and quantitative progress at Pfeiffer.

- Qualitative progress is based on-grade point average or GPA
- Quantitative progress refers to time or credits attempted per the Undergraduate Academic Standing Scale below.

Note:

When a student changes majors, all of the courses in the previous major will also be included in the student's SAP calculation.

Students' academic standings are: Good Standing, Warning, Probation, Suspension, or Dismissal Status. Each standing is defined below. Academic standing notations apply to the following term.

Good Standing is defined as progressing towards graduation with a GPA of 2.0 or greater, or at or above the level indicated in the Undergraduate Academic Standing Scale. Financial assistance continues for a student in this status.

Academic Warning (AW) is defined as progressing towards graduation with an overall GPA that is below the Undergraduate Academic Standing Scale. Financial Assistance will be granted for one semester during which a student is on academic warning.

Academic Probation (AP) is given to students who after one term on Academic Warning are not making satisfactory progress towards graduation per the Undergraduate Academic Standing Scale. An academic probation period consists of two academic terms: 1- Academic Probation (A1) and 2- Second term of Academic Probation (A2) Students with AP status must agree to follow an Academic Plan to avoid academic suspension. Please refer to the Academic Progress policy. Students on academic probation must write a letter of appeal to the Office of Financial Aid. Please refer to the Probation appeals process procedures.

*Academic Suspension
Students who fail to meet their Academic Plan and improve their GPA to at least the level indicated in the Undergraduate Academic Standing Scale will be placed on Academic Suspension. Academic Suspension is limited to one in the student's career.

Academic Dismissal
An Academic Dismissal is a permanent and irrevocable suspension from the University.
### Undergraduate Academic Standing Scale

<table>
<thead>
<tr>
<th>Hours Attempted**</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.30</td>
</tr>
<tr>
<td>16-31</td>
<td>1.50</td>
</tr>
<tr>
<td>32-47</td>
<td>1.75</td>
</tr>
<tr>
<td>48-60</td>
<td>1.99</td>
</tr>
<tr>
<td>61+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Hours Attempted = Non-Activity Hours attempted at Pfeiffer plus hours of transfer credit accepted towards the student’s program.

### Probation Appeals Process

Students on academic probation are automatically suspended from Financial Aid. The appeals process for students on Academic Probation/Continued Probation is necessary only for Financial Aid purposes. The "Academic Probation" standing will remain in a student's record even if the FA appeal has been granted. A letter of appeal must be written and as much supporting documentation as possible shall be provided (letters from faculty, academic plan, a letter from minister or counselor, etc…) to the Office of Financial Aid. The appeal letter must include why the student failed to make satisfactory academic progress and what will change/has changed in the student's situation that will allow him/her to meet SAP at the next evaluation. The appeal form is located on the financial aid page at www.pfeiffer.edu. For each semester the student is given academic probation, the student must complete the appeals process.

### Suspension Appeals Process

Students facing their first academic suspension, have the right to appeal the suspension. A Suspension Appeal, when granted, brings about an extension of student's Academic Probation/Continued Probation standing. For a student's appeal to be considered the student should have a mathematical chance that the GPA will raise to meet the Undergraduate Academic Standing Scale during an additional probationary period (two semesters). Students appealing their first suspension, or readmitting after a semester of suspension, must write letters of appeal separately to the Provost Office and to the Office of Financial Assistance.

The suspension appeals will be granted only if one or more of the following conditions exist:

- Death of a student's close member in the family (parents, grandparents, children, close friend, or spouse).
- Serious illness of the student or a close family member that can be documented
- Other mitigating circumstances on a case by case basis

Separate committees will evaluate all Academic and Financial Aid suspension appeals. An awarding of an academic appeal does not guarantee financial aid reinstatement.
4.11 GRADE POINT AVERAGE COMPUTATION
(revised February 5, 2013)

A student’s academic average (commonly called “GPA,” for Grade Point Average) is computed on a 4.0 scale as follows:

<table>
<thead>
<tr>
<th>Letter Grade:</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>F</th>
<th>WF</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Pts. Per Semester Hr.:</td>
<td>4.0</td>
<td>3.7</td>
<td>3.3</td>
<td>3.0</td>
<td>2.7</td>
<td>2.3</td>
<td>2.0</td>
<td>1.7</td>
<td>1.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The GPA is used for such matters as determining academic eligibility, graduation with honors, Dean’s List, etc. It is also a figure that is often of interest to graduate/professional schools and future employers.

**Only work attempted at Pfeiffer University is used in calculating the GPA.**

In addition to all other requirements, a student must have earned a cumulative average in his/her academic program of at least 2.0 to be eligible to receive an undergraduate degree from Pfeiffer University at Charlotte.

To calculate the GPA, the credit hours for each course are multiplied by the quality points awarded for each grade. The total quality points earned are then divided by the total credit hours attempted.

**SAMPLE**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HOURS ATTEMPTED</th>
<th>HOURS</th>
<th>GRADE</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course A</td>
<td>4</td>
<td>4</td>
<td>B+</td>
<td>13.2</td>
</tr>
<tr>
<td>Course B</td>
<td>3</td>
<td>3</td>
<td>C-</td>
<td>5.1</td>
</tr>
<tr>
<td>Course C</td>
<td>(3)*</td>
<td>-</td>
<td>W*</td>
<td>-</td>
</tr>
<tr>
<td>Course D</td>
<td>3</td>
<td>0</td>
<td>WF</td>
<td>0.0</td>
</tr>
<tr>
<td>Course E</td>
<td>2</td>
<td>2</td>
<td>A-</td>
<td>7.4</td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
<td>---</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>TOTALS</td>
<td>12</td>
<td>9</td>
<td>25.7</td>
<td></td>
</tr>
</tbody>
</table>

$$25.7 \div 12 = 2.142 \text{ GPA}$$

* Marks of W, WP, IP and X are not calculated in the GPA, nor are hours attempted charged. Marks of WF, AW, and I are calculated as F in the GPA.
4.12 Credit for Prior Learning Policy

(Added March 30, 2014)

Pfeiffer currently accepts credit for learning demonstrated by the following:

- **American Council on Education (ACE) Guides for Military Training**—Published credit recommendations for formal instructional programs offered by the military.
- **College Level Examination Program (CLEP) Exams**—Tests of college material offered by the College Board.
- **DSST Credit by Exam Program**—Formerly known as the DANTES Program tests knowledge of both lower-level and upper-level college material through 38 exams
- **Challenge Exams**—tests developed by departments to verify learning achievement.

### 1.1 PORTFOLIO – DOCUMENTED LEARNING

**INTRODUCTION**

Portfolio is a method by which students may earn academic credit for college-level learning completed outside of the traditional classroom setting. Although the ideal learning environment is a classroom setting, learning may occur through videos, online distance learning, computerized visual aids, or other learning settings. Portfolio is designed to assist adult learners in attaining their academic and career goals by validating their professional competencies. Credit is granted for college-level learning and not for the experience alone. Credit is not awarded for duplicating previous or future coursework. Pfeiffer adheres to CAEL’s Ten Standards of Assessment for PLA.

### 1.2 Portfolio Categories

Students may petition for credit through portfolio in five categories: Professional Courses, Professionally Accredited Colleges and Schools, Licenses and Certifications, Language Proficiencies, and Life Learning Essays. Students may petition in one category or combination of any or all categories.

### 1.3 Professional Courses

Professional Courses are courses students may have completed individually or through an employer. If a number of courses were taken in a specific subject area the courses may be combined to optimize the amount of credit awarded. The following are types of professional courses which qualify through portfolio:

- Workshops
- Conferences
• Seminars
• Training meetings/In-services
• Courses completed through a college’s school of continuing education
• Classroom teacher’s aide experience

1.4 Professional Colleges and Schools

Professional Colleges and Schools are schools which are not regionally accredited. If students can obtain three letters of articulation from said school credit may be awarded. If students can obtain these letters they are encouraged to contact their academic advisor for more guidance. Generally, courses from regionally accredited schools transfer directly into a student’s program at Pfeiffer with a grade of “C” or better. If a course is presented on a transcript from a regionally accredited school, but the course does not transfer, it cannot be submitted through portfolio. The following are types of professional colleges and schools which qualify through portfolio:

• Colleges and schools which are not regionally accredited
• Community colleges offering courses through their school of continuing education
• Professional colleges and schools accredited through an accreditation body other than one which is regionally accredited.

1.5 Licenses and Certifications

Licenses and Certifications allow a student to carry out a task or duty which the student would otherwise not be allowed to perform. The following are some of the types of licenses and certifications that may qualify through portfolio:

• Real estate license
• Aviation certificates
• Stockbroker licenses
• Nursing assistant certification
• Computer certifications
• Engineering certificates

Certificates received at the completion of a course or seminar should not be confused with certification or license a person is granted in order to perform a certain task or duty. Licenses and certifications are normally required to perform a job, task, or duty. Several licenses and certifications have been reviewed and are included in the list of Pre-Assessed Licenses and Certifications as recommended by ACE. (Found [here](#))
1.6 Language Proficiency

The Language Proficiency category is provided for students who are proficient in a foreign language. Credit will not be awarded to students who have previously transferred the same foreign language credit from regionally accredited schools or CLEP tests. Students with fluency in Spanish, French and/or German should consult with their advisors regarding the appropriate CLEP test. Documentation should verify oral proficiency and reading and writing skills. Sign language does not qualify in this category. However formal courses/classroom hours to learn sign language may be submitted under the Professional Courses category.

1.7 Life Learning Essays

Life learning essays focus on career or personal experiences that involve learning objectives.

A total of thirty (30 semester hours may be earned through any combination of credit by challenge exams, national standardized examinations, ACE credits, and PLA by portfolio.

2.1 Documentation

PLA Portfolio Development

If prospective students have other learning experiences not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by portfolio. Students will then be advised to sign up for the Prior Learning Assessment course (CPL 2000. This course is the method by which students will develop documentation for the courses for which they hope to earn PLA credit. The Prior Learning Assessment course is a two-credit hour course offered online. In this course, students will learn how to develop the appropriate documentation sets for the classes for which they wish to seek credit. By the end of the course, they should have materials ready to submit to the review committee.

Three areas must be documented for each professional course:

- Content
- Hours
- Verification of completion

2.2 Content

Each course submitted must include a course description. The description can come from:

- A flier
- A school catalog
• A table of contents from the curriculum used
• A copy of the syllabus
• A letter from an employer or trainer

2.3 Hours

Hours are necessary to determine the number of credits a student will receive for each course or certificate completed. Credit is calculated as follows:

• 20 classroom hours = 1 semester hour of credit
• 2 continuing education units = 1 semester hour of credit
• 30 lab hours = 1 semester hour of credit
• 30 classroom teacher’s aide experience hours = 1 semester hour of credit

A certificate of completion or classroom hour verification referring to units of measure other than continuing education units will be treated as classroom hours.

One of the following verifications of classroom hours is needed for each course:

• A signed certificate of completion that specifies classroom hours, lab hours, or continuing education units.
• An official transcript from the institution offering the course that specifies classroom hours, lab hours, or continuing education units.
• A course description from a college catalog or equivalent that specifies classroom hours, lab hours, or continuing education units.
• A Letter of Completion from an employer or sponsoring entity specifying the number of classroom hours, lab hours, or continuing education units.

2.4 Verification of Completion

Any of the following methods may be included in your portfolio to verify a course has been completed:

• A signed certificate of completion
• An official transcript
• A signed Letter of Completion from an employer or trainer

2.5 Letter of Completion

A Letter of Completion may be used as documentation to replace items 2.1, 2.2 and 2.3. Documentation will be considered complete with a signed and dated letter, with each page written on company letterhead from a) the employer with which a student was employed at the time the classes were taken or b) the trainer or sponsoring entity from which the courses were taken specifying the following:

• Date of course
Name of course
Number of classroom hours, lab hours or continuing education units
A brief description of the course

Letters of Completion must be written in third person with specific reference to the person for whom the training is documented.

2.6 Life Learning Essay Documentation and Hours
Life learning essay documentation may be completed using any of the other forms of documentation. Documentation may also include pictures, videos, certificates, etc.

3.0 LEARNING OUTCOME STATEMENTS
Each student petitioning for portfolio documented learning credit is required to submit a Learning Outcome Statement for each topic area in the portfolio. The Learning Outcome Statements are provided in addition to and separate from other portfolio documentation. The statement must be a minimum of 1 ½ - 2 pages in length per topic, explaining the outcome of the student’s learning. The essay should include:

• What the student learned and how it has been applied in the student's work or personal environment
• What new skills and abilities did the student gain from this training? How has this training helped the student reach his/her goals?
• What practical application or learning does this experience have?
• What insight has the student gained from this experience?
• What are the implications of this learning? What are the positive and negative outcomes?

An example of a Learning Outcome Statement will be provided. One outcome statement may be used to cover a broad range of training if all training applies to one topic. Evaluators are looking for college-level writing and critical thinking skills.

4.0 EVALUATION AND PROCEDURES
Pfeiffer University adheres to the academic standards established by its governing body, the Southern Association of Colleges and Schools (SACS), and guidelines set forth by the Council for Adult and Experiential Learning (CAEL) as the method by which portfolios are evaluated. Procedures established for the evaluation process are in compliance with SACS and CAEL.
4.1. Criteria for Evaluation

The following criteria apply to the portfolio evaluation process:

• Credit should be awarded only for learning and not for experience.
• College credit should be awarded only for college-level learning.
• Credit should be awarded only for learning that shows balance between theory and practical application and is appropriate to the subject.
• Competence levels and credit awarded is made by academic experts and must include appropriate subject matter.
• Credit should be appropriate to the academic context in which it is accepted.
• Student-generated documentation will not be evaluated.

4.2 Evaluators

Portfolios will be submitted to an Evaluation Committee made up of Pfeiffer University faculty chaired by the Dean of Adult Studies. Evaluators adhere to the guidelines established by the Academic Services Office, based on the guidelines developed by the Council for Adult and Experiential Learning (CAEL), the American Council on Education (ACE), and the National College Credit Recommendation Service (National CCRS).

4.3 Awarding of Credit

Evaluators will review the documentation provided to determine authenticity and whether college-level learning has occurred. The Evaluation Committee shall determine whether Credit for Prior Learning (CPL) will be granted and if so, how much. The committee may meet with the student if appropriate and may request assistance of any consultant it considers will be useful for the evaluation.

The Dean of Adult Studies shall transmit the decisions of the committee to the Vice-President for Academic Affairs/Provost, who shall review the portfolio, and the student will be notified by the Registrar’s office regarding the credit awarded and it shall be entered on the official transcript as CPL hours.

The maximum amount of credit awarded through the portfolio process is 30 credits. Elective credit only is awarded.

The Vice-President for Academic Affairs/Provost along with the Dean of Adult Studies shall maintain continuous review of the program to ensure its academic effectiveness.

4.5 Portfolio Assessment Fees

Portfolio processing fees are a flat rate of $200 for assessment and transcription regardless of the number of credits earned.
The processing fee is due at the time the portfolio is submitted.

### 4.6 Submission Dates and Deadlines

Please allow 4 to 6 weeks for the portfolio evaluation process once submitted. It is recommended that portfolios are submitted no later than one year prior to the planned graduation date. This timeline allows for portfolio credit to be awarded in order to avoid unnecessary delays in meeting graduation requirements. Such delays may occur when the number of portfolio credits received is less than expected and additional coursework is required.
Pfeiffer University values and will act to protect truth, honesty, and academic integrity.

As a student of Pfeiffer University, the following expectations for my behavior have been explained to me:

(1) I understand that for any and all work expected of me at the University that “I have neither given nor received any unauthorized help.”

(2) I understand that the expectation of the University is that all of the work which I submit is entirely my own unless otherwise directed.

(3) I understand that I have committed plagiarism in a written assignment unless I specifically provide internal credit (… according to Dr. John Jones, etc.) and formal footnotes or endnotes to give full evidence that I am using words and/or ideas which are not my own.

(4) I understand that any words and/or ideas which I find in print or electronic sources which are not my own are intellectual property of the author who wrote them. Using them without internal credit and formal endnotes or footnotes is stealing and is a violation of the Honor Code.

(5) I understand that violating any of the testing conditions established by my professor through using unauthorized print or electronic information is cheating and is a violation of the Honor Code.

(6) I understand that it is not in my best interest to share any of my credit bearing work for a class with anyone else. Doing so and having the material copied by another person could make me guilty of violating the Honor Code.

(7) I understand that signing in as another person in class, falsifying timesheet for work placements, and falsifying materials for the Cultural Program is a violation of the Honor Code.

(8) **I understand that the punishment for a first offense Honor Code violation is usually to receive a grade of “F” for the semester. Second offenses result in at least one semester of suspension, and third offenses lead to immediate and permanent dismissal from the University**

(9) I understand that helping another person violate the Honor Code is a violation on my part of the Honor code.

(10) I understand that not reporting a violation of the Honor Code is a violation on my part of the Honor Code. I have been informed of my responsibility as a member of the Pfeiffer community for maintaining academic integrity and take full responsibilities for all of my actions and their consequences for the duration of my enrollment at Pfeiffer University.

_________________________________                 _____________________________________
(name, print)               (name, signature)
Roster Verification Process

Fall 2021

All rosters are due by Friday, August 27th by 4:00pm.
(updated August 24, 2021)

As you begin to complete your class roster verification for the fall semester, please keep in mind that this process is critical to ensure: 1) our academic and financial records are accurate, 2) we comply with federal financial aid regulations (specifically Title IV), and 3) students are not held financially responsible for terms that they do not attend.

The process for submitting is described below in the following steps:

1. As the add/drop period has now ended, all instructors should log in to my.pfeiffer (not Blackboard) and print their class rosters (please do not use rosters printed earlier as they may not be up to date). Instructions on how to view and print rosters can be found in the attached document.

2. Verify that all students attending are listed on the corresponding roster. Using the format: last name, fist name, middle initial, and student id, please add any student in attendance who is not listed in the roster. At this point there should not be any “waitlisted” students in courses. If you see a waitlisted student in your roster that is in attendance please indicate to “Add”. If the student is waitlisted, but not attending, please report as never attended.

3. If a student has never attended a course, the instructor must clearly write: “never attended”, next to the student’s name. If a student was in class at least one time, write the last date of attendance on the list instead.

4. The Registrar’s Office will only drop from each course those students that you report as “never attended”. Dropped students may have their payment and/or financial aid adjusted, so please do not allow dropped students to re-join the course without first contacting the Registrar’s office. If you make a mistake contact the Registrar, ASAP. Keep a copy of the verified rosters for your files.

5. Once verified, instructors must sign and date their rosters and save them as a PDF File with the following nomenclature: Course Number_ Section_Professor Last Name_Fall 2021 (ex: UNIV125_190_Listerman_Fall2021).
6. Upload the rosters using the links below based up the division the course is being taught:

**Undergraduate Courses**
https://pfeifferedu-my.sharepoint.com/:f:/g/personal/robin_listerman_pfeiffer_edu/EiRNYr6dtO9IoW57TSR1aAsBMIFXrC4kKkO4AIfclYU7RA?e=qI5Qah

**Graduate Courses**
https://pfeifferedu-my.sharepoint.com/:f:/g/personal/robin_listerman_pfeiffer_edu/EpQ5DsJlWzlFoz7e6U0qJYMBpUQggrGNpWsPq4QpoZxpPgeJPRY9p

7. After clicking the appropriate link, locate the session folder in which the course is being taught.

8. Next, choose the department in which the course is taught to upload the roster.
9. Click on “upload” file and choose the roster to be upload. A box will appear for you to upload your file (AKA Roster). Find the file and click on open and the file will appear in the folder.

Thank you for your patience as we navigate through a new process of submitting course rosters!
Pfeiffer University Honor Code Violation
Informal Resolution Agreement

I. Faculty Information
   Name: ________________________________
   Office: ________________________________
   Phone: ________________________________
   Email: ________________________________
   Date: ________________________________

II. Course Information
    Course Title: ____________________________
    Course Number: ____________________________
    Semester: ________________________________

III. Student Information
     Name: ________________________________
     Student ID: ________________________________
     Program of Study: ________________________________
     Advisor: ________________________________
     Phone: ________________________________
     Email: ________________________________

     Adult Degree Completion Program   Graduate Degree Program

IV. Violation Information
    Date of Violation: ________________________________
    Date of Discovery of the Violation: ________________________________
    Description of the Violation:

    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
V. Copy of the Pfeiffer Graduate School Honor Code Standards and Guidelines given to student?

☐ Yes  ☐ No

Date of Agreement: _________________________________

VI. Description of Penalty:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

VII. Faculty Member’s Signature: ______________________________

Date: ________________

Student Signature: ______________________________

Date: ________________

PLEASE READ BEFORE SIGNING: By signing this resolution, you agree with the description above and the penalty. Additionally, you are not allowed to withdraw from this course. Students are only allowed to complete an Informal Resolution for their 1st violation of the honor code. A second violation of the honor code will result in suspension from the University for one semester, and “F” in the course in which the 2nd violation occurred and a Transcript Notation.

If the penalty of an “F in the course” is assigned for the Honor Code violation, the course cannot be repeated using the Repeat/Forgive option.

VIII. Please submit completed document to:

Office of the Vice President of Academic Affairs/Provost

Questions, please contact: Dr. Mark McCallum, Executive Director of the Office of Student Success

mark.mccallum@pfeiffer.edu

Office Use only:

Honor Council Coordinator Signature: ______________________________ Date: __________________

Confirmation letter sent: ______________________________

Comments: ______________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
GRADE APPEAL REQUEST FORM

Name: ___________________________________

Student I.D. #: _____________________________

Course: __________________________________

Course #:_________________________________

Instructor: ________________________________

Date :                                      ________________

Purpose

The purpose of the Grade Appeals Board is to provide all students at Pfeiffer University an
opportunity to request a formal review of a grade issued by a faculty member for one of their
classes. The Grade Appeals Board is in keeping with Pfeiffer University’s mission to “embrace
the Christian values of human dignity and integrity” and its core value of approaching “all that
we do with integrity”. Through providing an avenue to review grades which may be
incorrect, academic integrity is promoted and protected throughout the campus community; and
the dignity and rights of each student are protected. Procedures of the Grade Appeals Board are
posted in the Pfeiffer Student Handbook and on Campus Web. Complaints are kept on file in
the office of Academic Affairs.

It is the responsibility of the student to make every attempt to resolve the grade conflict
with the instructor prior to filing a request for a review of a grade.

Have you made earnest attempts to resolve this grade issue with the faculty member?

_____yes   _____no

Explain:_______________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Also, the student needs to understand that the primary responsibility for assigning
grades rests with the faculty.
The primary purposes of the Grade Appeals Board are to:

(1) Make sure that the student was provided with a syllabus in a timely manner.

Were you provided with a syllabus in a timely manner?

_____ yes   _____ no

Explain:_________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(2) Check the syllabus to make sure that a grading scale and rationale for the “weight” of each assignment is explained.

Does your course syllabus contain a grading scale and rationale for the “weight” of each assignment?

_____yes   _____no

Explain:_________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(3) Review the syllabus to make sure that a rationale is provided for how a final grade will be derived and to check that the professor was consistent with the rationale.

Does your syllabus provide a rationale on how a final grade is to be derived?

______yes   _____no

Explain:______________________________________________________________
________________________________________________________________________
________________________________________________________________________

Was the professor consistent with the rationale provided in the syllabus for how the final grade would be derived?

_____yes   _____no

Explain:______________________________________________________________
________________________________________________________________________
________________________________________________________________________
(4) Review the professor’s calculations for errors.

Are there any mathematical errors in the calculation of your grade?

_____ yes  _____ no

Explain:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Any other relevant information for your grade appeal:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Request for Grade Appeal Form

PFEIFFER UNIVERSITY GRADE APPEAL PROCEDURE

CONFIDENTIAL

Please complete the information noted below and submit to your Program Director. Upon review, the Program Director will submit a request to the Executive Director of the Office of Student Success that a Grade Appeal Committee be convened. You will be notified of the final decision by the Vice President of Academic Affairs/Provost (VPAA). The decision of the VPAA is final.

Name: ____________________________________________ Student ID: __________________

Email: ____________________________________________ Cell: __________________________

Student’s Program: _________________________________ Date: _______________________

Course I.D. Number: ________________________________ Course Title: ______________________

Instructor: _________________________________________

Semester: ________________________________ Grade Received: _______________________

1. ☐ I have read the section of the Appeals for Grade Changes in the Pfeiffer University Catalog for Graduate Programs and Adult Degree Completion Programs and understand the University Policy regarding the Grade Appeal Process.

2. Reason for Requesting Grade Appeal (please be specific):

3. Please describe the desired outcome of your grade appeal request.
4. ☐ I have tried to resolve the grade with the instructor.
   ☐ Meeting date with instructor  Date(s): ________________________________
   ☐ Outcome of the meeting (please be specific):

5. ☐ I have tried to resolve the grade with the Program Director.
   ☐ Meeting date with Program Director  Date: ________________________________
   ☐ Outcome of the meeting (please be specific):

6. ☐ I have provided the Letter of Explanation outlining the grounds for a grade appeal. The letter should be typed and include:
   ☐ Timeline of events
   ☐ Specific efforts taken to resolve the issue with the instructor and Program Director

7. ☐ I have submitted/attached all relevant materials to support the grade appeal. Supporting documentation should include:
   ☐ Course syllabus
   ☐ All course materials in question
   ☐ All correspondence with instructor and Program Director
   ☐ Grades for all assignments and other graded items for this course
   ☐ All or any other pertinent documentation regarding the appeal

8. ☐ I am aware that to proceed with the process of appealing this grade, the records in my file that are relative to the appeal may need to be read and reviewed by the appeal committee and the instructor listed above.

_______________________________________  __________________________
Student’s Signature  Program Director’s Signature

________________________________________  __________________________
Date  Date

_________________________ Date Grade Appeal form received in the Office of Graduate/Adult Student Development & Academic Success
Academic and Career Support Services
for Graduate & Degree Completion Students

**WRITING ASSISTANCE**
Both online and personal assistance is available.

Create a premium online Grammarly account to check your grammar and avoid plagiarism in your writing assignments:
1. Go to [grammarly.com/edu](https://grammarly.com/edu).
2. Click "Join Your Organization" at the top right corner.
3. Provide your name, @pfeiffer.edu email, & set up a password.
4. Check your inbox for the email and click on the activation link.

Get one-on-one help with organizing your paper or MLA/APA formatting with our Writing Coach. Just send an email to Success@pfeiffer.edu to schedule a personal appointment either on campus or virtually. **NOTE:** There is a three-day turnaround on papers, so plan accordingly.

**ONLINE PERSONAL TUTORING**
Having difficulty with one of your courses?
Get one-on-one tutoring 24/7 to support your academic success.
Work online with certified tutors without leaving your computer.
1. Go to [https://pfeiffer.upswing.io/](https://pfeiffer.upswing.io/)
2. Select NEW USER to create an account with your Pfeiffer email.
3. Choose your Pfeiffer course and tutor.
For help, email Success@pfeiffer.edu.

**COUNSELING SUPPORT**
Feeling stressed with school or family issues?
Schedule a personal appointment with Student Success staff to discuss strategies to help you manage your time, stress, test taking, or study skills. Email Success@pfeiffer.edu to schedule an appointment in person, by phone, or online.

If feeling overwhelmed or struggling with family issues, Pfeiffer operates two clinics to provide you with professional counseling. No problem is too small. To schedule a personal appointment, call (704) 945-7324 for Charlotte or (919) 941-2900 for Raleigh.

**ONLINE TECH SUPPORT**
Call (704) 463-3002 or submit a Help Desk ticket at techsupport@pfeiffer.edu

**RESEARCH HELP & LIBRARY SERVICES**
Need help with a research topic? Using citations?

The Charlotte Campus and Virtual Library provides students with access to research databases, books, and journals.

Charlotte, Raleigh, and distance learning students can get live online help from a librarian 24/7 via [http://library.pfeiffer.edu/dist.html](http://library.pfeiffer.edu/dist.html)

**CAREER SERVICES**
Need to update your resume or plan for a career transition?
1. Develop your resume with a professional career coach. Email Success@pfeiffer.edu to schedule a free appointment or an online session.
2. Check out opportunities available through our main campus Office of Internships & Career Services at [https://www.facebook.com/PfeifferCareerServices/](https://www.facebook.com/PfeifferCareerServices/).
3. Visit the Virtual Career Center in Blackboard at [https://blackboard.pfeiffer.edu/ultra/organization/_4029_1](https://blackboard.pfeiffer.edu/ultra/organization/_4029_1)
4. Watch your email for professional networking events near you.

**DISABILITIES ACCOMMODATIONS**
Any Graduate or Degree Completion student with a documented disability can request accommodations or learning aids to help you in your seated or online courses. Email Dr. Jim Gulledge, Director of Academic Support Services/504 Officer, jim.gulledge@pfeiffer.edu, or call (980) 621-2532. Current documentation from your healthcare provider must be provided along with your request.

Section 504: Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended.

Charlotte Campus
1515 Mockingbird Lane
Charlotte, NC 29209

Office of Student Success
Dr. Mark McCallum
Rick Kivior
Faculty can report non-performing or struggling students in their class through an online system for early intervention and academic support. **P.A.S.S. (Promoting Adult Student Success)** enables faculty to easily submit a form on my.pfeiffer alerting staff in the Office of Academic Affairs and the Office of Student Success so appropriate actions can be taken. A **P.A.S.S. FORM** includes the following:

### Academic Concerns
- Absences with No Student Communication >25% (15 week courses = 2 consecutive; 8 week courses = 1)
- Missing Assignments
- No Textbook
- Poor Test Performance
- Lack of Participation/Engagement
- Argumentative with others in class or being expressed in posts
- Unresponsive to my emails or phone calls

### Skills Needed
- Researching scholarly sources
- Writing
- Studying/Test Taking
- Time Management

### Related Concerns
- Health issues
- Emotional Well Being
- Family Problems
- Disability

### HOW TO ACCESS AND SUBMIT A P.A.S.S. FORM:

1. Go to My.Pfeiffer [https://my.pfeiffer.edu/](https://my.pfeiffer.edu/)
2. Log in using your username and password.
3. Under the MORE tab, Select **PASS** from the menu bar and the following screen will appear.
4. Select **Promoting Adult Student Success** and **Next Page** to complete the form. Then, **Submit**.
5. If you have any questions about P.A.S.S., please contact, Dr. Mark McCallum, Executive Director of the Office of Student Success by email at mark.mccallum@pfeiffer.edu or by phone at (704) 463-3307.
Pfeiffer University
Statement on Professional External Employment

Pfeiffer University recognizes that faculty and other professional staff may be invited by public and private organizations to provide consultation and other professional services for pay. By engaging in such external professional activities for pay, faculty and staff have an opportunity to enhance their capabilities in teaching and research through the practical application of their professional knowledge. However, these external professional activities for pay are to be undertaken only if they do not

(1) interfere or conflict with the performance of the primary obligation of the individual to carry out all University duties and responsibilities in a timely and effective manner; or

(2) create a conflict of interest with the individual's University duties and responsibilities; or

(3) involve any inappropriate use or exploitation of University facilities, equipment, personnel, or other resources.

Statement of compliance

I have read and understand Pfeiffer’s policy on external employment. I attest to the fact that Pfeiffer University is my primary employer and that any external employment in which I engage will fall within the scope of the guidelines stated in the policy.

_____________________________  ________________________
Signature                      Date
Request to Engage in Professional External Employment
Academic Year 20 - 20

This form, as well as the Statement on External Employment, shall be attached each year to the faculty contract when signed. If there are substantive changes, the revised form shall be filed with the Vice-President for Academic Affairs/Provost not less than 14 days prior to the beginning of the proposed external professional activity for pay. Approval of the activity is granted for a period of not more than one calendar year.

Name: ____________________________

Rank: ____________________________

Organization(s) for which the proposed external activity will be performed:
1. 
2. 
3. 

Description of the type of professional activity involved

Estimated amount of time (per month) for the activity: ____________________

I request permission to engage in the external employment described above. In the event that the President reasonably concludes that the outside activity is resulting in interference with responsibilities to the University, I agree to cease the outside activity or resign from full-time faculty status and responsibility.

______________________________  _____________________
Signature of Faculty/Staff        Date

Approval of the external activity

______________________________  _____________________
Vice President of Academic Affairs/Provost   Date
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