Faculty and Administration Handbook

Oral Roberts University

Approved October 2010

Oral Roberts University
7777 S. Lewis
Tulsa, OK 74171

TABLE OF CONTENTS

Chapter 1—COMMITMENTS

Chapter 2—FACULTY

Chapter 3—COLLEGES AND ACADEMIC SERVICES

Chapter 4—ADMINISTRATION

Chapter 1—COMMITMENTS

1.1   FOUNDING VISION

Oral Roberts University is a charismatic university, founded in the fires of evangelism and upon the unchanging precepts of the Bible. The University was founded as a result of the evangelist Oral Roberts' obeying God's mandate to build a university on God's authority and the Holy Spirit. God's commission to Oral Roberts was to "Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not know, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."

1.2   MISSION

The mission of Oral Roberts University—in its commitment to the Christian faith—is to educate the whole person in spirit, mind, and body, thereby preparing its graduates to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept. The University seeks to synthesize the best traditions in liberal arts, professional, and graduate education with a charismatic emphasis to enable students to go into every person's world with God's message of salvation and healing for the totality of human need.

1.3   CORE VALUES

Christian Distinctiveness: We are a God-centered university that upholds a Christian worldview with a charismatic emphasis. We endeavor to live in the power of the Holy Spirit, and to become service-oriented leaders who go into every person's world with healing for the totality of human need.

Whole-Person Education: We seek to develop the whole person in spirit, mind, and body, thereby preparing ourselves and our students to be professionally competent leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept.

Excellence with Integrity: We strive to operate with, and instill in our students, excellence with integrity in all personal, academic, professional, and corporate endeavors.

Caring Community: We are dedicated to providing a safe, caring, and Godly environment which encourages unity in diversity. We believe that all people have been created in the image of God and deserve to be respected.

1.4   ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled, healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

1.5   FACULTY PROFESSIONAL GROWTH AND DEVELOPMENT

It is imperative that all members of the Oral Roberts University community understand that at a Christian university, faculty development advances the cause of Christ-centered higher education, and, therefore, is critical for the fulfillment of the Oral Roberts University mission.

The Oral Roberts University faculty development program aids faculty members in their pursuit of excellence in teaching, continued professional vitality through research, promotion of the creative arts and investigative sciences, service to the University and the greater community, and growth as Christian scholars.

1.6 STUDENT LEARNING AND ASSESSMENT

1.6.1 Student Learning Emphasis

To ensure that an ORU education fulfills these stated Mission and Core Values, the University has a comprehensive institutional improvement plan that reflects a shift away from a focus on teaching toward a focus on student learning. Class attendance is mandatory but does not sufficiently ensure that effective student learning is taking place. Each course syllabus lists the student learning outcomes (listed below) for that particular course, and all class activities are designed to lead to those outcomes. A curriculum map shows the extent to which each course at the University contributes to each of the overall learning outcomes.

The University is proactive in its adoption of best practices to ensure that the design and delivery of student learning options are preparing students to live in a diverse world and that the options accommodate a variety of student learning styles.

The University's learning outcomes are derived from its mission. Even though the student learning model is output-based, faculty members greatly influence those outcomes by their contributions to the learning process. They must continually ask themselves several questions:

- *Whom am I teaching?* This is a very important question because the student is the focus of the learning process. Understanding students and their cultures is a crucial success factor.
- *What am I teaching?* ORU appoints faculty members whose credentials indicate competency and expertise in their respective subject areas. It is their responsibility of faculty members to remain current in their fields and to share their updated knowledge with students.
- *What are my gifts?* Faculty members need to understand their own strengths and limitations, build upon their strengths, and seek ways to overcome their limitations. ORU endeavors to place professional educators into positions that match their callings.
- *What are my resources?* Faculty members can enhance their strengths by taking advantage of the various professional development opportunities described in Chapter 2 of this handbook. They will also profit from the physical resources at their disposal, such as technology, laboratories, and other campus facilities.
- *How am I teaching?* Pedagogy/andragogy is constantly evolving, and effective teachers remain abreast of research, innovations, and methods. Service learning, the world as the classroom, and writing across the disciplines are examples of such methods available to the contemporary teacher.
- *How well are my students learning?* Assessment is at the heart of outcomes-based learning and enables students to demonstrate competency and growth. The results from assessment provide data for arriving at informed decisions regarding every facet of the learning process. As faculty members close the feedback loop in the assessment process, the entire learning cycle starts again in the quest for continuous improvement.

Two of the primary goals of assessment at ORU are to determine (1) the extent to which students demonstrate expected learning outcomes in their educational experiences and (2) how well the academic programs' curricula and pedagogy/andragogy are designed to facilitate that end. Numerous assessment instruments are utilized, and the results of each are shared with appropriate entities. Improvements are then proposed, approved, implemented, and reported.

1.6.1.1 Evaluation by Students

The Student Opinion Survey (SOS) is an instrument designed to allow students to evaluate instructor performance and provide input for course improvement. Student Opinion Surveys are also used in promotion and tenure evaluations. Students evaluate courses and subsequent to the end of the instructional period results are available to faculty members and college deans.

1.6.1.2   Definition of Student Learning Outcomes

ORU assesses students' skills, competencies, and/or attitudes as they enter the University, while they are studying at ORU, and after they have left the University. Assessment occurs at the University, college, department, and course levels.

ORU's student learning expectations, practices, and assessment objectives align with the University's mission, vision, and philosophy of education. ORU's Mission Statement constitutes the foundation for all desired outcomes, which are designed to prepare "graduates to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept." The goal is to "enable students to go into every person's world with God's message of salvation and healing for the totality of human need." ORU has adopted the following learning outcomes, which are summarized in every syllabus; the proficiencies/capacities that accompany them serve as evidence that students have attained these outcomes.

Spiritually Alive

Students will grow in their relationship with Jesus Christ and their sensitivity to the Holy Spirit, expand their Biblical knowledge, and develop the ability to approach life from a Christian worldview so that they can act ethically in any situation and evangelize their world of influence.

Proficiencies/Capacities
1. Biblical knowledge—The ability to interpret the Scriptures accurately in order to arrive at principles that serve as guidelines for living a Spirit-filled life.
2. Sensitivity to the Holy Spirit—A maturing process of growing in wisdom to do the right things in accordance to God's will and to expect the Spirit's direct leading in response to one's asking and receiving.
3. Evangelistic capability—The ability to share the Gospel of Jesus Christ intentionally as led by the Holy Spirit.
4. Ethical behavior—The ability to recognize potential ethical dilemmas and make morally correct choices based on knowledge of professional codes of ethics, the ethical dimensions of professional practice, and the Word of God.

Intellectually Alert

Students will expand their capacity to gather, retain, and apply knowledge and truth, using analytical problem-solving, critical thinking, and decision-making skills that they can utilize in their professional and personal lives. They will also develop global perspectives, including an appreciation for artistic expression in various historical and cultural settings.

Proficiencies/Capacities
1. Critical thinking—The ability to integrate knowledge in order to identify and weigh possible responses to different situations and to process information—both analytically and critically—so as to determine the validity of different, competing claims.
2. Information literacy—The ability to access, evaluate, and use information, as well as to determine which sources to consult.
3. Global and historical perspectives—The capacity to adapt to an international understanding in an increasingly interdependent global community and to understand how current situations relate to events of the past.
4. Aesthetic appreciation—The ability to understand and appreciate various forms of artistic expression.
5. Intellectual creativity—The ability to develop flexible thinking patterns and to process information analytically in a manner that results in the creation of new forms and structures

Physically Disciplined

Students will develop an active awareness of the importance of living a balanced, healthy, and physically disciplined lifestyle.

Proficiencies/Capacities
1. Healthy lifestyle—An intentional way of living that promotes the positive development of the mind, spirit, and body through the practice of physical exercise and proper nutritional habits required for healthy growth.
2. Physically disciplined lifestyle—A planned active lifestyle that includes a variety of physical activities designed to enhance physical fitness and decrease the risk of developing degenerative diseases by following the principles of conditioning.

Socially Adept

Students will develop the skills to communicate effectively in both spoken and written language and to interact within diverse cultures, professions, and social settings. They will gain an understanding of their obligations as service-oriented leaders who can make a positive impact on society—locally, nationally, and internationally.

Proficiencies/Capacities
1. Communication skills—The ability to communicate effectively in both written and spoken forms at appropriate cultural, educational, economic, social, and maturity levels.
2. Interpersonal skills—The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions that involve meaningful interpretations of verbal and nonverbal behaviors.
3. Appreciation of cultural and linguistic differences—Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups.
4. Responsible citizenship—Adopting a lifestyle of servant leadership that demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment.
5. Leadership capacity—The ability to effect change within various group settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions.

Professionally Competent

These outcomes and their related proficiencies/capacities are discipline-specific. Each academic major program identifies appropriate outcomes with associated proficiencies/capacities.

1.6.1.3   Program Review

Students learn best in programs specifically designed with student learning in mind. Every ORU academic program is reviewed once during every ten-year period. The Program Review Panel, convened by the Director of Institutional Research, reviews all ORU academic programs. The purpose is threefold: (1) to encourage program improvement and innovation; (2) to document accountability for the academic programs; and (3) to provide information to assist in making University -level decisions about program revisions, program deletions, and resource allocation.

In the first year of a program review, the academic responsible for the program conducts a self-study. In the second year, members of the Program Review Panel conduct a site visit, and a third party from a similar program at another University analyzes the self-study. In the third year, program heads respond to the suggestions of the site-visit team and third-party reviewer by submitting an action plan.

Possible responses of the review process include the following:
1. Phase out—The program should be eliminated.
2. Review—Some pressing issues or concerns raised by the panel's review of the program need immediate investigation by appropriate administrators and faculty members.

3. Maintain but review—The program should be continued, but its review raised questions or concerns about specific aspects of the program that should be further investigated and addressed by appropriate administrators and faculty members.
4. Maintain—The program should be continued. This recommendation should not be misconstrued to mean that the program has sufficient resources to maintain quality or that it should be maintained "as is." An appeal may be made for specific types of additional support, usually staffing and/or equipment.
5. Enhance—The program should be provided significant additional resources.

1.6.2 Whole Person Assessment

The primary system for the assessment of student learning outcomes at ORU is called Whole Person Assessment. The primary assessment tool used for this purpose is ePortfolio (electronic portfolio). Every undergraduate student constructs at least two assessment ePortfolios: one for general education and one for every major. Every graduate student maintains only a major ePortfolio. The general education portfolio is designed specifically to address the proficiencies/capacities of the first four learning outcomes described in the previous section. The ePortfolio in the major is intended to enable measurement of the extent to which students achieve specific learning outcomes defined by their academic departments. In addition to providing evidence of student growth, the Whole Person Assessment process provides feedback for student reflection for self-improvement as well as valuable information for University program improvement.

Both types of assessment ePortfolios contain pieces of evidence called "artifacts" that are intended to document student learning. Examples of artifacts include items such as supporting documents, evaluations, recommendations, term papers, research projects, reflection papers, essays, video clips of presentations, test scores, evidence of creativity and performance, and extracurricular activities. The course Whole Person Assessment (GEN 099) introduces students to ORU's learning outcomes, the University's philosophy of assessment, strengths assessment relating to career planning, and basic technology skills needed for functioning within the Whole Person Assessment system.

Students upload artifacts into their electronic portfolios and go through a simple but secure process of submitting their portfolios electronically to faculty members for assessment. Once notified through e-mail that work needs to be assessed, faculty members log on to a secure web location to access students' artifacts and rubrics created to assess the artifacts.

Faculty members evaluate artifacts submitted by students using rubrics that automatically enter the results into an assessment database. The database interacts with the students' demographic information profiles, analyzes individual student performance, gathers summative data for all of the students, and allows for the disaggregating of data by subgroups such as gender, ethnicity, and other demographic categories. All rubrics are contained in either the general education handbook or department/college handbooks.

An introduction to ORU student learning outcomes and complete information regarding the ORU Whole Person Assessment system can be found on the ORU Website.

1.6.3 Aids to Student Learning

To help enroll students in the proper levels of courses and thus be better prepared to learn and succeed, each incoming student is assessed in English, foreign language, mathematics, chemistry, and biology. Students having English as a second language also take the TESOL test.

Peer tutoring is another service that the University provides to aid student learning. The Tutoring Center, located on the fifth floor of the Learning Resources Center (LRC) and open approximately from 9:00 a.m. to 4:30 p.m. Monday through Friday, and WRT 112 Writing Lab offer one-on-one tutoring primarily in English and writing skills. The Tutoring Center also provides tutoring in mathematics, and students may reserve regularly scheduled tutoring times throughout the semester or may call ahead (ext. 7367) to schedule one or two tutoring times. "Walk-ins" are also accepted if tutors are available. In addition to tutorial help, a full range of self-paced instructional programs are

available to improve writing skills, including the following topics: commas, common writing errors, documentation, grammar agreement, library orientation, the paragraph, parts of speech, practical writing tips, punctuation, sentence combining, and sentence structure.

The Academic Peer Advisor (APA) program provides academic support to students by encouraging group study in the residence halls, fostering better study habits, and providing peer tutoring services to students. Each dorm wing or floor has a peer advisor who assists students with academic matters such as studying, writing papers, finding tutors, and scheduling classes. APAs are well-trained and able to help students get the assistance they need, including announcing all registration deadlines and explaining administrative processes at regularly scheduled hall meetings.

The Comprehensive Advisement Center (CAC), located next to the Tutoring Center, assists all new students in the transition to ORU. The staff advises students in selecting courses for their first semester at ORU, helps students become acquainted with the campus and services available on campus, creates and distributes files for new students, and introduces new students to the departments of their chosen majors where they receive academic guidance for the remainder of their academic pursuits. The CAC advises students in the Bridge Program throughout both semesters of their freshman year.

1.7 STUDENT RESOURCES

The Student Resources Office, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations in modification of policies, practices, and procedures. The Student Resources Office offers reasonable accommodations to clients based upon their individual needs. Accommodations offered to clients as services through this office include the following:

- Alternative testing.
- Textbooks on tape.
- Adaptive HPE.
- Interpretation for the deaf.
- Note-taking and transcriptions.
- Text enlargements.
- Counseling on disability issues.
- Parking and access services.
- Academic adjustments.
- Additional accommodations (deemed reasonable).

These accommodations are based on need, not desire. Students who meet one or more of the following criteria and provide appropriate documentation qualify for services: (1) has a physical or mental impairment that substantially limits a major life activity, (2) has a record or history of such impairment, or (3) is regarded as having such impairment. All services are intended to allow clients full access to the programs and campus and are not intended to give the client an unfair advantage over other students.

1.8 OUTREACH MINISTRIES

To help students fulfill the ORU mission and learning outcomes, students are encouraged to go on mission trips to help carry out ORU's vision "to go into every person's world," and annually 325-350 students go on missions. Besides providing ORU students with leadership training, team-building skills, and cross-cultural experiences, teams share the love of Christ through various focuses, such as traditional healing and evangelism, medicine, disaster relief, music, and athletics. Mission trips range from one week to two months and may take place during college breaks (fall, Christmas, and spring) or during summers. Destinations may be within the United States (such as a rural area or inner city) or worldwide (including Mexico, Japan, Africa, Iceland, Brazil, and Australia).

Students wanting to go on missions need to sign up early, such as after the annual missions chapel or at "Rush Night" early in the fall. Students prepare for the trips by studying the culture, preparing spiritually, fundraising, and building teams relationships through activities such as ropes courses. Local outreach is available through the Community Outreach Program and other specific campus groups, such as the Honors Program (which works with underprivileged children), the College of Nursing (which works with medical care in rural areas), and the College of Education (which has adopted an "at risk" school). Community Outreach has 35 student-led teams and offers hundreds of opportunities for students to minister to local neighborhoods in such ways as evangelism, tutoring, painting homes, and distributing food. Community Outreach chapel and Rush Night provide opportunities for students to learn about the different outreaches. Students are able to sign up and join a team anytime during the year. More information is available on the ORU Website.

1.9   THE HONOR CODE PLEDGE

All faculty members sign the same Honor Code Pledge that students sign. By signing the pledge, faculty members affirm the lifestyle described in the pledge. Full-time faculty members exemplify the lifestyle at all times; part-time faculty members are expected to support and exemplify the lifestyle in the pledge on campus, with the students, or when representing the University. The pledge (written in language addressing students) follows:

In signing the Honor Code Pledge, I fully recognize that Oral Roberts University was founded to be and is committed to being a leading academic institution serving the interdenominational Body of Christ, offering a lifestyle of commitment to Jesus Christ of Nazareth as personal Savior and Lord. I further recognize that the University's ministry is that of providing a Whole Person education with a charismatic distinctive. It is therefore my personal commitment to be a person of integrity in my attitude and respect for what Oral Roberts University is in its calling to be a Christian university.

1. I PLEDGE to apply myself wholeheartedly to my intellectual pursuits and to use the full powers of my mind for the glory of God.
2. I PLEDGE to grow in my spirit, by developing my own relationship with God.
3. I PLEDGE to develop my body with sound health habits by completing the required aerobics program and by participating in wholesome physical activities.
4. I PLEDGE to cultivate good social relationships and to seek to love others as I love myself. I will not lie; I will not steal; I will not curse; I will not be a talebearer. I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments.
5. I PLEDGE at all times to keep my total being under subjection from all immoral and illegal actions and communications, whether on or off campus. I will not take any illegal drugs or misuse any drugs; I will not engage in or attempt to engage in any illicit, unscriptural sexual acts, which include any homosexual activity and sexual intercourse with one who is not my spouse through traditional marriage of one man and one woman. I will not drink alcoholic beverages of any kind; I will not use tobacco; I will not engage in other behavior that is contrary to the rules and regulations listed in the *Student Handbook.*
6. I PLEDGE to maintain an integrity of openness to God's claims on my life and to do my utmost to know and follow His will for my life.
7. I PLEDGE to attend class, all required chapel services on campus, and my choice of a house of worship wherever God is honored and lifted up.
8. I PLEDGE to abide by the rules and regulations that may from time to time be adopted by the University administration. I understand Oral Roberts University is a private school that is governed by a Board of Trustees, which has final authority on all matters. I understand that the University reserves the right to require the withdrawal of a student at any time if in the judgment of the President of the University and the University Discipline Committee such action is deemed necessary to safeguard ORU's ideals of scholarship or its spiritual and moral atmosphere as a Christian university.

I will keep the HONOR CODE carefully and prayerfully. I understand that my signature below is my acceptance of the entire Honor Code and completes a contract between me and Oral Roberts University, which is a prerequisite for matriculation and my continued association with the University. My signed pledge becomes a part of my permanent file. Further, my acceptance of the Honor Code is a solemn vow and promise to God as to how I will live my life.

Chapter 2—FACULTY

2.1 PERSONNEL

The basic function of a university is to acquire knowledge, add to it, and pass it on for the benefit of society. At Oral Roberts University this function is performed by a community of Christian scholars who are free to exercise their best judgment in a Christian context for the planning and execution of their professional responsibilities.

2.1.1 Faculty Appointments

Oral Roberts University is committed to appointing faculty members who maintain the academic integrity of the University, who support and promote the University's mission and vision, and who are committed Christians seeking to grow in their own walks with God. The Board of Trustees appoints faculty members who confess Jesus Christ as Lord and Savior, who are competent educators, and who are willing to be part of a healing ministry founded upon the fullness of the Holy Spirit. As educators, faculty members demonstrate a high level of expertise in their disciplines and communicate it skillfully to students.

As Spirit-filled Christians, faculty members demonstrate or develop a lifestyle founded upon the Word of God; seek a personal communication with God through the prayer language (praying in the Spirit) in a manner described in 1 Corinthians 14:14-15; and pursue a personal wholeness and harmony of mind, body, and spirit, as exemplified by Jesus Christ of Nazareth. The faculty member who has not released his or her prayer language must affirm an openness to this experience.

Appointments to the University are of two types: regular (full-time) and adjunct (part-time and seasonal). All faculty members are assigned rank according to training, experience, professional competence, and the position being filled. The ranks of appointment for faculty members are described in the section titled "Faculty Ranks" of this handbook. Meeting the necessary degree and experience requirements for a particular rank does not assure one of that rank.

2.1.1.1 ORU's Commitment to Professional Development and Diversity

Among the most important factors in recruiting is presenting Oral Roberts University as a good place to work. ORU offers opportunities for culturally diverse employees and provides means for faculty development, and some potential candidates may be more likely to select the University if they realize these multiple opportunities. Applicants should be made aware of ORU's opportunities for continuing educational enhancement and for professional development and promotion.

A key priority for ORU is to enhance the diversity of the community. To fulfill the educational mission, as well as to ensure meeting the educational needs of ORU's constituencies, Oral Roberts University must persist in its efforts to diversify its community and its curriculum. The University does not seek to achieve quotas, but every faculty search should seek ways to find diversity among highly qualified candidates. Although ORU is a meritocracy, it seeks to increase the number of women and minorities in its pool of prospective candidates for faculty appointments. A faculty search committee should not recommend anyone just because of her or his demographic characteristics, but because the individual is immanently qualified for the position. Broadening the base of qualified candidates considered will, over time, increase diversity among the faculty, especially in tenure-track positions. Consequently, a national search is used to fill most tenure-track positions.

2.1.1.2 Procedures for Faculty Appointment

Open positions are created and filled using procedures for maximizing the quality and diversity of the faculty. These procedures are listed below and summarized in Appendix A.
1. When a chair or dean identifies a need for a faculty opening due to (1) a faculty resignation, (2) a termination of employment, (3) growth of the student body, or (4) expansion of the curriculum, a request for an addition to the faculty should be made to the Vice President for Academic Affairs.

2. The Vice President for Academic Affairs requests approval of the open position through the Academic Affairs committee of the Board of Trustees. After receiving approval of an open position from the Board of Trustees, the dean or department chair should begin the process outlined on the form "Faculty Hiring Checklist" found on the Institutional Research website.

3. The department chair or college dean fills out the "Request to Fill Position" form found on the Institutional Research website and writes a position description for the faculty opening. This description should include the major functions and responsibilities, as well as basic terms and conditions, of the position. For appointments with more than one title (e.g., department chair plus professor), information about all titles should be included.

4. The department chair or dean prepares a preliminary search plan and identifies resources available for advertising and networking with diversity in mind. In formulating and executing the search plan, the chair or dean should begin by reviewing the departmental composition, the availability of women and minority individuals in the discipline, and the results from previous recruiting and search efforts. The chair or dean needs to make certain the vacant position is adequately advertised in a variety of venues. An advertising strategy should employ a public search that targets appropriate professional publications and electronic media designed to attract a diverse and qualified applicant pool. Widespread use of technology (such as email and the ORU Website) as a recruitment tool introduces low-cost alternatives to some of the more traditional advertising choices.

5. The chair or dean determines the deadline for receiving applications, a date that is listed on the "Request to Fill Position" form. Nominations may not be accepted after the deadline unless the search is reopened or extended, requiring a request and an approval to amend the search plan documentation. A request by the department chair or college dean to reopen or continue a search may be made when the size, quality, or composition of a pool is not satisfactory. If a search is reopened or continued, the chair or dean needs to inform the current applicants of their status and that of the search, including the reason the search is being reopened or continued and the revised time frame for the search.

    A request to reopen or continue a search should be sent to the Vice President for Academic Affairs and needs to include the following:

    a. The reason for requesting an extension or reopening of the search.
    b. The new time frame, deadline or "until position is filled" statement and expected appointment date.
    c. A description of the revised recruitment strategy—including which methods will be used to ensure a stronger pool of qualified applicants.

Search Committees and Applications

6. The college dean appoints a search committee for each full-time (regular) faculty vacancy. The search committee itself should reflect the diversity of the faculty, administration, and students of Oral Roberts University. The committee is composed of a search committee chair and four other faculty members representing the criteria below. Note: Several of these criteria may be met by one committee member. (e.g., an Asian female faculty member who has tenure fulfills three of the committee criteria.)

    a. Chair of the department or dean of the college seeking the new faculty member.
    b. Faculty members from the discipline(s) seeking a new faculty member.
    c. A female faculty member.
    d. A tenured faculty member.
    e. One of the following representatives from outside the discipline:
        (1) A faculty member from another discipline.
        (2) A member of the Board of Trustees.
    f. One of the following ethnic categories (may be self-identified):
        (1) Asian/Pacific Islander.
        (2) American Indian/Alaskan Native.
        (3) Black.

(4) Hispanic.
If the committee so desires, student representation in the search process is possible through (a) having one student on the search committee or (b) having applicants present a sample lesson to students in order to demonstrate teaching skills and allow for student feedback.

7. The chair of the search committee is responsible for the following duties:
   a. Gathering a completed application from each applicant. (Application is on the ORU Website.)
   b. Ensuring that complete records are kept during the search. Search files must be kept for seven years; files on searches that have been litigated must kept for seven years after completion of litigation.
   c. Documenting the activities of the search, including contacts with applicants.
   d. Sending a letter of acknowledgment to each applicant submitting a completed application. (e.g., "This is to acknowledge receipt of your application for the position of _____ at Oral Roberts University. I shall notify you of your status after the initial screening of applicants. In the meantime, please provide official transcripts of all your college work for your file and complete the enclosed "Release to Conduct Background Check."
   e. Apprising applicants of their status throughout the search process.
   f. Calling together committee members to meet to discuss applications, applicants, and other matters concerning the search.

Evaluation of Applicants

8. The search committee evaluates the pool of applicants to determine if it is adequate in number, quality, and diversity of applicants. If the applicant pool does not meet expectations, the following questions should help pinpoint problems and replenish the pool:
   a. Were the announcements and advertisements timely?
   b. Did the criteria exclude otherwise qualified candidates from the pool of applicants?
   c. Did the committee members make individual contacts with potential nominators or candidates?
   d. Were nominees contacted and encouraged to apply?
   e. Did the search proceed fast enough so that candidates did not lose interest?
   f. Were candidates kept informed of the progress of the search?
   g. How interested in the position are the potential interviewees?
   h. Are the criteria gender neutral and culturally bias-free?

9. The search committee screens each applicant's file—including completed application form, curriculum vita, references, transcripts, "release to conduct Background Check," letters of recommendation, and other relevant material—to determine which candidates meet the essential qualifications.

10. Based on screening the application files, the committee identifies a list of applicants who are to be asked to submit a written statement of faith by answering the spiritual-fit questions (Questions are in Appendix C) and any other questions (such as experience, scholarly research, and pedagogical) the committee deems relevant. (Questions about an applicant's age, race or ethnic background, or financial information are not permissible.) When applicants return their statements of faith and their answers to other committee questions, committee members evaluate the answers, meet to discuss their findings, and decide if further information is needed. Committee members may decide to conduct telephone interviews with the applicants. Applicants not selected are to be notified that they are no longer being considered for the faculty vacancy.

11. Based on the statements of faith and the answers to the committee questions, the committee identifies applicants who are still viable candidates for the faculty position. These candidates are to be interviewed (Questions are in Appendix D) by the committee. Applicants not selected are to be notified that they are no longer being considered for the faculty vacancy. The committee chair arranges for an interview of each candidate still under consideration and completes the following duties:

    a. Arranges for each candidate to receive a copy of the interview questions

    b. Arranges for the department chair, dean, or search committee member should meet the candidate when he or she firsts arrives

    c. Provides each candidate needs a schedule so the candidate knows whom she or he will meeting during the interview (e.g., search committee members, dean, Provost, students)

    d. Convenes the interview to discuss academic issues, department needs, and spiritual fit, as suggested by the interview questions

    e. Invites the candidate to give a talk, teach a class, etc.

    f. Arranges a campus tour; majors make good guides

    g. Invites the candidate to a University event if apropos

    h. Arranges for an exit interview with the candidate, in which timetables of both the candidate and the department are clarified and the candidate has the opportunity to ask about anything else that has not been covered so far.

12. The committee meets to discuss the results of the interview(s), completes the "Faculty Appointment Evaluation Form" (See Appendix B) for each applicant, and recommends a candidate to the college dean. The college dean may endorse the choice of the search committee or recommend reopening the search process to expand the pool of applicants or close the search and possibly reopen it at a later time. If the college dean endorses the committee's choice, the dean then recommends the candidate to the Vice President of Academic Affairs, Provost, and President. The committee chair notifies other candidates that the position has been filled. (Reasons for not hiring a candidate need to be kept within the search committee's internal documents and thus should not be volunteered in the notification letter.)

Appointments

13. Once the President has approved the applicant, the Vice President for Academic Affairs contacts the chair of the Academic Affairs Committee of the Trustees. The chair of the trustee committee presents the recommendation to the entire committee for approval.

14. If the trustee committee approves the applicant, the recommendation is forwarded to the Board for their approval. The Board either appoints the applicant to the faculty or denies appointment.

15. The college dean extends a contract to the candidate.

16. A representative from the Vice President for Academic Affairs office works with the faculty candidate to conduct a background check. Results are analyzed by Human Resources and sent to the Vice President for Academic Affairs.

17. Once the background check is completed with satisfactory feedback, the Vice President for Academic Affairs signs and processes the "Request to Fill Position" form and sends a contract to the college dean. The candidate's signature on the contract should be procured as soon as possible and submitted to the Provost for final signature.

18. The Vice President for Academic Affairs notifies the Finance Department, the Human Resources Office, and the Director of Faculty Development of the newly hired faculty member so that arrangements can be made for the new faculty member to sign necessary forms (e.g., Drug-Free Workplace form, Network and Computer Systems Acceptable Use Agreement, Honor Code Pledge, I-9 and W-4) and to attend meetings for new ORU employees.

2.1.2 Faculty Ranks

Faculty appointments to the University are of two types: regular (full-time) and adjunct (part-time and seasonal). All faculty members are assigned rank according to training, experience, professional competence, and the position being filled. Meeting the necessary degree and experience requirements for a particular rank does not assure one of that rank. The potential ranks for newly appointed faculty members are as follow:

Lecturer: Bachelor's degree from an accredited institution. Experience desired but not required. Typically part time. All other available data evaluated. Non-tenure track. (The number of lecturers per college is limited.)

Professional-in-Residence: Outstanding professional experience and skills appropriate for the position. All other available data evaluated. Terms and conditions of employment must be agreed upon in writing by all parties involved (chair, dean, Vice President for Academic Affairs, etc.) prior to the appointment. Appointed at instructor, assistant, or associate pay levels, based on experience and skills. Non-tenure track. (The number of professionals-in-residence per college is limited.)

Instructor: Master's degree from an accredited institution. Experience desired but not required. Non-tenure track. All other available data evaluated.

Assistant Professor: Doctorate or terminal degree from an accredited institution appropriate to the instructional assignment, experience desired but not required; or master's degree and special circumstances such as special University need. Tenure track for faculty members with terminal degrees. All other available data evaluated.

Associate Professor: Doctorate or terminal degree from an accredited institution appropriate to the instructional assignment, a minimum of four years of full-time teaching experience or acceptable equivalent, and scholarly publications or acceptable equivalent. Tenure track. All other available data evaluated.

Professor: Doctorate or terminal degree from an accredited institution appropriate to the instructional assignment, a minimum of seven years of full-time teaching experience or acceptable equivalent, and scholarly publications or acceptable equivalent. Tenure track. All other available data evaluated.

2.1.2.1 Regular Appointments

Regular faculty appointments are full-time, and regular faculty members are eligible for benefits as defined in the benefits section of this handbook. Faculty members with regular appointments are required to carry out faculty responsibilities as listed in this handbook; to adhere to all other University, college, and departmental policies; and to sign the Honor Code Pledge.

2.1.2.2 Adjunct Appointments

The term "adjunct" refers to faculty members and positions that are part time or short term, and "adjunct" may be used in conjunction with the ranks listed above. Adjunct faculty members are eligible to receive limited benefits as defined by this handbook and applicable insurance contracts and are divided into two categories: part-time and seasonal.
1. Part-time faculty members teach less than a full load. Teaching assistants are not included as part-time adjuncts; instead, they are defined as students currently enrolled in graduate programs but hired to teach specific courses for a limited number of semesters.
2. Seasonal faculty members have contractual agreements with the University that indicate a limited appointment (e.g., visiting professor) or seasonal contract and limited benefits. (The Human

Resources Department has more details.) Seasonal faculty members are full-time but only for a maximum of two semesters.

Adjunct faculty members are expected to support and exemplify the Honor Code Pledge when on campus, with the students, or representing the University and are to adhere to all other University, college, and departmental policies. No adjunct positions are tenure track.

2.1.2.3   Additional Terminology

Although faculty members may be described or describe themselves as "part time," "regular," or "adjunct," these terms are not ranks; instead, they are descriptive and can be used in conjunction with ranks (e.g., part-time assistant professor). Several descriptive titles/terms may be used with a faculty member's rank.

- Adjunct—one who is not a full-time, regular faculty member
- Visiting—one whose primary appointment is not at ORU but who has contracted to serve as an ORU faculty member for one or two semesters
- Emeritus—one who has been awarded this status upon retirement from ORU

2.1.2.4   Emeritus Status

Emeritus status is an honor and privilege and provides a title ("emeritus") that may be used for professional purposes and participation in academic convocations and events. After notifying the University of retirement plans, any regular or administrative faculty member who fulfills the following conditions may be eligible for consideration for emeritus status:

1. Has typically served at least 15 years as a regular full-time faculty member at ORU
2. Has demonstrated loyal commitment to the superordinate goals of ORU
3. Has made distinguished contribution to the University
4. Has made distinguished contribution to the academic profession

Upon announcing their retirement, faculty members who have served a minimum of 15 years of service may be awarded emeritus status through the process outlined here:

1. The department chair asks the retiring faculty member if he or she would like to be considered for emeritus status.
2. If the faculty member would like to be considered, the full-time faculty members in the department vote whether or not to recommend emeritus status. A simple majority is needed for approval.
3. If the faculty member is recommended, the department chair forwards the department's recommendation with his or her endorsement to the college assembly.
4. The college assembly votes whether or not to approve eligible retiring faculty members for emeritus status.
5. The college dean forwards the results of the college vote to the faculty senate.
6. The faculty senate votes whether or not to approve retiring faculty members for emeritus status.
7. The president of the faculty senate forwards the results of the vote to the Vice President for Academic Affairs by March 1.
8. If the Vice President for Academic Affairs agrees with the recommendation, he or she forwards the recommendation to the Provost.
9. If the Provost agrees with the recommendation, he or she forwards the recommendation to the President.
10. The President submits the recommended faculty member(s) to the Board of Trustees, which acts upon the recommendations.
11. The President notifies the faculty member of the Board's decision.

Faculty members who have received emeritus status have the following privileges:

- Library privileges
- Faculty discounts for athletic events and plays

- Regular faculty parking on campus
- Use of the Aerobic Center
- An ORU email account
- Participation in the faculty retreat, convocations, and other faculty activities
- Listing in the University catalog
- Enrollment in up to six hours of courses each semester (fall and spring)

An emeritus faculty member may return to teach under an adjunct appointment at the rank that the faculty member had before retirement.

2.1.2.5   Reappointment

Whenever possible, on or before February 15 of each year, each full-time regular faculty member shall be notified in writing concerning reappointment for the following year. On or before March 1, each faculty member shall notify the Vice President for Academic Affairs whether the conditions of reappointment are acceptable. All negotiations concerning reappointment shall follow the normal channels of communication (department chair, college dean, Vice President for Academic Affairs, and Provost).

Recommendations for reappointment are submitted to the Provost by the Vice President for Academic Affairs in consultation with the college deans and department chairs. The Provost then submits the recommendations to the President. Contracts are awarded only upon approval of the Professional Development Plans. Information on Professional Development Plans is available in the section titled "Professional Development Plans" in this chapter.

2.1.3   Payroll

ORU full-time faculty members are paid 26 times per year (bi-weekly). Most faculty members receive paychecks through automatic deposits; however, a faculty member's final paycheck cannot be automatically deposited. Standard deductions include State and Federal Income Tax, FICA/FMO, and FICA/FIO. Faculty members may also choose to have other deductions, such as ORU pledges, employee benefits, retirement savings plans, financial institutions, United Way, and credit unions.

2.1.4   Pay Scale

ORU publishes a pay scale annually for all full-time faculty members. The pay scale is based on three variables: (1) faculty rank, (2) faculty level, and (3) longevity step. Faculty ranks are described in the section titled "Faculty Ranks" in this chapter. Faculty level is based on department and can be raised by tenured status or being contractually assigned to an endowed or graduate school. Pay increases result from moving from column to column, each of which represents a different longevity step. Faculty members must spend one year each at the base and A steps, two years each at the B and C steps, three years each at D and E, four years each at F and G, and five years each at H, I, and J. K is the highest step. The following table illustrates levels and steps for a single rank (e.g., assistant professor). Each rank has its own salary schedule table.

	Base	A	B	C	D	E	F	G	H	I	J	K
Level 1												
Level 2												
Level 3												
Level 4												

2.1.5   Professional Development

The vibrancy of any academic community depends to a great extent on the degree to which its members consistently pursue professional improvement. Oral Roberts University offers opportunities to grow academically, professionally, and spiritually. The University values and supports research efforts to improve classroom performance, collaboration with the larger academic community, and initiatives that integrate faith and learning.

2.1.5.1   University-Wide Philosophy for Faculty Development

Faculty development advances the cause of Christ-centered higher education, and, therefore, is critical for the fulfillment of the Oral Roberts University mission. The Oral Roberts University Faculty Development program aids faculty members in their pursuit of excellence in teaching, continued professional vitality through research, promotion of the creative arts and investigative sciences, service to the University and the greater community, and growth as Christian scholars.

2.1.5.2   Mission for Faculty Development

The Oral Roberts University faculty development program aids faculty members in their pursuit of excellence in teaching, provides continued professional vitality through research, fosters the creative arts and investigative sciences, contributes to the service of the University and the greater community, and encourages growth as Christian scholars.

2.1.5.3   The Center for Faculty Excellence

The Director of the Center for Faculty Excellence coordinates University -wide faculty development efforts and serves the faculty development needs of the specific colleges, University committees, and individual faculty members.

The Center for Faculty Excellence goals include the following:
1. Promoting teaching effectiveness and faculty mentoring activities.
2. Advancing new teaching and learning initiatives.
3. Fostering excellence in teaching, learning, and faculty scholarship.
4. Encouraging professional involvement in community activities.
5. Fostering the creative arts.
6. Equipping and training new faculty members.
7. Strengthening a learning-centered campus culture that values and rewards teaching.
8. Assisting faculty members in the promotion, tenure, and sabbatical processes.

2.1.5.4   Professionalism in the Classroom

Professionalism in the Classroom is a program coordinated by the Center for Faculty Excellence to enhance student learning by encouraging and rewarding faculty interactions, sharing of ideas, collaboration, and other acts of professionalism.

Under normal everyday working conditions, faculty members essentially function as individual contractors responsible for the activities within a confined classroom. They seldom have the luxury of interacting with one another regarding curricular and pedagogical issues at the classroom level. Because student learning is strongly influenced by what transpires in the classroom and because peers are a rich source of ideas for both lesson content and pedagogy/andragogy, efforts to improve student learning through faculty interactions deserve recognition and reward. This program encourages faculty members to work together and engage in activities that both promote student learning and recognize good teaching.

Activities

In order to spark creativity and improve teaching methods, all full-time faculty members choose to complete activities from the following list:
1. Visit peer classrooms.*
2. Invite peer visitation.+

3. Attend teaching-related workshops.
4. Present a teaching-related workshop.
5. Complete technology-teaching course through Tulsa County Professional Development Consortium (The Eighth Floor).
6. Participate in New Faculty Orientation Program.
7. Develop an innovative or particularly effective pedagogical technique or procedure for classroom-related activities.
8. Complete an approved project.

*Because of their supervisory roles, chairs are encouraged to visit a class of each faculty member in the department at least once every two years. A classroom visit should be viewed as an indication that the visitor is interested in observing "best practices."

+Invitations to view special lessons or activities are especially welcomed by academic deans.

2.1.5.5   Professionalism-in-the-Classroom Awards

Activities in the Professionalism in the Classroom program encourage both teaching excellence and peer recognition of that teaching excellence. To reward that excellence, the Alumni Association funds the annual awards for Professionalism in the Classroom. The Center for Faculty Excellence does not establish selection criteria or play a role in the selection process. However, faculty members are encouraged to contact the Center for Faculty Excellence for coaching and training toward the selection criterion. A pool of $2,500 is allocated to the Awards Committee to disperse as rewards. The numbers and amounts of the awards are determined by the Awards Committee. Recipients also receive medals. Faculty members selected as award recipients set up displays highlighting model teaching-related activities.

The Awards Committee has developed a method for selecting award recipients and considers the following when choosing them:
1. Increased level of student learning.
2. Integrating technology into the curriculum.
3. Evidence of collaboration across disciplines.
4. Integration of faith and learning.
5. Student involvement in classroom activities.
6. Innovations.
7. Pedagogy/Andragogy.
8. Success in bringing about student collaboration.

2.1.5.6   Teaching, Service, and Research Awards

Each spring, the University recognizes faculty achievements in three areas: teaching, service, and research. An Outstanding Faculty Member of the Year Award is given in each college, and one of the recipients is chosen to receive the Harold and Edna Paul Award as the outstanding teacher of the University. Monetary stipends accompany these awards. Each college also selects a recipient for the Outstanding Service Award for that college. A Scholar of the Year Award is given for the faculty member who best exemplifies excellent scholarship through research or performance. This award is accompanied by a monetary stipend.

The Center for Faculty Excellence does not establish selection criteria or play a role in the selection process. However, faculty members are encouraged to contact the director for coaching and training toward the selection criterion.

2.1.5.7   Professional Development Plans

Each fall, every full-time faculty member needs to write or update a five-year Professional Development Plan (PDP). The plan outlines goals as well as strategies, needed resources, and timelines to meet those goals. The plans are reviewed by college deans as part of the contract process. The Director of the Center for Faculty Excellence provides assistance to faculty members as

they complete their PDPs. The most recently approved copy of the PDP is submitted along with the following:
1. Request for tuition assistance.
2. Request for funds to present papers.
3. Request for funds to represent the University at professional meetings, seminars, and workshops.
4. Application for promotion.
5. Application for tenure.
6. Application for sabbatical leave.
7. Application for intramural grants.

A template for the Professional Development Plan form is available on the ORU Intranet.

2.1.5.8   Intramural Grants

The Oral Roberts University Research Committee accepts requests for research/project funds from full-time, ranked faculty members. The committee assesses these proposals in light of the potential benefits to their respective fields; their potential for attracting extramural funding; availability of University funding; and their promotion of the University's goals, programs, and commitments. The Director of the Center for Faculty Excellence provides assistance and service to faculty members as they make application. If a faculty member desires an intramural grant, an intent to apply must be listed in the most recently approved Professional Development Plan.

Eligibility

Applicants must be full-time faculty members. Applications submitted by faculty members who have received previous intramural grants will not be considered until an acceptable final report on the active work has been received.

Faculty salaries and major equipment cannot be funded by intramural grants; however, the types of budget items that can be funded include the following:
1. Travel for research purposes (transportation, lodging).
2. Computerized data processing and computer software.
3. Materials and supplies essential to research.
4. Student, secretarial, and clerical assistants.
5. Photo-duplication and word processing.
6. Consulting.

Procedure

Application forms with detailed instructions are available from the Office of Sponsored Programs. A completed application contains the following:
1. A completed route sheet with required signatures.
2. A one-page summary of the proposal that can be understood by members of the academic community outside of the applicant's specialty and discipline.
3. A more detailed description of the proposal that includes the following:
   a. The purpose of the project.
   b. A description of the procedures to be followed in carrying out the project.
   c. A review of the literature.
   d. A realistic time schedule for completion of the project.
   e. A plan for dissemination of project results.
   f. A plan for evaluation.
   g. A description of potential for attracting extramural funding.
   h. A detailed description of facilities and arrangements.
4. Academic credentials (a résumé for each professional staff person working on the project).
5. An itemized budget sheet and a statement justifying budget items.

Timeline

To ensure full consideration, each application must be submitted using the following procedures and timetable:

January	Applicant submits draft proposal to the chair of the University Research Committee.
	Chair reviews proposal and returns it with suggestions.
February	Applicant submits 10 copies of final proposal with all required documentation to the chair of the University Research Committee, who forwards them to the Research Committee members.
	The University Research Committee reviews proposal and makes one of the following recommendations to the Faculty Senate: (1) fully fund, (2) partially fund, (3) refer to another funding body, or (4) deny funding.
	The Faculty Senate with a vote from two-thirds of the Faculty Senate members recommends the proposal to the Vice President for Academic Affairs who recommends the proposal to the Provost for final approval.
March	Award is announced.

Accountability

Each faculty member who receives an intramural grant through the University Research Committee must submit a final report. This report is due the semester following completion of the project and should be turned in to the University Research Committee. In addition, each faculty member makes a presentation to either the college or University faculty during the academic year following the completion of the project.

2.1.5.9   Professional Travel

Annually, when available, funds distributed by individual colleges facilitate undergraduate faculty travel to professional meetings. Active participation includes presenting papers, giving recitals or exhibitions, or serving as session chairs or officers of significant professional organizations. Representative participation means representing ORU by attendance at such meetings. Applicants may seek funding for either. If a faculty member desires funding, intent to apply must be listed in the most recently approved Professional Development Plan. Any individual initiating a funding request must do so using the application posted on the Faculty Development Pages. After returning from the funded activity, the faculty member must provide a brief written report to the college dean, noting the significance of the meeting, the value of it to ORU, further uses of his or her presentation (if there was such a presentation), and relationship of the experience to the faculty member's Professional Development Plan.

2.1.5.10   Tulsa County Professional Development Consortium (The Eighth Floor)

ORU is a founding member of the Tulsa County Professional Development Consortium, commonly referred to as the Eighth Floor. Through the Consortium, teachers are educated in the art and science of integrating technology into the classroom and using effective instructional strategies. The Eighth Floor provides professional development training and short-term (two to six hours) technology courses on special topics such as using PhotoShop, designing Web lessons, cutting edge technology, and researching on the Internet. Courses also address legal issues and classroom integration strategies. All ORU faculty members are encouraged to take some of the training courses to enhance their teaching (http://www.eighthfloor.org/class.html). Faculty members wanting to enroll need to register through the Center for Faculty Excellence. Faculty members who register but neglect to attend without giving adequate cancellation notice must pay for the classes missed.

2.1.5.11   Tuition Benefit Programs at ORU

Undergraduate Qualified Tuition Reduction Program

For undergraduate courses taken at ORU, full-time and part-time faculty members, spouses, and eligible dependents under age 24 are eligible for tuition reduction. Details concerning the Undergraduate Qualified Tuition Reduction Program are available in the *ORU Employee Handbook*.

Application for tuition benefits through this program, required every semester, is available through VISION.

Educational Assistance Plan

For courses taken outside of ORU or graduate courses taken at ORU, full-time and part-time faculty members are eligible for tuition reduction. Details concerning the Educational Assistance Plan are available in the *ORU Employee Handbook*.

Full-time faculty members wishing to complete terminal degrees in their major teaching areas or disciplines may apply for reimbursement or waiver of tuition for graduate course work leading to the degree. The University also reimburses faculty members for tuition for course work requested by the administration that is directly related to the faculty member's teaching assignment. The faculty member's program is to be reviewed for renewal each year.

Before faculty members enroll in courses through this plan for which they intend to seek reimbursement, they should prepare, in memo form, a plan of study listing the courses they plan to take, the University at which they plan to enroll, and the cost of tuition. This memo should be sent to (1) the department chair, (2) the college dean, and (3) the Vice President for Academic Affairs. Upon receiving approval of the plan, the faculty member should enroll in the course(s) requested. Upon completion of the course(s), the faculty member should submit the Professional Curriculum Application form along with the grade report (must be a grade of "B" or better) and a billing statement from the University attached to the application. All three items are necessary for reimbursement. If the faculty member fails to complete one full academic year (fall and spring semesters) of service to the University after the course work has been taken, he or she is expected to repay any monies paid by the University for tuition. A reduction in force, non-renewal of contracts, or a move to part-time status at the University's direction does not constitute grounds for reimbursement to the University.

Application for tuition benefits through this program, required every semester, is available through VISION.

Professional Development Plan (IRS Titled Benefit Program)

For courses required or desired by ORU, for example to meet licensure, accreditation, or continuing education requirements, limited departmental funding is available. Details concerning the benefits program called the Professional Development Plan (not the same as the PDP at ORU) are available in the *ORU Employee Handbook*.

Application for tuition benefits through this program, required every semester, is available through VISION.

Faculty Commitment to Teaching

Any University faculty member who receives from Oral Roberts University tuition assistance up to $15,000 (and for any portions above) for a doctoral degree from Oral Roberts University through either the Educational Assistance Plan or the Professional Development Plan or a graduate degree from an institution other than Oral Roberts University through either of the aforementioned plans commits to returning after his or her graduation to the University faculty for at least one academic year (consecutive fall and spring semesters, in that order) and an additional academic year for every additional $15,000 (and for any portions above) in tuition assistance paid by the University. For example, a faculty member receiving $15,100 of tuition assistance commits to teach for two years while a faculty member receiving $30,100 of tuition assistance commits to teach for three years.

Any University faculty member who receives tuition assistance through these programs but does not complete or withdraws from the academic program commits to returning to teach for at least one academic year (consecutive fall and spring semesters, in that order) and an additional academic year for every additional $15,000 (and portions above) in tuition assistance paid by the University. For example, a faculty member withdrawing from a program after receiving $2,000 of tuition assistance commits to teach for one year.

Total Amount of Assistance	Academic Years of Commitment
Up to and including $15,000	1 year
$15,001 - $30,000	2 years
$30,001 - $45,000	3 years
$45,001 - $60,000	4 years

If prior to teaching for the committed time period the faculty member leaves the University, is terminated, or status is changed from full-time to part-time for any reason (other than non-renewal of contract or a reduction in force undertaken by Oral Roberts University), the faculty member is required to refund to Oral Roberts University all monies provided under the Educational Assistance Plan or the Professional Development Plan. The *ORU Employee Handbook* contains additional information.

2.1.5.12   New Faculty Orientation Workshop and Mentoring

Each August the University sponsors a new-faculty orientation workshop. The opening session addresses pedagogical issues of special interest to Christian educators, such as developing a Christian worldview, integrating faith and learning, and understanding the nature of the adult learner in a Christian setting. Later sessions involve a general introduction to the University that includes faculty development, student and faculty services, and learning resources. During this workshop, new faculty members are introduced to their faculty mentors and the University administration. Time is provided for fellowship through breakfast, lunch, and devotions.

Each faculty member new to the University is assigned a veteran faculty member to assist in transitioning to ORU. This year-long program is designed to acquaint the new faculty member with University procedures and activities by having the mentor accompany the new faculty member to faculty meetings and other University gatherings. In addition, all new faculty members meet monthly as a group with master teachers from the individual colleges to explore ways in which to enhance classroom performance and use the classroom experience to help fulfill the ORU mission.

2.1.5.13   Faculty Chapel

All faculty members are provided monthly opportunities to grow spiritually through the faculty chapel program. Chapels include music, sermons, lessons, and special programs, such as student or faculty presentations. The program is directed by the Faculty Activities Committee.

2.1.5.14   Faculty Advance

Each August a faculty event is held prior to the beginning of classes. Faculty members meet in plenary sessions and/or small workshops to address academic and non-academic issues of common concern. Time is also available for reflection, fellowship, rest, and relaxation. The event generally includes time with the University President, outlining a vision for the coming year.

2.1.6   Promotion

The University awards promotions either through standard promotion or the Teaching Excellence Program (TEP). The Teaching Excellence Program is designed for full-time faculty members who dedicate themselves to excellence in teaching and who seek an alternate path to promotion from instructor to assistant professor rank. The TEP program spans three semesters beginning with the fall

semester in which a maximum of three faculty members University -wide are accepted into the Teaching Excellence Program.

2.1.6.1   Prerequisites for Standard Promotion in Rank

A faculty member who satisfies all of the following prerequisites is eligible to apply for standard promotion at ORU:
1. Has listed the intent to apply for promotion on the Professional Development Plan (PDP).
2. Is not applying for tenure or sabbatical while applying for promotion.
3. Has met the following degrees and time in rank criteria:

From Lecturer to Instructor: No minimal time-in-rank requirement needed at the rank of lecturer. Promotion from lecturer to instructor is automatic upon completion of the master's degree.

From Lecturer to Professional-in-Residence: At least one year time in the rank of lecturer.

From Instructor to Assistant Professor: No minimal time-in-rank requirement needed at the rank of instructor. Promotion from instructor to assistant professor is automatic upon completion of a terminal degree appropriate to the teaching assignment.

From Assistant Professor to Associate Professor: At least three years in the rank of assistant professor at ORU.

From Associate Professor to Professor: At least three years in the rank of associate professor at ORU.

In addition to satisfying the above prerequisites for eligibility, the faculty member must meet the promotion criteria (listed in the Promotion Criteria and Evidence section below) to the satisfaction of the faculty members serving as the promotion committee.

2.1.6.2   Prerequisites for Promotion through the Teaching Excellence Program

A full-time faculty member who satisfies all of the following prerequisites is eligible to request admission into the Teaching Excellence Program for promotion to assistant professor at ORU:
1. Has listed the intent to apply for promotion on the Professional Development Plan (PDP).
2. Is not applying for sabbatical while applying for promotion.
3. Has a master's degree and a minimum of at least six continuous years of full-time teaching at Oral Roberts University.

These three prerequisites above must be completed before the faculty member submits a letter of request to enter the Teaching Excellence Program. This letter—along with the PDP, *curriculum vita*, and most recent student opinion surveys—needs to be submitted to the department chair or college dean by August 31.

Decisions regarding which faculty members are admitted to the TEP program each year are made by department chairs, college deans, and the Vice President for Academic Affairs, influenced significantly by the quality of the faculty member's Professional Development Plan, *curriculum vita*, and the results of the faculty member's most recent student opinion surveys. The Professional Development Plan must include plans for additional course work and/or acquired knowledge, as explained in #3 of the section titled "Promotion Criteria and Evidence."

In October, the dean notifies the applicant whether or not he or she has been accepted into the TEP program. Once accepted, the faculty member must complete the requirements as stated in the Promotion Criteria and Evidence and according to the Teaching Excellence Application Procedure, both of which are listed below. Promotion is based on teaching performance, evidence of

participation in professional organizations, additional studies or acquired knowledge in or beyond area of expertise, dedication to the University and its mission, and community service—as evidenced by requirements such as lesson plans, student opinion survey results, classroom observations, and the faculty member's written statements. Each applicant works with an assessment committee, and at the stated time in the TEP process, the assessment committee decides whether or not to recommend the applicant for promotion; however, the final decision regarding promotion lies with the Board of Trustees.

2.1.6.3 Assessment Committee for the Teaching Excellence Program

1. Each candidate is assigned an assessment committee, which guides and evaluates the progress of the candidate through the three-semester process. The committee is composed of the college dean, the department chair, and three faculty members: one selected by the dean, one selected by the department chair, and one selected by the candidate. The committee members select the person to serve as chair of the committee.
2. The committee meets with the candidate three times during the three semesters.
3. Before each committee meeting, the candidate shall provide all the materials stipulated for that meeting, according to the timeline provided in this section of the handbook.
4. Each committee member observes the candidate's classroom performance three times—one time during semester two and two times during semester three.

2.1.6.4 Promotion Criteria and Evidence

Advancement in rank is based upon one's professional expertise and stature in the academic community, both within the University and among one's colleagues outside the University. Therefore, those criteria pertaining to one's professional activities—scholarship within the discipline, instruction and advisement, and involvement in professional organizations (items 2-4)—are given special emphasis in considering the applicant for promotion. The criteria set forth below apply to standard and TEP promotions; additional criteria for the Teaching Excellence Program indicated by a "TEP" notation.

1. *Spiritual Commitments*
   A. *Criteria*
      1. Confesses to be a born again person who subscribes to historic Trinitarian Christianity (professing the unity of Father, Son, and Holy Spirit in making available redemption, life in the Spirit, and eternal life to be received by personal confession of faith.)
      2. Demonstrates gifts of the Spirit and exhibits an ethical lifestyle consistent with the fruit of the Spirit
      3. Manifests or actively seeks the release of the prayer language ("Actively seeks" means an integrity that demonstrates openness in which the person has a genuine desire for this experience.)
   B. *Evidence*
      The applicant must compose a brief statement (normally fewer than 3 pages) that addresses the following items.
      1. An account of the applicant's salvation experience and how the Lordship of Jesus Christ has been evident in his or her life.
      2. A description of how the fruit of the Spirit (Galatians 5:22-26) has been manifested in his or her life.
      3. A description of how gifts of the Spirit (I Corinthians 12 4-31) have been manifested in his or her life.
      4. An account of how the applicant received or is actively seeking his or her personal prayer language of the Spirit.
      5. Examples of how the applicant has been involved in mission work and/or charitable service and has assisted others with their salvation, personal prayer language of the Spirit, and/or Christian walk.

2. ***Scholarship within the Discipline***
    A. *Criteria*
        1. Quality—refereed publications, refereed presentations delivered at professional meetings, and juried creative works. (for standard promotion)
        2. Significance—recognized in the discipline and applicant is a significant contributor to the work. (for standard promotion)
        3. Research-based scholarship (as defined in the discipline) and (for standard promotion)
        4. Creative works developed since the last promotion. (for standard promotion)
        5. Successful completion of a minimum of three additional hours of graduate work or a special study project in the area of expertise or a related area. Course work to be taken must be agreed upon by the committee in concert with the candidate during the initial meeting of the assessment process. Recent post-master's graduate studies may or may not satisfy some or this entire requirement. (TEP only)
    B. *Evidence*
        The applicant must include a brief summary of scholastic achievements since the last promotion as well as links to his or her curriculum vita and the published works, pictures, programs, bulletins, presentations, or similar documents that have been scanned and inserted into the appendices. The applicant for the rank of associate professor must provide evidence of a continuing effort and achievement in research, performance, publication, or presentation of papers. The applicant for the rank of professor must provide evidence of achievement (above and beyond that presented for associate rank) in research, performance, publication, or presentation of papers, including at least one significant creative achievement for peer evaluation.
        1. Quality—refereed publications, refereed presentations delivered at professional meetings, and juried creative works.
        2. Significance—recognized in the discipline and research-based (as defined in the discipline). (standard promotion only)
        3. Quantity—completed since last promotion and sufficient to justify advancement.
        4. Partial or principal contributor—significant contributor to the work. (standard promotion only)
        5. Official transcript of grade for the additional course required. An "A" or "B" is an acceptable grade. In certain committee-approved courses, a grade of "S" (Satisfactory) or "P" (Pass) is appropriate. If the faculty member completed a special project in it, then he or she needs verification that the report of the special project was accepted by the committee. (TEP only)

3. ***Professional Activities***
    A. *Criteria*
        1. Professional organization(s)—membership in, attendance at, or participation in meetings; positions of responsibility; and service to the organization.
        2. Advanced study.
        3. Community service.
        4. Honors and awards (local, state, national, international).
    B. *Evidence*
        The applicant needs to include a brief summary of professional activities as well as evidence (e.g., scanned images of awards, citations, newspaper clippings, certificates) and evidence of advanced study, active participation in professional organizations, and community service. This section should also include the applicant's *curriculum vita* and the most recent Faculty Development Plan (PDP).

4. ***Instruction and Advisement***
    A. *Criteria*
        1. Mastery of subject; standard knowledge; and advanced, updated knowledge.
        2. Mastery of teaching skills/methodology, creativity demonstrated in content presentation, and appropriate methods of assessing student performance. (TEP only)

3. Creativity in improving courses.
4. Advisement of students.

    B. *Evidence*

        1. The applicant needs to include a signed statement that he or she has complied with the required written procedure for administering student surveys for the last two semesters with links to the survey results. This section should also include a description of the applicant's student advisement responsibilities and may also include descriptions of contributions the applicant has made to curriculum development and pedagogy. Faculty development efforts involving instruction and advisement (continuing education and workshops, for example) are generally summarized in this section, and references to the peer evaluations submitted by faculty members who observed the applicant's teaching should be made.

        2. At least 90% of the responses (as indicated on student surveys) and all assessment committee members (on evaluations of classroom observations) rate the teacher as excellent or good. (TEP only)

        3. Mastery of subject demonstrated by up-to-date content, syllabi, and course calendars detailing assignments and due dates. (TEP only)

5. *Faculty Service and Relations*

    A. *Criteria*

        1. Loyal commitment to the Vision and Mission of the University. Agrees with and is supportive of the mission of Oral Roberts University.
        2. Performance of University assignments.
        3. Participation in college or University committees and/or functions.
        4. Cooperation.
        5. Positive attitude and maturity.

    B. *Evidence*

        The applicant needs to write a brief statement (generally under one page in length) explaining his or her reasons for supporting the mission of Oral Roberts University. The applicant also needs to provide evidence of participation in college or University committees and/or functions and references to evaluations and/or statements by peers, the department chair, and the applicant's college deans regarding the applicant's performance of University assignments, cooperation, and positive attitude and maturity.

2.1.6.5   Promotion Application Portfolio

Application for both standard promotion and promotion through the Teaching Excellence Program is through submission of two copies of the applicant's portfolio: one with and one without appendices. The copy of the portfolio that includes the appendices may be an electronic or a bound paper copy. The copy without the appendices must be electronic; it is needed for the Trustees, who do not have the time to read through numerous lengthy, bound portfolios.

The portfolio should be organized around the five criteria listed above and also contain (1) a *curriculum vita*, (2) a table of contents, and (3) appendices containing other supporting evidence, such as photos and scanned images. The name of the applicant, rank being sought, and department name should be on the title page of the portfolio. The application portfolio, excluding the appendices, is normally fewer than 12 pages. Quality is more important than quantity.

The appendices contains two required documents (a Professional Development Plan showing the intention to apply for promotion and the results of student surveys from the two most recent semesters) as well as supporting documents such as journal articles, scanned images of books and other works created by the faculty member, evidence of scholarly research or performance, and any other documentation that the faculty member deems supportive of the application.

In addition to the portfolio submitted by the applicant, faculty members and administrators submit evaluations and letters of recommendation. These documents remain confidential and are not available to the applicant.

2.1.6.6   Standard Promotion Application Procedure
    The following timeline serves as a guide for the standard promotion application process. Any date that falls on a weekend should be replaced by the date of the following Monday.

March 1	The Vice President for Academic Affairs has sent the college deans and the Director of the Center for Faculty Excellence the list of faculty members eligible for promotion.
March 15	The applicant has sent a letter of intent to his or her department chair with a copy sent to the dean and to the Director of the Center for Faculty Excellence.
April 1	The college dean has verified the applicant's eligibility and forwarded the information to the applicant's department chair and to the Director of the Center for Faculty Excellence.
April 15-May 15	(1) The Director of the Center for Faculty Excellence offers a workshop on how to prepare a promotion application; the workshop is a required part of the promotion application process. (2) The applicant attends the required workshop on preparing a promotion application.
May 31	(1) The applicant has selected three department colleagues approved by the department chair to complete the Peer Rating Form and has conveyed the names to the Director of the Center for Faculty Excellence. (2) The dean has selected three people (e.g., deans, faculty, chairs) to observe the applicant's teaching in September and has conveyed the names of these people to the Director of the Center for Faculty Excellence. (3) The applicant has requested a letter of recommendation from the chair of an ORU committee (ad hoc or permanent) on which the applicant has served. (The committee chair needs to submit this letter to the college dean by August 31.)
June-July	The applicant prepares two copies of his or her application portfolio (one with appendices and one electronic one without appendices) according to the promotion guidelines, faculty handbook, and the workshop instructions.
August 1	The applicant has submitted the two copies of the promotion application portfolio to the Director of the Center for Faculty Excellence, who reviews both copies for format.
August 31	(1) The applicant has revised the two copies of the application according to the advice from the Director of the Center for Faculty Excellence and submitted the revised copies of the promotion application to his or her college dean. (2) The applicant's chair has submitted three confidential Peer Rating Forms to the college dean, one filled out by the chair and two by department colleagues previously selected by the faculty member and approved by the department chair. (If the applicant is a chair, the college dean assigns a senior faculty member to complete the Peer Rating Form.) (3) The chair of an ORU committee on which the applicant has served has submitted a letter of recommendation to the applicant's college dean.
September	Three independent reviewers (usually faculty members, chairs, deans) observe the applicant in the classroom and forward completed observation forms to the college dean.

October (first week)	The college dean compiles all promotion application materials (e.g., peer rating forms, classroom evaluations, letter of recommendation) with the applicant's application portfolio (the copy with the appendices) and submits all of it to the promotion committee chair. The college dean retains the electronic copy until November.
October	The promotion committee reviews the applicant's promotion application portfolio/appendices.
October 31	(1) The promotion committee chair has submitted the committee's recommendations to the college dean. (2) The promotion committee chair retains the application and appendices until after the Board of Trustees' decision has been made, at which time the promotion committee chair returns the application portfolio to the applicant.
November 1-15	(1) The dean notifies the candidate, the Vice President for Academic Affairs, and the Provost regarding the assessment committee's recommendations. (2) The college dean reviews the electronic copy of the candidate's promotion application, adds comments regarding promotion, and forwards the recommendation and electronic copy of the promotion application to the Vice President for Academic Affairs.
November 15-30	(1) The Vice President for Academic Affairs reviews the electronic copy of the promotion applications, makes a recommendation regarding promotion, and forwards the recommendation and electronic copy of each application portfolio to the Provost. (2) The Provost reviews the electronic copy of the promotion application, makes a recommendation regarding promotion, and forwards the recommendation and electronic copy of each application portfolio to the President.
December	The President reviews the electronic copy of the promotion applications, makes a recommendation regarding promotion, and forwards the recommendation and electronic copy of each application portfolio to the Board of Trustees.
January 31	(1) The Board of Trustees has reviewed the electronic copy of the promotion application and recommendations and makes decisions regarding promotion. (2) The Board has communicated its decision on the application for promotion to the Vice President for Academic Affairs. The determination of whether to grant a promotion is vested in the sole discretion of the Board of Trustees. (3) The Vice President for Academic Affairs has notified the college dean.
February 1	The dean has notified the faculty member of the Board's decision.

If awarded, the promotion becomes effective the fall semester of the academic year following the year of application.

2.1.6.7   Teaching Excellence Application Procedure

The following timeline serves as a guide for the process. Any date that falls on a Saturday or Sunday should be replaced by the date of the following Monday.

These activities take place during semester one.

August 31   A faculty member who has decided to request admission to the TEP program and has met the prerequisites for Promotion through the Teaching Excellence Program has submitted a letter of request and Professional Development Plan (PDP) to the department chair for verification.

September   (1) The department chair verifies whether or not the faculty member has met the prerequisites.
(2) Having received verification of meeting the prerequisites, the faculty member submits his or her *curriculum vita* and results of the most recent student opinion surveys.
(3) The department chair forwards the faculty member's letter of request, Professional Development Plan (PDP), *curriculum vita*, and student opinion survey results to the college dean, who forwards them to the Vice President for Academic Affairs.
(4). The college deans, chairs, and the Vice President for Academic Affairs meet to review faculty request materials in order to decide which faculty members to accept into the Teaching Excellence Program

October   (1) The college dean notifies the faculty member of his or her acceptance/non-acceptance into the program
(2) The Vice President for Academic Affairs notifies the Director of the Center for Faculty Excellence of the faculty members (a maximum of three) who have been accepted into the Teaching Excellence Program.
(3) The Director of the Center for Faculty Excellence selects members for each assessment committee and coordinates their activities.

November   (1) The assessment committee chair schedules a meeting with the faculty member (now candidate) accepted into the program.
(2) The assessment committee meets with the candidate to discuss the Teaching Excellence Program, guidelines, observations forms, and expectations.

December   The candidate submits spring syllabi, lesson plans, and sample tests and assignments to the assessment committee chair, who shares these materials with the assessment committee members.

These activities take place during semester two.

January   (1) The assessment committee members complete their first classroom observations of the candidate.
(2) Each observer submits a written evaluation (classroom observation form) of the observation to the assessment committee chair.

March 15   (1) The assessment committee members have completed their second classroom observations of the candidate.
(2) Each observer has submitted a written evaluation (classroom observation form) of the observation to the assessment committee chair.

April 1	The assessment committee has met with the candidate to review the classroom observations and to discuss the candidate's syllabi, tests, and lesson plans from the current spring semester.
April 15-May 15	The Director of the Center for Faculty Excellence offers a workshop on how to prepare a promotion application; the workshop is a required part of the promotion application process.
May 31	The applicant has selected three department colleagues approved by the department chair to complete the Peer Rating Form and has conveyed the names to the Director of the Center for Faculty Excellence.
June-July	The candidate prepares two copies of his or her application portfolio (one with appendices and one electronic copy without appendices) according to the promotion guidelines, faculty handbook, and the workshop instructions.

These activities take place during semester three.

August 1	(1) The candidate has submitted two copies of the promotion application portfolio (one with appendices and one electronic copy without appendices) to the Director of the Center for Faculty Excellence.
August 15	(1) The Director of the Center for Faculty Excellence reviews both copies of the promotion application portfolio for format and returns them for revision. (2) The candidate has provided the assessment committee with syllabi, lesson plans, and representative assignments and tests to be used in the candidate's fall semester courses.
August 31	The candidate has done the following: • Revised the two copies of the promotion application portfolio according to the advice from the Director of the Center for Faculty Excellence and submitted them to his or her college dean. • Submitted the previous spring's student opinion surveys to his or her college dean.
September	(1) Committee members make their third observations of the candidate's teaching. (2) Each observer submits a written evaluation (classroom observation form) of the observation to the assessment committee chair.
October (first week)	(1) The dean compiles the promotion application materials, which include the following: • Classroom observations forms, • Last spring's Student Opinion Surveys, • Peer rating forms, • Letter of recommendation, • The copy of the faculty member's promotion portfolio that has appendices. (2) The dean submits the complete promotion materials to the assessment committee chair and retains (until November) the electronic copy that does not have appendices nor the materials listed above in the bulleted list.

October	The assessment committee reviews the candidate's promotion application portfolio (the copy with appendices and other materials listed above), which was forwarded by the dean.

October 31   The assessment committee has done the following:

(1) Met with the candidate to discuss the following:
- Pedagogy, objectives, tests, and lesson plans in relation to teaching observed in classroom.
- Classroom observations,
- Results of student surveys,
- Promotion portfolio (the copy with appendices and additional materials).

(2) Made one of three recommendations without the candidate present:
- Advancement in rank subject to approval by the administration and Board of Trustees. If this recommendation is made, then the assessment committee chair retains the candidate's promotion application portfolio and materials until the Board of Trustees makes its decision, at which time the portfolio with appendices is returned to the candidate. The peer rating forms and letter of recommendation are returned to the candidate's college dean.
- Denial of promotion. If this recommendation is made, then the assessment committee chair returns the candidate's promotion application portfolio with appendices to the candidate.
- Candidate is retained in program for a second year. In this third case, second and third semesters of the process would be repeated; however, the candidate has the option to withdraw from the process, if so desired. If this recommendation is made, then the assessment committee chair retains the candidate's promotion application portfolio for the second year and returns it to the candidate when the promotion process has been completed.

(3) Notified the candidate's dean concerning the committee's recommendations regarding promotion.

November 1-15   (1) The dean notifies the candidate, the Vice President for Academic Affairs, and the Provost regarding the assessment committee's recommendations.
(2) The college dean reviews the electronic copy of the candidate's promotion application, adds comments regarding promotion, and forwards the recommendation and electronic copy of the promotion application to the Vice President for Academic Affairs.

November 15-30   (1) The Vice President for Academic Affairs reviews the electronic copy of the promotion applications, adds comments regarding promotion, and forwards the recommendation and electronic copy of each application portfolio (the copy without appendices) to the Provost.
(2) The Provost reviews the electronic copy of the promotion application (the copy without appendices), adds comments regarding promotion, and forwards the recommendation and electronic copy of each application portfolio to the President.

December   The President reviews the electronic copy of the promotion applications, adds comments regarding promotion, and forwards the electronic copy of each application portfolio (the copy without the appendices)—along with the comments regarding promotion—to the Board of Trustees.

January 31   (1) The Board of Trustees has reviewed the electronic copy of the promotion application and recommendations and makes decisions regarding promotion.

(2) The Board has communicated its decision on the application for promotion to the Vice President for Academic Affairs. The determination of whether to grant a promotion is vested in the sole discretion of the Board of Trustees.
(3) The Vice President for Academic Affairs has notified the college dean.

February 1   The dean has notified the faculty member of the Board's decision.

If awarded, the promotion becomes effective the fall semester of the academic year following the year of application.

2.1.7   Resignation

It is customary for any faculty member, either tenured or non-tenured, who does not intend to continue employment at the University to notify the University administration in writing of that intent at the beginning of the last year, but in no case later than the beginning of the last semester he or she intends to teach. Failure of a non-tenured faculty member to sign and return the faculty contract within the designated period constitutes an official resignation from the University.

2.1.8   Responsibilities

The faculty member has many responsibilities to the University, students, faculty, and administration. Following are the responsibilities of every faculty member:

2.1.8.1   Spiritual and Ethical

1. Chapel attendance is required of all full-time faculty members. Chapels are held for the benefit of faculty as well as students.
2. All full-time faculty members are expected to attend all special faculty or University -wide meetings. They are also expected to attend faculty chapels.
3. All faculty members sign and support the Honor Code Pledge. Full-time faculty members follow it at all times. Part-time faculty members are expected to follow it when on campus, representing the University, or with students.
4. Faculty members shall not use professional relationships with students or institutional facilities or privileges to further personal private gain. They shall accept no gratuities, gifts, or favors that might impair professional judgment, including remuneration for tutoring students enrolled in the University. Faculty members are expected to give needed assistance to their students.
5. Faculty members shall not use, directly or indirectly, the prestige and/or influence of the University in their personal affairs. For a faculty member to act for or on behalf of the University without prior approval is prohibited. The use of the University's name, letterhead, or influence on behalf of any private individual member of the University community is strictly prohibited.
6. Faculty members must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.

2.1.8.2   Class-Related

1. Office hours are to be posted and adhered to for student consultation.
    a. Every full-time faculty member needs to schedule and keep at least 7½ hours in his or her office per week and to be available to students at other times by appointment. Individual colleges may establish additional requirements.
    b. It is recommended that faculty members, especially those teaching freshmen and sophomore-level students, should try to be available to students at some time during each academic day.
    c. Part-time faculty members schedule office hours in accordance with department or college policy.
    d. Faculty members must file a copy of their weekly schedules with their department chairs and deans.

2. Faculty attendance is required for all classes to which they are assigned. All classes are to begin and end according to schedule. Prior notification to the department chair must precede any change (temporary or permanent) from the schedule. A faculty member must notify the department chair prior to an absence from class.
3. Every faculty member needs to adhere to attendance policies established at the University, college, and department levels. Individual class attendance policies are a part of each course syllabus. A record of class attendance is to be kept.
4. Faculty members are to deny class attendance to any enrolled student who is in violation of Student Handbook regulations.
5. Examinations and reports must conform to department policies. Final examinations are required in all courses and must conform to the published schedule.
6. Midterm and final grades for each course are to be submitted to the Registrar, via the Internet, within a time period set by the Vice President for Academic Affairs and published in the Academic Calendar. Each faculty member shall keep an accurate record of each student's performance in a grade book or electronically. Materials relevant to student grades are considered to be the property of the University. These materials—including printed copies of electronic grade books—are to be submitted to the department secretary at the request of the department chair.
7. Faculty members should make safeguarding exams a high priority. Identical examinations should not be given in subsequent semesters.
8. No field trip, convocation, or other activity that conflicts with classes is to be scheduled without approval of the college dean.
9. If a faculty member leaves the employment of the University, all student records shall be deposited in the department files.
10. A syllabus is required for every course and must conform to the published syllabi guidelines. Some syllabi are prepared by individual teachers; others are prepared under the direction of the department chair.
11. Faculty members are expected to participate in ePortfolio activities related to their assigned classes, including assignment and rubric development, timely artifact assessment, and course/program improvement.

2.1.8.3   Professional
1. All full-time faculty members shall attend University, college, and departmental meetings.
2. All full-time faculty members need to be willing to serve on University, Faculty Senate, college assembly, and/or department committees.
3. All full-time faculty members need to assist in the registration process.
4. Full-time faculty members are expected to share advisement duties within the department, including duties pertaining to the students' ePortfolios.
5. All full-time faculty members are expected to participate in commencement exercises.
6. All full-time faculty members should engage in scholarly activity (e.g., research, publication, performance), hold membership and participate in professional organizations, and attend professional conferences.
7. Each full-time faculty member shall complete a Professional Development Plan annually and submit it to the department chair and/or college dean. This plan must address how the faculty member will stay current in both subject area and pedagogy.
8. All faculty members shall complete and submit paper work in a timely fashion. Examples include requests for faculty development/travel funds, employee expense vouchers, course syllabi, and Professional Development Plans.
9. Faculty members need to show courtesy to colleagues by promptly responding to phone calls, emails, and memos.
10. Faculty members should encourage the correct use of the English language, and they should be exemplary in their use of the English language.

11. Members of the faculty who are unable to fulfill their responsibilities must notify their immediate supervisors in advance, if possible.

2.1.8.4   Miscellaneous

1. All full-time faculty members shall engage in a healthy lifestyle that includes an aerobics exercise program.
2. All faculty members should be familiar with University documents relating to their assignments, including the catalog, this handbook, and the syllabi guidelines.
3. Faculty members are expected to be collegial (e.g., supporting colleagues and departmental activities) and to accept their fair share of extra-curricular duties (e.g. supporting student clubs).

2.1.9   Services and Facilities

2.1.9.1   Aerobics Center

In keeping with the whole-person philosophy of the University, faculty members are expected to participate in an aerobics program. The facilities in the Aerobics Center are available for use during scheduled hours each day. The Aerobics Center is open Mondays 6:00 a.m. to 11:00 p.m., Tuesday through Friday 6:00 a.m. to midnight, Saturdays from 10:00 a.m. to midnight, and Sundays from 2:00 p.m. to 6:00 p.m. Summer hours vary from the schedule for the fall and spring semesters and are posted online and at the entrance. Family members may use the facility on Friday nights and Saturday mornings. Anyone starting an exercise program should first consult his or her physician. The Aerobics Center Office (495-6059) has more information, including information available LifeTime Recreation program activities.

2.1.9.2   Athletic Events

Faculty members and their families are welcome as spectators at the many athletic events sponsored by the University. An ORU Eagle Card admits faculty members and their families to most ORU athletic events free of charge. All faculty members may purchase, at a discount, season tickets for reserved seating at home basketball and baseball games. The ticket office at the Mabee Center has more information.

2.1.9.3   Business Center

Document preparation services are available in the Business Center on the third floor of the Learning Resources Center, which may be requested in person or through online ordering. The center also provides duplication, binding, and printing services for both students and faculty members. The center has a complete list of services, fees, and deadlines for both faculty members and students. Faculty members needing University -related documents can charge the work against the departmental budget with the approval of the chair.

2.1.9.4   Campus Store (Bookstore)

Faculty members may purchase such items as books, cards, office supplies, ORU imprinted items, gifts, and music at the Campus Store. Upon presentation of a current Eagle Card, faculty members are eligible for a 10% discount on all purchases except textbooks, computer software, food, and magazines. The campus store is open Mondays, Tuesdays, Wednesdays, and Fridays from 8:00 a.m. to 5:00 p.m. and from 8:00 a.m. to 6:00 p.m. on Thursdays. It is open from 10:00 a.m. to 3:00 p.m. on Saturdays and is closed on Sundays.

2.1.9.5   Computer Labs

The University has several computer labs on campus. The Academic Computing Labs, which house computers in several classroom-like settings on the second floor of the Graduate Center, are available on an individual walk-in basis as well as on a reserved basis for class sessions. These labs are available for faculty and student use University -wide. Various other computer labs for specific

departments, colleges, or programs—such as Art; Behavioral Sciences; Biology; Business; Chemistry; Education; and Music—provide special software and facilities and are reserved for faculty members and students in courses offered by these departments, colleges, or programs.

2.1.9.6   Conference and Events Services

The ORU Conference & Event Services is an event management system that provides both the University and the Tulsa community a way for individuals and organizations from the region to facilitate a world-class event or conference and secure space at ORU and CityPlex Towers—featuring a diverse portfolio of facilities—that can accommodate from 50 to 11,000 people. The Conference & Event Services is the primary resource for those interested in holding a conference, seminar, wedding, summer camp, or any special event on the Oral Roberts University campus.

The ORU Conference and Banquet Center at Mabee Center includes fully-customizable event spaces that can accommodate any genre of event from small breakouts and meetings to large-scale banquets and receptions.

East Room: This room is the largest event space with 375 Theatre and 270 banquet seating.

West Room: This meeting room space holds 50, Business Classroom style, and 112 with Theatre seating.

Lobby: Features a crisp entrance with social seating and plasma televisions for visual ambiance.

Lounge: Secluded and casual event setting complete with smooth, comfortable seating.

Restrooms: Elegant, textured flooring with warm lighting compliments the surrounding spaces.

Prayer Gardens: A multi-level, peaceful haven with shade trees, fountains, and walkways – great for outdoor weddings and banquets.

Kennedy Chapel: A serene sanctuary with beautiful lighting and an exquisite cross at its center.

Holy Spirit Reception Room: This easily accessible facility can hold up to 175 guests and offers customizable floor plans and buffet options.

Howard Auditorium: The 1,000-seat auditorium is used for theatrical productions, campus movies, seminars, and presentations. It also contains dressing rooms, ticket offices, a set shop, conference rooms, and sound booths.

Skyline60 at CityPlex: This 11,000-square-foot ballroom facility offers a one-of-a-kind view of South Tulsa and accommodates catered events up to 400.

Mabee Center Studio 1: This theater studio is designed to accommodate larger banquets and receptions with seating up to 750 banquet style.

Mabee Center Arena: The 105,000-square-foot facility is designed to meet any capacity accommodating events scaled from 1,274 to 11,300 seats. Whether the event calls for an intimate theater configuration, or an amplified round, the stage has been set to entertain a full house.

Mabee Center Mezzanine: A flexible meeting and banquet area with seating for 400+.

2.1.9.7   Credit Union

All faculty members are eligible for membership in the Tulsa Teachers Credit Union. A nominal fee is required to open an account, which entitles the member to a wide range of services. Information can be obtained at the main office (3720 E. 31st Street, telephone 743-9861) or at one of the many branches, including the branch near ORU (82nd and Lewis). A number of service centers are also available. Additional information is available from the TTCU website.

2.1.9.8   Food Services

Faculty members may purchase food at a variety of on-campus locations, including meals at the University cafeteria in the Hamill Student Center. Hot foods are also available at the Deli on the third floor of the Graduate Center, at Chick-fil-A® in the basement of the Student Center, and at other food vendors on the third floor of the Learning Resources Center.

2.1.9.9   Graphics

The Marketing Department is responsible for marketing the University to various constituents and can help design and create materials with the ORU brand including: advertising; brochures; catalogs; CD/DVD labels; certificates; covers; folders; handbooks; invitations; magazines; newsletters; Christmas cards; reports; campus signs; digital signage; and photography. More information on their services, fees, and deadlines, along with order forms are available online.

2.1.9.10   Identification Cards

As a security measure, all faculty and administration members are issued a University employee identification card (ID)—also known as an Eagle Card—showing the employee's name, classification, and department. To obtain a card, new faculty members need to take a validation form issued by the Vice President of Academic Affairs' Office to the Eagle Card Center, Monday through Friday from 8:00 a.m. to 5:00 p.m. Besides being a photo ID card, the Eagle Card provides a cashless method referred to as Eagle Bucks for food services on- and off-campus and for on-campus vending machines. The Eagle Card also provides access to various campus buildings and events and validates library checkout privileges. Faculty, staff, and students may deposit money in their Eagle Card accounts and then use the cards to withdraw from their accounts when needed.

The identification card should never be lent to another person. Faculty members who lose a card should notify the Eagle Card Center immediately and make arrangements to have another one made. When a faculty member leaves the University's employ, the identification card must be turned in to the Human Resources Department before the final paycheck can be released. More information is available from the Eagle Card Center.

2.1.9.11   Information Technology

The Information Technology Department sets up faculty accounts on the ORU computer network, installs and maintains hardware University -wide, including faculty offices, and installs and supports University -adopted software. Standard software includes Microsoft Office, Internet Explorer, GroupWise email, and Desire2Learn. Information Technology does not support discipline-specific software on faculty office computers. Some discipline-specific software is maintained in the various labs described in the section titled "Computer Labs" in this chapter. More information is in the section titled "Networks and Computer Policy" in this chapter.

2.1.9.12   Keys

Keys are provided to faculty members for their offices. To obtain keys, faculty members need to request them through the department chair and secretary. Proper care in handling keys is vital to maintaining security of buildings, equipment, and supplies. Keys should always be kept in a secure place and never left where anyone else can use them.

Unauthorized possession of a key or allowing unauthorized duplication of a key is grounds for dismissal.

When a faculty member leaves the University's employ, all keys issued to that faculty member must be returned to the Human Resources Department in order to release the final paycheck.

2.1.9.13   Library

The University library, located on the fourth and fifth floors of the Learning Resources Center (LRC), holds over 500,000 items, including printed books, microforms, and audiovisuals. The collection is arranged by the Library of Congress Classification System. The library website (http://www.oru.edu/university/library/) provides access to the library's online catalog (http://webopac.oru.edu/), more than 90 electronic periodical databases and reference works, and over 35,000 electronic journals and magazines. Multiple databases may be searched simultaneously using Central Search. Remote access to electronic resources is available to faculty members via usernames and passwords used for office computers. Library materials are purchased by the Acquisitions

department and processed by the Technical Services department. Faculty requests for purchase of books and journals are solicited.

Faculty members may check out library materials at the Circulation/Reserve desk located on the LRC fourth floor. The ORU identification card is used to check out books and access other library services such as interlibrary loan. Items are returned at the same desk, and a book drop for non-reserve books is available at the Customer Service Desk on the third floor. Renewals are available via the online catalog or by contacting a Circulation staff member. Faculty members may place items on regular or electronic reserve at the Circulation Desk. Reserves are searchable in the catalog under the instructor's name. The Interlibrary Loan Office (ILL) is located near the Circulation Desk. ILL loans request forms are available on the library web page as well as linked within databases. Please allow two weeks for materials to arrive.

The Library Information Commons (LINC), accessible from both the LRC and the GC on the fourth floor, houses the Reference area, the Electronic Resources Center, the Periodicals Collection, the Library Instructional Lab, and four group study rooms. The Reference Desk is staffed by librarians who, along with work-study aides, provide individual assistance with research questions and with access and use of electronic resources and periodicals. The non-circulating Reference collection provides a concentration of key resources selected to provide essential background information from which more extensive research may be launched. The Electronic Resources Center (ERC), immediately adjacent to the Reference area, contains networked computers for accessing the Internet and the library's electronic resources and is equipped with networked printers and photocopiers. Another copy machine is available near the Circulation Desk. The Periodicals area contains a collection of current issues of journals and magazines organized alphabetically. Older volumes are available in bound paper, microform, and CD-ROM formats and arranged by call number. Some bound volumes published prior to 1979 are housed in the main collection on the fifth floor. A microform reader-printer-scanner is provided. Periodical titles are searchable in the Journals List.

In the Library Instructional Lab located to the rear of the Periodicals area, librarians offer library instruction classes, workshops, presentations, and individual instruction on how to use information resources. The lab is equipped with 30 computers, a laptop, an LCD projector, a sound system, and software that facilitate digital presentations. Library orientation tours and class instruction are provided at the request of the faculty members. Other forms of instruction include online tutorials and research guides available on the library website. Research assistance and workshops designed specifically for faculty are also available.

The Curriculum Media Center (CMC), on the fifth floor, contains a children's literature collection, media for grades K-12, audio-visuals, and other materials used for curriculum development. It serves primarily the College of Education. The Music Listening Room, located in Timko-Barton Hall, contains a non-circulating collection including records, tapes, compact discs, and scores. The Theology Library, which is integrated into the main collection, includes materials primarily in the BL–BX classification range. There are also three closed collections that may be viewed by special request: the Elmar Camillo Dos Santos Collection, the William Sanford LaSor Collection, and the Jewish Theological Seminary Collection. The Holy Spirit Research Center, on the fifth floor, contains a non-circulating collection of some 12,000 books, 120 periodical titles, pamphlets and newsletters, and 8,000 cassette tapes related to the Holy Spirit and the Pentecostal/charismatic movement. It is one of the largest and most comprehensive collections of its kind in the world. The Archives, containing University historical materials, are located in a temperature-controlled area on the GC first floor.

During the-fall and spring semesters, library hours are Monday through Thursday from 7:30 a.m. to 10:30 p.m., Fridays, from 7:30 a.m. to 5:30 p.m., Saturdays from noon to 10:30 p.m., and Sundays from 3:00 p.m. to 10:15 p.m. Hours for holidays and breaks are posted at the library entrance. Summer hours vary slightly from the schedule for the fall and spring semesters and are posted online and at the entrance.

2.1.9.14   Media Facilities
The University provides media facilities for classroom use, such as overhead projectors, mimeo-board, computer projectors, TV/VCRs, and audio equipment. Some equipment is permanently installed in specified classrooms, but Audio-Visual Services (http://webapps.oru.edu/avcatalog/requisition.php) can also set up and operate all types of media hardware in classrooms, laboratories, and other on-campus locations and for special events. Requests for services are submitted online 24 hours in advance of need.

2.1.9.15   Parking
Well-maintained parking lots are available to University employees free of charge. Employee parking is reserved for only those vehicles (cars, trucks, motorcycles, bicycles) displaying the appropriate parking permit or hanging tag for the specific parking lot. More information on permits and regulations is available in the *ORU Employee Handbook*.

2.1.9.16   Performances
The Communication, Arts, and Media Department presents a number of plays during the year. Full-time faculty members receive two free tickets per event performed on-campus. Two free tickets can be reserved the week of the performance and picked up at the door. Additional tickets may either be purchased at the door or reserved during the week of the performance and paid for at the door. Tickets for events performed downtown at the PAC are available for purchase prior to the event.

The Music Department presents many concerts, recitals, and other musical events during the year, many of which are presented with no admission charge. Faculty members and their families are cordially invited to attend these presentations.

2.1.9.17   Post Office
ORU has its own zip code (74171) and campus post office. Housed on the first floor of the E.M. Roberts dormitory (EMR), the post office offers a full array of services. An additional mailroom is located on the first floor of the Graduate Center.

2.1.10   Tenure
Tenured status is conferred upon faculty members who meet the criteria for tenure, are recommended for tenured status by current tenured faculty members in good standing, and are granted tenured status by a vote of the ORU Board of Trustees. The University annually offers to the tenured faculty member a three-year contract for employment in a full-time position on the faculty, unless tenured status has been or is terminated or suspended under the provisions of the section titled "Termination Review and Reinstatement Procedure." Once tenured status becomes effective, tenured faculty members receive a one-level advancement on the full-time faculty salary scale and, when available, parking privileges in the executive parking lot.

2.1.10.1   Responsibilities of Tenured Faculty
In addition to achieving academically and professionally, tenured faculty members publicly affirm their commitments to the University's educational and spiritual goals. They support the University, fellow faculty members, and the students by committing to the following:
1. To help the Board of Trustees preserve the Founding Vision and University mission by doing the following:
    a. Exemplifying the ORU lifestyle, as outlined in the Founding Vision, Mission, and Honor Code Pledge.
    b. Providing leadership across the disciplines.
    c. Serving on faculty appointment committees.
    d. Serving as mentors to junior faculty members.
    e. Helping students experience active, Spirit-filled lives.
2. To actively participate in tenure activities by doing the following:

    a.   Supporting and adhering to the policies regarding tenure outlined in this section.

    b.   Participating in the tenured faculty application process.

    c.   Helping select facilitators and conveners for the University tenured faculty.

3.   To support the needs and interests of faculty members at large by doing the following:

    a.   Sponsoring faculty forums on topics of interest to the ORU community.

    b.   Providing input on University issues and interests.

    c.   Serving on committees.

2.1.10.2   Tenure Prerequisites

Faculty members who satisfy all of the following prerequisites are eligible to apply for tenure:

1.   Are regular full-time associate professors or professors at ORU.

2.   Have completed at least six consecutive years of teaching full-time at ORU at the assistant level or above.

3.   Have a terminal degree from an accredited institution that is appropriate to the teaching assignment.

4.   Have listed the intent to apply for tenure on the Professional Development Plan (PDP).

5.   Are not applying for promotion or sabbatical while applying for tenure.

2.1.10.3   Tenure Criteria and Evidence

To support ORU's mission, faculty members applying for tenure must provide evidence, as part of the application, that the following six criteria have been met. The criteria reflect the mission of Oral Roberts University—in its commitment to the Christian faith—to educate the whole person in spirit, mind, and body, thereby preparing its graduates to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept. The University seeks to synthesize the best traditions in liberal arts, professional, and graduate education with a charismatic emphasis to enable students to go into every person's world with God's message of salvation and healing for the totality of human need.

1. *Spiritual Commitments*
   A. *Criteria*
      (1) Confesses to be a born again person who subscribes to historic Trinitarian Christianity (professing the unity of Father, Son, and Holy Spirit in making available redemption, life in the Spirit, and eternal life to be received by personal confession of faith).
      (2) Demonstrates gifts of the Spirit and exhibits an ethical lifestyle consistent with the fruit of the Spirit.
      (3) Manifests or actively seeks the release of the prayer language. ("Actively seeks" means an integrity that demonstrates an openness in which the person has a genuine desire for this experience.)
   B. *Evidence* is in the form of a brief "Personal Theological Reflections" statement written by the applicant (normally fewer than 5 pages) that addresses the following items.
      (1) An account of the applicant's salvation experience and how the Lordship of Jesus Christ has been evident in his or her life.
      (2) A description of how the fruit of the Spirit (Galatians 5:22-26) has been manifested in his or her life.
      (3) A description of how gifts of the Spirit (I Corinthians 12 4-31) have been manifested in his or her life.
      (4) An account of how the applicant received or is actively seeking his or her personal prayer language of the Spirit.
      (5) Examples of how the applicant has been involved in mission work and/or charitable service and has assisted others with salvation, the personal prayer language of the Spirit, and/or Christian walk.

        (6) A list of doctrinal beliefs that the applicant regards as essential to his or her core Christian beliefs.

        (7) An explanation of how the applicant positions himself or herself with regard to the distinctive charismatic emphases of the University.

2. *University Service*

   A. *Criteria*

        (1) Agrees with and is supportive of the Mission and Vision of ORU.

        (2) Is committed to serving the University long-term (department, college, and University committees; task forces; projects; and student advisement).

        (3) Is recommended positively by University colleagues.

   B. *Evidence* should include the following:

        (1) A statement representing his or her agreement with and support of the Mission and Vision of ORU.

        (2) A summary of ways in which the applicant has contributed to the University at large—for example, committee work and roles in faculty government.

        (3) A description of the applicant's role in student advisement.

        (4) Links to any supporting service-oriented documents in the appendix.

3. *Instruction*

   A. *Criteria*

        (1) Demonstrates mastery of subject through up-to-date course content.

        (2) Continues to improve courses (use of technology, rubrics, creative and active learning methods, and student feedback).

        (3) Integrates faith and learning in courses.

   B. *Evidence* is in the form of the applicant's "Personal Reflections on Faith and Learning Integration" (normally fewer than three pages), that incorporates each of the following four areas:

        (1) An explanation or description of the applicant's philosophy and practice in creating a unity of faith and learning in the classroom.

        (2) A link to the results from the last two semesters of the applicant's student opinion surveys.

        (3) Evidence of faculty development efforts (e.g., continuing education and workshops).

        (4) Evidence of contributions the applicant has made to the department and/or curriculum development.

4. *Scholarship*

   A. *Criteria*

        (1) Demonstrates current knowledge in discipline (review of literature, bibliography, workshop attendance, coursework completion).

        (2) Publishes in journals and books (refereed or significant as defined by discipline; editor, contributor, author; completed since last promotion).

        (3) Presents refereed papers or juried creative works as defined by the applicant's discipline.

   B. *Evidence* typically includes a summary of scholastic achievements of the previous five years as well as links to significant published works, pictures, programs, bulletins, presentations, or similar documents that have been scanned and inserted into the appendices folder.

5. *Professional Activities*

   A. *Criteria*

        (1) Participates in professional organizations through membership, attendance, and service.

        (2) Serves the community (civic organizations, church).

        (3) Receives honors, awards, and grants (project director or co-investigator).

   B. *Evidence* typically consists of a summary of awards, participation in professional organizations, and community service as well as links to other items (e.g., citations, newspaper clippings, and proof of membership and active participation in professional organizations) that have been scanned and inserted into the appendices folder.

6. *Physical Activity and Discipline*

A. *Criteria*
  (1) Takes steps to live in a healthy manner.
  (2) Participates in ongoing physical activity.
B. *Evidence* includes a description of the applicant's regular physical regimen that promotes a healthful lifestyle. Applicants may include a log/record of his or her physical activities or evidence of membership and activity in a fitness or health center. Applicants should also include any other steps (such as healthful eating) that the applicant takes to maintain good health.

2.1.10.4   Tenure Application Portfolio

Application for tenure is through submission of two copies of a portfolio—one with appendices and an electronic one without appendices. The portfolio includes a curriculum vita and must (1) have a title page with the name of the applicant and department; (2) be organized around the six items listed in "Tenure Criteria and Evidence"); (3) contain a table of contents; and (4) appendices for supporting evidence, such as photos and scanned images. The application portfolio, excluding the appendices, is normally fewer than 20 pages, including the two personal reflections papers described below. Quality is evaluated more highly than quantity.

Appendices contain two required documents (a Professional Development Plan showing the intention to apply for tenure and the results of student surveys from the two most recent semesters) as well as supporting documents, such as journal articles, scanned images of books and other works created by the faculty member, evidence of scholarly research or performance, and any other documentation that the faculty member deems supportive of the application.

The second copy of the tenure application portfolio is an electronic copy of the tenure application portfolio excluding the appendices. This copy is needed for the Board of Trustees, who need to receive the application portfolio before they arrive on campus for the Board meeting but do not need to look through all of the supporting documents contained in the appendices.

In addition to the portfolio submitted by the applicant, evaluations, and letters of recommendation are submitted by faculty members and administrators. These documents remain confidential and are not available to the applicant.

2.1.10.5   Tenure Application Procedure

The following timeline serves as a guide for the tenure application process. Any date that falls on a weekend should be replaced by the date of the following Monday or a date set by the University.

April 15   *Faculty Letter of Intent*—A faculty member who is eligible to apply for tenured status and desires to submit an application discloses his or her intent to apply for tenured status on the Professional Development Plan and sends a letter of intent to apply for tenure to the department chair and college's tenured faculty chair with a copy sent to the Director of the Center for Faculty Excellence.

April 15-May 15 The applicant has attended the required workshop (through the Center for Faculty Excellence) on preparing a tenure application.

April 30   The department chair has forwarded the applicant's letter of intent to the Director of the Center for Faculty Excellence and the college dean, who has forwarded it to the Vice President for Academic Affairs.

May 31   The chair of the college's tenured faculty selects three tenured faculty members from the college (both inside and outside the applicant's department) to fill out a Peer Review Form, The chair also decides which two of the three faculty members will also observe and evaluate the applicant in the classroom in September. (Note:

At the discretion of chair of the tenured faculty, all tenured faculty members within a college could be selected to submit Peer Review Forms. If a college lacks the necessary number of tenured faculty members, the remaining tenured faculty members are selected from other ORU colleges).

Summer
The applicant prepares his or her tenure application portfolio (one copy with appendices and one electronic copy without appendices) according to the tenure application guidelines, the faculty handbook, and the required workshop.

August 1
Applicant has submitted two copies of the tenure application to the Director of the Center for Faculty Excellence, who reviews both for format.

August 31
The applicant revises the application according to the advice from the Director of the Center for Faculty Excellence and submits the two copies of the tenure application portfolio to the chair of the college's tenured faculty, who disseminates it to tenured faculty members within the college.

The chair of the college's tenured faculty collects the following completed items in the tenure application portfolio:
(1) Evaluations from the three selected tenured faculty members.
(2) Letters of recommendation from the department chair and college dean.

September
(1) The department chair, college dean, and two of the college's tenured faculty members have observed and evaluated the applicant in class using one of the observation forms available online. The forms are given to the chair of the college's tenured faculty.

(2) The chair of the University Tenured Faculty appoints an evaluation committee composed of one tenured representative in good standing from each college to review all six criteria (spiritual commitments, University service, instruction, scholarship, professional activities, and physical discipline) in the application portfolios of all the tenure applicants in the University who have been recommended for tenured status by their colleges. The evaluation committee completes the following tasks:
    (a) Meets with each applicant for a spiritual interview. While the interviews are open to all tenured faculty members, a minimum of five tenured faculty members is required to complete the interview.
    (b) Votes on committee recommendation. A 75% affirmative vote on the spiritual fit of the applicant is required for an applicant to be recommended for tenure by the evaluation committee.
    (c) Forwards a written statement that includes the results of the votes, copies of the interview evaluation form (in the online tenure application packet), and any comments to the chair of the University Tenured Faculty.

October
The chair of the college's tenured faculty invites the college's tenured faculty members to review the tenure application portfolios.

Mid-October
The chair of the college's tenured faculty calls the college's tenured faculty members to meet, discuss, and vote whether or not the particular college recommends tenure, and a 75% affirmative vote of the tenured faculty members in the particular college is required for an applicant to be recommended by the college.

October 31	The chair of the college's tenured faculty has reported the voting results (affirmative or not) to the college dean and applicant and also has forwarded the results and portfolio of each approved applicant to the chair of the University -wide (all ORU colleges) tenured faculty. Any applicant not receiving enough votes from the college's tenured faculty to be recommended for tenure is given a written copy of the reasons for denial by the chair of the college's tenured faculty. The applicant may appeal the decision by following the procedure outlined in the section titled "Grievance and Conflict Resolution Procedure" in this handbook or withdraw his or her application.
November 1-15	(1) The chair of the University Tenured Faculty schedules spiritual fit interviews to be conducted by the evaluation committee. (2) The evaluation committee votes on the applicant and reports the voting results to the chair of the University Tenured Faculty
Thanksgiving	The chair of the University Tenured Faculty has scheduled and moderated a meeting of all University Tenured Faculty to discuss and vote on the application portfolios of the tenure applicants, the results of the spiritual interviews, and the recommendation forms in the online tenure application packet. A 75% affirmative vote of the University Tenured Faculty is required for an applicant to be recommended for tenure by the University Tenured Faculty**.**
November 30	The chair of the University Tenured Faculty has (2) Communicated in writing the results of the votes first to the college deans and then to department chairs and applicants. Any applicant not receiving enough votes from the University Tenured Faculty to be recommended for tenure is given a written copy of the reasons for denial by the chair of the University Tenured Faculty. The applicant may appeal the decision by following the procedure outlined in the section titled "Grievance and Conflict Resolution Procedure" in this handbook or withdraw his or her application. (3) Forwarded the list of applicants recommended for tenure—as well as their electronic portfolio applications—to the Vice President for Academic Affairs.

Administrative Recommendations

(1) The Vice President for Academic Affairs reviews the list of applicants and their electronic portfolio applications and then adds a written comment recommending or not recommending them. The Vice President for Academic Affairs then forwards the list to the Provost.
(2) The Provost reviews the list of applicants and their electronic portfolio applications and then adds a written comment recommending or not recommending them. The Provost then forwards the list to the President.
(3) The President reviews the list of recommended applicants and their electronic portfolio applications and then adds a written comment recommending or not recommending them. The President then forwards the list to the Vice President for Academic Affairs, who submits the applications to the Academic Affairs Committee of the Board of Trustees.

January	*Board of Trustees' Decisions* (1) The Board of Trustees makes the decision concerning granting of tenured status and conveys the decisions to the President, Provost, Vice President for Academic Affairs, college deans, department chair, and chair of the University Tenured Faculty.

(2) The chair of the University Tenured Faculty communicates the Board's decision to the faculty member as soon as possible after the Board of Trustees' meeting. If an applicant is denied tenure by the vote of the Board, he or she may appeal by following the procedure outlined in the "Grievance and Conflict Resolution Procedure."

Tenured status is not granted automatically upon satisfaction of the eligibility requirements, but must be conferred by the Board of Trustees. Tenured status becomes effective the following fall.

2.1.10.6   Termination Review and Reinstatement Procedure

Employment and tenured status, once conferred, shall continue, except in the following cases:
1. Termination of Tenure and/or Employment Due to Faculty Changes.
   a. Upon resignation or voluntary termination of full-time employment by a tenured faculty member, tenured status shall automatically terminate along with any contractual obligations.
   b. Upon death of the faculty member.
   c. Incapacitation or disability that renders the individual incapable of performing the essential functions of his or her job for a period exceeding six months.
2. Termination of Tenured Status and/or Employment Due to University Changes—changes in faculty teaching load, University programs, and/or financial situations.
   a. Causes for Termination of Tenured Status.
      (1) Under extraordinary circumstances due to financial exigencies, the Board of Trustees may terminate employment or three-year contracts by notifying the affected faculty members of its actions.
      (2) If the program in which a tenured faculty member teaches does not have enough students (FTEs) to justify the employment of the current number of full-time tenured faculty members, those with the most time in tenure are given preference.
   b. Possibilities for Reinstatement of Tenured Status and/or Employment.
      (1) For causes #1 and #2 in part a., efforts shall be made to reassign the tenured faculty member to another position (teaching or non-teaching) on campus.
      (2) In the event that the University finds it necessary to release faculty members, non-tenured faculty members in the affected department/college may be terminated first.
3. Termination of Tenured Status Due to Unsatisfactory Performance.
   a. Causes for Termination of Tenured Status.
      If the faculty member's department chair, college dean, or the Vice President for Academic Affairs during the college's existing faculty contract renewal process determines that a tenured faculty member's performance (level of competence appropriate for tenured faculty and/or fulfillment of faculty duties) merits further review, a process to review tenured status and/or employment may be initiated based on the following reasons:
      (1) Failure to maintain a level of competence appropriate for tenured faculty. Competence is demonstrated by classroom performance and teaching ability; keeping abreast of current scholarly research in the faculty member's field; updating one's academic skills; and continuing to conduct scholarly research, writing, and creative work.
      (2) Failure to fulfill faculty duties as listed in the faculty member's contract and/or the *Faculty and Administration Handbook*. Fulfilling faculty duties is demonstrated by cooperating with University practices (e.g., ePortfolio, grades, chapel, and meetings); participation in professional activities; service to the University, completion of reasonable faculty duties, as assigned; and adherence to conditions and stipulations in the faculty contract, including refusal to sign a contract within the allotted time period.
   b. Procedure for Review and Possible Reinstatement of Tenured Status.
      In the event that a review is initiated for failure to maintain a level of competence appropriate for tenured faculty and/or to fulfill faculty duties, a University Grievance Committee (composed of the tenured faculty member's department chair and college dean, a tenured faculty member appointed by the chair of the University Tenured Faculty, and a tenured

faculty member chosen by the faculty member under review) will serve as the review committee. The committee is responsible for the following tasks:

(1) Giving the tenured faculty member a written statement clearly explaining the concerns regarding competence or faculty duties under question.

(2) Meeting with the faculty member to discuss the written statement explaining the concerns. This meeting must take place within 14 days of the faculty member's receiving the written statement.

(3) Establishing a list of behavioral objectives and time frame that must be met in order for the tenured faculty member to return to a *reasonable level of competence* and/or fulfillment of faculty duties.

(4) Mentoring the faculty member during the time of remediation and restoration.

(5) Determining whether or not to recommend to the Vice President for Academic Affairs a suspension of tenured status with pay during the review process.

(6) Reviewing the progress of the faculty member at the end of the period given for remediation and restoration and evaluating whether or not the faculty member has returned to a *reasonable* level of competency and/or fulfillment of faculty duties.

(7) Recommending to the Vice President for Academic Affairs that the faculty member (a) be returned to tenured status if it was suspended, (b) be declared as restored to acceptable competence and/or fulfillment of faculty duties, (c) be given additional time, or (d) be permanently removed from tenured status.

(8) Receiving the Vice President for Academic Affairs' decision to respond to the recommendation or to refer it to the Provost and possibly the President.

4. Termination of Employment and Tenured Status Due to Misconduct.

    a. Causes for Termination of Employment and Tenured Status.

      (1) Intransigent actions or expressions that are substantially in opposition to or inconsistent with the mission of the University.

      (2) Conduct involving moral turpitude or the conviction or plea of no contest to a felony.

      (3) Gross violation of the Honor Code.

      (4) Gross insubordination or substantial failure to conform to and comply with policies of the University or the particular department or college of the faculty member as stated in the *Faculty and Administration Handbook*.

    b. Procedure for Review and Possible Reinstatement.

    In the event that misconduct is suspected, the following process applies.

      (1) Complaints against a tenured faculty member must be initiated through the administration of the University, and the tenured faculty member in question shall be afforded a prompt hearing with the administration (Provost, Vice President for Academic Affairs, and college dean) and the chair of the University Tenured Faculty.

      (2) If the Provost, Vice President for Academic Affairs, college dean, and the chair of the University Tenured Faculty come to general agreement that there has been possible misconduct, the administration and chair of the University Tenured Faculty conduct an investigation of the alleged misconduct and make a determination of fact. During the investigation, the faculty member's tenured status and/or employment may be suspended with pay at the discretion of the Provost and the Vice President for Academic Affairs.

      (3) If the Vice President for Academic Affairs and Provost determine that there is no cause for terminating the tenured faculty member, then the faculty member is reinstated.

      (4) If the Vice President for Academic Affairs and Provost determine that there is probable cause for terminating the tenured faculty member, then the results of the investigation are forwarded to the President, who determines whether or not there is cause for terminating the tenured faculty member, and he or she may dismiss the faculty member in one of the following ways:

        (a) By not renewing the three-year contract and allowing the current contract to expire at the end of its three-year term. If a new contract for employment as a full-time faculty member is not offered on or before February 15 of the final year of the contract, then

the faculty member shall be considered to be dismissed as of the end of the current contract and may, no later than 14 calendar days following March 1, initiate the grievance procedures titled "Grievance and Conflict Resolution Procedure." The faculty member may continue to teach during the remainder of the current contract.

(b) By beginning dismissal procedures against the faculty member before the expiration of his or her current contract. The procedure and time frame of the dismissal are determined by the Provost, Vice President for Academic Affairs, and Director of Human Resources. In the event of any such dismissal, the faculty member shall be apprised of the grounds for dismissal by letter.

2.1.11   Workload

The normal full-time teaching load of a faculty member is established by each college, as described in chapter 3 in this handbook. The teaching quality is to be one of excellence, such that it will produce students who are equipped spiritually, mentally, physically, and socially to go into every person's world. In addition, academic counseling, service on various committees, keeping regular office hours, and assisting in pre-registration and registration are among a full-time faculty member's duties. Comprehensive student advisement, as assigned by the department chair, is the responsibility of every full-time faculty member. A complete list of faculty expectations is found in the section titled "Responsibilities."

Academic deans routinely call upon full- and part-time faculty members to teach modular, evening, weekend, summer, and distance offerings. Existing ORU faculty and staff should have the opportunity to participate in such teaching assignments before others are recruited. This process is managed carefully to safeguard overall job performance and academic quality.

2.1.11.1   Additional Compensation Opportunities

Any nine-month, full-time faculty member may be compensated in addition to the existing contract for externally funded projects/research and for teaching summer, distance, and overload courses. The faculty member's supervising chair and/or dean must be consulted concerning the additional assignment. No nine-month, full-time faculty member may teach more than three hours of overload in any one semester. Payment for summer school courses requires an Addendum to Existing Contract with disbursements on the regularly scheduled payroll dates. Overload courses are paid via the Request for Additional Compensation.

Twelve-month, full-time faculty members may be compensated in addition to their existing contracts for externally funded projects/research and for teaching distance and overload courses. No 12-month, full-time faculty members may teach more than three hours of distance or overload courses in any one year. The faculty member's supervising chair and/or dean must be consulted concerning the additional assignment. Twelve-month faculty are not eligible to receive pay for teaching residential summer courses. Overload courses are paid via the Request for Additional Compensation.

Staff members who teach courses in addition to their regular duties sign adjunct contracts for those services. They are paid at the overload rate established for full-time faculty members, which is based on highest degree earned.

Chairs may participate in externally funded projects/research and may teach one summer or overload course per year for additional pay. The Vice President for Academic Affairs and the supervising dean must be consulted concerning the additional assignment. Payment for summer school courses requires an Addendum to Existing Contract with disbursements on the regularly scheduled payroll dates. Overload courses are paid via the Request for Additional Compensation.

2.1.11.2   Summer School (Undergraduate Faculty) Load

Nine-month, full-time and adjunct faculty members may teach during all four summer sessions of an academic summer for a combined total of 13 load hours. An exception at the discretion of a college dean may allow for faculty members to teach an additional 3 load hours for a maximum combined total of 16 load hours for an academic summer. For the sake of academic integrity, it is

recommended (not required) that a faculty member teach only one class during each of the four summer sessions.

2.1.11.3   Travel Studies Faculty Load

Sections of travel study courses consist of 5 to 12 students. If the enrollment in a travel study course grows to 13 or more students, additional sections of the course need to be opened and taught by additional faculty members. For safety considerations during travel study trips, no faculty member shall be responsible for more than 12 students.

2.2   POLICIES AND PROCEDURES

This handbook is designed to provide information regarding Oral Roberts University and its policies. Faculty members should use it to become acquainted with the University's work environment, to understand University policies and procedures, and to utilize opportunities for self-improvement and advancement of the ORU mission. Many of the ORU policies and procedures are available online and detailed in the *Oral Roberts University Employee Handbook*. Any policies and procedures unique to University faculty are fully described in this handbook.

2.2.1   Absences and Leaves

2.2.1.1   Sabbatical Leave

The purpose of the sabbatical leave is for research, study, writing, or other creative work contributing to the upgrading of degree status or to the professional development and effectiveness of the recipient as a scholar and teacher. Travel is appropriate if it fits the purpose of the sabbatical leave. Sabbatical leave is neither for vacation nor health leave and is not to be granted for the sole purpose of augmenting income. The Provost and the Vice President for Academic Affairs may approve a faculty member's taking a compensated position elsewhere during a sabbatical, especially if such an experience can be expected to contribute significantly to the faculty member's acquisition of useful ideas and practices. Likewise, it might be considered appropriate to work on research grants or fellowships during a sabbatical, provided the activity offers experiences consistent with the sabbatical's purpose. The benefit to the University is uppermost in the considerations of the President when making a recommendation to the Board of Trustees that a leave be granted.

Conditions, Compensation, and Benefits

When sabbatical leave is granted, it is expected that the University will benefit; therefore, the faculty member is expected to return to the University for at least two semesters (excluding summer) following the sabbatical leave. Failure to do so obligates the faculty member to refund the portion of the compensation received from the University while on leave. If a faculty member chooses to refund the University and not return following a sabbatical, insurance benefits will terminate at the end of the contract period—benefits will not extend through summer as normal.

Any faculty member granted sabbatical leave receives one half the annual contractual salary for two semesters of leave or full salary for one semester of leave. The compensation is not delayed salary for services already rendered, but an investment in the future improvement of the University.

A faculty member on leave may be eligible for some or all of the group insurance plans in force prior to the leave, subject to the terms and conditions of each insurance contract. Each faculty member has the responsibility to pay his or her portion of the group insurance premiums and to contact the Benefits Department for information regarding eligible benefits and premium payments. Vacation days are not accrued during the time a faculty member is on sabbatical leave. The department chair needs to notify the Human Resources Department prior to the starting date of the faculty member's sabbatical leave.

Sabbatical Criteria

Faculty members must meet all of the following prerequisites before being eligible to apply for sabbatical leave.

1. An individual must serve six academic years (fall and spring semesters) in full-time service as a faculty member at the University to be eligible for sabbatical leave; however, the six years need not be consecutive.
2. A letter of intent to apply must be submitted during the spring of the fifth year.
3. If a faculty member desires a sabbatical leave, an intent to apply must be listed in the most recently approved Professional Development Plan.

Application Process

The following timeline serves as a guide for the sabbatical application process. Any date that falls on a weekend should be replaced by the date of the following Monday.

April	Each college dean (1) receives the college's list of faculty members eligible for sabbatical from the Vice President for Academic Affairs and (2) notifies the faculty member and the faculty member's chair of the eligibility.
April 15	The eligible faculty member sends a letter of intent to the department chair (or college dean) and a copy of the letter to the Director for the Center of Faculty Excellence.
April 30	The department chair has (1) forwarded the applicant's letter of intent to the college dean, (2) who has forwarded it to the Vice President for Academic Affairs.
April 15-May 15	The eligible faculty member has attended the required workshop on preparing a sabbatical application.

May 31	(1) The department chair and eligible faculty member discuss the sabbatical plans and how the sabbatical might affect the courses and department. Normally, no more than one person from a department or program may be on sabbatical leave at one time.
	 (2) If the administration approves a sabbatical request but subsequently requests the faculty member to postpone his or her sabbatical leave to work on a University project, time accrual toward the next leave follows the same schedule as if the faculty member had taken the leave when eligible. If a faculty member elects to postpone his or her leave, the accrual of time toward the subsequent leave begins with the return from the current leave.
	 (3) The department chair must submit the following to the dean:
	     (a) a request for funding from the University
	     (b) a staffing plan outlining how the courses normally taught by the faculty member on sabbatical leave are to be staffed during his or her absence.

Summer	Applicant prepares his or her sabbatical proposal according to the guidelines, faculty handbook, and workshop.
August 1	The applicant has submitted two copies of the sabbatical proposal (one with appendices and also an electronic copy without appendices) to the Director of the Center for Faculty Excellence, who reviews them for format.
August 31	The faculty member has revised and submitted the two copies of the sabbatical proposal describing the leave.

September	Upon approval, the department chair forwards the two copies of the proposal and staffing plan to the college dean, who in turn evaluates them and forwards the staffing plan and Trustees' version to the Vice President for Academic Affairs.
October	The Vice President for Academic Affairs evaluates the electronic copy and the staffing plan and, if approved, forwards them to the Provost.
November 1	If approved, the Provost sends them to the President, who submits them to the Board of Trustees for action.
January	The Board of Trustees makes the final decisions concerning the granting of sabbaticals and conveys the decisions to the Vice President for Academic Affairs notifies the college dean and department chair, and the department chair communicates the Board's decision to the faculty member as soon as possible after the Board of Trustees meeting.

Sabbatical leave is granted for the fall and/or spring of the following academic year.

Post-Sabbatical Evaluation

A full written report of activities while on leave, in suitable form for circulation and/or publication, is required at the beginning of the fall semester following the sabbatical. The report is submitted to the chair and dean, who forward it to the Vice President for Academic Affairs, who in turn forwards it to the Provost, President, and Board of Trustees.

The faculty member also should present an oral report of sabbatical activities to his or her peers through a means that is appropriate to the nature of the sabbatical (e.g., department or college gathering, brown bag lunch, roundtable discussion). The faculty member may also choose to publish sabbatical research results in a professional journal or present them at a conference.

2.2.1.2   Vacations and Holidays

Official University holidays are designated by the administration and include New Year's Day, Memorial Day, the Fourth of July, Labor Day, Thanksgiving, the Friday after Thanksgiving, Christmas Eve day, and Christmas.

Holidays and vacations for faculty members on nine-month contracts must conform to the University academic calendar, unless otherwise approved by the administration. Vacations for faculty members on 12-month contracts do not correspond to the academic calendar; however, they do receive 20 working days per year as vacation in addition to official holidays. Vacation time may not be accumulated and is not compensated when a faculty member leaves the University's employ.

2.2.1.3   Personal Leave

Any faculty member who has completed one semester of employment may request a personal leave of absence without pay up to a maximum of three months. A personal leave must be mutually beneficial to the University and the faculty member and may be granted at the discretion of the college dean in consultation with the Vice President for Academic Affairs and the Provost. The college dean, in consultation with the department chair and the Vice President for Academic Affairs and the Provost, may deny or limit personal leave due to business necessity. If the request is granted, the faculty member shall arrange for his or her responsibilities to be met during the absence. In the case of an emergency, the department chair or college dean arranges for the responsibilities to be met.

A faculty member on an approved personal leave of absence does not accrue vacation or personal illness time during the leave and is not compensated for paid holidays occurring during the leave. A faculty member on leave during February must notify in writing the Vice President for Academic Affairs and the Provost of his or her intention for the following year. Failure to file a letter of intent by February 1 shall be interpreted as a wish to sever the relationship with the University.

A faculty member on personal leave and participating in University insurance plans must pay his or her portion of the insurance premium to the University's Benefits Department. This payment assures that the faculty member has continued coverage during the leave of absence. The faculty member is again covered under the University's payroll deduction plan upon return.

2.2.1.4   Professional Leave
Any faculty member who has completed one academic year (fall and spring semesters) of employment may request a professional leave of absence without pay, during which time the faculty member is not under contract. A professional leave must be mutually beneficial to the University and the faculty member, such as returning to school to complete a doctoral degree, extending foreign travel to pursue a scholarly activity, or accepting an unusual teaching assignment of limited duration. Professional leave must be requested in writing from the department chair or college dean and approved by the Vice President for Academic Affairs and the Provost.

The University does not provide faculty benefits for faculty members on professional leave of absence.

A faculty member on leave during February must notify in writing the Vice President for Academic Affairs and the Provost of his or her intention for the following year. Failure to file a letter of intent by February 1 shall be interpreted as a wish to sever the relationship with the University. While there is no guarantee a faculty member will be placed in the position held before the leave, the faculty member will have preferential consideration in the filling of approved faculty positions.

2.2.1.5   Sick Leave
Faculty members accrue one day of sick leave per contract month, with a maximum limit of 20 days. Sick leave is accrued for only the months covered by the contract. It is available for any personal illness or accident making it difficult for the faculty member to perform duties. ORU reserves the right to require acceptable evidence of illness or injury/disability before allowing sick pay benefits.

2.2.1.6   Family and Medical Leave Act
The Family and Medical Leave Act (FMLA) provides eligible employees with job-protected leave for qualifying events or circumstances. Some of those events or circumstances may involve the employee's own health event or circumstance, or may involve the health or military service of the employee's family member.

Leave may be taken in continuous full-time periods or may include a reduced or intermittent schedule when medically necessary or for a qualifying exigency due to a call to active duty. When intermittent or reduced schedule leave is needed to care for an immediate family member or for the employee's own illness and is for planned medical treatment, the employee must consult with the supervisor in order to make a reasonable effort to schedule treatment to avoid unduly disruption to the department's overall operation. Additional details are available in the *ORU Employee Handbook*.

2.2.1.7   Medical Leave (non-FMLA)
A faculty member not yet eligible for medical leave under the Family and Medical Leave Act may apply for a medical leave of absence to allow the faculty member to suspend active, paid employment for an approved length of time in order to recover from a non-work-related illness or disability. More information is in the *ORU Employee Handbook*.

2.2.1.8   Critical Illness Leave
If a full-time faculty member has a member of his or her immediate family (husband, wife, child, mother, father, brother, sister, grandparent, mother-in-law, or father-in-law) listed by the attending institution and/or physician as critically ill or critically injured, then the faculty member may request and be granted a paid leave of absence for up to three days. If the request is granted, the faculty

member shall arrange a satisfactory plan for carrying on work during the absence and the length of time he or she expects to be away.

The institution's written verification of critical illness/injury must be submitted to the faculty member's supervisor immediately upon the faculty member's return to work. The faculty member's chair or college dean must submit a copy of the verification to the Payroll Department for the leave to be paid.

2.2.1.9   Funeral Leave

If a faculty member has a death in his or her immediate family (husband, wife, child, mother, father, brother, sister, grandparent, mother-in-law, and father-in-law), then the faculty member may request and be granted a paid leave of absence for up to three days. If the faculty member must travel out of state to attend the funeral, up to five days may be granted. If the request is granted, the faculty member shall arrange a satisfactory plan for carrying on work during the absence.

2.2.1.10   Military Leave

ORU provides military leave of absence for participating in the Reserves and National Guard duty, active duty, and initial active duty for training (special training required for membership in the Reserves and National Guard). Additional details are available in the *ORU Employee Handbook*.

2.2.1.11   Political Leave

A leave of absence for no more than one year may be deemed advisable by the University administration for any faculty member who wishes to engage in direct political activity involving a substantial amount of time (e.g., holding or running for political office). A leave of absence for more than one month automatically disqualifies the faculty member from benefits. Reinstatement to active employment status with ORU upon conclusion of the leave is not guaranteed. If the political activity lasts for more than one year, the faculty member may be requested to resign from his or her position. More information is in the section titled "Political Campaign-Related Activities" later in this chapter.

2.2.1.12   Jury Duty

It is the civic responsibility of all ORU employees to serve as jurors when called. Faculty members who are summoned for jury duty must notify their chairs or college deans immediately. Jobs that are exceptionally vital to ORU's operation may require that the chair or college dean request for the faculty member to be excused from jury duty. However, there is no guarantee that the request will be granted. Additional details are available in the *ORU Employee Handbook*.

2.2.1.13   Voting Time

The University encourages faculty members to register and vote in all local, state, and federal elections. Faculty members should use reasonable discretion in leaving campus to vote so as not to inconvenience students and colleagues.

2.2.2   Academic Advisement

Academic advisement is very important to students, but a common complaint that students nationwide have is the lack of good advisement—primarily in the areas of accessibility, knowledge about programs and opportunities, and advisor attitudes. Although some students may not take responsibility for their own educations or may have unreasonable advisement expectations, advisors need to make sure they are competent and friendly. The following pointers should help faculty members become good advisors:

1. Advisors are guides and good listeners, not dictators nor someone who signs anything the students want. Advisors are mentors, advocates, and confidantes; they should do far more than only meet with advisees during preregistration.
2. Advisors should be familiar with the ORU catalog and be able to find information with relative ease.

3. Advisors should be thoroughly knowledgeable about the programs they work with and familiar with the professions the programs lead to.
4. Advisors should keep adequate records of each advisee's progress, including a file folder for each advisee that contains the student's contact information, updated degree plan sheet, notes from previous advisement sessions, and copies of any signed forms pertaining to the student's academic needs, such as the CGAP and candidacy forms. This information is vital to the advisee, advisor, department chair, and anyone who might advise the student in the future.
5. Advisors need to have at least 7 ½ office hours per week, have the office hours posted, and be available for those office hours.
6. Freshmen, especially first semester freshmen, need special attention during advisement. They are often frustrated because they do not know University policies and procedures, and they often don't even know which questions to ask. The advisement a freshman receives can greatly affect his or her success at the University level.
7. Juniors and seniors need special attention during advisement to ensure that they have met requirements for the chosen majors and minors as well as for general education. Advisors need to make sure that advisees are able to schedule remaining course work by the expected graduation date.

2.2.3   Academic Freedom

In the tradition of institutions of higher education, no principle of corporate life holds a higher place than that encapsulated in the words "academic freedom." This phrase indicates the right of teachers and students to pursue truth without restriction of thought or doctrine. Academic freedom suggests the right of all persons to arrive at beliefs that they defend as truth. In practice, however, academic freedom is exercised within the limits of basic institutional commitments. Oral Roberts University is distinctively Christian; it is an institution that finds its reason for being in the historic Christian faith, an heir to the broad body of theological truth encompassed by the entire Christian faith. ORU affirms a vital concern for the salvation of the world through the life, death, and resurrection of Jesus Christ and through the continuing activity of the Holy Spirit, seeking the truth of Christ in the theological dialogue that surrounds the work of the Holy Spirit in our time. The University is an interdenominational institution, endeavoring to discern in its corporate life and teaching that which unites us all. Thus, the spirit in which ORU seeks truth is, in the words of John Wesley, "Unity in the essentials, diversity in non-essentials, and love in all things."

Oral Roberts University is philosophically committed to the promotion of human excellence—spiritually, intellectually, physically, and socially—in a Christian environment. This concept is far from new. What is unusual about the concept as implemented at Oral Roberts University, however, is its balance and integration into the curriculum. The achievement of wholeness and integration is sought; mere juxtaposition of parts is not sufficient. The University acknowledges the Triune God: the Creator Father, the Lordship of His Son, and the guidance of the Holy Spirit. The charismatic (gifts of the Spirit) dimension is actively and clearly affirmed.

Recognizing that Jesus Christ Himself is the Truth, the University holds that freedom in a search for truth and its exposition are fundamental. Academic freedom allows faculty members to fairly present major scholarly and theological positions. While academic freedom demands a fair hearing of all positions, some are not necessarily consistent with the University's mission. It is, however, beneficial for students to consider controversial issues in an environment of faith rather than to encounter them in an environment of doubt. Faculty members may present non-Christian ideas, practices, and worldviews with the understanding that they do so to present information, prepare students, and provoke thought and discussion, and without the assumption that the faculty members advocate those ideas, practices, and worldviews. Teachers shall have freedom in the classroom and through publications to discuss their subjects of expertise without harassment. Teachers shall be free to express and act upon their conscientious convictions as individual citizens, but must realize that there is always a tacit representation of the institution in whatever is said or done.

All faculty members should fully realize that they are members of their chosen faith community and of this institution, as well as of the learned profession, and, therefore, have special obligations. In a Christian university, the exercise of academic liberty involves responsibility to the Church, the

philosophy of the institution, and the academic community at large. Faculty members acknowledge that their profession and institution may be judged by what they say and write. Therefore, they should at all times be accurate, exercise appropriate restraint, and show respect for the opinions of others, all within the framework of a dynamic Christ-centered worldview. Personal integrity would dictate that divergence from the Founding Vision and/or basic philosophy of Oral Roberts University would lead the individual voluntarily to sever his or her relationship with the University.

Any faculty member who feels that academic freedom is being abridged may appeal through the grievance procedures stated in the section titled "Grievance and Conflict Resolution Procedure" in this chapter.

2.2.4   Administrative Excuses

Some courses (e.g., choir, speech) and University activities (e.g., conferences, competitions) require students to miss classes. Faculty members who teach such courses or direct such activities need to get approval from the Vice President for Academic Affairs (via their chairs and college deans) for administrative excuses for the students and then provide to all professors affected a memo stating the date, time, and list of students involved. Social Security numbers and student identification numbers must not be included on these lists.

Students absent from a class or laboratory period at the request of the University are given an administratively excused absence by the Vice President for Academic Affairs. This excuse grants the students the privilege of making up assignments, tests, or other work missed because of the absences without unreasonable limitations or penalties. The only absences that are administratively excused are those for official University business. All other absences, including funeral leave or student illness, are between the students and professors.

2.2.5   Benefits

2.2.5.1   Tuition Assistance for Family Members

The University provides three tuition benefit programs for eligible employees as described in the section "Tuition Benefit Programs at ORU" earlier in this chapter. In addition to providing a benefit for eligible employees, the Undergraduate Qualified Tuition Reduction Program is available to their spouses and eligible dependents. Details concerning the Undergraduate Qualified Tuition Reduction Program are available in the *ORU Employee Handbook*.

2.2.5.2   Insurance Programs

Insurance benefits available to eligible faculty members of Oral Roberts University are briefly described in this handbook. Full-time faculty members (as defined by faculty contract) at Oral Roberts University are eligible for these programs, and part-time faculty members can be eligible for some of the programs, subject to the terms of the governing documents for each program.

This handbook does not contain every detail of the employee benefit programs or all of their specific terms. No person will gain any new rights under a program because of a misstatement in or omission from this handbook or by operation of the program.

The University may amend or terminate one or more of the employee benefit programs at any time. If a program is amended or terminated, benefits may be different from those summarized or may end completely.

For information regarding the detailed terms and conditions of the employee benefits programs described here and related forms, faculty members should contact the Benefit Department at 495-7561. Information is also available on the ORU website.

Oral Roberts University currently offers the following employee benefit programs to eligible faculty members. Most programs require the eligible faculty member to complete an enrollment form and contribute to the cost of the benefit program.

- Pre-tax premium program
- Medical insurance

- Dental insurance
- Health care reimbursement account
- Dependent care reimbursement account
- Basic life and accidental death and dismemberment insurance
- Voluntary life insurance
- Short term disability insurance
- Long term disability insurance
- Retirement savings program

Oral Roberts University currently provides long term disability, life and accidental death and dismemberment insurance at no cost to eligible faculty members.

The employee's portion of any premium contribution for employee benefit plans is deducted over the same time period as regular compensation is received. Employees are informed each December of changes, if any, in premiums for the upcoming year. A change in salary, benefit/coverage election, or insurance contract change may change the premium at other times during the year.

2.2.5.3   Employee Assistance Plan

When personal problems become overwhelming, professional assistance is needed. It is available to full-time and part-time faculty members through the Employee Assistance Program (EAP). EAP provides confidential assessment and referral for the faculty member and his or her family—whether the problem is marital, financial, legal, emotional, alcohol-related, drug-related, or related to something else. Those who believe they need help, want information, or desire to talk to a counselor should contact the EAP in Tulsa at (918) 594-5232 or toll-free at (800) 221-3976.

2.2.5.4   Workers' Compensation

Faculty members are covered by Workers' Compensation Insurance which provides coverage for on-the-job injuries. Faculty members must report any injuries resulting from University work to their chairs or deans immediately and inform the Risk Management Department so the proper documentation can be completed and the claim processed quickly. More information including a link to the Employee Report of On the Job Injury form is available on the ORU Benefits Workers' Compensation webpage.

2.2.6   Confidentiality of Information

Oral Roberts University values the confidential nature of many of its records and has policies in place to protect that confidentiality.

2.2.6.1   Privacy and Release of Student Information Policy

By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the *ORU Employee Handbook*, sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records. All employees of Oral Roberts University or any of its affiliates are required to abide by the policies governing review and release of student education records. Each employee holds a position of trust and must recognize the responsibility entrusted to him or her in preserving the security and confidentiality of student information. To help maintain student privacy, ORU issues Z-numbers for I.D. instead of using Social Security numbers. Faculty members must refrain from the following actions and immediately report any violations to their department chairs:
1. Making or permitting unauthorized use of any information.
2. Seeking personal benefit or permitting others to benefit personally by any confidential information that has been obtained by virtue of a work assignment and in accordance with University and department policies.

3. Exhibiting or divulging the contents of any record or report to any person, except in the conduct of his or her work assignment in accordance with University and department policies.
4. Posting of grades by I.D. number, Social Security Number, Z-number, or any other means that could possibly identify students.
5. Knowingly including or causing to be included in any record or report a false, inaccurate, or misleading entry.
6. Removing any official record (or copy) or report from the office where it is kept, except in the performance of his or her duties.
7. Aiding, abetting, or acting in conspiracy with another to violate any part of this policy.

The Family Educational Rights and Privacy Act affords students certain rights with respect to their education records. These rights are as follows:
1. The right to inspect, review, and obtain copies of certain education records within 45 days of the day the University receives a request for access.
2. The right to request, according to established guidelines, the amendment of education records believed to be inaccurate or misleading.
3. The right for currently enrolled students to withhold information contained in the education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures of the University to comply with the requirements of FERPA.

ORU designates the following categories of student information as public or "directory information." Under FERPA, such information may be disclosed by the institution for any purpose at its discretion. ORU per policy does not disclose name, address, telephone number, date/place of birth, email address or student identification number. Under no circumstances should a faculty member give student records information to any person, other than the student, who has not been authorized to receive such information. Although directory information may be released without prior consent, any request for this type of information should be referred to the Office of the Registrar. The categories are as follows:
1. Name, address, telephone number, dates of attendance, classification.
2. Institution(s) attended, major field of study, awards, honors (including Dean's List), degree(s) conferred (including dates).
3. Past and present participation in officially recognized sports and activities, physical factors (height, weight) of athletes, date and place of birth.
4. Grade and progress reports to parents or guardians of undergraduate students who are of dependent status. Faculty members who are asked for grade information should refer parents/guardians to the Registrar's Office unless the faculty member has received written permission from the student to give grade information to the parent/guardian. Grade reports to others are prohibited.

Undergraduate students declare dependent or independent status as part of the registration process. Dependent or independent status is based on whether or not the student was claimed on the parents' most recent IRS Tax Form. ORU reserves the right to amend dependent/independent information that is deemed inaccurate. A parent may obtain non-directory information (grades, GPA, etc.) only at the discretion of the institution and after it has been determined that the child is legally his or her dependent. Dependent status can be established via the submission of a certified copy of the parents' most recent Federal Income Tax Form unless there is a court order, state statute, or other legally binding document prohibiting such. A parent also may obtain non-directory information by obtaining a signed consent from his or her child.

No present or former Oral Roberts University employee shall disclose or use, without an appropriate authorization, any information acquired by him or her in the course of his or her official duties. Potential sanctions for non-compliance with FERPA may include legal actions and cessation of federal funding. Inappropriate disclosure of a student's education record is grounds for

disciplinary action up to and including dismissal. Faculty members should refer FERPA policy questions to their department chairs, college deans, or the Registrar's Office.

2.2.6.2   Confidentiality and Proprietary Policy

Through the employment relationship with ORU and/or any affiliated entities, one may have access to certain information that is of special and unique nature and value to ORU. The policy concerning the use of this information is available in the *ORU Employee Handbook*.

2.2.7   Copyright

Oral Roberts University recognizes that a part of its educational mission is to encourage the production of creative works of literature, art, instructional material, etc., on the part of its faculty. Creative works may result entirely from the volition and personal time of a faculty member, may be entirely the result of a faculty member's performance of duties for the University, or may be a combination of these two. It is, therefore, important that the terms and conditions under which copyrights of creative works are owned and licensed for the mutual benefit of the University and its faculty members be set forth.

The University recognizes the interests of its faculty members, sponsors, and other cooperating or participating agencies. Furthermore, it recognizes that creative works may arise as the result of the efforts of its faculty members and that rights to such creative works may be vested in the faculty members, the University, sponsors, other cooperating or participating agencies, or jointly in any of these entities. It is the policy of the University to equitably protect the rights of the University, its employees, sponsors, or other cooperating or participating agencies as set forth in Appendix E.

2.2.8   Discrimination Policy

Oral Roberts University is committed to providing an environment in which its employees and its student body are treated with courtesy, respect, and dignity. ORU strictly prohibits any form of discrimination of another employee or student based on his or her race, color, gender, religion, age, national origin, disability, or veteran status More information on the definition of harassment and a reporting procedure are available in the *ORU Employee Handbook*.

Faculty tenure, promotion, academic freedom, and any other academic complaints should follow the procedures outlined in the section titled "Grievance and Conflict Resolution Procedure" in this handbook.

2.2.9   Dismissal

A faculty member may be dismissed from employment for failing to perform the contract of employment or on any of the following grounds:

1. Failure to maintain a high degree of competence. Competence is demonstrated by classroom performance, teaching ability, scholarly research, and writing.
2. Failure to perform reasonable faculty duties as assigned, including participation in professional activities, in a highly competent manner.
3. Intransigent actions or expressions in opposition to, or inconsistent with, the religious mission of the University, including failure to abide by the ORU lifestyle as defined in the Honor Code Pledge, this handbook, the *ORU Employee Handbook*, or statements adopted by the Board of Trustees or articulated by the University administration.
4. Misconduct involving moral turpitude or the commission of a state or federal felony. Reference the appropriate section in the *ORU Employee Handbook*; Section II-D may directly apply.
5. Failure to conform to or comply with administrative policies as defined in this handbook, the *ORU Employee Handbook*, or in the particular department or college of the faculty member.

Dismissal of a faculty member before his or her contract expiration shall be by action of the President upon recommendation of the Provost and the Vice President for Academic Affairs. In the event of any such dismissal, the faculty member shall be apprised of the grounds for dismissal by

letter. Any faculty member electing to appeal the action may institute the Grievance and Conflict Resolution Procedure found in this handbook.

2.2.10   Disruptive Behavior and Red Flag system

Disruptive behavior describes behavior that persistently interferes with academic and administrative activities on campus and that makes inordinate and inappropriate demands from students for the time and attention of faculty and staff.

2.2.10.1   Strategies to Prevent and Respond to Disruptive Behavior
(adapted from ASJA Law and Policy Report by Gary Pavela)
1. Faculty members need to clarify standards for the conduct of the class.
2. Faculty members need to serve as role models for the conduct they expect from their students.
3. Faculty members need to recognize the difference between disruption and academic freedom.
4. If a faculty member believes inappropriate behavior is occurring, he or she should consider a general word of caution, rather than warning a particular student.
5. If the behavior is irritating, but not disruptive, the faculty member should try speaking with the student after class. Most students are unaware of distracting habits or mannerisms and have no intent to be offensive or disruptive.
6. There may be rare circumstances when it is necessary to speak to a student during class about his or her behavior. The faculty member should do so in a firm and friendly manner, indicating that further discussion can occur after class.
7. A student who persists in disrupting a class may be directed by the faculty member to leave the classroom for the remainder of the class period.
8. The student should be told the reason(s) for such action and given an opportunity to discuss the matter with the faculty member as soon as practicable. Also prompt consultation should be undertaken with the department chair and the Deans of Students.
9. If a student comes to a faculty member at any time with information that leads the faculty member to believe that the student is a threat to anyone, including him or herself, the faculty member needs to contact Student Counseling Services, Student Affairs, or Security immediately.
10. If a disruption is serious and other reasonable measures have failed, the class should be adjourned and Campus Security summoned.

2.2.10.2   Red Flag Behavior Reporting System
Red Flag gives the ORU community an easy-to-use, web-based solution for reporting behavior that causes others to be concerned for the health, safety, or welfare of an individual or his or her University property.

Information to be reported on the Red Flag System includes personal accounts of observations, communications, or other relevant information. Examples include the following:
• Questionable or suspicious acts or behavior.
• Information or incidents that could cause harm.
• Information regarding illegal actions, assaults, and/or drug or alcohol use.
• Expressions by others of threats, violence, feelings of suicide, depression, reduction of self worth, and/or uselessness.

The reporting system requires that people using it identify themselves, but to the extent possible, the reporter's identity is kept confidential. If further information is needed, the reporter will be contacted by email. The reporter can log into the Red Flag Reporting System to see the status of reported concern, but, due to confidentiality concerns, specifics about the resolution cannot be given.

The Red Flag System is not a real-time response system, so in matters that require an immediate response (e.g., police, ambulance, fire, security), 911 or the Public Safety and Security Office (495-7750) should be called.

2.2.11   Dress Guidelines

Professional discretion and modesty is to be exercised in dress. Clothing and grooming should be appropriate for the particular work environment. Safety precautions should receive primary consideration. The overall effect is more important than specific adherence to a set of dress rules.

2.2.11.1   Faculty

The following guidelines are based on specific recommendations from the ORU faculty members regarding appropriate dress. These are intended to be used as guidelines; however, each specific work environment dictates the appropriate attire. During unusual inclement weather, such as snow and ice, dress exceptions in footwear and attire may be appropriate.

Faculty need to dress professionally and observe the faculty dress code guidelines as follows:

1. Men may wear suits or slacks (not jeans) and turtleneck or collared shirts; ties are optional. Loafers, dress shoes, or dress boots are acceptable, but flip-flops are not; socks are required. Neatly trimmed moustaches and beards are permissible; hair needs to be neatly trimmed above the collar with at least half of the ear showing.
2. Women may wear dresses, skirts, blouses, dress slacks, or cropped pants (no more than 4 inches above the ankle), but not gauchos, shorts, halter tops, or halter dresses. Dresses/tops with straps must be covered by a blouse or jacket, and midriffs need to be covered while sitting, standing, or reaching. Low-cut clothing or excessive slits are not acceptable.
3. Jeans, shorts, t-shirts, beachwear, gym wear, sweatpants or sweatshirts, sheer or form-fitting attire, hats, athletic jerseys or shoes, and flip-flops are not permissible for faculty members.
4. Jewelry should be appropriate and in keeping with a professional image. Plugs and body piercing are not appropriate, but women may have modest ear piercing. Tattoos must be covered.

2.2.11.2   Students

A student's sense of fashion should be guided by good grooming and a sense of modesty. Mature discretion should be exercised in the selection of a wardrobe. ORU has an on-campus dress code that is a standard of excellence representing an important part of the ORU lifestyle. Regular attire regulations should be observed in all classes and chapel services, and should also be observed by anyone entering the Graduate Center (GC) and Learning Resource Center (LRC) until 4:00 p.m., Monday through Friday, Christ's Chapel. In addition, regular attire is required during registration. In all other situations, including in the cafeteria, casual attire regulations are in effect.

Men
Regular Attire

Men wear collared shirts (including knit shirts and turtlenecks) tucked into dress, corduroy, neat jeans, or khaki pants. Shirts designed to be worn un-tucked are acceptable. Sweaters and sweatshirts may be worn and need to reflect the lifestyle of the University. Clothing must not have any inappropriate writing on it. Suits, blazers, vests, and sport coats are also appropriate. Men may not wear t-shirts or sleeveless shirts, even over collared shirts. Dress and casual shoes are acceptable, including boots, loafers, sandals, flip-flops, and athletic shoes. Fatigues, sweat pants, shorts, jogging pants, hats, and other headwear are not acceptable for male students when in regular attire.

Men may have beards, and both beards and hair must be kept clean, well-groomed, neat, and professional looking. Exotic haircuts and unnatural colors are not permitted. Haircuts should allow for half the ear to be showing on the sides. Hair should not touch the back collar.

Casual Attire

Casual dress is less restricted than regular attire; however, it should still be modest. T-shirts, sweatpants, and hats are acceptable in situations permitting casual attire; however, shirts must be worn at all times in public on campus, including in the student lounges and Aerobics Center, unless the student is sunbathing or engaged in an outdoor sports activity. Bermuda shorts (no more than four inches above the knee) are permissible in the cafeteria.

Sunbathing must be done in the designated areas: the hill to the north of the Quad Towers, between Braxton and Gabrielle Christian Salem Halls, and the ball field (except during ball games). Shorts or swim trunks are acceptable for sunbathing. Hats are acceptable except inside the GC, LRC, cafeteria, and Christ's Chapel.

Not Permissible
•Torn jeans or any excessively torn or tattered clothing
•Shorts in class or inside GC, LRC, and Christ's Chapel
•Pajamas (except dorm rooms and halls)
•Going shirtless around campus
•Exotic haircuts or hair colors
•Ponytails or hair ornaments (e.g., beads) on or off campus
•Makeup (e.g., fingernail polish, eye shadow, lipstick)
•Earrings and body piercings (e.g., magnetic, hole openers) on or off campus
    Any questionable attire may be called to the attention of the wearer and referred to the Dean of Men or his staff for evaluation. If found out of compliance, the wearer is expected to change his attire immediately. Failure to comply will result in a disciplinary action.

Women
Regular Attire
    Women may wear dresses, skirts, slacks, (including khakis and corduroy), capris, and neat jeans. All pants should be mid-calf or longer. Collared shirts, blouses, sleeveless shirts, knit shirts, non-athletic t-shirts, and dresses (with straps at least one inch wide), suits, blazers/jackets, sweaters, and turtlenecks are acceptable. Blouses must be modest (long enough to cover midriff) and in good taste, not revealing or sheer. The hems of skirts and dresses must not be shorter than four inches above the middle of the knee. The top of a slit of any skirt and dress must be no more than four inches above the middle of the knee. Shorts, sweatpants, jogging suits (e.g., velour), and wind pants are not permitted in regular attire. Dress and casual shoes are acceptable, including boots, loafers, sandals, flip-flops, and athletic shoes. Ethnic head wraps are acceptable; however, hats and bandanas are not.
    The guidelines for University -related functions calling for formal attire include formal (full-length), which may be strapless, or semi-formal (mid-calf) gowns with straps. None of the gowns can be low cut in either the front or back, and no gowns should be shorter than four inches above the knee, including any slits up the leg.

Casual Attire
    Casual dress is less restricted than regular attire; however, it must still be modest (not sheer, tight, or revealing). T-shirts, sweatpants, and hats are acceptable in situations permitting casual attire; however, casual attire does not include items in the not permissible category that follows. Bermuda shorts (no more than four inches above the knee) are permissible in the cafeteria.
    Sunbathing must be done in the designated areas: the hill to the north of the Quad Towers, between Braxton and Gabrielle Christian Salem Halls, and the ball field (except during ball games). Bathing suits, sports bras, body suits, etc. are not acceptable for sunbathing.

Not Permissible
•Two-piece bathing suits
•Bare midriffs
•Halter tops (blouses and dresses)
•Low-cut necklines (no cleavage showing)
•Shorts in class or inside GC, LRC, and Christ's Chapel
•Pajamas (except dorm rooms and halls)
•Exotic haircuts or hair colors
•Body piercings (except pierced ears)
•Spandex leggings

Any questionable attire may be called to the attention of the wearer and referred to the Dean of Women or her staff for approval. If confronted for improper dress code, the wearer will be expected to change her attire immediately. Failure to comply will result in a disciplinary action.

2.2.12   Drug and Alcohol Policy

Every employee at Oral Roberts University is important to the University and its mission of sharing the Good News of Jesus Christ and bringing wholeness to a hurting world. Every employee of Oral Roberts University is an important role model to students and is integral to fulfilling the University's Christian mission. As a result of the Christian mission, it is required as a condition of employment that each person sign and abide by the Code of Honor Pledge. Among other things, those who sign the pledge are agreeing to abstain from alcohol and all illegal drugs. The origin for this corporate policy comes from the scriptural emphasis that the Spirit of God dwells in us. As a result, our bodies, which are the temples of God, are holy. More information on this policy, including the use of prescription drugs, is available in the *ORU Employee Handbook*.

2.2.13   Equal Employment

ORU is committed to the teachings of Jesus Christ and is dedicated to a policy of equal employment for all persons regardless of race, color, national origin, sex, age, disability, or status as a veteran. Oral Roberts University shall recruit, hire, upgrade, and promote in all job titles without regard to race, color, sex, national origin, age, disability, or status as a veteran. Additional information concerning this policy is available in the *ORU Employee Handbook*.

2.2.14   Extra Employment and Obligations

Faculty members shall not engage in activities during the period of their contracts that may prevent them from fulfilling their full professional responsibilities to the University or that in any way represent a conflict of interest with the goals of the University. Faculty members should not accept outside employment, positions, or responsibilities related to business, religious, governmental, educational, or corporate entities without the prior and written approval of the college dean. Specifically excluded from the foregoing stipulations are the occasional consulting, speaking engagements, or church-related activities typical of Oral Roberts University faculty members.

2.2.15   Fair Use Guidelines

Faculty members using materials, whether written or in electronic form, must comply with copyright laws. Using copyrighted materials for educational purposes does not automatically qualify it as fair use. Faculty members need to apply for copyright permission whether the materials are to be used in class or put on reserve in the library. The following section provides the guidelines for limited use of copyrighted materials when there is not enough time to receive permission for using copyrighted materials.

The following information in this fair use section presents guidelines for classroom copying in not-for-profit educational institutions with respect to books and periodicals. This information comes from http://www.nacs.org/toolsresources/cmip/copyright/primer.aspx, National Association of College Stores, Inc., and the Association of American Publishers. It has been reformatted to conform to the style of this handbook.

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that (1) the copying meets the tests of brevity and spontaneity as defined below in the section "Definitions," (2) the copying meets the cumulative effect test as defined below in the section "Definitions," and (3) each copy includes a notice of copyright.

2.2.15.1　Definitions
Brevity
1. Poetry
    a.　A complete poem if fewer than 250 words and printed on not more than two pages.
    b.　An excerpt of not more than 250 words from a longer poem.
    (Each of the numerical limits may be expanded to permit the completion of an unfinished line of a poem.).
2. Prose
    a.　A complete article, story, or essay if fewer than 2,500 words.
    b.　An excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event, a minimum of 500 words.
    (Each of the numerical limits may be expanded to permit the completion of an unfinished line in a prose paragraph.)
3. Illustration—One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
4. Special works—Certain works in poetry, prose, or in "poetic prose," which often combine language with illustrations, fall short of 2,500 words in their entirety. Such special works may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of a special work and containing not more than 10% of the words found in the text thereof may be reproduced.

Spontaneity
1. The copying is at the instance and inspiration of the individual teacher, and
2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect
　　　The copying of the materials is for only one course in the college in which the copies are made. Not more than one short poem, article, story, or essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term. There shall not be more than nine instances of such multiple copying for one course during one class term. These limitations shall not apply to current news periodicals, newspapers, and current news sections of other periodicals.

2.2.15.2　Prohibitions
　　　Notwithstanding any of the preceding, the following shall be prohibited:
1. Copying shall not be used to create, replace, or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts are accumulated or are reproduced and used separately.
2. There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests, test booklets, answer sheets, and like consumable material.
3. Copying shall not (a) substitute for the purchase of books, publisher's reprints, or periodicals; (b) be directed by higher authority; or (c) be repeated with respect to the same item by the same teacher from term to term.
4. No charge shall be made to the student beyond the actual cost of the photocopying.

2.2.16   Grievance and Conflict Resolution Procedure

The purpose of this procedure is to provide an avenue of discussion for faculty and administration for the resolution of differences through a reasonable and fair review process. In accordance with the Biblical injunction (Matthew 18:15) there should be an attempt at first to resolve a grievance informally with the person or office with whom the grievant has a complaint. Grievances should be resolved at the lowest level and as most timely as possible.

2.2.16.1   Definitions for Grievance and Conflict Resolution Procedure

1. Grievance: A complaint against a decision or action by any office, department, committee, or individual alleging violation, misapplication, or misinterpretation of policies or procedures presented in the *Faculty and Administration Handbook* with respect to contract, salary, fringe benefits, workload, working conditions, promotion in rank, advancement within rank, tenure, termination, dismissal, discipline, or other employment-related matters. The grievance must involve an action whereby the individual filing the complaint will benefit or lose by the decision and by the resolution of the matter.
2. Grievant: The person who alleges that a grievance exists.
3. Respondent: The person(s) to whom the grievant is directing the complaint. This person normally will be the administrator to whom the grievant is directly accountable. It should be noted that the respondent may or may not be the person with whom the grievant has a complaint.

2.2.16.2   Grievance and Conflict Resolution Procedure Steps

The following steps shall be taken in the order listed. At any point along the way the grievance may be resolved, and further steps will be unnecessary.

Informal Level

1. Whenever possible, the grievant attempts to resolve the grievance directly with the person with whom he or she has the grievance.
2. The grievant meets with the respondent, if different than the person mentioned in (1), in an attempt to resolve the grievance.
3. The grievant meets with the respondent and dean of the appropriate college. (This step is taken only if the respondent and dean are different people.)

Formal Level

If the grievance is not resolved at the informal level, the grievant shall produce a written complaint of the grievance. The complaint shall report the specific facts and issues involved in the grievance, the efforts made to resolve the grievance informally, and what resolution is being requested. If the grievant is a faculty member, the complaint should be submitted to the appropriate dean. Should the dean have been the original person with whom the grievant had the grievance, the complaint should be submitted directly to the Vice President for Academic Affairs, followed by step 3 below. When the grievant is in administration, the complaint should be submitted to an immediate supervisor, followed by step 6 below.

1. The dean reviews and renders a decision concerning the grievance which has been submitted in writing by the grievant. The dean's decision is communicated in writing to the grievant within twenty-one (21) days of receiving the grievant's complaint in writing. Should the grievant not agree with the decision, he or she has twenty-one (21) days to file an appeal of the dean's decision to either the appropriate college grievance committee (step 2) or directly to the Vice President for Academic Affairs (step 3) as desired.
2. If a grievant appeals in writing to an appropriate college grievance committee then within twenty-one (21) days after receiving the appeal the Faculty Grievance Committee must (a) afford the faculty member a hearing, (b) submit a report of its investigation and its

recommendation to the Vice President for Academic Affairs, and (c) furnish a copy of this report to the faculty member.

3. Upon receiving either a written complaint from the grievant or a report from a college grievance committee, the Vice President for Academic Affairs, within twenty-one (21) days, informs the grievant in writing of a decision in the matter.

4. If the grievant does not agree with the decision of the Vice President for Academic Affairs, the grievant may request in writing to the Vice President for Academic Affairs within seven (7) days to either (a) have a faculty advocate and a hearing by a University grievance committee or (b) appeal directly to the Provost. A hearing by a University grievance committee may not be requested if the grievance has already been addressed by a college grievance committee.

5. If requested, the faculty advocate, who must be a tenured faculty member, may be of the grievant's own choosing. The primary purpose of the faculty advocate is to represent the grievant to the administration and more particularly to the University grievance committee. After receiving a written request, the Vice President for Academic Affairs in consultation with the grievant and respondent has ten (10) days in which to form a University grievance committee. The University grievance committee shall consist of five tenured faculty members. They shall be chosen as follows:

    i.   two (2) of the grievant's choosing
    ii. two (2) of the respondent's choosing
    iii. one chosen by the four (4) members selected in (i) and (ii).

    The Vice President for Academic Affairs, in establishing the committee, shall arrange for the five members to select one of themselves to be the chair of the committee. The faculty advocate who may not be a member of the committee should not be involved in the meetings of the committee except when invited to be present to represent the grievant to the committee. The grievance committee has thirty-five (35) days to study the grievance (gather facts, hear the grievant, faculty advocate, respondent, dean, appropriate committees, etc.) and make a written recommendation to the Provost.

6. Within 21 days of receiving a written complaint, appeal, or recommendation from a University grievance committee, the Provost or supervisor shall (a) afford the faculty advocate or grievant a hearing, (b) make a decision, and (c) furnish a copy of the decision to the grievant. If the grievant does not agree with the decision of the Provost or supervisor, the grievant may appeal in writing to the President within seven (7) days.

7. Within 21 days of receiving a written appeal, the President shall (a) afford the grievant a hearing, (b) make a decision, and (c) furnish a copy of the decision to the grievant, and the appropriate Vice Presidents and/or the Provost. If no appeal is requested, the President's decision shall stand.

8. If the grievant elects to appeal the decision of the President, the grievant may request a hearing before the Board of Trustees at the next regularly scheduled meeting of the Trustees. This request must be submitted in writing to the chair of the Board of Trustees within seven (7) days after receipt of the decision of the President. The decision of the Board of Trustees is final, and the decision of the Trustees is to be given in writing to the grievant.

2.2.17   Handbook Policy Revision Procedure

The policies and procedures set forth in the *Faculty and Administration Handbook* are subject to change from time to time at the discretion of the Board of Trustees. Changes may be made to this handbook by the Board of Trustees who may consult with the Faculty Senate and/or the Office of the President. Changes may also be recommended by the Faculty Senate and the Office of the President with the approval of the Board of Trustees.

2.2.18   Harassment

Each member of the Oral Roberts University community has the responsibility to treat colleagues and coworkers considerately and fairly. ORU strictly prohibits any form of sexual or any other types of harassment. Prohibited harassment includes conduct that interferes with an individual's work performance or creates an intimidating, hostile, or offensive work environment. More information on the definition of harassment and a reporting procedure are available in the *ORU Employee Handbook*.

2.2.19   HIV/AIDS

Recognizing its responsibility to the students and staff of Oral Roberts University and the community, the Board of Trustees has adopted a policy on Acquired Immunodeficiency Syndrome (AIDS). This policy—based upon the best medical information presently available and on statements and/or guidelines of the United States Public Health Service, the Centers for Disease Control, and the American College Health Association—is located in the *ORU Employee Handbook*.

2.2.20   Indebtedness to the University

If a faculty member should become financially indebted to the University, the faculty member agrees that the debt may be deducted from any wages and/or final vacation pay payable to the faculty member.

2.2.21   Invitations to Campus-Wide Lecturers

Oral Roberts University encourages faculty members to invite outside speakers onto campus to address students and faculty in open meetings—extending learning beyond the classroom and promoting diversity of thought and inquiry. Prior to sending an invitation to any outside speaker, faculty members should obtain approval from either the Vice President for Academic Affairs or the Provost. Approval is not required when inviting outside speakers to address regularly scheduled classes but is recommended as knowledge of the invitation may promote additional beneficial opportunities for the University.

2.2.22   Letters of Recommendation

Faculty members are often asked to recommend coworkers and/or students for positions in education, graduate schools, business, industry, and other organizations. When writing recommendations, faculty members should not exaggerate or understate accomplishments and/or characteristics, hence minimizing legal exposure.

Employees—Requests for work-related references and verifications of employment need to be forwarded to the Human Resources Department. Personal recommendations for coworkers or former coworkers should be written on personal stationery, not University letterhead.

Students—University letterhead may be used for professional recommendations of students only when they are considering initial employment or continuing education, including but not limited to internships and graduate school.

2.2.23   Networks and Computer Policy

ORU faculty, staff, and students need to be acquainted with and trained in new technological methods. However, along with embracing new technology comes a healthy caution to be certain that the use of the technology is responsible, Christ-centered, and consistent with the Code of Honor Pledge. The Networks and Computer Policy available in the *ORU Employee Handbook* covers all access through the networks or computer systems of Oral Roberts University.

2.2.24   Patents

Technical information, discoveries, inventions, and patents resulting from investigation or research conducted by faculty members of the University that are financed in whole or in part from funds administered by the University, are a direct result of a faculty member's duties with the university, or are made by the utilization of university resources or facilities are the property of the University and shall, on request, be assigned to the University or its representative, unless the University relinquishes its rights therein to the inventor.

It is the policy of the University to recognize the interests of its faculty members, sponsors, and other cooperating or participating agencies and to recognize that inventions and patents may arise from investigation and research undertaken that affect the equities of the participating parties. Equity rights may be vested in one of the following ways, as determined by the Provost and the Vice President for Academic Affairs upon the recommendation of the Copyright and Patent Committee:

1. Full ownership rights held by the University alone.
2. Full ownership rights held by the inventor alone.
3. Shared ownership rights held between the University and inventor.

The entire patent policy is in Appendix F.

2.2.25   Personnel Files

Appropriate personnel records are kept on University employees. There is only one official personnel file per employee, which may contain only such information as is relevant to the individual's employment. Faculty personnel files contain the following:

1. Information pertaining to bona fide occupational qualifications (e.g., resumes, applications, official transcripts).
2. Pre-employment recommendations, recommendations for merit, tenure, and/or promotion.
3. Personal data information (e.g., W-4, address).
4. Records of personnel actions such as appointment, change of status, tenure, promotion, and pay authorizations.
5. Documentation of leaves of absence.
6. Paper work concerning benefits, enrollments, changes, and beneficiary designations.
7. Performance evaluations.
8. Documentation of behavior and discipline matters.
9. Confidential data sheets.
10. Acknowledgement forms of company policies.

2.2.25.1   Maintenance of Files

The official personnel files of faculty members are maintained by the office of the Vice President for Academic Affairs, which is responsible for maintaining personnel records and for adding and correcting materials in those records. Through the normal course of business operations, supervisors and service offices (e.g., Payroll Department) may maintain working/side files, which may contain copies of the items in the official personnel file as well as other relevant information.

Faculty members should promptly notify both the Human Resources Department and the Office of the Vice President for Academic Affairs of changes in (1) address and telephone number, (2) marital status, (3) name (a copy of the new social security card), (4) the number of dependents for withholding tax purposes (a new W-4 form), and (5) person(s) to notify in case of emergency. Faculty members should notify the college dean about the faculty member's completion of additional degrees or training. The dean forwards this information to the office of the Vice President for Academic Affairs. The Benefits Office should be notified promptly of changes in the beneficiary and dependents listed in health, dental, life, or accidental death and dismemberment insurance coverage.

The personnel files of individuals who leave the University are retained for seven years following the year of separation.

2.2.25.2   Access to Files by Faculty Members

Current and/or previous faculty members do not have access to personnel files, which include working/side files. Department chairs and administrators having direct responsibility for faculty member performance and institutional officers showing a legitimate need shall be entitled to access the files. Confidential medical information and garnishments are excluded from inspection unless authorized by the Director of Human Resources, who makes the final determination of confidentiality.

2.2.25.3   Access to Files by Off-Campus Agencies

Data is monitored so that it is disseminated to only those parties authorized by the faculty member, approved administratively, or legally warranted. No information about work records, work quality, or reason for separation is released. All requests for information should be forwarded to the Human Resources Department.

Persons outside the University with a legal court order or subpoena may review official personnel files. Further, the University may permit access to and copying from such files following lawful requests of federal or state agencies relevant to investigations, hearings, or other proceedings pending before such agencies or the courts.

2.2.26   Photographs and Recordings

Photographs and audio recordings taken of faculty members while they are on campus may be used without prior written permission, remuneration, or contract in student publications, University publications, or for publicity purposes as devised by or authorized by the University. The Honor Code Pledge and University regulations serve as the general criteria of taste and style in selecting photographs and audio excerpts for publication. Requiring photographs on applications is not acceptable.

2.2.27   Policies Appearing on All Syllabi

The following University policies are deemed important enough to be stated on every syllabus:
1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty members at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, college, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
    a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
    b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

2.2.28   Political Campaign-Related Activities

Oral Roberts University supports the involvement of its administrators, faculty, staff, and students in their right, as individuals, to participate in the political process. However, under the Internal Revenue Code, as a section 501(c)(3) organization, ORU is absolutely prohibited from directly or indirectly participating in, or intervening in, any political campaign on behalf of (or in opposition to) any candidate for elective public office. Violation of this restriction can result in revocation of tax

exempt status and imposition of excise tax penalties on the institution as well as on organization managers who approve the undertaking of impermissible political activities.

Any faculty member who wishes to engage in direct political activity involving a substantial amount of time (e.g., holding or running for political office, managing a campaign, directing group action on behalf of a political candidate or issue) is expected to obtain written approval. The written approval must include mutual agreement for release time with his or her dean before undertaking such activity. A leave of absence may be deemed advisable by the Administration. Information regarding a political leave is in the section titled "Political Leave" in this handbook.

Additional information concerning academic participation in political activities including candidate debates and forums; candidate appearances, student organizations, and voter registration is available in the *ORU Employee Handbook*. Violation of this policy may result in disciplinary action, which may include termination of employment.

2.2.29   Posting of Signs and Other Materials

All signs, flyers, and posters must be approved by the Student Activities Office before they can be posted. The Marketing Department can create posters for ORU courses and activities, and the Business Center can print flyers for ORU activities.

2.2.30   Probation and Suspension of Students

2.2.30.1   Academic Probation

Students are expected to make satisfactory progress toward a degree certificate or other approved objective to be eligible to continue enrolling in the University. A probation list, based on student academic achievement for the previous 12 months, is compiled once each year prior to the fall semester. Students placed on probation fall into one of the following categories:
1. full-time students enrolled for the last two regular semesters but having earned fewer than 24 hours in the last 12 months;
2. full-time students enrolled for one regular semester but having earned fewer than 12 hours in the last 12 months;
3. part-time students not earning two-thirds of the hours they attempt; or
4. students whose grade-point averages fall below the minimums required for total quality hours that can earn grade points attempted in ORU undergraduate programs:

Total Quality Hours Attempted	Minimum GPA Required
1-32	1.5
33-64	1.75
More than 64	2.0

Students are removed from probation when they submit additional academic work sufficient to raise them to the minimum requirements. Normally, students who are not removed from the probation list after one full year are suspended. Students on probation are generally not eligible for financial aid.

Students accepted into the University on probationary status are subject to the same policies as students placed on probation. Graduate students should consult the graduate academic standing policies in the appropriate graduate school sections.

Upon recommendation of the dean of the college and approval of the Provost and the Vice President for Academic Affairs, a student may be placed on probation or may be suspended at any time for severely inadequate academic work. Such suspension may either be temporary or permanent.

2.2.30.2   Health and Physical Education Standards

Every student is required to make satisfactory progress toward physical fitness. ORU wants its graduates to be mentally alert, spiritually alive, physically disciplined, and socially adept. For this

reason, all undergraduate students taking a minimum of 12 hours, exclusive of correspondence courses, are required to enroll in and pass an HPE activity course each semester. Students may enroll in any one HPE activity course only twice for credit.

Graduate students, students in the ORU Online Campus, and students 45 years of age or older are not required to take the swimming proficiency test. Study Abroad students are not required to participate in an HPE activity course during their study abroad semester(s).

Student progress is evaluated each semester. An incomplete grade does not satisfy the HPE requirements. Students not fulfilling ORU's physical fitness requirements during the previous semester are placed on HPE probation. A student may be placed on HPE probation for failing to successfully complete an HPE activity course or for failing to enroll in an activity class or classes. Students who are not removed from the probation list after one semester are suspended. Students on HPE probation or suspension are not eligible to graduate from the University.

2.2.30.3   Behavior and Honor Code

Students are expected to follow the Honor Code and all ORU rules and regulations relating to proper behavior concurring with the University lifestyle. Any violation of the Honor Code in its written form, its principles, or its spirit is dealt with accordingly. Reports of conduct that is offensive, unacceptable, destructive, or in violation of University regulations are made to the office of the appropriate dean, who reviews the complaint and is responsible for handling it on a person-to-person basis. Procedures for behavior and Honor Code violations are enumerated in the Student Handbook.

Penalties for violation of University regulations may include one or more of the following: a reprimand, specified restriction, penalty (including monetary), probation, withdrawal from classes, suspension, and/or expulsion. When students are placed on probation, their records are put on disciplinary hold, the probation is recorded in their permanent files, and parents of dependent students are notified. Students may also be removed from positions held on campus.

Disciplinary holds are removed when students make amends and are no longer on probation. Students suspended from the University may apply for readmission after one year; students expelled are not allowed readmission.

2.2.31   Representing the University

The University —only through its Board of Trustees or Office of the President shall make policy statements regarding national, state, local, community, or University affairs. A member of the University community making public statements relative to these matters should state that he or she is speaking as an individual and not as an authorized representative of the University. Press inquiries, questions, or requests for general University information should be referred to the Director of Public Relations who reports to the official University spokesperson, the Vice President for University Relations and Development. Nothing in this policy should be taken to restrict scholarly activities such as teaching, research, professional consultation, or publication, in which professors' statements and opinions are customarily regarded to be their own within the ethical bounds of academic freedom and are not presumed to reflect official institutional policy.

2.2.32   Safety

2.2.32.1   Workplace Violence

Workplace violence can originate from many sources. It may be a disgruntled employee, an ex-employee, an outsider known by an employee, a student, or a stranger with no ties to the workplace. The safety and security of Oral Roberts University students, employees, and constituents are very important. The Workplace Violence Policy available in the *ORU Employee Handbook*.

Employees needing immediate assistance are to call ORU Security at ext. 7750.

2.2.32.2   Weapons, Dangerous Chemicals, and Flammable Materials

Oral Roberts University students, faculty, and staff must be free of both physical and psychological dangers and constraints, which can arise from the presence or use of weapons, firearms, ammunition, fireworks, explosives, dangerous chemicals, or flammable materials on campus. It is therefore the policy of ORU to prohibit or strictly regulate the possession, display, or use of these items on campus, in ORU vehicles, or on ORU-sponsored trips. This policy applies to all students, faculty, staff, and visitors, regardless of whether or not they are licensed to carry a concealed weapon. More information on this policy is available in the *ORU Employee Handbook*.

2.2.32.3   Classroom Emergencies and eAlert Notification System

In case of a classroom emergency, especially one of a medical nature, 911 should be called immediately. The ORU Department of Public Safety and Security monitors 911 calls made from University phones. Cell phone calls are not monitored; therefore, if they are used to call 911, the ORU Department of Public Safety and Security should also be notified.

Faculty members are encouraged to participate in the eAlert notification system, which can provide valuable information when campus safety is threatened.

2.2.32.4   Fire

Anyone detecting a fire needs to call 911. Everyone should leave the area only by the designated evacuation routes. (Each area has a fire marshal and a designated evacuation route.) Elevators should not be used for fire evacuation. Once outside the building, everyone should move at least 200 feet away from the building and should not attempt to re-enter the building until cleared to do so by the ORU Department of Public Safety and Security personnel.

The ORU Department of Public Safety and Security monitors 911 calls made from University phones and sounds the alarm upon receiving a report of a fire. Cell phone calls are not monitored; therefore, the ORU Department of Public Safety and Security should also be notified if cell phones are used to call 911. Fire alarm boxes are generally located just inside building exits.

2.2.32.5   Severe Weather

Monitoring of weather conditions in Oklahoma, especially during winter, requires constant vigilance. Because faculty, staff, and commuter students must travel to and from the University, extenuating factors (such as distance from ORU) should be considered by deans and department chairs when making decisions regarding faculty and staff during inclement weather. The voice message system notifies employees if there is an early dismissal of classes. Because Oklahoma is in "tornado alley," the University provides shelter areas. Each department has both a designated shelter and a designated route to that shelter.

If weather conditions (including difficulty traveling to or from work) warrant, classes and activities are canceled, and faculty members are dismissed early or not required to report to work. Procedures for canceling classes due to severe weather are as follows:
1. The President, after consultation with designated administrators, decides whether the University is to remain open or to close.
2. The respective vice presidents notify the deans and department chairs once this decision is made.
3. Announcements of closing are made through radio and television (television channels 2, 6, 8, and 53 and radio stations KRMG, KXOJ, and KBEZ).
4. The decision to close does not include departments providing essential services, which must function regardless of adverse weather conditions.

2.2.33   Solicitations and Donations

Solicitations by employees, selling of merchandise, chances, etc., or transactions relative to solicitations are not permitted on the premises. Excluded from this policy are fundraisers by ORU-sponsored clubs and organizations.

2.2.33.1   Off-Campus

All requests for solicitation for donations by a University department, organization, club, or person for University purposes must first be submitted to the Vice President for Development. That office maintains a list of those requests and is a resource and guide for solicitation. Only official letters either issued or approved from the Finance Department for tax donation purposes can be used according to IRS regulations; departmental thank-you letters are not acceptable for such documentation.

2.2.33.2   On-Campus

Solicitations are restricted to the United Way campaign, which is voluntary. United Way contributions can be made through payroll deductions. Sales representatives and solicitors are not permitted to circulate through the buildings or to contact employees. Excluded from this policy are representatives having referrals or specific appointments relating to University business, and company representatives who demonstrate or display equipment, textbooks, products, or supplies used in conducting University business. Individuals offering corporate discounts, passes, or coupons for University employees need to contact the Human Resources Department for approval and help with distribution.

2.2.34   Sponsoring Activities

Faculty members may sponsor University -related student activities but must take care to avoid high risk activities that might endanger students and inappropriate activities that are inconsistent with the ORU lifestyle. Clubs and organization are required to complete Activity Request forms, which are available from the Student Affairs Office. Sponsors must be approved prior to the event.

2.2.35   Traveling with Students

All faculty members accompanying students on trips must comply with University policies. Students traveling are required to purchase insurance through the University in order to be a part of such a group. It is the responsibility of each travel participant and group sponsor to comply with all guidelines, policies, and procedures set forth by the University as it pertains to travel. Complete guidelines, policies, and procedures for both domestic and foreign travel by student groups with faculty sponsors can be found on the ORU website.

Although the University may endorse or sponsor travel groups, this travel policy does not imply a responsibility on the part of the University to fund or subsidize such travel.

2.2.35.1   Local Field Trips

ORU faculty members sponsoring class-, club-, or department-related field trips should take every precaution for ensuring the safety of participating students. Under no circumstances should students be asked, instructed, or directed to use their own vehicles for these trips. University transportation is available through the ORU motor pool. Faculty members are responsible for completing all paperwork requesting administrative excuses for students missing classes. More information is available in the section titled "Administrative Excuses" in Chapter 2 of this handbook. This policy does not apply to students participating in off-campus internships, practicums, student teaching, or off-campus class sites (e.g., bowling, equestrian). Students need to arrange their own transportation for these activities.

2.2.35.2   Domestic and Foreign Travel

Any faculty member acting as coordinator or group sponsor and organizing an event endorsed or sponsored by Oral Roberts University that requires travel at least 50 miles outside the city limits of Tulsa must complete an ORU Trip Authorization Form. The purpose of this form is to authorize travel and initiate the process of obtaining accidental death and dismemberment and/or medical insurance for students during the travel period. Students traveling are required to purchase insurance through the University in order to be a part of such a group.

Although the University may endorse or sponsor travel groups, this travel policy does not imply a responsibility on the part of the University to fund or subsidize such travel. It is the responsibility of each travel participant and group sponsor to comply with all guidelines, policies, and procedures set forth by the University as it pertains to travel.

Faculty and staff members responsible for student travel must follow the travel policy guidelines and familiarize each student with all policies and procedures prior to trip departure. Complete guidelines, policies, and procedures for both domestic and foreign travel by student groups with faculty sponsors can be found on the Risk Management pages of the ORU website.

2.2.36   Vendor-Employee Ethics

It is ORU policy to separate an employee's private interests from those of the University. The University's overall policy is that none of its faculty, staff, managers, or officials shall engage in any activities that place them in a conflict of interest between their official activities and any other interest or obligation. ORU requires all employees to act with integrity and good judgment in adhering to this policy. More information on this policy is available in the *ORU Employee Handbook*.

2.3   FACULTY SENATE AND COMMITTEES

As participants in the shared governance structure established by the Board of Trustees, the University faculty are responsible for making decisions regarding curriculum, graduation requirements, and faculty appointment procedures. To encourage participation of all faculty members in these responsibilities, the University faculty use committee structures to generate ideas and proposals that are approved through a representative process. This representative process requires the participation of all faculty members in department, college, and University committees to maximize effectiveness.

2.3.1   Open Meeting Policy

An effective representative process requires open and clear communication. To enhance communication, every meeting of each committee shall be open to all faculty members for attendance and participation with meetings times and locations appropriately advertised. Voting is limited to authorized voting members. A portion of a meeting may be closed with prior published justification. If a special need arises during a meeting, initiation of a closed session requires a majority vote of voting members present.

2.3.2   Faculty Committees

Faculty committees enable faculty members to develop, promote, and participate in activities enhancing the academic culture of ORU. Authorized voting membership in faculty committees consists of at least one representative from every college, along with additional faculty members, when appropriate. Faculty committees may include additional voting members with the consent of the committee. Faculty committees adhere to the open meeting policy with appropriate publication of minutes and future meeting times. Faculty committees elect officers and establish appropriate procedures for the committees in agreement with policies established in the *Faculty and Administration Handbook*.

It is the responsibility of the faculty committee chair to ensure the publication of meeting agendas, times, dates, and places, and to ensure the expedient posting of the minutes of each committee meeting. It is also the responsibility of the faculty committee chair to ensure all constituents affected by any change the committee proposes are consulted throughout the process of crafting the change. Input from all areas affected by a change is crucial, and the committee chair must ensure that these areas are consulted throughout all stages of the process.

2.3.3　University Faculty Senate

University Faculty Senate is a representative group of faculty members designed to consider and recommend proposals arising from faculty committees and/or college faculty assemblies. All proposals recommended by committees or colleges concerning curriculum, graduation requirements, faculty appointment procedures (including promotion), or modifications to the catalog or chapters 2 or 3 of the *Faculty and Administration Handbook* must be submitted to the Faculty Senate for consideration. The Faculty Senate shall meet monthly during the academic year to consider and vote on proposals. The Faculty Senate bylaws are in Appendix G.

1. Considers for recommendation any change in graduation requirements or faculty appointment procedures (including promotion).
2. Considers for recommendation general education curriculum change proposals and curriculum proposals that involve more than one college. The Faculty Senate does not need to approve curriculum change proposals if the change affects only constituents within a college. Curriculum change proposals (using the Curriculum Change Proposal form found on the Faculty Resources web pages) are required for the following:
   a. Additions and/or deletions of courses, programs, degrees, majors, minors, cognates, and concentrations.
   b. Substantial changes in majors, minors, cognates, and concentrations. Substantial changes include but are not limited to the number of hours required.
   c. Changes in course numbers, credit hours, and/or grade mode (e.g., pass/fail to grade).
   d. Substantial changes in course content for existing courses. A name change needs only the college dean's approval.
3. Considers for recommendation any proposal submitted by any faculty member when accompanied with a petition signed by at least 10% of the current full-time faculty members.
4. Facilitates discussion and recommends mechanisms for addressing additional issues submitted to the Faculty Senate.
5. Follows voting procedures listed in the bylaws, including electronic voting by the University faculty on all recommendations.
6. Forwards recommendations for changes in curriculum, graduation requirements, faculty appointment procedures, handbook changes, and/or catalog changes to the Vice President for Academic Affairs. The Vice President for Academic Affairs makes recommendations to the Provost who makes recommendations to the University President who makes recommendations to the Board of Trustees for approval.

2.3.4　Faculty Academic Committees

Various academic committees are established to enable faculty members to accomplish specified annual tasks and are empowered by the Faculty Senate to take appropriate actions necessary to accomplish these tasks. In addition, academic committees are encouraged to develop proposals concerning curriculum, graduation requirements, and/or faculty appointment procedures and submit any recommended proposals to the Faculty Senate. The Faculty Senate secretary maintains annual lists of the faculty members participating on the various faculty committees to ensure committee membership reflects *Faculty and Administration Handbook* requirements. Chairs of the committees shall be selected by the members of the committees unless otherwise indicated.

2.3.4.1　Awards Committee

1. Coordinates competition for and the awarding of alumni faculty awards.
2. Hosts the annual Faculty Showcase.
3. Reviews nominations to select student Who's Who candidates.
4. Evaluates and selects the student graduation response speaker.
5. Considers and recommends proposals for changes to the *Faculty and Administration Handbook* to the Faculty Senate for consideration.

2.3.4.2 Christian Worldview Committee

1. Identifies and actively supports activities that enhance the integration of Christian worldview in curriculum, student life, and spiritual development.
2. Considers and recommends proposals for changes to the curriculum to the Faculty Senate for consideration.

2.3.4.3 Faculty Activities Committee

1. Plans, organizes, and coordinates faculty chapel events.
2. Plans, organizes, and coordinates the annual faculty retreat.
3. Plans, organizes, and coordinates faculty social activities.

2.3.4.4 General Education Curriculum Committee

The committee consists of at least one committee member from every undergraduate academic department as defined by the Faculty Senate bylaws.

1. Maintains constant evaluation of the general education curriculum and any accompanying assessment tools.
2. Evaluates general education curriculum change proposals (using the Curriculum Change Proposal form) concerning the following:
   a. Additions and/or deletions of general education courses.
   b. Substantial changes in general education course content for existing courses. This includes any change in name for existing courses.
   c. Changes in course numbers, credit hours, and/or grade mode (e.g., pass/fail to grade) of general education courses.
3. Communicates to faculty members the following procedures for recommending general education proposals.
   a. The faculty member initiating a proposal completes the Curriculum Change Proposal and includes necessary supplemental documents (e.g., degree plan sheet, syllabus, course description).
   b. The faculty member signs and recommends the proposal to the department chair for consideration.
   c. The department chair signs and initiates the routing of the Curriculum Change Proposal.
   d. After the proposal is assigned a proposal number, the General Education Curriculum Committee meets to consider and vote on recommending the proposed curriculum change.
4. Initiates, considers, and votes on general education curriculum change proposals arising from within the General Education Curriculum Committee. Any general education curriculum change proposal arising from within the General Education Curriculum Committee must be signed by the chairs of any affected departments and receive a proposal number prior to any committee vote.
5. Recommends proposals receiving a positive vote from a majority of members present and signed by the chair of the General Education Curriculum Committee to the Faculty Senate.

Coordinator of General Education
1. Chairs the General Education Curriculum Committee.
2. Facilitates the collection, coordination, and review of ePortfolio artifacts, submissions, rubrics, and evaluations.
3. Provides leadership in obtaining articulation agreements with other institutions, both accredited and unaccredited.
4. Implements the Program Review Schedule of the University.
5. Plans the annual General Education Workshop.
6. Reports to the Director of Institutional Research.

2.3.4.5   Standards and Evaluation Committee
1. Reviews academic policies, evaluation standards, and graduation requirements to assist with academic policy decision-making.
2. Considers and recommends proposals for changes to graduation requirements and/or the *Faculty and Administration Handbook* to the Faculty Senate for consideration.

2.3.4.6   University Research Committee
1. Reviews research proposals submitted through the Intramural Grant Program by faculty members requesting University research funding.
2. Recommends research proposals for funding to the Vice President for Academic Affairs.
3. Evaluates nominations and recommends a faculty member for the Scholar of the Year award to the Vice President for Academic Affairs.
4. Considers and recommends proposals for changes to the faculty appointment procedures or *Faculty and Administration Handbook* to the Faculty Senate for consideration.

2.3.5   Faculty Professional Committees
Various professional committees are established to enable faculty members to accomplished specified annual tasks. These professional committees are empowered by the Vice President for Academic Affairs to take appropriate actions necessary to accomplish these tasks. These committees report directly to the Vice President for Academic Affairs. Any proposal by these professional committees concerning curriculum, graduation requirements, faculty appointment procedures, and catalog and/or *Faculty and Administration Handbook* modifications must be submitted as recommendations to the Faculty Senate. The Vice President for Academic Affairs ensures committee membership reflects *Faculty and Administration Handbook* requirements.

2.3.5.1   Faculty Development Committee
1. Mentors faculty members through the promotion and tenure processes.
2. Acts as a resource for faculty training and development.
3. Works with departments as requested to maximize the effectiveness of any adopted faculty development processes.
4. Considers and recommends proposals for changes to faculty appointment procedures and/or the *Faculty and Administration Handbook* to the Faculty Senate for consideration.

Director of the Center for Faculty Excellence
1. Chairs the Faculty Development Committee.
2. Facilitates new faculty mentoring activities.
3. Develops and provides special topic-oriented training sessions related to (1) College-specific accreditation, (2) faculty scholarship, (3) androgogical techniques, (4) instructional effectiveness/new teaching and learning initiatives.
4. Develops means to showcase and utilize faculty expertise.
5. Develops and provides training sessions to assist faculty members in the promotion, tenure, and sabbatical processes.
6. Develops and maintains a web based Professional Development Center for the following purposes:
    a. Communicating faculty promotion, tenure, and sabbatical processes.
    b. Building faculty expertise networks.
    c. Communicating faculty development activity information.
    d. Creating a forum for faculty discussion.
7. Interfaces with University committee chairs and college deans to determine future areas of need.
8. Reports to the Vice President for Academic Affairs.

2.3.5.2   Honors Program Committee

Membership of this committee consists of the Director of the Honors Program, Associate Director of the Honors Program, Vice President for Academic Affairs, Director of Institutional Research, and faculty members in the Honors Program selected by the director.

1. Advises the Honors Program and oversees the director and associate director.
2. Approves changes in all Honors Program forms, publications, and Web pages.
3. Participates in extracurricular activities of the Honors Program.
4. Assists the director and associate director in overseeing the faculty mentors of Honors Program students.
5. Helps to process applications and recommends students for the Honors Program.
6. Recruits faculty members to teach Honors Program courses.
7. Considers and recommends proposals for changes in the Honors Program curriculum or graduation requirements to the Faculty Senate for consideration.

Director of the Honors Program
1. Chairs the Honors Program Committee.
2. Administers the Honors Program.
3. Revises Honors Program application forms.
4. Works with the Admissions Office to contact and recruit prospective Honors Program students.
5. Participates in the selection of Honors Program students.
6. Plans and directs the extracurricular Honors Program activities.
7. Notifies students who fall below Honors Program requirements.
8. Follows up with students who drop the program.
9. Encourages and facilitates alumni contact with Honors Program students.
10. Notifies students at ORU who are eligible to enter the Honors Program after their freshman year.
11. Maintains communication with program participants.
12. Oversees maintenance of the Honors Program Web page.
13. Prepares and administers the annual budget for the Honors Program.
14. Prepares the annual report for the Honors Program.
15. Submits and updates the Honors Program description and honors seminars course descriptions for the ORU catalog and syllabi.
16. Schedules Honors Program seminars.
17. Represents the Honors Program at College Weekend events.
18. Oversees the selection of student representatives for the Honors Program Student Council.
19. Oversees activities of the Honors Program Student Council.
20. Serves on the Council of Department Chairs.
21. Reports to the Dean of the College of Arts and Cultural Studies.

Associate Director of the Honors Program
1. Maintains the Honors Program Office where all Honors Program records are housed.
2. Participates in the selection of Honors Program students.
3. Monitors the progress of honors students within the program.
4. Organizes and oversees faculty mentoring of Honors Program students.
5. Maintains communication with program participants.
6. Represents the Honors Program at College Weekend events.
7. Oversees the production and distribution of the Honors Program newsletter and other publications.
8. Participates in the selection of Honors Program students.
9. Helps direct the extracurricular Honors Program activities.
10. Helps prepare and administer the annual budget for the Honors Program.
11. Helps prepare the annual report for the Honors Program.

12. Helps oversee activities of the Honors Program Student Council.
13. Supervises the Honors Program Fellows faculty.
14. Attends the Council of Department Chairs when the director is unable to attend.
15. Reports to the Dean of the College of Arts and Cultural Studies.

2.3.5.3   Scholarship of Teaching and Learning for Christians in Higher Education Editorial Board

The Scholarship of Teaching and Learning for Christians in Higher Education (SoTL-CHEd) Editorial Board regularly publishes an online journal promoting faculty research in the scholarship of teaching and learning.
1. Oversees the maintenance of the journal website.
2. Participates in the submission, reviewing, and publication process for the journal.
3. Actively seeks to promote the journal among CCCU schools.

Editor, Journal of the Scholarship of Teaching and Learning for Christians in Higher Education (SoTL-CHEd)
1. Chairs the SoTL-CHEd Editorial Board.
2. Appoints and supervises the editorial board for the journal.
3. Oversees the maintenance of the journal website.
4. Coordinates the submission, reviewing, and publication process for the journal.
5. Serves as liaison with University Risk Management to ensure the protection of journal copyrights.
6. Assesses journal policies and procedures to ensure the project's success.
7. Actively seeks to promote the journal among CCCU schools.
8. Reports to the Dean of Learning Resources.

2.3.5.4   University Tenured Faculty

Membership of the committee consists of all faculty members who have tenured status. The committee members select the chair of the committee.
1. Assesses the fitness of candidates applying for tenure as indicated in the Tenure Application procedure.
2. Participates in grievance and conflict resolution as indicated in the Grievance and Conflict Resolution Procedure.

Chair of University Tenured Faculty
1. Convenes University Tenured Faculty meetings.
2. Facilitates appropriate steps in the Tenure Application Procedure.

2.3.5.5   Writing Across the Curriculum Committee

The Writing Across the Curriculum (WAC) Committee participates in promoting academic initiatives supporting the use of writing. These initiatives include the regular production of a newsletter promoting creative uses of writing in the classroom and an annual award for faculty demonstration of these creative methods. Membership of this committee consists of the Director of the Writing Across the Curriculum Program, the Vice President for Academic Affairs, the Director of Institutional Research, and at least one faculty representative from each of the colleges.
1. Identifies needs and concerns and suggests solutions regarding student writing.
2. Assists in the selection and training of faculty members teaching writing intensive courses.
3. Selects an annual recipient of the Writing Across the Curriculum Excellence award.
4. Assists overseeing the development and expansion of writing intensive faculty learning communities.
5. Considers and recommends proposals for changes in curriculum or the *Faculty and Administration Handbook* to the Faculty Senate for consideration.

Director of the Writing across the Curriculum Program
1. Chairs the Writing Across the Curriculum Committee.
2. Appoints faculty members to the WAC Committee.
3. Oversees the publication of the WAC Newsletter once each semester.
4. Represents WAC on selected faculty-led committees relevant to writing in the disciplines.
5. Works with the Tutoring Center to continue to enhance its tutoring services in writing.
6. Plans and implements at least one WAC faculty development workshop annually.
7. Works with individual departments at the University to help them meet their writing needs and integrate writing into their courses.
8. Manages the WAC alumni account.
9. Maintains the WAC Web site.
10. Writes an annual WAC report.
11. Attends at least one WAC conference annually.
12. Oversees the selection and training of faculty members teaching writing intensive (WI) courses.
13. Oversees and participates in WI faculty learning communities.
14. Helps faculty members teaching WI courses to identify and participate in related scholarly endeavors such as publications, conferences, professional presentation, and ORU faculty development workshops.
15. Works with Alumni Affairs to develop and maintain WAC funding initiatives.
16. Reports to the Dean of the College of Arts and Cultural Studies.

2.3.6 College Committees

Each academic area in the University is organized in a manner that best serves that area. A list of each area and its committees is in Appendix I. The duties for each college-level committee are provided under the appropriate section in Chapter 3.

2.3.7 Ad Hoc Committees

Occasionally, both the Faculty Senate and the college faculty assemblies appoint *ad hoc* committees to accomplish well-defined tasks. These committees exist only as long as needed to complete their specific purposes.

2.3.8   Faculty Governance Diagram

Oral Roberts University Faculty

Modified: August 10, 2009

Includes all academic faculty. Officially meet together for discussion once a semester.

Faculty Academic Committees

AWARDS COMMITTEE
Responsibilities include:
- Identifying Alumni Faculty award recipients
- Nominating Who's Who candidates
- Selecting graduation response speaker

CHRISTIAN WORLDVIEW COMMITTEE
Responsibilities include:
- Enhancing integration of worldview in curriculum, student life, and spiritual development

FACULTY ACTIVITIES COMMITTEE
Responsibilities include:
- Coordinating faculty chapel, faculty retreat, and social activities

GENERAL EDUCATION CURRICULUM COMMITTEE
Responsibilities include:
- Initiating, reviewing, and recommending general education curriculum proposals
- Reviewing and enhancing General Education ePortfolio activities

STANDARDS AND EVALUATION COMMITTEE
Responsibilities include:
- Reviewing and recommending changes to academic policies, evaluation standards, and graduation requirements

UNIVERSITY RESEARCH COMMITTEE
Responsibilities include:
- Reviewing and recommending research proposals through the Intramural Grant program

Academic Department

Responsibilities include:
- Initiating and recommending general education proposals to the General Education Curriculum Committee
- Approving appropriate department-based changes

- Initiating and recommending school-based academic proposals to school curriculum committee

School Curriculum Committee

Responsibilities include:
- Approving appropriate school-based changes

- Recommending school-based academic proposals to school faculty

School Faculty Assembly

Responsibilities include:
- Approving appropriate school-based changes consistent with university academic outcomes

- Recommending major academic proposals to Faculty Senate

University Faculty Senate

Voting members include:
- School deans and faculty representatives from every academic department as defined in the *University Faculty Senate Bylaws*

Speaking, non-voting members include:
- Representatives from Registrar, Institutional Research, Information Technology, Athletics, and VPAA; University Technical Editor

Responsibilities of Faculty Senate include considering and recommending university faculty proposals consistent with university academic outcomes concerning:
- Curriculum
- Graduation requirements
- Faculty appointment procedures
- Modifications to the catalog and *Faculty Handbook*

All University Faculty vote electronically on Faculty Senate recommendations following each Faculty Senate session

Faculty recommends proposals to the VPAA who recommends them to the Provost who approves appropriate changes and recommends policy change proposals to the President

Recommended policy change proposals require approval from the Board of Trustees

Faculty Professional Committees

Faculty Professional Committees report to the Vice President for Academic Affairs or to a dean responsible for specified subject area. Any proposals concerning curriculum, graduation requirements, faculty appointment procedures, or modifications to the catalog or *Faculty Handbook* shall be recommended to the Faculty Senate for consideration.

FACULTY DEVELOPMENT COMMITTEE
Responsibilities include:
- Mentoring faculty through the promotion and tenure process
- Acts as a resource for faculty training and development

HONORS PROGRAM COMMITTEE
Responsibilities include:
- Reviewing and recommending changes to the Honors program
- Planning Honors chapel and Honors reception
- Participating in extracurricular activities of the Honors program

SOTL-CHED EDITORIAL BOARD
Responsibilities include:
- Participating in the submission, reviewing, and publication process for the journal
- Promoting the journal among CCCU schools

UNIVERSITY TENURED FACULTY
Responsibilities include:
- Assessing fitness of candidates applying for tenure
- Participating when requested in the grievance and conflict resolution procedure

WAC COMMITTEE
Responsibilities include:
- Developing and recommending writing curriculum initiatives
- Identifying WAC award recipients

Chapter 3—COLLEGES AND ACADEMIC SERVICES

3.1   COLLEGE OF ARTS AND CULTURAL STUDIES

3.1.1   Administrative Structure

3.1.1.1   Dean
In leading the College of Arts and Cultural Studies, the dean performs the following functions:
1. Administers the academic program in the college as approved by the Board of Trustees and authorized by the President, the Provost, and the Vice President for Academic Affairs.
2. Oversees four undergraduate departments and maintains a smooth flow of work and activity.
3. Teaches regularly scheduled courses for a minimum total of 3 credit hours per semester and may apply up to 3 credit hours of summer teaching toward a minimum 6-credit hour annual total.
4. Promotes communication among students, parents, faculty, staff, chairs, and the public.
5. Develops, implements, and assesses academic programs, activities, policies, and procedures.
6. Coordinates the curricula of the various departments within the college.
7. Approves syllabi for all scheduled courses and submits them to the Vice President for Academic Affairs according to published deadlines.
8. Oversees academic assessment, including ePortfolio.
9. Determines faculty needs and, with the aid of the department chairs, recruits faculty members and recommends faculty members for appointment and promotion.
10. Is responsible for leadership in matters of conduct, spiritual growth, and professional growth of the college faculty members.
11. Directs strategic planning, including recommending new programs that should be adopted and current programs that should be eliminated.
12. Encourages interdisciplinary activities (cross-pollination).
13. Communicates the priorities of the College of Arts and Cultural Studies to the Provost and the Vice President for Academic Affairs.
14. Assembles, approves, justifies, and manages the budgets of the college and its departments.
15. Reviews and approves student petitions.
16. Meets with students to address personal academic issues.
17. Approves purchase requisitions, work orders, and other requisitions made by faculty and staff members.
18. Ensures accreditation of various programs in the college.
19. Promotes faculty research activities.
20. Organizes and leads summer workshops for chairs.
21. Oversees faculty discipline and grievance procedures.
22. Oversees the production and/or revision of the College of Arts and Cultural Studies publications, including the college's sections of the University catalog and the *Faculty and Administration Handbook*.
23. Reports to the Vice President for Academic Affairs.

3.1.1.2   Department Chairs
In leading the departments in the College of Arts and Cultural Studies, the chairs perform the following functions within their departments:
1. Promote communication among students, parents, faculty, and staff at the department level.
2. Assist the college dean in the selection, supervision, and classification of faculty members.
3. Administer the academic program.
4. Teach regularly scheduled courses for a minimum total of 9 credit hours per semester.
5. Are responsible for maintaining good working environments.
6. Recommend curricula modifications.

7. Propose assignments to the dean after consultation with the persons involved.
8. Receive for approval purchase requisitions, work orders, and all other requisitions made by faculty and staff members.
9. Complete paper work for hiring and terminating department employees.
10. Are responsible for ePortfolio implementation.
11. Submit syllabi for all scheduled courses to the college dean according to published deadlines.
12. Review and submit textbook orders to the college dean according to published deadlines.
13. Provide for appropriate advisement of students.
14. Maintain up-to-date inventories of supplies and equipment.
15. Prepare and manage annual budgets.
16. Prepare periodic status reports for the dean.
17. Prepare the schedule of class offerings for the fall and spring semesters.
18. Oversee the production and/or revision of the department's publications, including the department's sections of the University catalog and the *Faculty and Administration Handbook*.
19. Report to the Dean of the College of Arts and Cultural Studies.

3.1.2   Committees

3.1.2.1   Arts and Cultural Studies Faculty Assembly
1. Consists of all full-time faculty members in the College of Arts and Cultural Studies.
2. Facilitates communication within the college and with other colleges and departments in the ORU academic community.
3. Serves as the primary advisory body on academic matters in the College of Arts and Cultural Studies.
4. Considers for approval recommendations made by the College of Arts and Cultural Studies Curriculum Committee.

3.1.2.2   Arts and Cultural Studies Faculty Cabinet
1. Consists of the faculty assembly officers who are elected for terms as specified in the bylaws of the College of Arts and Cultural Studies Faculty Assembly.
2. Acts as the executive committee in implementing Arts and Cultural Studies Faculty Assembly decisions.
3. Investigates any issue related to the college faculty and makes recommendations concerning the resolution of the issue.
4. Appoints *ad hoc* committees.
5. Nominates the members of the curriculum committee for approval by the Arts and Cultural Studies Faculty Assembly.
6. Receives the reports of committees, establishes agendas, and conducts the Arts and Cultural Studies Faculty Assembly meetings.

3.1.2.3   Arts and Cultural Studies Curriculum Committee
1. Maintains constant evaluation of the curriculum in the College of Arts and Cultural Studies.
2. Accepts for consideration curriculum change proposals (excluding general education) that affect the College of Arts and Cultural Studies and have been assigned a proposal number. The Curriculum Change Proposal form must be used.
3. Considers for approval curriculum change proposals (excluding general education) affecting the departments within the College of Arts and Cultural Studies. Curriculum proposals are required for the following:
   a. Additions and/or deletions of courses, programs, degrees, majors, minors, cognates, and concentrations.
   b. Substantial changes in majors, minors, cognates, and concentrations. Substantial changes include but are not limited to the number of hours required.

    c.   Changes in course numbers, credit hours, and/or grade mode (e.g., pass/fail to grade).

    d.   Substantial changes in course content for existing courses. A name change that is not accompanied by course content changes or a grade mode change needs only the college dean's approval.

4. Presents recommendations for curriculum change proposals to the faculty assembly.
5. Forwards all college-approved curriculum changes to the University Faculty President to inform the University Faculty Senate of the changes. The University Faculty President submits the changes to the Vice President for Academic Affairs. If a student, program, or cross-listed course outside of a college is affected by any of the changes then that change must be approved by the University Faculty Senate and the University faculty prior to submitting that change to the Vice President for Academic Affairs.
6. Approves all *ad hoc* courses by the same procedure as courses submitted for permanent approval except they need not be submitted to the entire assembly. *Ad hoc* courses can be approved for only one academic year (fall, spring, and summer terms) at a time and for only two academic years (fall, spring, and summer terms) total. *Ad hoc* courses are not listed in the University catalog.
7. Communicates the following procedures for curriculum change with the faculty members in the College of Arts and Cultural Studies:
    a.   The person initiating the change completes the Curriculum Change Proposal form and includes necessary supplemental documents (e.g., degree plan sheet, syllabus, course description).
    b.   The proposal receives the necessary signatures (e.g., chair, college dean, University Technical Editor, and Vice President for Academic Affairs) and proposal number before being submitted to the appropriate curriculum committee.
    c.   The Curriculum Committee meets to vote on the proposed curriculum change.
    d.   If approved, the proposal goes before the faculty assembly for a vote.
    e.   If approved, the proposal receives a signature from chair of the Curriculum Committee.
    f.   The chair of the Curriculum Committee forwards the proposal to the University Faculty President. The University Faculty President submits the proposal to the Vice President for Academic Affairs; if a student, program, or cross-listed course outside of the college is affected by the proposal, then the proposal must be approved by the University Faculty Senate and the University faculty before the University Faculty President may submit the proposal to the Vice President for Academic Affairs.
    g.   Following final approval, the proposal is forwarded to the Registrar, who forwards a copy to each of the following people: the originator, Curriculum Committee Chair, Dean of the College of Arts and Cultural Studies, Vice President for Academic Affairs, Coordinator of International Students, Dean of Learning Resources, Library Faculty Facilitator, and University Technical Editor. (Note: The curriculum change becomes effective with the next catalog.)

3.1.2.4   Arts and Cultural Studies Professional Development Committee

1. Consists of members appointed by the college dean for a term of one year.
2. Evaluates Professional Development Plans submitted by college faculty members and makes recommendations for appropriate funding.
3. Reviews progress reports and ensures completion of work proposed by college faculty members in approved plans.
4. Makes recommendations to the college dean concerning the Professional Development Plan process.
5. Provides periodic, on-campus faculty development workshops.
6. Works in conjunction with the Faculty Development Committee, the Arts and Cultural Studies Faculty Assembly, the college dean, and the Vice President for Academic Affairs to promote effective teaching and the professional growth of college faculty members.

3.1.2.5   Arts and Cultural Studies Promotion Committee

1. Consists of members appointed by the college dean for a term of one year.
2. Coordinates the process of promotion in rank, including working with the college dean, in evaluating classroom performance of applicants.
3. Evaluates and recommends college faculty applicants for promotion with appropriate rationale to the college dean.
4. Promotes standards of excellence in faculty instruction.

3.1.2.6   Arts and Cultural Studies Tenured Faculty

1. Consists of all tenured faculty members whose full-time contractual assignment is in the College of Arts and Cultural Studies.
2. Performs the functions outlined under the section titled "Tenure" in Chapter 2 of this handbook.

3.1.2.7   Arts and Cultural Studies Grievance Committee

1. Consists of the faculty cabinet and is chaired by the president of the faculty assembly.
2. Performs the functions outlined in the section titled "Grievance and Conflict Resolution Procedure" in Chapter 2 of this handbook.

3.1.3   College Policies

The College of Arts and Cultural Studies adheres to all University policies, as recorded in the section titled "Policies and Procedures" in Chapter 2 of this handbook. The following policies are in addition to the University policies and apply only to the College of Arts and Cultural Studies.

3.1.3.1   Definition of Terminal Degree in College of Arts and Cultural Studies

The College of Arts and Cultural Studies recognizes an earned doctorate or Master of Fine Arts degree from a regionally and/or professionally accredited institution in an area appropriate to the instructional assignment as a terminal degree.

3.1.3.2   Full-Time Teaching Load in College of Arts and Cultural Studies

The normal full-time teaching load is 24-25 credit hours per academic year (fall and spring semesters). Extra compensation begins at 26 hours except when an accrediting agency imposes other requirements. Generally, advisement time, class preparation time, course coordination duties, and office hours do not earn load credit; such duties are responsibilities of all faculty members.

3.1.3.3   Office Hours for College of Arts and Cultural Studies Faculty

Faculty members are expected to post and maintain a schedule that provides a minimum of 7½ office hours per week distributed with at least one hour per academic day for the purpose of advising and/or consulting with students. Times scheduled must be convenient for students. Faculty members need to be available in their offices for walk-in traffic or phone calls during scheduled office hours.

3.2   COLLEGE OF BUSINESS

3.2.1   Administrative Structure

3.2.1.1   Dean

In leading the College of Business, the dean performs the following functions:

1. Administers the academic undergraduate and graduate programs in the college as approved by the Board of Trustees and authorized by the President, the Provost, and the Vice President for Academic Affairs.
2. Coordinates the curricula of the various disciplines within the college.
3. Teaches regularly scheduled courses for a minimum total of 3 credit hours per semester and may apply up to 3 credit hours of summer teaching toward a minimum 6-credit hour annual total.
4. Promotes communication among students, parents, faculty, staff, chairs, and the public.
5. Develops, implements, and assesses academic programs, activities, policies, and procedures.
6. Approves the syllabi for all scheduled courses and submits them to the Vice President for Academic Affairs according to published deadlines.
7. Oversees, with the aid of the departmental chairs, academic assessment, including ePortfolio.
8. Determines faculty needs and, with the aid of the department chairs, recruits faculty members and recommends faculty members for appointment and promotion.
9. Completes paper work for hiring and terminating college employees.
10. Is responsible for leadership in matters of conduct, spiritual growth, and professional growth of college faculty members.
11. Directs strategic planning, including recommending new programs that should be adopted and current programs that should be eliminated.
12. Encourages interdisciplinary activities (cross-pollination).
13. Communicates the priorities of the College of Business to the Provost and the Vice President for Academic Affairs.
14. Assembles, approves, justifies, and manages the budgets of the college.
15. Reviews and approves student petitions.
16. Meets with students to address personal academic issues.
17. Approves purchase requisitions, work orders, and other requisitions.
18. Promotes research activities among college faculty members.
19. Organizes and leads summer workshops for chairs.
20. Oversees faculty discipline and grievance procedures.
21. Supervises the admission process for the graduate program in business.
22. Assigns and monitors student advisement of graduate students.
23. Prepares the schedule of graduate class offerings for the fall and spring semesters.
24. Oversees the production and/or revision of the College of Business' publications, including the college's sections of the University catalog and the *Faculty and Administration Handbook.*
25. Reports to the Vice President for Academic Affairs.

3.2.1.2   Chairs

In leading the College of Business, the chairs perform the following functions:

Undergraduate Department
1. Assists the college dean in the selection, supervision, and classification of college faculty members.
2. Recommends needed curriculum modifications within the department.
3. Proposes departmental assignments to the college dean after consultation with persons involved.
4. Teaches regularly scheduled courses for a minimum total of 9 credit hours per semester.

5. Receives for approval purchase requisitions, work orders, and all other requisitions made by members of the department.
6. Is responsible for ePortfolio implementation.
7. Submits syllabi for all scheduled courses to the college dean according to published deadlines.
8. Is responsible for advisement of departmental majors and minors.
9. Maintains an up-to-date departmental inventory.
10. Prepares the annual departmental budget.
11. Presents periodic status reports to the college dean.
12. Assists students through advisement and consultation, preparing paper work when appropriate.
13. Performs other duties as assigned by the dean.
14. Reports to the Dean of the College of Business.

Graduate School
1. Assists the college dean in the selection, supervision, and classification of school faculty members.
2. Recommends needed curriculum modifications within the department.
3. Proposes departmental assignments to the college dean after consultation with persons involved.
4. Teaches regularly scheduled courses for a minimum total of 6 credit hours per semester.
5. Receives for approval purchase requisitions, work orders, and all other requisitions made by members of the department.
6. Is responsible for ePortfolio implementation.
7. Submits syllabi for all scheduled courses to the college dean according to published deadlines.
8. Is responsible for advisement of departmental majors and minors.
9. Maintains an up-to-date departmental inventory.
10. Prepares the annual departmental budget.
11. Presents periodic status reports to the college dean.
12. Assists students through advisement and consultation, preparing paper work when appropriate.
13. Reports to the Dean of the College of Business.

3.2.2   Committees

3.2.2.1   Business Faculty Assembly
1. Consists of all full-time faculty members in the College of Business.
2. Functions as chief advisory committee of the college.
3. Addresses college-wide issues and makes decisions as requested by the college dean.
4. Considers for approval recommendations made by the College of Business Faculty Assembly committees.
5. Facilitates communication within the College of Business.
6. Coordinates with other faculty governance bodies.

3.2.2.2   Business Curriculum Committee
1. Maintains constant evaluation of the curriculum in the College of Business.
2. Accepts for consideration curriculum change proposals (excluding general education) that affect the College of Business and have been assigned a proposal number. The Curriculum Change Proposal form must be used.
3. Considers for approval curriculum change proposals (excluding general education) affecting the departments within the College of Business. Curriculum proposals are required for the following:

a. Additions and/or deletions of courses, programs, degrees, majors, minors, cognates, and concentrations.
b. Substantial changes in majors, minors, cognates, and concentrations. Substantial changes include but are not limited to the number of hours required.
c. Changes in course numbers, credit hours, and/or grade mode (e.g., pass/fail to grade).
d. Substantial changes in course content for existing courses. A name change that is not accompanied by course content changes or a grade mode change needs only the college dean's approval.
4. Presents recommendations for curriculum change proposals to the faculty assembly.
5. Forwards all college-approved curriculum changes to the University Faculty President to inform the University Faculty Senate of the changes. The University Faculty President submits the changes to the Vice President for Academic Affairs. If a student, program, or cross-listed course outside of a college is affected by any of the changes then that change must be approved by the University Faculty Senate and the University faculty prior to submitting that change to the Vice President for Academic Affairs.
6. Approves all *ad hoc* courses by the same procedure as courses submitted for permanent approval except they need not be submitted to the entire assembly. *Ad hoc* courses can be approved for only one academic year (fall, spring, and summer terms) at a time and for only two academic years (fall, spring, and summer terms) total. *Ad hoc* courses are not listed in the University catalog.
7. Communicates the following procedures for curriculum change with the faculty members in the College of Business:
a. The person initiating the change completes the Curriculum Change Proposal form and includes necessary supplemental documents (e.g., degree plan sheet, syllabus, course description).
b. The proposal receives the necessary signatures (e.g., chair, college dean, University Technical Editor, and Vice President for Academic Affairs) and proposal number before being submitted to the appropriate curriculum committee.
c. The Curriculum Committee meets to vote on the proposed curriculum change.
d. If approved, the proposal goes before the faculty assembly for a vote.
e. If approved, the proposal receives a signature from chair of the Curriculum Committee.
f. The chair of the Curriculum Committee forwards the proposal to the University Faculty President. The University Faculty President submits the proposal to the Vice President for Academic Affairs; if a student, program, or cross-listed course outside of the college is affected by the proposal then the proposal must be approved by the University Faculty Senate and the University faculty before the University Faculty President may submit the proposal to the Vice President for Academic Affairs.
g. Following final approval, the proposal is forwarded to the Registrar, who forwards a copy to each of the following people: the originator, Curriculum Committee Chair, Dean of the College of Business, Vice President for Academic Affairs, Coordinator of International Students, Dean of Learning Resources, Library Faculty Facilitator, and University Technical Editor. (Note: The curriculum change becomes effective with the next catalog.)

3.2.2.3   Business Research Committee
1. Receives and evaluates all research-grant applications submitted by college faculty members, whether funds are solicited from the University or form an outside funding source.
2. Makes recommendations to the faculty assembly concerning grant applications.
3. Serves in conjunction with the Director of Sponsored Programs and the University as a source of advice and information concerning application for research funds.

3.2.2.4   Computer and Information Services Committee
1. Examines the computing needs of the College of Business.

2. Encourages the development and application of computing skills throughout the business curriculum.
3. Recommends the appropriate hardware and software for the college.
4. Manages the student computer labs.
5. Interfaces with the Computer Network Committee for computer services and represents the interest of the college.

3.2.2.5 Business Faculty Development and Promotion Committee
1. Facilitates the professional development of faculty members within the college.
2. Promotes standards of excellence in faculty instruction.
3. Coordinates the process of promotion in rank, including working with the college dean in evaluating classroom performance of applicants.
4. Evaluates and recommends for promotion with appropriate rationale to the college dean.

3.2.2.6 Graduate School of Business Admissions Committee
1. Reviews applicant folders and determines admission status.
2. Determines the financial aid awards for graduate students in the Graduate School of Business.

3.2.2.7 Business Tenured Faculty
1. Consists of all tenured faculty members whose full-time contractual assignment is in the College of Business.
2. Performs the functions outlined under the section titled "Tenure" in Chapter 2 of this handbook.

3.2.2.8 Business Grievance Committee
1. Consists of the faculty cabinet and is chaired by the president of the faculty assembly.
2. Performs the functions outlined in the section titled "Grievance and Conflict Resolution Procedure" in Chapter 2 of this handbook.

3.2.3 College Policies
The College of Business adheres to all University policies, as recorded in the section titled "Policies and Procedures" in Chapter 2 of this handbook. The following policies are in addition to the University policies and apply only to the College of Business.

3.2.3.1 Definition of Terminal Degree in College of Business
A terminal degree, for the purpose of promotion, is defined to be a Ph.D. degree from a regionally accredited University (or foreign equivalent) in the fields of accounting, business, computers, economics, decision sciences, finance, international business, management, management information systems, or marketing. A faculty member is considered terminally qualified, for the purpose of accreditation, if the professional accrediting agency with which ORU is affiliated (currently ACBSP) certifies the person terminally qualified by their standards in at least 75% of the faculty member's teaching load. For example, a faculty member with a J.D. degree and teaching courses in business law or a person with a Ph.D. in Communications who is teaching business communications, public relations, or conflict resolution would be certified to be terminally qualified in those courses.

3.2.3.2 Full-Time Teaching Load in College of Business
The normal full-time teaching load is 24-25 credit hours per academic year (fall and spring semesters) for undergraduate faculty members; extra compensation begins at 26 hours except when an accrediting agency imposes other requirements. The normal full-time teaching load is 18 credit hours per academic year (fall and spring semesters) for graduate faculty members; extra compensation begins at 20 hours. Generally, advisement time, class preparation time, course coordination duties, and office hours do not earn load credit; such duties are responsibilities of all faculty members.

3.2.3.3   Office Hours for College of Business Faculty

Faculty members are expected to post and maintain a schedule that provides a minimum of 7½ office hours per week distributed with at least one hour per academic day for the purpose of advising and/or consulting with students. Times scheduled must be convenient for students. Faculty members need to be available in their offices for walk-in traffic or phone calls during scheduled office hours.

3.3   COLLEGE OF EDUCATION

3.3.1   Administrative Structure

3.3.1.1   Dean
In leading the College of Education, the dean performs the following functions:
1. Administers the academic undergraduate and graduate programs in the College as approved by the Board of Trustees and authorized by the President, the Provost, and the Vice President for Academic Affairs.
2. Determines the faculty needs and, with the aid of the department chairs, recruits faculty members and recommends faculty members for appointment and promotion.
3. Teaches regularly scheduled courses for a minimum total of 3 credit hours per semester and may apply up to 3 credit hours of summer teaching toward a minimum 6-credit hour annual total.
4. Reviews and approves paper work for hiring and terminating college employees.
5. Is responsible for leadership in matters of conduct, spiritual growth, and professional growth of college faculty members.
6. Assembles, approves, justifies, and manages the budgets of the college.
7. Approves purchase requisitions, work orders, and other requisitions.
8. Coordinates the curricula of the various disciplines within the college.
9. Promotes communication among students, parents, faculty, staff, chairs, and the public.
10. Develops, implements, and assesses academic programs, activities, policies, and procedures.
11. Approves the syllabi for all scheduled courses and submits them to the Vice President for Academic Affairs according to published deadlines.
12. Oversees the College of Education's academic assessment system.
13. Is responsible for achieving and maintaining accreditation of all programs and positive relationships with certifying and accrediting agencies.
14. Represents the College of Education on matters pertaining to the Oklahoma State Department of Education.
15. Directs strategic planning, including recommending new programs that should be adopted and current programs that should be eliminated.
16. Encourages interdisciplinary activities (cross-pollination).
17. Communicates the priorities of the College of Education to the Provost and to the Vice President for Academic Affairs.
18. Reviews and approves student petitions.
19. Meets with students to address personal academic issues.
20. Promotes research activities among college faculty members.
21. Organizes and leads workshops for college faculty members.
22. Oversees faculty discipline and grievance procedures.
23. Supervises the admission process for the graduate program in education.
24. Assigns and monitors student advisement of graduate students.
25. Prepares the schedule of graduate class offerings for the fall and spring semesters.
26. Oversees the production and/or revision of the College of Education's publications, including the college's sections of the University catalog and the *Faculty and Administration Handbook*.
27. Reports to the Vice President of Academic Affairs.

3.3.1.2   Chairs
In leading the College of Education, the chairs perform the following functions:

Undergraduate Department
1. Serves as the College of Education representative to the University's Chairs Council.
2. Serves as coordinator of the Teacher Education Preparation Program.

3. Serves as coordinator of the undergraduate education faculty and as vice chair of the Undergraduate Council.
4. Reviews and submits syllabi to the college dean for scheduled undergraduate department courses.
5. Teaches regularly scheduled courses for a minimum total of 9 credit hours per semester.
6. Assists the dean with academic assessment, including ePortfolio.
7. Is responsible for advisement of departmental majors and minors.
8. Reviews and submits textbook orders to the college dean for scheduled undergraduate courses.
9. Recommends curriculum revisions within the college.
10. Coordinates drafting and managing the undergraduate college budget in conjunction with the dean.
11. Coordinates records, statistics, and documentation of undergraduate education programs for state, NCA, and NCATE accreditations in conjunction with the dean.
12. Reports to the Dean of the College of Education.

Graduate School
1. Serves as coordinator of the graduate education faculty.
2. Serves as the chair for the School of Education Graduate Council.
3. Reviews and submits syllabi to the college dean for scheduled graduate department courses.
4. Teaches regularly scheduled courses for a minimum total of 6 credit hours per semester.
5. Reviews and submits textbook orders to the college dean for scheduled graduate department courses.
6. Assists the dean in completing paper work for hiring and terminating department employees.
7. Assists the dean with academic assessment, including ePortfolio.
8. Is responsible for advisement of departmental majors and minors.
9. Coordinates drafting and managing the Graduate School of Education budget in conjunction with the college dean.
10. Coordinates records, statistics, and documentation for the graduate school programs for state, NCA, and NCATE accreditations in conjunction with the college dean.
11. Reports to the Dean of the College of Education.

3.3.1.3   Coordinators, Directors, and Officers
In assisting the leadership of the College of Education, the coordinators, directors, and officers perform the following functions:

Coordinator of the Residency Year Program
1. Coordinates the Residency Year Program within the College of Education and with area school districts, in accordance with policies and procedures of the State Department of Education.
2. Prepares appropriate reports of Residency Year Program activities and submits them to the college dean for review and approval.
3. Assists the college dean in the selection of faculty members to serve as Residency Year Program supervision/evaluation team members.
4. Reports to the Dean of the College of Education.

Coordinator of Student Teaching/Internship
1. Coordinates the Student Teaching/Intern Program within the College of Education and with area school districts, in accordance with policies and procedures of the Oklahoma Commission for Teacher Preparation and the College of Education.
2. Prepares appropriate reports of Student Teaching/Intern Program activities and submits them to the college dean for review and approval.

3. Assists the college dean in selection of faculty members to serve as Student Teaching/Intern Program supervision/evaluation team members.
4. Reports to the Chair of the College of Education Undergraduate Department.

Coordinator of Field Experience and Advisement
1. Is responsible for coordinating all field experiences.
2. Assists the college dean and the chair of the undergraduate department in assignment of individual advisors within the college.
3. Coordinates activities between the Comprehensive Advisement Center and the College of Education.
4. Reports to the Chair of the College of Education Undergraduate Department.

Coordinator of Teaching English as Second Language (TESL) Program
1. Coordinates the TESL Program.
2. Works with the college dean in the selection, assignment, and evaluation of TESL faculty and staff.
3. Presents regular status reports to the college dean.
4. Reports to the Chair of the Graduate School of Education.

Coordinator of Early Childhood Education Program
1. Coordinates the Early Childhood Education Program.
2. Works with the college dean in the selection, assignment, and evaluation of faculty and staff.
3. Presents regular status reports to the college dean.
4. Reports to the Chair of the College of Education Undergraduate Department.

Coordinator of Christian School Education Program
1. Coordinates the Christian School Education Program.
2. Works with the college dean in the selection, assignment, and evaluation of faculty and staff.
3. Presents regular status reports to the college dean.
4. Reports to the Chair of the Graduate School of Education.

Coordinator of Public School Administration Program
1. Coordinates the Public School Administration Program.
2. Works with the college dean in the selection, assignment, and evaluation of faculty and staff.
3. Presents regular status reports to the college dean.
4. Reports to the Chair of the Graduate School of Education.

Coordinator of Graduate Admissions
1. Coordinates all aspects of recruitment and admission of graduate students in the Graduate School of Education.
2. Is responsible for the development of brochures, forms, and other literature promoting graduate education.
3. Reports to the Dean of the College of Education.

Director of Teacher Education
1. Ensures that all programs leading to certification are aligned with the institutional, state, and national accreditation requirements.
2. Reports to the Dean of the College of Education.

Director of Curriculum Media Center (CMC) and Education Technology Center (ETC)
1. Oversees the day-to-day operations of the CMC and the ETC.

2. Maintains current inventory of materials and equipment assigned to the College of Education, the CMC, and the ETC.
3. Assists the college dean in the preparation of and administration of the CMC and ETC budget.
4. Prepares purchase requisitions for CMC and ETC materials and equipment and submits them for review by the college dean.
5. Presents regular status reports to the college dean.
6. Reports to the Dean of the College of Education.

Certification and Records Officer
1. Maintains official college files for graduate and undergraduate students, in cooperation with student advisors.
2. Prepares all applications associated with student requests for certification/licensure and submits them to the college dean for review and approval, in accordance with policies and procedures of the State Department of Education and the Oklahoma Commission for Teacher Preparation.
3. Works with the dean in matters concerning certification/licensure applications, transcript reviews, and analyses of student transcripts from other universities, colleges, and schools.
4. Maintains all statistical data for the College of Education.
5. Prepares institutional, state, and national statistics reports for the College of Education.
6. Reports to the Dean of the College of Education.

3.3.2   Committees

3.3.2.1   Education Faculty Assembly
1. Consists of all full-time faculty members in the College of Education and representatives from each area of certification.
2. Recommends program modifications and policy changes within the College of Education.
3. Provides communication among those involved in the licensure and certification processes, allowing for an exchange of ideas on issues that might affect other areas of the University and its relationships with public and private schools.
4. Reviews and assesses all functions of the Professional Education Program.
5. Considers for approval recommendations made by the College of Education committees.

3.3.2.2   Undergraduate Education Council
1. Is chaired by the dean of the College of Education with the undergraduate chair serving as vice chair to the council.
2. Is composed of all full-time undergraduate faculty members, representatives of each area of certification, the dean of the College of Education, the chair of the Undergraduate Education Department, and the Certification and Records Officer.
3. Reviews and recommends policy changes within the Department of Undergraduate Education to the College of Education Faculty Assembly.
4. Serves as the Undergraduate Education Curriculum and Academic Standards Committee.

3.3.2.3   Undergraduate Education Curriculum and Academic Standards Committee
1. Implements the mandate given by the Holy Spirit to build a program on God's Word, including a strong commitment to missions.
2. Fulfills the mission of the College of Education and the University by developing sound curriculum and high academic standards.
3. Satisfies accreditation standards and the Oklahoma Commission for Teacher Preparation licensure and certification requirements.

Responsibilities Relating to Curriculum

1. Maintains constant evaluation of the curriculum in the College of Education Undergraduate Department.
2. Accepts for consideration curriculum change proposals (excluding general education) that affect the College of Education Undergraduate Department and have been assigned a proposal number. The Curriculum Change Proposal form must be used.
3. Considers for approval curriculum change proposals (excluding general education) affecting the College of Education Undergraduate Department. Curriculum proposals are required for the following:
   a. Additions and/or deletions of courses, programs, degrees, majors, minors, cognates, and concentrations.
   b. Substantial changes in majors, minors, cognates, and concentrations. Substantial changes include but are not limited to the number of hours required.
   c. Changes in course numbers, credit hours, and/or grade mode (e.g., pass/fail to grade).
   d. Substantial changes in course content for existing courses. A name change that is not accompanied by course content changes or a grade mode change needs only the college dean's approval.
4. Presents recommendations for curriculum change proposals to the faculty assembly.
5. Forwards all college-approved curriculum changes to the University Faculty President to inform the University Faculty Senate of the changes. The University Faculty President submits the changes to the Vice President for Academic Affairs. If a student, program, or cross-listed course outside of a college is affected by any of the changes, then that change must be approved by the University Faculty Senate and the University faculty prior to submitting that change to the Vice President for Academic Affairs.
6. Approves all *ad hoc* courses by the same procedure as courses submitted for permanent approval except they need not be submitted to the entire assembly. *Ad hoc* courses can be approved for only one academic year (fall, spring, and summer terms) at a time and for only two academic years (fall, spring, and summer terms) total. *Ad hoc* courses are not listed in the University catalog.
7. Communicates the following procedures for curriculum change with the faculty members in the College of Education Undergraduate Department:
   a. The person initiating the change completes the Curriculum Change Proposal form and includes necessary supplemental documents (e.g., degree plan sheet, syllabus, course description).
   b. The proposal receives the necessary signatures (e.g., chair, college dean, University Technical Editor, and Vice President for Academic Affairs) and proposal number before being submitted to the appropriate curriculum committee.
   c. The Curriculum Committee meets to vote on the proposed curriculum change.
   d. If approved, the proposal goes before the faculty assembly for a vote.
   e. If approved, the proposal receives a signature from chair of the Curriculum Committee.
   f. The chair of the Curriculum Committee forwards the proposal to the University Faculty President. The University Faculty President submits the proposal to the Vice President for Academic Affairs; if a student, program, or cross-listed course outside of the college is affected by the proposal then the proposal must be approved by the University Faculty Senate and the University faculty before the University Faculty President may submit the proposal to the Vice President for Academic Affairs.
   g. Following final approval, the proposal is forwarded to the Registrar, who forwards a copy to each of the following people: the originator, Curriculum Committee Chair, Dean of the College of Education, Vice President for Academic Affairs, Coordinator of International Students, Dean of Learning Resources, Library Faculty Facilitator, and University Technical Editor. (Note: The curriculum change becomes effective with the next catalog.)

8. Promotes the integration of Biblical principles, including the inspiration and work of the Holy Spirit, into academic curriculum.
9. Develops teachers as "living curriculum" who teach skills and model Christian values.
10. Assesses curriculum, scope, and sequence, as well as student learning.
11. Promotes continuous research and evaluation of new perspectives and ideas for education.

Responsibilities Relating to Academic Standards
1. Encourages excellence in the quest for Biblical knowledge, understanding, and wisdom.
2. Works with the Undergraduate Admission and Retention in Teacher Education Committee to evaluate current academic standards for incoming students, for matriculation into professional education courses, and for graduation candidates.
3. Cooperates with faculty representatives from the content areas to encourage high academic standards.
4. Encourages a discourse on grading procedures and expectations.

3.3.2.4   Undergraduate Admission and Retention in Teacher Education Committee
1. Consists of the chair of the Undergraduate Education Department and selected undergraduate faculty members.
2. Ensures that policies and procedures to maintain admission and retention standards follow state and regional teacher licensure/certification and accreditation guidelines.
3. Monitors professional education program needs and standards.
4. Monitors state policy reforms and recommends ORU policy changes that to conform to new guidelines.
5. Disperses student-standing documentation, including that related to the Professional Education Program (PEP).
6. Informs students of acceptance into PEP.
7. Administers the college's retention policy.
8. Administers the college's policy for admitting graduate students for certification.
9. Oversees subcommittees that interview, evaluate, and make recommendations concerning the admission and retention of students in PEP. The subcommittee for each student is chaired by the student's advisor and consists of one other faculty member, the student's department chair, and a representative from the College of Education.
10. Serves as the Undergraduate Education Grievance Committee.

3.3.2.5   Undergraduate Education Grievance Committee
1. Consists of the members of the Undergraduate Admissions and Retention in Teacher Education Committee.
2. Performs the functions outlined in the section titled "Grievance and Conflict Resolution Procedure" in Chapter 2 of this handbook.

3.3.2.6   Undergraduate Education Scholarships, Honors, and Awards Committee
1. Identifies and secures funding for scholarships and awards.
2. Develops and selects areas of recognition.
3. Announces scholarships and awards available to students and faculty.
4. Supervises the selection of recipients and the formal presentations of awards and scholarships to students and faculty.
5. Facilitates communication between the College of Education and other ORU colleges, the University Faculty Senate Awards Committee, and the administration with regard to University awards and the selection process.

3.3.2.7   Undergraduate Student Teaching Admission and Placement Committee

1. Oversees the procedures for admission to and placement in the student teaching/internship phase of the teacher education program.
2. Reviews and acts upon requests to place student teachers out of the area ("student teaching away").
3. Oversees revisions to the *Student Teacher Handbook*.
4. Oversees revisions to the student teaching evaluation forms.
5. Assists with the student teaching seminar, at the request of the Coordinator of Student Teaching/Internship.

3.3.2.8   Graduate Education Council

1. Is chaired by the Graduate School of Education chair.
2. Is composed of all full-time graduate faculty members, the dean of the College of Education, and the chair of the Graduate School of Education.
3. Reviews and recommends policy changes within the Graduate School of Education to the College of Education Faculty Assembly.
4. Serves as the Graduate Curriculum and Academic Standards Committee.

3.3.2.9   Graduate Education Curriculum and Academic Standards Committee

1. Implements the mandate given by the Holy Spirit to build a program on God's Word, including a strong commitment to missions.
2. Fulfills the mission of the College of Education and the University by developing sound curriculum and high academic standards.
3. Satisfies accreditation standards and the Oklahoma Commission for Teacher Preparation licensure and certification requirements.

Responsibilities Relating to Curriculum
1. Maintains constant evaluation of the curriculum in the Graduate School of Education.
2. Accepts for consideration curriculum change proposals (excluding general education) that affect the Graduate School of Education and have been assigned a proposal number. The Curriculum Change Proposal form must be used.
3. Considers for approval curriculum change proposals (excluding general education) affecting the Graduate School of Education. Curriculum proposals are required for the following:
    a. Additions and/or deletions of courses, programs, degrees, majors, minors, cognates, and concentrations.
    b. Substantial changes in majors, minors, cognates, and concentrations. Substantial changes include but are not limited to the number of hours required.
    c. Changes in course numbers, credit hours, and/or grade mode (e.g., pass/fail to grade).
    d. Substantial changes in course content for existing courses. A name change that is not accompanied by course content changes or a grade mode change needs only the college dean's approval.
4. Presents recommendations for curriculum change proposals to the faculty assembly.
5. Forwards all college-approved curriculum changes to the University Faculty President to inform the University Faculty Senate of the changes. The University Faculty President submits the changes to the Vice President for Academic Affairs. If a student, program, or cross-listed course outside of a college is affected by any of the changes then that change must be approved by the University Faculty Senate and the University faculty prior to submitting that change to the Vice President for Academic Affairs.
6. Approves all *ad hoc* courses by the same procedure as courses submitted for permanent approval except they need not be submitted to the entire assembly. *Ad hoc* courses can be approved for only one academic year (fall, spring, and summer terms) at a time and for only

two academic years (fall, spring, and summer terms) total. *Ad hoc* courses are not listed in the University catalog.

7. Communicates the following procedures for curriculum change with the faculty members in the Graduate School of Education:
   a. The person initiating the change completes the Curriculum Change Proposal form and includes necessary supplemental documents (e.g., degree plan sheet, syllabus, course description).
   b. The proposal receives the necessary signatures (e.g., chair, college dean, University Technical Editor, and Vice President for Academic Affairs) and proposal number before being submitted to the appropriate curriculum committee.
   c. The Curriculum Committee meets to vote on the proposed curriculum change.
   d. If approved, the proposal goes before the faculty assembly for a vote.
   e. If approved, the proposal receives a signature from chair of the Curriculum Committee.
   f. The chair of the Curriculum Committee forwards the proposal to the University Faculty President. The University Faculty President submits the proposal to the Vice President for Academic Affairs; if a student, program, or cross-listed course outside of the college is affected by the proposal then the proposal must be approved by the University Faculty Senate and the University faculty before the University Faculty President may submit the proposal to the Vice President for Academic Affairs.
   g. Following final approval, the proposal is forwarded to the Registrar, who forwards a copy to each of the following people: the originator, Curriculum Committee Chair, Dean of the College of Education, Vice President for Academic Affairs, Coordinator of International Students, Dean of Learning Resources, Library Faculty Facilitator, and University Technical Editor. (Note: The curriculum change becomes effective with the next catalog.)

Responsibilities Relating to Academic Standards
1. Encourages excellence in the quest for Biblical knowledge, understanding, and wisdom.
2. Serves as the Graduate Admission and Retention Committee to evaluate current academic standards for incoming students, for matriculation into professional education courses, and for graduation candidates.
3. Cooperates with faculty representatives from the content areas to encourage high academic standards.
4. Encourages a discourse on grading procedures and expectations.

3.3.2.10   Graduate Education Admission and Retention Committee
1. Consists of the Graduate Council members.
2. Oversees the procedures for admission to and placement in the graduate program.
3. Oversees revisions to the *Graduate Handbook*.
4. Ensures that policies and procedures to maintain admission and retention standards follow state and regional advanced and professional licensure/certification and accreditation guidelines.
5. Administers the school's retention policy.

3.3.2.11   Graduate Education Grievance Committee
1. Consists of the Graduate Council members.
2. Performs the functions outlined in the section titled "Grievance and Conflict Resolution Procedure" in Chapter 2 of this handbook.

3.3.2.12   Graduate Education Scholarships, Honors, and Awards Committee
1. Consists of the Graduate Council members.
2. Identifies and secures funding for scholarships and awards.
3. Develops and selects areas of recognition.
4. Announces scholarships and awards available to students and faculty.

5. Supervises the selection of recipients and the formal presentations of awards and scholarships to students and faculty.
6. Facilitates communication between the Graduate School of Education, the Undergraduate Department of the College of Education, and other ORU colleges, the University Faculty Senate Awards Committee, and the administration with regard to University awards and the selection process.

3.3.2.13   Graduate Education Distance Learning Committee
1. Consists of the Graduate Council members.
2. Oversees the graduate e-correspondence, internal modular, and online courses.
3. Reviews and approves applicants for the graduate Distance Learning program.
4. Makes recommendations for policy and procedures.
5. Oversees the revision of the graduate distance learning student handbooks.

3.3.2.14   Education Faculty Professional Development Committee
1. Consists of all of the Undergraduate Council and Graduate Council members.
2. Facilitates the professional development of faculty members within the college.
3. Maintains faculty development activity records.

3.3.2.15   Education Assessment and Unit Evaluation Committee
1. Composed of undergraduate and graduate faculty members and extended faculty members from the subject discipline areas.
2. Conducts an annual review of the College of Education's assessment system including the ePortfolio project and makes recommendations to the Faculty Assembly for revisions, additions, and/or deletions.
3. Systematically assesses and evaluates the data from the College of Education's assessment system and makes recommendations for program improvement.

3.3.2.16   Professional Community Review of Education Committee
1. Composed of representatives from partner schools including teachers, administrators, private school representatives, parents, business community leaders, and University faculty members from outside the College of Education.
2. Serves to systematically assess and evaluate the College of Education's performance.
3. Performs an on-site evaluation of the College of Education, at least once, between the NCATE and state continuing accreditation visit.
4. Makes recommendations to the College of Education for program improvement.

3.3.2.17   Education Tenured Faculty
1. Consists of all tenured faculty members whose full-time contractual assignment is in the College of Education.
2. Performs the functions outlined under the section titled "Tenure" in Chapter 2 of this handbook.
3. Promotes standards of excellence in faculty instruction.

3.3.2.18   Education Promotions Committee
1. Consists of all tenured faculty members in the College of Education.
2. Promotes standards of excellence in faculty instruction.
3. Coordinates the process of promotion in rank, including working with the college dean in evaluating classroom performance of applicants.
4. Evaluates and recommends for promotion with appropriate rationale to the college dean.
5. Identifies opportunities for continued training.

3.3.3   College Policies

The College of Education adheres to all University policies, as recorded in the section titled "Policies and Procedures" in Chapter 2 of this handbook. The following policies are in addition to the University policies and apply only to the College of Education.

3.3.3.1   Definition of Terminal Degree in College of Education

For the College of Education, a terminal degree is defined as an earned doctorate from a regionally and/or professionally accredited institution in an area appropriate to the instructional assignment.

3.3.3.2   Full-Time Teaching Load in College of Education

The normal full-time teaching load is 24-25 credit hours per academic year (fall and spring semesters) for undergraduate faculty members; extra compensation begins at 26 hours. The normal full-time teaching load is 18 credit hours per academic year (fall and spring semesters) for graduate faculty members; extra compensation begins at 20 hours. Generally, advisement time, class preparation time, course coordination duties, and office hours do not earn load credit; such duties are responsibilities of all faculty members.

3.3.3.3   Office Hours for College of Education Faculty

Faculty members are expected to post and maintain a schedule that provides a minimum of 7½ office hours per week distributed with at least one hour per academic day for the purpose of advising and/or consulting with students. Faculty members are expected to be involved in teaching, student advisement, student visitation, and/or other related on-campus duties at least 24 hours per week during the academic year (fall and spring semesters). Each faculty member shall file a copy of his or her weekly schedule with the college dean by the end of the first week of each semester.

3.4   ANNA VAUGHN COLLEGE OF NURSING

3.4.1   Administrative Structure

3.4.1.1   Dean
In leading the Anna Vaughn College of Nursing, the dean performs the following functions:
1. Administers the undergraduate program in the College as approved by the Board of Trustees and authorized by the President, Provost, and Vice President for Academic Affairs.
2. Determines the faculty needs and, with the aid of the coordinators, recruits faculty members and recommends faculty members for appointment and promotion.
3. Teaches regularly scheduled courses for a minimum total of 3 credit hours per semester and may apply up to 3 credit hours of summer teaching toward a minimum 6-credit hour annual total.
4. Completes paper work for hiring and terminating department employees.
5. Is responsible for leadership in matters of conduct, spiritual growth, and professional growth of college faculty members.
6. Assembles, approves, justifies, and manages the budgets of the college.
7. Approves purchase requisitions, work orders, and other requisitions.
8. Supervises the development of the nursing curriculum.
9. Promotes communication among students, parents, faculty, staff, chairs, and the public.
10. Develops, implements, and assesses the academic program, activities, policies, and procedures.
11. Approves the syllabi for all scheduled courses and submits them to the Vice President for Academic Affairs according to published deadlines.
12. Oversees academic assessment, including implementation of ePortfolio.
13. Is responsible for achieving and maintaining accreditation of the nursing program and positive relationships with licensing and accrediting agencies.
14. Directs strategic planning, including recommending new programs that should be adopted and current programs that should be eliminated.
15. Encourages interdisciplinary activities (cross-pollination).
16. Communicates the priorities of the College of Nursing to the Provost and to the Vice President for Academic Affairs.
17. Reviews and approves student petitions.
18. Meets with students to address personal academic issues.
19. Oversees faculty discipline and grievance procedures.
20. Supervises the admission process for nursing programs.
21. Prepares the schedule of course class offerings for the fall and spring semesters.
22. Administers the use of facilities and equipment within the College of Nursing.
23. Oversees the production and/or revision of the College of Nursing's publications, including the college's sections of the University catalog and the *Faculty and Administration Handbook.*
24. Promotes programs in research and patient care in the areas of individual, family, and community for the College of Nursing.
25. Reports to the Vice President for Academic Affairs.

3.4.1.2   Coordinators
In assisting the dean in leading the College of Nursing, the coordinators perform the following functions:
1. Have authority and responsibility for the administration of the courses as assigned.
2. Provide leadership to members of course teaching teams in the following activities:
    a. Developing the nursing curriculum to be consistent with the College of Nursing's mission, philosophy, and goals.
    b. Revising courses in a manner consistent with assessment data and current professional nursing practices.

    c. Selecting clinical facilities that provide a variety of learning experiences that lead to desired outcomes.

    d. Selecting learning resources that promote student learning.

3. Provide leadership in the spiritual and professional growth of the faculty and students within the courses they coordinate.

4. Participate in the recommendation and approval of faculty appointments and promotion.

5. Report to the Dean of the College of Nursing.

3.4.2 Committees

3.4.2.1 Nursing Faculty Assembly

1. Consists of the following:
   a. The dean of the College of Nursing, who serves as chair.
   b. Full-time faculty members holding academic rank of instructor or above, who have voting rights.
   c. Part-time faculty members, who have a voice without voting rights.

2. Facilitates communication within the college and with other colleges and departments in the ORU academic community.

3. Serves as the primary policy and advisory body on academic matters in the College of Nursing.

4. Receives reports and considers for approval recommendations made by the College of Nursing councils and committees.

5. Acts on college-wide issues brought to the assembly by the college dean.

6. Makes decisions consonant with the policies and procedures of the University.

7. Provides nursing leadership within the profession and community.

8. Interprets the mission and needs of the College of Nursing to the community.

9. Serves as the members of the Nursing Council.

10. Serves as the members of the Curriculum Committee.

3.4.2.2 Undergraduate Nursing Council

1. Provides direction in the development, implementation, and evaluation of the undergraduate program.

2. Functions as a policy-making body for the undergraduate nursing program.

3. Monitors recruitment efforts for undergraduate nursing students and undergraduate faculty members.

4. Advises the college dean on decisions related to student progression in the nursing program.

5. Establishes peer review mechanisms for the undergraduate faculty members.

6. Establishes standards for admission, progression, and graduation of undergraduate students.

7. Recommends acquisitions for library holdings, online databases, and sim-lab equipment.

8. Recommends students and faculty members for College of Nursing honors.

9. Coordinates the development and administration of the semi-annual dosage and solution proficiency exam.

10. Serves as an advisory body to the college dean.

11. Maintains constant evaluation of the curriculum in the College of Nursing.

12. Accepts for consideration curriculum change proposals (excluding general education) that affect the College of Nursing and have been assigned a proposal number. The Curriculum Change Proposal form must be used.

13. Considers for approval curriculum change proposals (excluding general education) affecting the departments within the College of Nursing. Curriculum proposals are required for the following:
   a. Additions and/or deletions of courses, programs, degrees, majors, minors, cognates, and concentrations.
   b. Substantial changes in majors, minors, cognates, and concentrations. Substantial changes include but are not limited to the number of hours required.

    c.   Changes in course numbers, credit hours, and/or grade mode (e.g., pass/fail to grade).

    d.   Substantial changes in course content for existing courses. A name change that is not accompanied by course content changes or a grade mode change needs only the college dean's approval.

14. Presents recommendations for curriculum change proposals to the faculty assembly.

15. Forwards all college-approved curriculum changes to the University Faculty President to inform the University Faculty Senate of the changes. The University Faculty President submits the changes to the Vice President for Academic Affairs. If a student, program, or cross-listed course outside of a college is affected by any of the changes then that change must be approved by the University Faculty Senate and the University faculty prior to submitting that change to the Vice President for Academic Affairs.

16. Approves all *ad hoc* courses by the same procedure as courses submitted for permanent approval except they need not be submitted to the entire assembly. *Ad hoc* courses can be approved for only one academic year (fall, spring, and summer terms) at a time and for only two academic years (fall, spring, and summer terms) total. *Ad hoc* courses are not listed in the University catalog.

17. Communicates the following procedures for curriculum change with the faculty members in the College of Nursing:

    a.   The person initiating the change completes the Curriculum Change Proposal form and includes necessary supplemental documents (e.g., degree plan sheet, syllabus, course description).

    b.   The proposal receives the necessary signatures (e.g., chair, college dean, University Technical Editor, and Vice President for Academic Affairs) and proposal number before being submitted to the appropriate curriculum committee.

    c.   The Curriculum Committee meets to vote on the proposed curriculum change.

    d.   If approved, the proposal goes before the faculty assembly for a vote.

    e.   If approved, the proposal receives a signature from chair of the Curriculum Committee.

    f.   The chair of the Curriculum Committee forwards the proposal to the University Faculty President. The University Faculty President submits the proposal to the Vice President for Academic Affairs; if a student, program, or cross-listed course outside of the college is affected by the proposal then the proposal must be approved by the University Faculty Senate and the University faculty before the University Faculty President may submit the proposal to the Vice President for Academic Affairs.

    g.   Following final approval, the proposal is forwarded to the Registrar, who forwards a copy to each of the following people: the originator, Curriculum Committee Chair, Dean of the College of Nursing, Vice President for Academic Affairs, Coordinator of International Students, Dean of Learning Resources, Library Faculty Facilitator, and University Technical Editor. (Note: The curriculum change becomes effective with the next catalog.)

3.4.2.3   Nursing Learning Resources Committee

1. Identifies gaps in library and college holdings.
2. Recommends new library and college acquisitions.
3. Recommends removal of outdated materials.
4. Works with the librarians on solving user problems.
5. Monitors acquisitions for expansion of computer resources such as videos and simulated laboratory equipment.

3.4.2.4   Nursing Admissions, Progression, Graduation, and Awards Committee

1. Recommends criteria for admission, progression, and graduation.
2. Monitors student GPAs.
3. Recommends students and faculty members for College of Nursing honors.

4. Coordinates the development and administration of the semi-annual dosage and solution proficiency exam.
5. Advises the college dean on decisions related to student progression in the nursing program.

3.4.2.5   Nursing Tenured Faculty
1. Consists of all tenured faculty members whose full-time contractual assignment is in the College of Nursing.
2. Performs the functions outlined under the section titled "Tenure" in Chapter 2 of this handbook.

3.4.2.6   Nursing Grievance Committee
1. Consists of the faculty members appointed by the college dean.
2. Performs the functions outlined in the section titled "Grievance and Conflict Resolution Procedure" in Chapter 2 of this handbook.

3.4.3   College Policies
The Anna Vaughn College of Nursing adheres to all University policies, as recorded in the section titled "Policies and Procedures" in Chapter 2 of this handbook. The following policies are in addition to the University policies and apply specifically to the College of Nursing.

3.4.3.1   Definition of Terminal Degree in College of Nursing
A terminal degree is an earned doctorate from a regionally and/or professionally accredited institution in an area appropriate to the instructional assignment.

3.4.3.2   Full-Time Teaching Load in College of Nursing
The normal full-time teaching load is 24-25 credit hours per academic year (fall and spring semesters). Extra compensation begins at 26 hours per academic year (fall and spring semesters). Generally, advisement time, class preparation time, course coordination duties, and office hours do not earn load credit; such duties are responsibilities of all faculty members.

3.4.3.3   Office Hours for College of Nursing Faculty
Faculty members are expected to post and maintain a schedule that provides a minimum of 5 office hours per week distributed with at least one hour per day during four days of the week unless precluded by clinical schedule with approval of the dean. Times posted must be convenient for students. Faculty members need to be available in their offices for walk-in traffic or phone calls during scheduled office hours. Nursing faculty members meet with students for consultation at clinical sites up to two days a week.

3.5 COLLEGE OF SCIENCE AND ENGINEERING

3.5.1 Administrative Structure

3.5.1.1 Dean

In leading the College of Science and Engineering, the dean performs the following functions:

1. Administers the academic program in the college as approved by the Board of Trustees and authorized by the President, the Provost, and the Vice President for Academic Affairs.
2. Oversees 4 undergraduate departments and maintains a smooth flow of work and activity.
3. Teaches regularly scheduled courses for a minimum total of 3 credit hours per semester and may apply up to 3 credit hours of summer teaching toward a minimum 6-credit hour annual total.
4. Promotes communication among students, parents, faculty, staff, chairs, and the public.
5. Develops, implements, and assesses academic programs, activities, policies, and procedures.
6. Coordinates the curricula of the various departments within the college.
7. Approves syllabi for all scheduled courses and submits them to the Vice President for Academic Affairs according to published deadlines.
8. Oversees academic assessment, including ePortfolio.
9. Determines the faculty needs and, with the aid of the department chairs, recruits faculty members and recommends college faculty members for appointment and promotion.
10. Is responsible for leadership in matters of conduct, spiritual growth, and professional growth of college faculty members.
11. Directs strategic planning, including recommending new programs that should be adopted and current programs that should be eliminated.
12. Encourages interdisciplinary activities (cross-pollination).
13. Communicates the priorities of the College of Science and Engineering to the Provost and the Vice President for Academic Affairs.
14. Assembles, approves, justifies, and manages the budgets of the college and its departments.
15. Reviews and approves student petitions.
16. Meets with students to address personal academic issues.
17. Approves purchase requisitions, work orders, and other requisitions made by faculty and staff members.
18. Ensures accreditation of various programs in the college.
19. Promotes faculty research activities.
20. Organizes and leads summer workshops for chairs.
21. Oversees faculty discipline and grievance procedures.
22. Oversees the production and/or revision of the College of Science and Engineering's publications, including the college's sections of the University catalog and the *Faculty and Administration Handbook*.
23. Reports to the Vice President for Academic Affairs.

3.5.1.2 Department Chairs

In leading the departments in the College of Science and Engineering, the chairs perform the following functions within their departments:

1. Promote communication among students, parents, faculty, and staff at the department level.
2. Assist the college dean in the selection, supervision, and classification of faculty members.
3. Administer the academic program.
4. Teach regularly scheduled courses for a minimum total of 9 credit hours per semester.
5. Are responsible for maintaining good working environments.
6. Recommend curricula modifications.
7. Propose assignments to the dean after consultation with the persons involved.
8. Receive for approval purchase requisitions, work orders, and all other requisitions made by faculty and staff members.

9. Complete paper work for hiring and terminating department employees.
10. Are responsible for ePortfolio implementation.
11. Submit syllabi for all scheduled courses to the college dean according to published deadlines.
12. Review and submit textbook orders to the college dean according to published deadlines.
13. Provide for appropriate advisement of students.
14. Maintain up-to-date inventories of supplies and equipment.
15. Prepare and manage annual budgets.
16. Prepare periodic status reports for the dean.
17. Prepare the schedule of class offerings for the fall and spring semesters.
18. Oversee the production and/or revision of the department's publications, including the department's sections of the University catalog and the *Faculty and Administration Handbook*.
19. Report to the Dean of the College of Science and Engineering.

3.5.2   Committees

3.5.2.1   Science and Engineering Faculty Assembly
1. Consists of all full-time faculty members in the College of Science and Engineering and in Learning Resources.
2. Facilitates communication within the college and with other colleges and departments in the ORU academic community.
3. Serves as the primary advisory body on academic matters in the College of Science and Engineering.
4. Considers for approval recommendations made by the College of Science and Engineering Curriculum Committee.

3.5.2.2   Science and Engineering Faculty Cabinet
1. Is comprised of the faculty assembly officers who are elected for terms as specified in the bylaws of the College of Science and Engineering Faculty Assembly.
2. Acts as the executive committee in implementing Science and Engineering Faculty Assembly decisions.
3. Investigates any issue related to the college faculty and makes recommendations concerning the resolution of the issue.
4. Appoints *ad hoc* committees.
5. Nominates the members of the curriculum committee for approval by the Science and Engineering Faculty Assembly.
6. Receives the reports of committees, establishes agendas, and conducts the Science and Engineering Faculty Assembly meetings.

3.5.2.3   Science and Engineering Curriculum Committee
1. Maintains constant evaluation of the curriculum in the College of Science and Engineering.
2. Accepts for consideration curriculum change proposals (excluding general education) that affect the College of Science and Engineering and have been assigned a proposal number. The Curriculum Change Proposal form must be used.
3. Considers for approval curriculum change proposals (excluding general education) affecting the departments within the College of Science and Engineering. Curriculum proposals are required for the following:
   a. Additions and/or deletions of courses, programs, degrees, majors, minors, cognates, and concentrations.
   b. Substantial changes in majors, minors, cognates, and concentrations. Substantial changes include but are not limited to the number of hours required.
   c. Changes in course numbers, credit hours, and/or grade mode (e.g., pass/fail to grade).

    d. Substantial changes in course content for existing courses. A name change that is not accompanied by course content changes or a grade mode change needs only the college dean's approval.

4. Presents recommendations for curriculum change proposals to the faculty assembly.
5. Forwards all college-approved curriculum changes to the University Faculty President to inform the University Faculty Senate of the changes. The University Faculty President submits the changes to the Vice President for Academic Affairs. If a student, program, or cross-listed course outside of a college is affected by any of the changes then that change must be approved by the University Faculty Senate and the University faculty prior to submitting that change to the Vice President for Academic Affairs.
6. Approves all *ad hoc* courses by the same procedure as courses submitted for permanent approval except they need not be submitted to the entire assembly. *Ad hoc* courses can be approved for only one academic year (fall, spring, and summer terms) at a time and for only two academic years (fall, spring, and summer terms) total. *Ad hoc* courses are not listed in the University catalog.
7. Communicates the following procedures for curriculum change with the faculty members in the College of Science and Engineering:
    a. The person initiating the change completes the Curriculum Change Proposal form and includes necessary supplemental documents (e.g., degree plan sheet, syllabus, course description).
    b. The proposal receives the necessary signatures (e.g., chair, college dean, University Technical Editor, and Vice President for Academic Affairs) and proposal number before being submitted to the appropriate curriculum committee.
    c. The Curriculum Committee meets to vote on the proposed curriculum change.
    d. If approved, the proposal goes before the faculty assembly for a vote.
    e. If approved, the proposal receives a signature from chair of the Curriculum Committee.
    f. The chair of the Curriculum Committee forwards the proposal to the University Faculty President. The University Faculty President submits the proposal to the Vice President for Academic Affairs; if a student, program, or cross-listed course outside of the college is affected by the proposal then the proposal must be approved by the University Faculty Senate and the University faculty before the University Faculty President may submit the proposal to the Vice President for Academic Affairs.
    g. Following final approval, the proposal is forwarded to the Registrar, who forwards a copy to each of the following people: the originator, Curriculum Committee Chair, Dean of the College of Science and Engineering, Vice President for Academic Affairs, Coordinator of International Students, Dean of Learning Resources, Library Faculty Facilitator, and University Technical Editor. (Note: The curriculum change becomes effective with the next catalog.)

3.5.2.4   Science and Engineering Professional Development Committee

1. Consists of members appointed by the college dean for a term of one year.
2. Evaluates Professional Development Plans submitted by college faculty members and makes recommendations for appropriate funding.
3. Reviews progress reports and ensures completion of work proposed by college faculty members in approved plans.
4. Makes recommendations to the college dean concerning the Professional Development Plan process.
5. Provides periodic, on-campus faculty development workshops.
6. Works in conjunction with the Faculty Development Committee, the Science and Engineering Faculty Assembly, the college dean, and the Vice President for Academic Affairs to promote effective teaching and the professional growth of college faculty members.

3.5.2.5   Science and Engineering Promotion Committee
1. Consists of members appointed by the college dean for a term of one year.
2. Coordinates the process of promotion in rank, including working with the college dean in evaluating classroom performance of applicants.
3. Evaluates and recommends for promotion with appropriate rationale to the college dean.
4. Promotes standards of excellence in faculty instruction.

3.5.2.6   Science and Engineering Tenured Faculty
1. Consists of all tenured faculty members whose full-time contractual assignment is in the College of Science and Engineering.
2. Performs the functions outlined under the section titled "Tenure" in Chapter 2 of this handbook.
3. Meets at least once a year.
4. Annually meets to approve tenure applications and elect Tenured Faculty officers (chair, vice chair/chair-elect, and secretary).

3.5.2.7   Science and Engineering Grievance Committee
1. Consists of the faculty cabinet and is chaired by the president of the faculty assembly.
2. Performs the functions outlined in the section titled "Grievance and Conflict Resolution Procedure" in Chapter 2 of this handbook.

3.5.3   College Policies
The College of Science and Engineering adheres to all University policies, as recorded in the section titled "Policies and Procedures" in Chapter 2 of this handbook. The following policies are in addition to the University policies and apply specifically to the College of Science and Engineering.

3.5.3.1   Definition of Terminal Degree in College of Science and Engineering
The College of Science and Engineering recognizes an earned doctorate from a regionally and/or professionally accredited institution in an area appropriate to the instructional assignment as a terminal degree.

3.5.3.2   Full-Time Teaching Load in College of Science and Engineering
The normal full-time teaching load is 24-25 credit hours per academic year (fall and spring semesters). Extra compensation begins at 26 hours except when an accrediting agency imposes other requirements. Generally, advisement time, class preparation time, course coordination duties, and office hours do not earn load credit; such duties are responsibilities of all faculty members.

3.5.3.3   Office Hours for College of Science and Engineering Faculty
Faculty members are expected to post and maintain a schedule that provides a minimum of 7½ office hours per week distributed with at least one hour per academic day for the purpose of advising and/or consulting with students. Times scheduled must be convenient for students. Faculty members need to be available in their offices for walk-in traffic or phone calls during scheduled office hours.

3.6 COLLEGE OF THEOLOGY AND MINISTRY

3.6.1 Administrative Structure

3.6.1.1 Dean

In leading the College of Theology and Ministry, the dean performs the following functions:

1. Administers the College of Theology and Ministry as approved by the Board of Trustees and authorized by the President, the Provost, and the Vice President for Academic Affairs.
2. Is responsible for achieving and maintaining accreditation of all programs and positive relationships with certifying and accrediting agencies and for operating within the framework of policies and standards established by the accreditors.
3. Teaches regularly scheduled courses for a minimum total of 3 credit hours per semester and may apply up to 3 credit hours of summer teaching toward a minimum 6-credit hour annual total.
4. Seeks and maintains mutually beneficial relationships among students, faculty, staff, and administration as well as with parents, church bodies, academic associations, educational institutions, and the public.
5. Determines the faculty needs and recruits faculty members and recommends college faculty members for appointment and promotion.
6. Reviews and approves paper work for hiring and terminating department employees.
7. Is responsible for leadership in matters of conduct, spiritual growth, and professional growth of college faculty members.
8. Directs strategic planning, including recommending new programs that should be adopted and current programs that should be eliminated.
9. Encourages interdisciplinary activities.
10. Communicates the priorities of the College of Theology and Ministry to the Provost and the Vice President for Academic Affairs.
11. Oversees academic assessment, including ePortfolio.
12. Assembles, approves, and justifies the budgets of the college.
13. Reviews and approves student petitions.
14. Meets with students to address personal academic issues.
15. Approves purchase requisitions, work orders, and other requisitions made by faculty and staff members.
16. Promotes faculty research activities.
17. Oversees faculty discipline and grievance procedures.
18. Supervises and facilitates the College of Theology and Ministry' continuing education program.
19. Supervises the personnel, funds, facilities, and equipment in the College of Theology and Ministry.
20. Is responsible for establishing the atmosphere and ethos in which quality theological education occurs.
21. Oversees the production and/or revision of the College of Theology and Ministry' publications, including the college's sections of the University catalog and the *Faculty and Administration Handbook*.
22. Serves as an ex-officio member of all college committees.
23. Reports to the Vice President for Academic Affairs.

3.6.1.2 Associate Dean

In assisting the dean in leading the College of Theology and Ministry, the associate dean performs the following functions:

1. Is the chief academic administrator of the College of Theology and Ministry.
2. Administers the academic program of the Graduate School of Theology and Ministry at all levels including class and examination scheduling, classroom assignments, academic

advisement/orientation for both faculty and students, and the application and regulation of academic rules and policies.
3. Teaches regularly scheduled courses for a minimum total of 3 credit hours per semester and may apply up to 3 credit hours of summer teaching toward a minimum 6-credit hour annual total.
4. Supervises (with close consultation with the college dean) the development, administration, and evaluation of the curriculum.
5. Coordinates the preparation of the schedule of class offerings.
6. Oversees academic assessment, including implementation of ePortfolio.
7. Serves as chair of the Curriculum Committee.
8. Prepares the catalog and related academic literature.
9. Approves syllabi for all scheduled courses and submits them to the Vice President for Academic Affairs according to published deadlines.
10. Oversees the production and/or revision of the College of Theology and Ministry' publications, including the college's sections of the University catalog.
11. Reports to the Dean of the College of Theology and Ministry.

3.6.1.3   Undergraduate Department Chair

In leading the undergraduate department, the chair performs the following functions:
1. Promotes communication among students, parents, faculty, and staff at the department level.
2. Assists the college dean in the selection, supervision, and classification of faculty members.
3. Administers the academic program.
4. Teaches regularly scheduled courses for a minimum total of 9 credit hours per semester.
5. Is responsible for maintaining a good working environment.
6. Recommends curricula modifications.
7. Proposes assignments to the dean after consultation with the persons involved.
8. Receives for approval purchase requisitions, work orders, and all other requisitions made by faculty and staff members.
9. Completes paper work for hiring and terminating department employees.
10. Is responsible for ePortfolio implementation.
11. Submits syllabi for all scheduled courses to the college dean according to published deadlines.
12. Reviews and submits textbook orders to the college dean according to published deadlines.
13. Provides for appropriate advisement of students.
14. Maintains up-to-date inventories of supplies and equipment.
15. Presents periodic status reports for the dean.
16. Prepares the schedule of class offerings for the fall and spring semesters.
17. Oversees the production and/or revision of department publications, including the department's sections of the University catalog and the *Faculty and Administration Handbook.*
18. Reports to the Dean of the College of Theology and Ministry.

3.6.1.4   Directors

In assisting to lead the College of Theology and Ministry, the directors perform the following functions:

Director of the Doctor of Ministry program
1. Administers the Doctor of Ministry program.
2. Supervises the recruitment and admission of candidates for doctoral programs.
3. Coordinates with the college dean and associate dean the assignment of faculty members in the doctoral program.
4. Coordinates with the college dean and associate dean the scheduling of doctoral seminars and workshops.
5. Serves on the financial aid committee.
6. Reports to the Dean of the College of Theology and Ministry.

Director of Student Affairs and Placement
1. Monitors student lifestyle and advises students concerning personal issues.
2. Assigns a faculty advisor to each new student.
3. Monitors chapel attendance.
4. Serves as faculty advisor to the college's student advisory council and supervises activities presented by the council, such as banquets and retreats.
5. Plans the annual Career Day Seminar.
6. Provides career counseling for students, helping them discover ministry gifts, giving vocational direction, assisting in writing resumes, and teaching interview skills.
7. Hosts potential employers who visit the campus.
8. Provides assistance to alumni who are seeking positions.
9. Publishes current information concerning employment opportunities, especially those dealing with church, parachurch, missions, and counseling positions.
10. Reports to the Dean of the College of Theology and Ministry.

Director of Field Education
1. Supervises field education program for students in residential and modular programs.
2. Cultivates and develops appropriate sites for church and community field education.
3. Oversees, trains, and supports on-site and faculty supervisors.
4. Oversees ePortfolio assessment.
5. Reports to the Dean of the College of Theology and Ministry.

Director of Assessment
1. Supervises the assessment process for all degree programs.
2. Manages all aspects of the ePortfolio.
3. Reports to the Dean of the College of Theology and Ministry.

Director of the Modular Program
1. Provides administrative oversight to the modular program.
2. Coordinates with the dean and associate dean to assign faculty members to modular classes and to schedule courses.
3. Reports to the Dean of the College of Theology and Ministry.

3.6.2   Committees

3.6.2.1   Combined Theology and Ministry Faculty Assembly
1. Consists of all full-time faculty members in the College of Theology and Ministry.
2. Facilitates communication within the college and with other colleges and departments in the ORU academic community.
3. Serves as an advisory body on academic matters affecting the entire College of Theology and Ministry.
4. Considers for approval academic recommendations affecting the College of Theology and Ministry.

3.6.2.2   Theology and Ministry Promotion and Tenure Committee
1. Consists of all tenured faculty members in the College of Theology and Ministry.
2. Promotes standards of excellence in faculty instruction.
3. Coordinates the process of promotion in rank, including working with the college dean and associate dean in evaluating classroom performance of applicants.
4. Evaluates and recommends for promotion with appropriate rationale to the college dean.
5. Identifies opportunities for continued training.
6. Performs the functions outlined under the section titled "Tenure" in Chapter 2 of this handbook.

3.6.2.3　Theology and Ministry Grievance Committee

1. Consists of members selected by the college faculty.
2. Performs the functions outlined in the section titled "Grievance and Conflict Resolution Procedure" in Chapter 2 of this handbook.

3.6.2.4　Graduate Theology and Ministry Faculty Assembly

1. Consists of all full-time faculty members in the seminary.
2. Serves as the primary advisory body on academic matters related to the Graduate School of Theology and Ministry.

3.6.2.5　Graduate Theology and Ministry Academic Policy Committee

1. Consists of the associate dean and others appointed by the dean.
2. Recommends to the faculty assembly policies and procedures concerning academic matters, such as guidelines for directed studies.

3.6.2.6　Graduate Theology and Ministry Curriculum Committee

1. Maintains constant evaluation of the curriculum in the Graduate School of Theology and Ministry.
2. Accepts for consideration curriculum change proposals (excluding general education) that affect the Graduate School of Theology and Ministry and have been assigned a proposal number. The Curriculum Change Proposal form must be used.
3. Considers for approval curriculum change proposals (excluding general education) affecting the Graduate School of Theology and Ministry. Curriculum proposals are required for the following:
   a. Additions and/or deletions of courses, programs, degrees, majors, minors, cognates, and concentrations.
   b. Substantial changes in majors, minors, cognates, and concentrations. Substantial changes include but are not limited to the number of hours required.
   c. Changes in course numbers, credit hours, and/or grade mode (e.g., pass/fail to grade).
   d. Substantial changes in course content for existing courses. A name change that is not accompanied by course content changes or a grade mode change needs only the college dean's approval.
4. Presents recommendations for curriculum change proposals to the College of Theology and Ministry Combined Faculty Assembly.
5. Forwards all college-approved curriculum changes to the University Faculty President to inform the University Faculty Senate of the changes. The University Faculty President submits the changes to the Vice President for Academic Affairs. If a student, program, or cross-listed course outside of a college is affected by any of the changes then that change must be approved by the University Faculty Senate and the University faculty prior to submitting that change to the Vice President for Academic Affairs.
6. Approves all *ad hoc* courses by the same procedure as courses submitted for permanent approval except they need not be submitted to the entire assembly. *Ad hoc* courses can be approved for only one academic year (fall, spring, and summer terms) at a time and for only two academic years (fall, spring, and summer terms) total. *Ad hoc* courses are not listed in the University catalog.
7. Communicates the following procedures for curriculum change with the faculty members in the Graduate School of Theology and Ministry:
   a. The person initiating the change completes the Curriculum Change Proposal form and includes necessary supplemental documents (e.g., degree plan sheet, syllabus, course description).
   b. The proposal receives the necessary signatures (e.g., chair, college dean, University Technical Editor, and Vice President for Academic Affairs) and proposal number before being submitted to the appropriate curriculum committee.
   c. The Curriculum Committee meets to vote on the proposed curriculum change.

d. If approved, the proposal goes before the College of Theology Combined Faculty Assembly for a vote.
e. If approved, the proposal receives a signature from chair of the Curriculum Committee.
f. The chair of the Curriculum Committee forwards the proposal to the University Faculty President. The University Faculty President submits the proposal to the Vice President for Academic Affairs; if a student, program, or cross-listed course outside of the college is affected by the proposal then the proposal must be approved by the University Faculty Senate and the University faculty before the University Faculty President may submit the proposal to the Vice President for Academic Affairs.
g. Following final approval, the proposal is forwarded to the Registrar, who forwards a copy to each of the following people: the originator, Curriculum Committee Chair, Dean of the College of Theology and Ministry, Vice President for Academic Affairs, Coordinator of International Students, Dean of Learning Resources, Library Faculty Facilitator, and University Technical Editor. (Note: The curriculum change becomes effective with the next catalog.)

3.6.2.7   Graduate Theology and Ministry Assessment Committee
1. Consists of the Director of Assessment and others appointed by the college dean.
2. Assists the Director of Assessment on matters relating to the assessment of students.

3.6.2.8   Graduate Theology and Ministry Admissions/Recruitment Committee
1. Consists of the college dean, associate dean, Director of the Doctor of Ministry program, the school's Director of Admissions, and the Director of the Modular Program.
2. Develops and reviews admission policies and procedures for the graduate program.
3. Is responsible for the acceptance or non-acceptance of candidates for admission into the graduate program.
4. Conducts interviews with prospective students when necessary.
5. Establishes deadlines for application and notification of students regarding acceptance.

3.6.2.9   Theology and Ministry Administrative Committee
1. Consists of the college dean, associate dean, Director of the Doctor of Ministry program, Director of Student Affairs and Placement, Director of Field Education, Director of Assessment, and others appointed by the dean.
2. Is chaired by the college dean.
3. Evaluates and makes recommendations regarding college operation.

3.6.2.10   Committee on the Theology Library/Holy Spirit Research Center
1. Consists of the theology librarian, Director of the Holy Spirit Research Center, and others appointed by the college dean, including a student representative.
2. Advises the theology librarian and the Director of the Holy Spirit Research Center regarding the acquisition and arrangement of materials, the utilization of the facilities by theology students, and the general operation of the theological library facilities.
3. Analyzes areas of need, interprets policies to students and faculty, and serves as liaison between the library and the learning community—as pertaining to theology holdings and services.

3.6.2.11 Doctor of Ministry Committee
1. Consists of the Director of the Doctor of Ministry program and others appointed by the dean.
2. Advises the Director of the Doctor of Ministry program on matters relating to the Doctor of Ministry program.

3.6.2.12 Theology and Ministry Financial Aid Committee
1. Consists of the college dean, associate dean, Director of the Doctor of Ministry program, a financial aid advisor, and others appointed by the college dean.
2. Recommends financial aid budget requests.
3. Apportions financial aid among students in the college.

3.6.2.13 ATS Standards Committee
1. Consists of dean, associate dean, faculty members appointed by the dean, and student representatives.
2. Assures compliance with ATS accrediting standards.

3.6.2.14 Theology and Ministry Modular and Distance Education Committee
1. Consists of the Director of the Modular Program, and others appointed by the dean.
2. Explores the possibility of course offerings through modular/distance settings, acts as an approval agent, develops and reviews plans for the program, and advises the Director of the Modular Program.

3.6.2.15 Theology and Ministry Field Education Committee
1. Consists of the Director of Field Education and others appointed by the dean.
2. Oversees practicum and intern courses and advises the Field Education director in matters pertaining to supervised ministry experiences required to complete the M.A. and M.Div. degrees.
3. Serves as a liaison to the internship and practicum programs in the counseling area.

3.6.2.16 Theology and Ministry Student Grievance Committee
1. Consists of the college's Director of Student Development and faculty members recommended by the dean.
2. Oversees the development of policies regarding student grievance issues, promotes public awareness of student grievance procedures, and acts upon cases submitted by students.

3.6.2.17 Theology and Ministry Student Council
1. Consists of the college's Director of Student Development and the college's Student Advisory Council members.
2. Plans and implements events and experiences designed to enhance fellowship and spiritual formation.

3.6.2.18 Theology and Ministry Student Ministries
1. Consists of the college's Director of Student Development, faculty members appointed by the dean, and student representatives.
2. Plans and implements ministry opportunities for seminarians.

3.6.2.19 Undergraduate Theology and Ministry Faculty Assembly
1. Consists of all full-time faculty members in the Undergraduate Department of the College of Theology and Ministry.
2. Serves as the primary advisory body on academic matters in the Undergraduate Department of the College of Theology and Ministry.

3.6.2.20   Undergraduate Theology and Ministry Curriculum Committee

1. Maintains constant evaluation of the curriculum in the undergraduate department of the College of Theology and Ministry.
2. Accepts for consideration curriculum change proposals (excluding general education) that affect the undergraduate department of the College of Theology and Ministry and have been assigned a proposal number. The Curriculum Change Proposal form must be used.
3. Considers for approval curriculum change proposals (excluding general education) affecting the undergraduate department of the College of Theology and Ministry. Curriculum proposals are required for the following:
   a. Additions and/or deletions of courses, programs, degrees, majors, minors, cognates, and concentrations.
   b. Substantial changes in majors, minors, cognates, and concentrations. Substantial changes include but are not limited to the number of hours required.
   c. Changes in course numbers, credit hours, and/or grade mode (e.g., pass/fail to grade).
   d. Substantial changes in course content for existing courses. A name change that is not accompanied by course content changes or a grade mode change needs only the college dean's approval.
4. Presents recommendations for curriculum change proposals to the College of Theology and Ministry Combined Faculty Assembly.
5. Forwards all college-approved curriculum changes to the University Faculty President to inform the University Faculty Senate of the changes. The University Faculty President submits the changes to the Vice President for Academic Affairs. If a student, program, or cross-listed course outside of a college is affected by any of the changes then that change must be approved by the University Faculty Senate and the University faculty prior to submitting that change to the Vice President for Academic Affairs.
6. Approves all *ad hoc* courses by the same procedure as courses submitted for permanent approval except they need not be submitted to the entire assembly. *Ad hoc* courses can be approved for only one academic year (fall, spring, and summer terms) at a time and for only two academic years (fall, spring, and summer terms) total. *Ad hoc* courses are not listed in the University catalog.
7. Communicates the following procedures for curriculum change with the faculty members in the undergraduate department of the College of Theology and Ministry:
   a. The person initiating the change completes the Curriculum Change Proposal form and includes necessary supplemental documents (e.g., degree plan sheet, syllabus, course description).
   b. The proposal receives the necessary signatures (e.g., chair, college dean, University Technical Editor, and Vice President for Academic Affairs) and proposal number before being submitted to the appropriate curriculum committee.
   c. The Curriculum Committee meets to vote on the proposed curriculum change.
   d. If approved, the proposal goes before the College of Theology Combined Faculty Assembly for a vote.
   e. If approved, the proposal receives a signature from chair of the Curriculum Committee.
   f. The chair of the Curriculum Committee forwards the proposal to the University Faculty President. The University Faculty President submits the proposal to the Vice President for Academic Affairs; if a student, program, or cross-listed course outside of the college is affected by the proposal then the proposal must be approved by the University Faculty Senate and the University faculty before the University Faculty President may submit the proposal to the Vice President for Academic Affairs.
   g. Following final approval, the proposal is forwarded to the Registrar, who forwards a copy to each of the following people: the originator, Curriculum Committee Chair, Dean of the College of Theology and Ministry, Vice President for Academic Affairs, Coordinator of International Students, Dean of Learning Resources, and University Technical Editor. (Note: The curriculum change becomes effective with the next catalog.)

3.6.2.21   Undergraduate Theology and Ministry Assessment Committee
1. Consists of the college's Director of Assessment and others appointed by the college dean.
2. Assists the college's Director of Assessment on matters relating to the assessment of students.

3.6.2.22   Undergraduate Theology and Ministry Admissions/Recruitment Committee
1. Consists of the department chair, the college's Director of Admissions, and others appointed by the chair.
2. Develops and reviews admission policies and procedures for the undergraduate department.
3. Works with the Student Outreach and Admissions office to help in recruitment for the Undergraduate Department of the College of Theology and Ministry.
4. Conducts interviews with prospective students when necessary.
5. Oversees travel and organization of department recruitment outreaches.

3.6.2.23   Theology and Ministry Public Relations Committee
1. Consists of the department chair, the college's Director of Admissions, and others appointed by the chair.
2. Oversees the development of promotional materials used to promote the department.
3. Works with the dean and the Office of the President in community outreach.

3.6.3   College Policies

The College of Theology and Ministry adheres to all University policies, as recorded in the section titled "Policies and Procedures" in Chapter 2 of this handbook. The following policies are in addition to the University policies and apply specifically to the College of Theology and Ministry.

3.6.3.1   Definition of Terminal Degree in College of Theology and Ministry

A terminal degree is an earned doctorate from a regionally and/or professionally accredited institution in a theological discipline or in an area appropriate to the instructional assignment.

3.6.3.2   Full-Time Teaching Load in College of Theology and Ministry

The normal full-time teaching load is 24-25 credit hours per academic year (fall and spring semesters) for undergraduate faculty members; extra compensation begins at 26 hours. The normal full-time teaching load is 18 credit hours per academic year (fall and spring semesters) for graduate faculty members; extra compensation begins at 20 hours. Generally, advisement time, class preparation time, course coordination duties, and office hours do not earn load credit; such duties are responsibilities of all faculty members.

3.6.3.3   Office Hours for College of Theology and Ministry Faculty

Faculty members are expected to post and maintain a schedule that provides a minimum of 7½ office hours per week distributed with at least one hour per academic day for the purpose of advising and/or consulting with students. Times scheduled must be convenient for students. These hours are to be posted on the professor's door and adhered to strictly. Faculty members are expected to be available to students at other times by appointment. Beyond class time and office hours posted for advisement, full-time faculty members are expected to be on duty at the University, being involved in mentoring, committee work, chapel services, and other on-campus duties.

3.7 LEARNING RESOURCES

Learning Resources provides a centralized instructional support area—composed of the University Library and the University Archives.

3.7.1 Administrative Structure

3.7.1.1 Dean

In leading Learning Resources, the dean performs the following functions:

1. Administers the University Library and Learning Resources as approved by the Board of Trustees and authorized by the President the Provost, and the Vice President for Academic Affairs.
2. Determines University faculty members resource needs in consultation with the college deans.
3. Determines Learning Resources faculty personnel needs, recruits faculty members, and recommends faculty members for appointment and promotion.
4. Assembles and justifies the Learning Resources budget.
5. Oversees the University Library and University Archives.
6. Seeks and maintains mutually beneficial relationships on campus among students, faculty, staff, and administration.
7. Is responsible for leadership in matters of conduct, spiritual growth, and professional growth of Learning Resources faculty members.
8. Directs strategic planning for Learning Resources, including recommending new programs that should be adopted and current programs that should be eliminated.
9. Encourages interdisciplinary activities (cross-pollination).
10. Communicates Learning Resources priorities to the Provost and the Vice President for Academic Affairs.
11. Approves purchase requisitions, work orders, and other requisitions made by faculty and staff members.
12. Promotes research activities among Learning Resources faculty members.
13. Oversees faculty discipline and grievance procedures.
14. Supervises the personnel, funds, facilities, and equipment.
15. Is responsible for establishing the atmosphere and ethos in which quality education occurs.
16. Plans and coordinates commencement exercises.
17. Oversees the University's affiliate programs.
18. Reports to the Provost.

3.7.1.2 Assistant Library Directors

In assisting the dean in developing Learning Resources, the directors perform the following functions:

1. Assist the dean in preparing the budget.
2. Determine staff needs for areas of supervision.
3. Cooperate with and support all other learning resource directors, heads, and supervisors.
4. Submit regular status reports to the dean.
5. Protect confidentiality by appropriately handling sensitive materials.
6. Assist the dean in project growth needs.
7. Oversee and coordinate library functions and services in respective areas.
8. Report to the Dean of Learning Resources.

3.7.2 Policies

Learning Resources adheres to all University policies, as recorded in the section titled "Policies and Procedures" in Chapter 2 of this handbook. The following policy is in addition to the University policies and applies specifically to Learning Resources.

3.7.2.1 Definition of Terminal Degree in Learning Resources

In Learning Resources, the terminal professional degree is a master's degree or its equivalent in the appropriate area (e.g., library, educational media).

3.7.3 Faculty

Learning Resources faculty members have dual responsibilities of providing professional knowledge and possessing subject competency. Professional knowledge is competency in library operational procedures. Subject competency is knowledge in an academic discipline and is obtained through continuing education toward a second master's degree, a doctoral degree, or their equivalents. Although not actively engaged in daily classroom instruction, Learning Resources faculty members actively support University teaching faculty members and work directly with students conducting research.

3.7.3.1 Ranks in Learning Resources

The potential ranks and the minimum requirements for newly appointed faculty members are the following:

Instructor
1. Appropriate master's degree from an accredited institution.
2. Experience desired but not required.
3. Potential for a successful career in learning resources.
4. All other available data evaluated.

Assistant Professor
1. Appropriate master's degree from an accredited institution.
2. Continuing education and/or graduate work toward a second master's degree and/or doctorate (usually 18 or more semester hours).
3. A minimum of three years of active quality service in an academic learning resource area.
4. Fulfillment of three criteria from designated list titled "Criteria for Appointment or Promotion" later in this chapter.
5. Satisfactory performance in present or most recent professional position.
6. All other available data evaluated.

Associate Professor
1. Appropriate master's degree from an accredited institution.
2. A second master's degree or its equivalent.
3. Appropriate length (four years) and quality of service as an assistant professor.
4. Fulfillment of six criteria from the designated list titled "Criteria for Appointment or Promotion" later in this chapter.
5. Satisfactory performance in present or most recent professional position.
6. All other available data evaluated.

Professor
1. Appropriate master's degree from an accredited institution.
2. A doctorate in an approved area, or on rare occasions, exceptional academic credentials and experience in lieu of the doctoral degree.
3. Appropriate length (four years) and quality of service as an associate professor.
4. Major achievements worthy of national recognition in (1) job performance, (2) public and/or institutional service, or (3) professional activity or creative endeavor (e.g., publishing and/or production).
5. All other available data evaluated.

3.7.3.2   Promotion in Rank in Learning Resources

Advancement to a higher rank requires development and demonstrated ability. Holding a position of responsibility is not the key to advancement. Advancement is not automatic, but is based upon a regular and continuing review and appraisal of performance.

The primary consideration for promotion to all levels is the list of evaluation criteria in the section titled "Promotion Criteria and Evidence" in Chapter 2 of this handbook. When awarded, the promotion becomes effective the fall semester of the academic year following the year of application.

Learning Resources adheres to the University policy on promotion (as recorded in the section titled "Promotion" in Chapter 2 of this handbook) with three amendments.

1. In the section titled "Promotion Criteria and Evidence," the second criterion (Scholarship with the discipline) should be replaced by the criterion "Effective fulfillment of duties listed in the job description." Effective fulfillment of duties listed in the job description includes communication with students and faculty, a professional attitude, technical skills, accuracy, memory, thoroughness, punctuality, work organization, ability to give and follow instructions, quantity and quality of work, judgment, initiative, innovation, and readiness to assume responsibility.
2. When a faculty member is awarded a rank in Learning Resources that rank will not necessarily transfer should the faculty member receive an appointment in one of the academic programs.
3. The following are minimal requirements for applying for promotion to the ranks above instructor:

Assistant Professor
1. Complete a doctoral degree from an accredited institution in an approved area, or without a doctorate, the faculty member may do the following:
2. Exhibit progress in continuing education or graduate work on a second master's degree or doctorate (usually 18 hours or more semester hours).
3. Complete a recommended four years of active quality service at the rank of instructor on the learning resources faculty at ORU.
4. Fulfill three criteria from designated list titled "Criteria for Appointment or Promotion" later in this chapter.
5. Exhibit satisfactory performance in present professional position.
6. Submit to the dean an intention to apply for promotion during the spring of the third year as instructor.

Associate Professor
1. Complete a doctoral degree or second master's degree (or its equivalent) in an approved area.
2. Fulfill six criteria from the designated list titled "Criteria for Appointment or Promotion" later in this chapter.
3. Exhibit satisfactory performance in present professional position.
4. Submit to the dean an intention to apply for promotion during the spring of the third year as assistant professor.
5. Adhere to the published guidelines and deadlines.

Professor
1. Possess a doctoral degree in an approved area or, on rare occasions, exceptional academic credentials, and experience in lieu of the doctoral degree.
2. Achieve national recognition in field through (1) job performance, (2) public and/or institutional service, and (3) professional activity or creative endeavor (e.g., publishing and/or production).
3. Prepare and submit application during the fall of the fourth year as associate professor.
4. Adhere to the published guidelines and deadlines.

3.7.3.3 Criteria for Appointment and Promotion in Learning Resources

The following are criteria for appointment and promotion to assistant professor and associate professor. They are weighed in favor of professional competency. Exceptions to these criteria must be recommended by the Dean of Learning Resources and learning resources faculty members who hold a rank equal to or above the rank being considered.

1. Fulfillment of each additional graduate degree beyond the first master's degree. (This criterion may be credited multiple times.)
2. Some combination of supervisor-approved study or research related to learning resources needs (e.g., course work for credit or audit, workshops, or travel).
3. Professional competence demonstrated by excellent performance in carrying out high-level responsibilities (e.g., administer a program).
4. Consistent production of high-quality work.
5. Research and publication of professional or scholarly works.
6. Service in elected or appointed positions in professional or scholarly societies or distinguished participation in committee work.
7. Creativity and imagination that is applied to the solution of learning resources problems.
8. Exceptional language ability.
9. Evidence of exceptional ability in relating learning resources to the total educational process within the University setting.

The following are possible criteria for appointment and promotion to assistant professor and associate professor:

1. Experience in fields other than learning resources (e.g., teaching, business).
2. Service to the non- University community-at-large.

3.7.3.4 Tenure in Learning Resources

Learning Resources adheres to the University policy concerning tenure (as recorded in the section titled "Tenure" in Chapter 2 of this handbook) with the following two amendments:

1. In the section titled "Tenure Prerequisites," the phrase "Have a terminal degree from an accredited institution that is appropriate to the teaching assignment" should be replaced by the phrase "Have a second master's degree (or its equivalent) or a doctorate from an accredited institution."
2. In the section titled "Tenure Criteria and Evidence," the third criterion (instruction) should be replaced by the criterion "Effective fulfillment of duties listed in the job description."

3.8   DISTANCE LEARNING

3.8.1   Administrative Structure

3.8.1.1   Dean of Distance Learning
In leading Distance Learning, the dean performs the following functions:
1. Administers Distance Learning programs, including adult education and special programs, as approved by the Board of Trustees and authorized by the President, the Provost, and the Vice President for Academic Affairs.
2. Maintains a smooth flow of work and activity in overseeing the following:
   a. Online Campus.
   b. Summer School.
   c. Continuing Education.
   d. Bible Institute.
3. Teaches regularly scheduled courses for a minimum total of 3 credit hours per semester and may apply up to 3 credit hours of summer teaching toward a minimum 6-credit hour annual total.
4. Promotes communication among students, parents, faculty, staff, and chairs.
5. Establishes and maintains mutually beneficial relationships with academic agencies, churches, denominational bodies, and educational institutions.
6. Coordinates with the various departments and colleges within the University in offering courses and programs.
7. Contracts for academic services to support Distance Learning programs from University faculty members when available and otherwise from external sources.
8. Administers the use of facilities and equipment that support Distance Learning and its programs.
9. Directs strategic planning, including recommending new programs that should be adopted and current programs that should be eliminated.
10. Supervises the development of the curricula for instructional programs into appropriate formats and course schedules.
11. Encourages interdisciplinary activities (cross-pollination).
12. Communicates the priorities of Distance Learning to the Provost and to the Vice President for Academic Affairs.
13. Assembles, approves, and justifies the budgets of Distance Learning and its programs.
14. Reviews and approves student petitions.
15. Meets with students to address personal academic issues.
16. Approves purchase requisitions, work orders, and other requisitions made by faculty and staff members.
17. Consults appropriate agencies, organizations, or publications to keep abreast of trends in the field of distance education.
18. Oversees the production and/or revision of Distance Learning publications, including appropriate sections of the University catalog and the *Faculty and Administration Handbook*.
19. Reports to the Vice President for Academic Affairs.

3.8.1.2   Coordinator of Bible Institute Diploma/Certificate
In assisting the dean in leading Distance Learning, the coordinator performs the following functions:
1. Explores programming ideas for the certificate/diploma program with deans, chairs, and faculty members.
2. Coordinates the development and revision of administrative and promotional materials.
3. Coordinates course development and revision to ensure consistency and academic integrity.
4. Coordinates activity between appropriate service offices.
5. Reports to the Dean of Distance Learning.

Chapter 4—ADMINISTRATION

4.1　　PERSONNEL

```
                         ┌──────────────────┐
                         │ Board of Trustees │
                         └──────────────────┘
┌─────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│ Director        │      │                  │      │ Director         │
│ of Worship and  │──────│    President     │──────│ of Public        │
│ Media           │      │                  │      │ Relations        │
│ Productions     │      └──────────────────┘      └──────────────────┘
└─────────────────┘
```

| Provost | Executive Vice President and Chief Operations Officer | Executive Vice President and Chief Financial Officer | Vice President and General Counsel | Athletic Director |

| Vice President for Academic Affairs | Vice President for Enrollment Management | Vice President for Development | Vice President of Sponsored Programs and Administrative Affairs |

4.1.1　　President

The President serves at the pleasure of the Board of Trustees for such term, compensation, and conditions of employment, as the Board determines. The President is the chief executive officer of the University and the chief advisor to and executive agent of the Board of Trustees. The President's authority is vested through the Board of Trustees. The President is responsible for the following:

1. Hiring, in consultation with the Board, the provost and all vice presidents.
2. Implementing all Board policies while keeping the Board informed on appropriate matters, and consulting with the Board in a timely fashion on matters appropriate to its policy-making and fiduciary functions.
3. Serving as the key spokesperson for the University.
4. Executing all documents on behalf of the University and the Board of Trustees consistent with board policies and the best interests of the University.
5. Serving as an ex-officio member of all Board of Trustees committees except the audit committee.
6. Maintaining effective direction and organization of the faculty while regarded as a member of the faculty with voting privileges.
7. Representing the faculty and other employees of the University in meetings of the Board of Trustees and its committees.

```
                          ┌─────────────┐
                          │  President  │
                          └──────┬──────┘
                          ┌──────┴──────┐
                          │  Provost    │
                          └──────┬──────┘
   ┌──────────┬─────────────┬────┴────┬──────────────┬──────────────┐
┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│Vice      │ │Dean of   │ │Dean of   │ │Dean of   │ │Director  │
│President │ │Spiritual │ │Student   │ │Learning  │ │of Inst.  │
│for Acad. │ │Formation │ │Develop.  │ │Resources │ │Research  │
└──────────┘ └──────────┘ └──────────┘ └──────────┘ └──────────┘
```
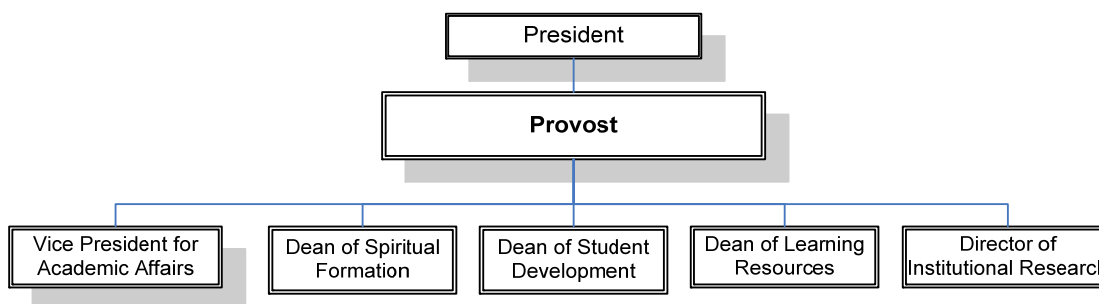
4.1.2   Provost

The Provost has authority and responsibilities as determined by the President in consultation with the Board of Trustees. As such, the Provost is the chief academic officer, serves on the Executive Council and the Vice Presidents Council, reports to the President, and is responsible for the following areas:

1. Academic affairs.
2. Curriculum.
3. Instructional budgets.
4. Faculty appointments.
5. Distance learning.
6. Accreditation.
7. Grievances and policy exceptions.
8. Student services.
9. Special events.
10. Student development.
11. Learning resources.
12. Institutional research.
13. Policies and procedures relating to areas of responsibilities.

```
                    ┌─────────────┐
                    │  President  │
                    └──────┬──────┘
                    ┌──────┴──────┐
                    │  Provost    │
                    └──────┬──────┘
              ┌───────────────────────┐
              │ Dean of Spiritual     │
              │ Formation             │
              └───────────┬───────────┘
     ┌────────────┬───────┴────┬──────────────┐
┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│Director  │ │Director  │ │Men's     │ │Women's   │
│of Out-   │ │of Coun-  │ │Chaplain  │ │Chaplain  │
│reach Min.│ │seling Sv.│ │          │ │          │
└──────────┘ └──────────┘ └──────────┘ └──────────┘
```
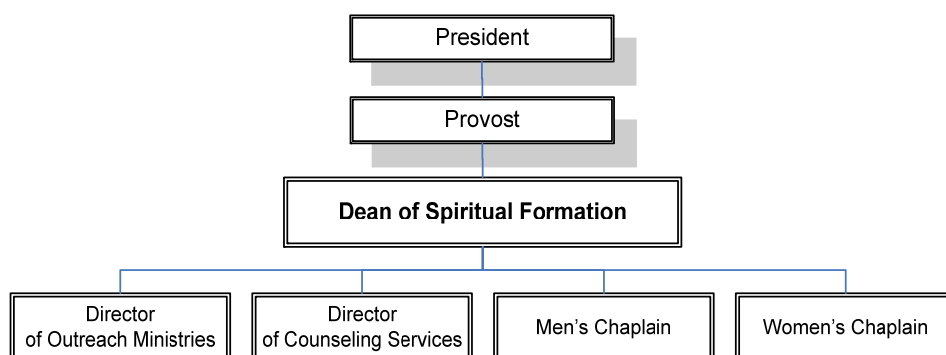
4.1.2.1   Dean of Spiritual Formation

At the direction of the President, the Dean of Spiritual Formation ministers to the University community at chapel, Sunday evening worship services, and other special events. The Dean performs the following:

1. Provides leadership for the Spiritual Formation staff in the areas of worldview, spiritual formation, spiritual nurture, spiritual warfare, discipleship, and evangelism. The Spiritual Formation staff encompasses the offices of the Men's Chaplain, the Women's Chaplain, and the Director of Outreach Ministries.

2. Coordinates with the Dean of Student Development to oversee the student body's conduct and growth, assisting students to take responsibility for their actions, as well as their moral and spiritual development.
3. Reports to the Provost.

Director of Outreach Ministries
1. Is responsible for the daily administration and operation of the Outreach Department.
2. As requested by the President, assists in the execution of Chapel services, worship services, and other special events.
3. Oversees the Missions Program Coordinator, Community Outreach Coordinator, Chaplains Program Coordinator, and the department secretary.
4. Reports to the Dean of Spiritual Formation.

Director of Counseling Services
1. Provides enrolled students with professional counseling services.
2. Oversees staff of licensed counselors.
3. Reports to the Dean of Spiritual Formation.
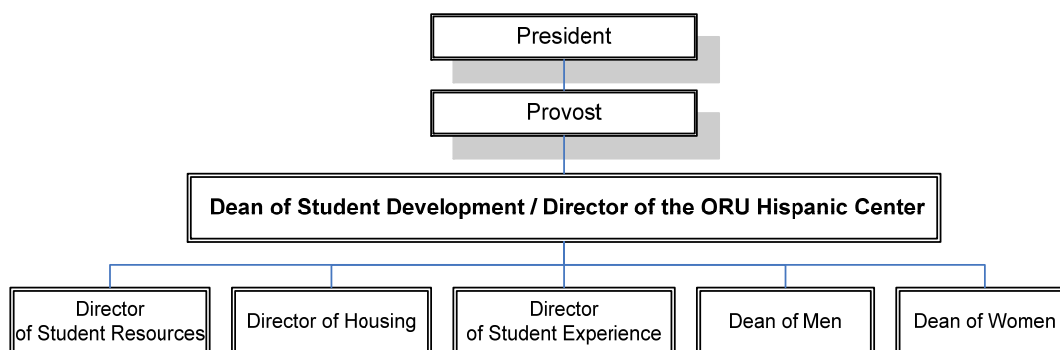
4.1.2.2   Dean of Student Development and Director of the ORU Hispanic Center

The Dean of Student Development directs the day-to-day operations of the Student Development Department and performs the following tasks:
1. Provides leadership for the Student Development staff in the planning and execution of the programs of Student Development. The Student Development staff encompasses the offices of the Dean of Men, Dean of Women, Housing, Intramurals, and Activities.
2. Coordinates with the Dean of Spiritual Formation to oversee the student body's conduct and growth, assisting students to take responsibility for their actions, as well as their moral and spiritual development.
3. Reports to the Provost.

The Director of the ORU Hispanic Center directs the day-to-day operations of the ORU Hispanic Center and performs the following tasks:
1. Provides leadership for the Hispanic Center staff in the planning and execution of the programs of Hispanic Center.
2. Coordinates efforts of the Hispanic Center staff to provide recruitment, transition, retention, and leadership development services to Hispanic students.
3. Reports to the Provost.

Director of Student Resources
1. Coordinates services for students with disabilities.
2. Creates schedules for new incoming students.

3. Advises students in Exploratory and Bridge programs.
4. Coordinates the Academic Peer Advisor program.
5. Reports to the Dean of Student Development.

Director of Housing
1. Coordinates student housing including room requests and assignments.
2. Schedules and manages student participants in the 24/7 Dorm Desk Security program.
3. Reports to the Dean of Student Development.

Director of Student Experience
1. Coordinates first-year student experiences including Harbor and Blueprint (formerly known as Freshman Student Council).
2. Coordinates senior-year student experience "Life After ORU."
3. Reports to the Dean of Student Development.

Dean of Men
1. Provides leadership for and addresses the needs of male undergraduate students.
2. Assists male students achieve their potential through support, encouragement, and requiring daily accountability.
3. Oversees residential services programs for male student dormitories.
4. Reports to the Dean of Student Development.

Dean of Women
1. Provides leadership for and addresses the needs of female undergraduate students.
2. Assists female students achieve their potential through support, encouragement, and requiring daily accountability.
3. Oversees residential services programs for female student dormitories.
4. Coordinates leadership for the cheerleading program.
5. Reports to the Dean of Student Development.

```
                    ┌─────────────────┐
                    │    President     │
                    └─────────────────┘
                             │
                    ┌─────────────────┐
                    │     Provost      │
                    └─────────────────┘
                       │           │
         ┌──────────────────────┐  ┌──────────────────────────────┐
         │ Dean of Learning     │  │ Director of Institutional    │
         │ Resources            │  │ Research                     │
         └──────────────────────┘  └──────────────────────────────┘
```
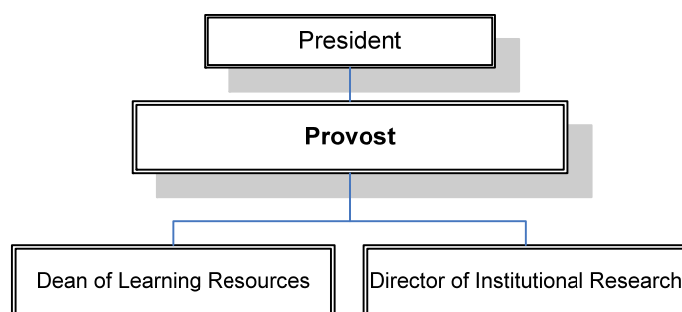
4.1.2.3   Dean of Learning Resources

The Dean of Learning Resources administers the University Library and Learning Resources. Information concerning Learning Resources, including a job description for the Dean, appears in chapter 3, titled "Colleges and Academic Services."

4.1.2.4   Director of Institutional Research

The Director assists decision makers by providing accurate and reliable analyses in response to internal and external requests. The Director performs the following:
1. Constructs and maintains institutional databases necessary to respond to surveys, studies, and compliance forms from governmental and accrediting agencies.
2. Plans and produces accurate reports and publications of interest and importance to the institution, including the University fact book.

3. Coordinates state, federal (IPEDS), and other external reporting.
4. Participates in the institution's strategic planning process.
5. Designs, conducts, and analyzes assessment survey results.
6. Assists in the assessment of outcomes and institutional effectiveness and directs the ePortfolio program.
7. Provides information, counsel, and technical assistance to internal constituent groups to assist with planning and research projects.
8. Participates in budget preparation and analysis.
9. Chairs the Institutional Improvement and Student Learning Committee.
10. Works with the department chairs and academic deans to ensure that the integrity of the faculty hiring process is maintained.
11. Serves on committees as assigned and performs other duties and special assignments as directed.
12. Reports to the Provost.

```
                          ┌─────────────────┐
                          │    President    │
                          └─────────────────┘
                                   │
                          ┌─────────────────┐
                          │     Provost     │
                          └─────────────────┘
                                   │
              ┌──────────────────────────────────────────┐
              │  Vice President for Academic Affairs      │
              └──────────────────────────────────────────┘
```

| Dean of the College of Arts and Cultural Studies | Dean of the College of Education | Dean of the Anna Vaughn College of Nursing | Dean of the College of Business and Dean of Distance Learning | Dean of the College of Science and Engineering | Dean of the College of Theology and Ministry | Registrar |
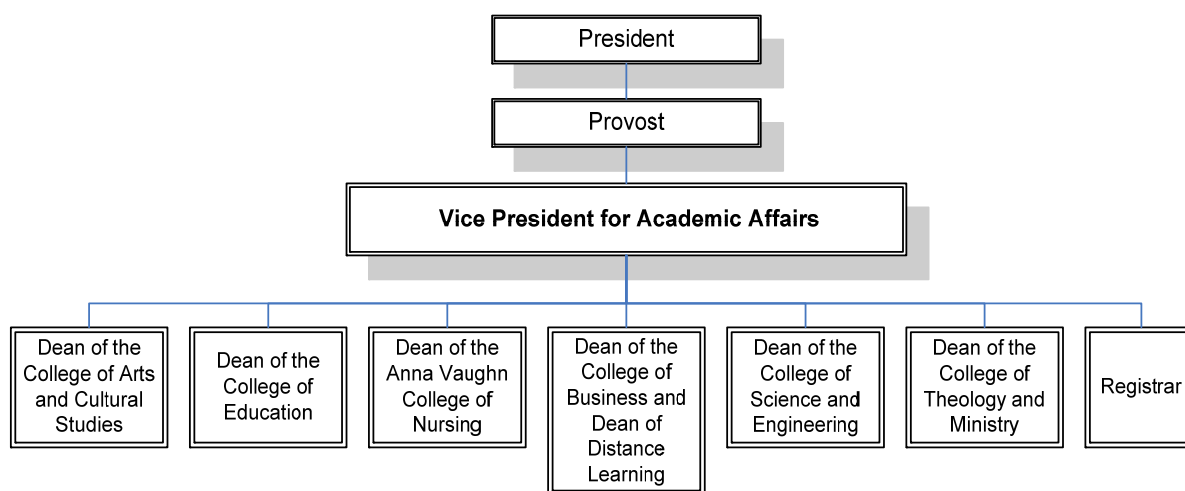
4.1.3 Vice President for Academic Affairs

The Vice President for Academic Affairs serves on the Vice Presidents Council, reports to the Provost, and oversees the following areas:
1. Academic affairs.
2. Curriculum.
3. Instructional budgets.
4. Faculty appointments.
5. Distance learning.
6. Accreditation.
7. Academic grievances and policy exceptions.
8. Registrar.
9. Academic policies and procedures.

4.1.3.1 College Deans

The following deans report to the Vice President for Academic Affairs. Their job descriptions appear in chapter 3, titled "Colleges and Academic Services."
1. Dean of the College of Arts and Cultural Studies.
2. Dean of the College of Business and Distance Learning.
3. Dean of the College of Education.
4. Dean of the Anna Vaughn College of Nursing.
5. Dean of the College of Science and Engineering.
6. Dean of the College of Theology and Ministry.

4.1.3.2 Director of the Center for Israel and Middle East Studies
The director performs the following functions:
1. Teaches one to two courses per semester to support the Center's programs.
2. Oversees the operations of the Center, including personnel (e.g., hiring) and the Center's cost center for budget planning and management.
3. Oversee the development of curriculum and programs for the Center such as majors and minors, degree programs, potential graduate programs, and the policy center.
4. Identifies, establishes, and nurtures mutually-beneficial relationships with other academic institutions and organizations that are like-minded and share interests and desired outcomes in pursuit of the mission of the Center.
5. Reports to the Vice President for Academic Affairs.

4.1.3.3 Registrar
1. Is responsible for maintaining complete academic records for all colleges of the University.
2. Oversees registration procedures.
3. Oversees the reporting of grades to students and parents.
4. Prepares the University's academic calendar and schedules final examinations.
5. Prepares the list of students on academic and HPER probation and/or subject to suspension.
6. Certifies students for academic eligibility to participate in various University activities.
7. Certifies eligibility of students for graduation, awards, and honors.
8. Reports to the Vice President for Academic Affairs.

```
                        ┌─────────────────────┐
                        │     President        │
                        └─────────────────────┘
                                  │
        ┌──────────────────────────────────────────────────┐
        │ Executive Vice President and Chief Operations Officer │
        └──────────────────────────────────────────────────┘
                                  │
     ┌────────────────────┬───────────────────┬──────────────────────────┐
┌─────────────────┐  ┌──────────────────┐  ┌───────────────────────────────┐
│ Director of      │  │ Director of      │  │ Director of Campus Safety     │
│ Facility Services│  │ Marketing        │  │ and Security                  │
└─────────────────┘  └──────────────────┘  └───────────────────────────────┘
```
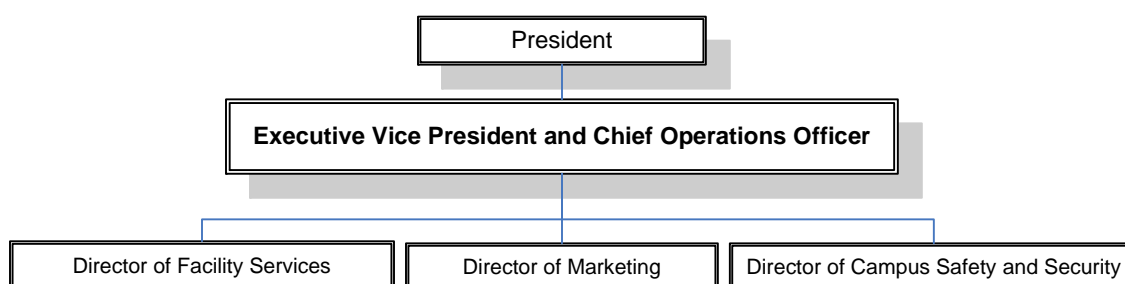
4.1.4 Executive Vice President and Chief Operations Officer
The Executive Vice President and Chief Operations Officer serves on the Executive Council and the Vice Presidents Council, reports to the President, and is responsible for the following areas:
1. Facility services.
2. Public safety and security.
3. University media production.
4. Auxiliary services (Campus Phone Center, Student Health Services, Eagle Card Center).
5. Contract services (Follett, Pitney Bowes, and Sodexho).
6. University Broadcasting, Inc. liaison.

4.1.4.1 Director of Facility Services
1. Schedules all campus activities and projects on the University calendar.
2. Coordinates facility needs for both academic and non-academic areas on campus.
3. Negotiates contracts for weddings, summer camps, and conferences.
4. Oversees the summer camps/conferences program.
5. Processes requests for non-traditional housing.
6. Reports to the Executive Vice President and Chief Operations Officer.

4.1.4.2   Director of Marketing

1. Is responsible for establishing and implementing strategic and tactical marketing plans designed to build recruitment.
2. Is responsible for the general design of the website, heading the Navigation Committee that makes decisions on what functionality is added to the existing website.
3. Is responsible for all printed material used in recruitment of and communication with undergraduate and graduate students, coordinating all projects, assigning designers, and working with them through all phases: concept, design, approval, and printing.
4. Coordinates requested video production, ensuring consistency in the general design of all videos officially produced by the University.
5. Coordinates advertisements for graduate departments; coordinates with designers and directs advertising for Undergraduate Admissions.
6. Coordinates visits with outside advertising firms to produce photographs of the University.
7. Reports to the Executive Vice President and Chief Operations Officer.

4.1.4.3   Director of Public Safety and Security

1. Is responsible for ensuring the security and safety.
2. Is responsible for establishing and enforcing safety and security guidelines.
3. Oversees the assets and operations of the Transportation Department and motor pool.
4. Reports to the Vice President and Chief Operations Officer.
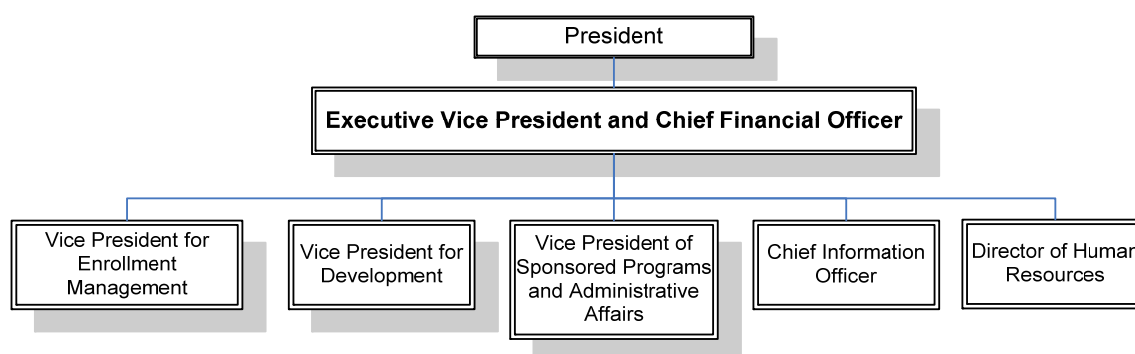
4.1.5   Executive Vice President and Chief Financial Officer

The Executive Vice President and Chief Financial Officer serves on the Executive Council and the Vice Presidents Council, reports to the President, and is responsible for the following:

1. Enrollment management.
2. University relations and development.
3. Sponsored programs.
4. Administrative affairs.
5. Information technologies
6. Human resources.
7. Policies and procedures relating to areas of responsibility.

```
                          ┌─────────────────────┐
                          │      President      │
                          └─────────────────────┘
                                     │
            ┌──────────────────────────────────────────────────┐
            │ Executive Vice President and Chief Financial Officer │
            └──────────────────────────────────────────────────┘
                                     │
         ┌───────────────────────────┴───────────────────────────┐
  ┌──────────────────────┐                          ┌──────────────────────────┐
  │ Chief Information Officer │                      │ Director of Human Resources │
  └──────────────────────┘                          └──────────────────────────┘
            │                                                     │
   ┌────────┴────────┐                                  ┌──────────────────────┐
┌──────────────┐ ┌──────────────────────────┐          │ Director of Career Services │
│ Associate Director of │ │ Technical Director of Construction │     │ and Student Employment │
│ Electronic Maintenance │ │ and Special Projects │          └──────────────────────┘
└──────────────┘ └──────────────────────────┘
```
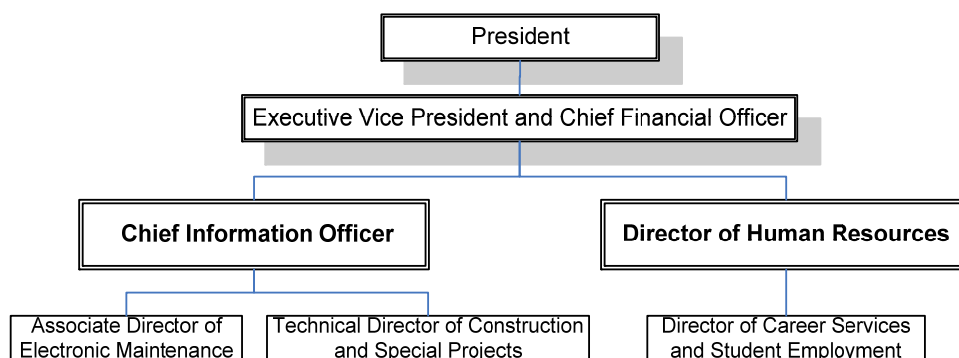
4.1.5.1   Chief Information Officer

1. Provides strategic leadership of technology throughout campus to meet University goals.
2. Ensures academic technology needs and environments are provided by maintaining contact and communication with all academic deans.
3. Oversees system analysis, programming, computer operations, networks, and University computers.
4. Maintains continuous control of all reporting areas through management reports and direct supervision.
5. Confers with and advises subordinates regarding administrative policies and procedures, technical direction, and priorities.
6. Is responsible for all personnel, administrative, and information technology-related problems.
7. Is responsible for overall effectiveness and completion of goals for Information Technology activities.
8. Is responsible for budget development and administration and for development and implementation of Information Technology policies, objectives, and long-range strategies.
9. Reports on long-range plans, projects, and performance.
10. Reports to the Executive Vice President and Chief Financial Officer.

Associate Director of Electronic Maintenance
1. Is responsible for the proper planning and designing of all electronic and electro-mechanical equipment and systems for the University.
2. Oversees the installation and maintenance of all electronic and electro-mechanical equipment and systems for the University.
3. Reports to the Chief Information Officer.

Technical Director of Construction and Special Projects
1. Serves as liaison between departments, contractors, and the University's architect.
2. Maintains and updates CAD blueprints of facilities.
3. Maintains a library of all University blueprints.
4. Draws plans for internal changes as needed.
5. Keeps a running log of all facility changes.
6. Reports to the Chief Information Officer.

4.1.5.2   Director of Human Resources

1. Ensures that all company policies, procedures, and activities comply with applicable laws and regulations.
2. Oversees the recruitment and hiring of all staff.
3. Administers career services and student employment.
4. Reports to the Executive Vice President and Chief Financial Officer.

Director of Career Services and Student Employment
1. Provides all new undergraduate students with an assessment of their individual strengths as a part of the Whole Person Assessment process.
2. Provides students and alumni with significant opportunities to network with potential employers.
3. Provides students and alumni with essential skills required to translate educational experience into career objectives.
4. Provides students and alumni with the resources to develop professionally.
5. Manages the University's online job board, resume books, and employer contact database.
6. Facilitates employer recruiting relationships for the University and individual academic colleges as requested.
7. Oversees the Student Work Study Program/Campus Employment to include all hiring processes and Human Resources compliance checks for the student workforce.
8. Reports to the Director of Human Resources.

```
                          ┌─────────────────┐
                          │    President    │
                          └─────────────────┘
                                  │
         ┌────────────────────────────────────────────────┐
         │ Executive Vice President and Chief Financial Officer │
         └────────────────────────────────────────────────┘
                                  │
    ┌──────────────────────────────────────────────────────────┐
    │        Vice President for Enrollment Management          │
    └──────────────────────────────────────────────────────────┘
          │                       │                      │
┌──────────────────┐  ┌──────────────────────┐  ┌──────────────────────────────┐
│ Director of       │  │ Director of          │  │ Director of Student Success  │
│ Admissions        │  │ Financial Aid        │  │ and Retention                │
└──────────────────┘  └──────────────────────┘  └──────────────────────────────┘
```
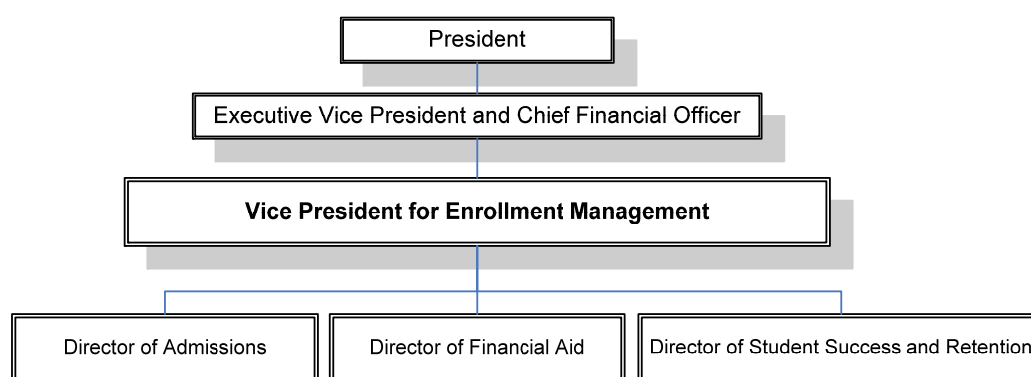
4.1.6   Vice President for Enrollment Management
The Vice President for Enrollment Management serves on the Vice Presidents Council, reports to the Executive Vice President and Chief Financial Officer, and oversees the following areas:
1. Admissions.
2. Financial aid.
3. Student success and retention.
4. Special events and certain campus conferences.
5. Enrollment policies and procedures.

4.1.6.1   Director of Admissions
1. Is responsible for recruiting potential undergraduate students.
2. Ensures prospective students and families are informed of ORU programs, scholarships and financial aid opportunities, and important deadlines.
3. Administers College Weekends and arranges other campus visitations, such as Eagle Days visits.
4. Oversees admissions process for graduate, undergraduate, and Online Campus. Directly responsible for admission of undergraduate students.
5. Provides oversight and guidance for ORU's status as an approved HED institution hosting international students.
6. Reports to the Vice President for Enrollment Management.

4.1.6.2   Director of Financial Aid
1. Administers both intramural and extramural financial aid monies for students from all colleges of the University.
2. Prepares necessary reports on the expenditure of financial aid funds.
3. Is responsible for operating various programs according to established guidelines.

4. Informs students regarding the financial aid process.
5. Assists students in completing the financial aid application process in a timely manner.
6. Provides customer service to students and their families.
7. Reports to the Vice President for Enrollment Management.

4.1.6.3   Director of Student Success and Retention

1. Provides assistance and guidance to at-risk students.
2. Provides daily comprehensive success coaching to students based on coaching requests initiated by a student, administrator, faculty, staff, or parent.
3. Responsible for training, implementation, and ongoing promotion of retention using tools such as RetentionRT.
4. Educates the ORU community on matters essential to students and their parents to improve retention.
5. Establishes relationships with parents of ORU students via events, phone contacts, and in-person contacts during visits or conferences.
6. Reports to the Vice President for Enrollment Management.
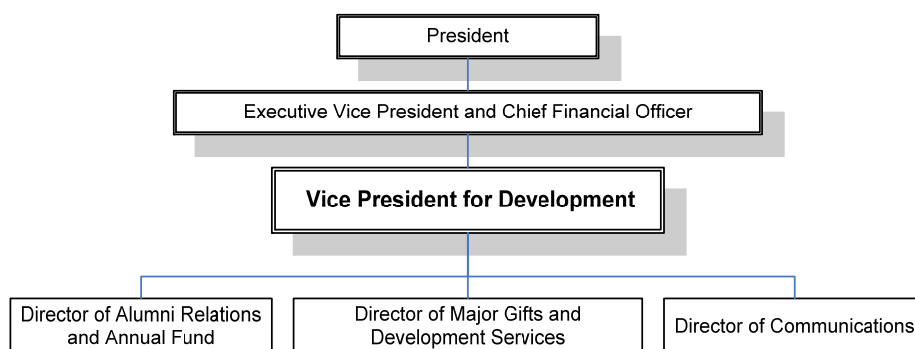
4.1.7   Vice President for Development

The Vice President for Development serves on the Vice Presidents Council, reports to the Executive Vice President and Chief Financial Officer, and is responsible for the following areas:

1. Alumni Relations.
2. Development.
3. Development Services.
4. Communications.

4.1.7.1   Director of Alumni Relations and Annual Fund

1. Plans and implements programs and events involving alumni.
2. Directs fundraising efforts among alumni.
3. Manages accounting, information systems, and donor research for the ORU Alumni Foundation.
4. Coordinates activities of the boards of directors for Alumni Association and Alumni Foundation.
5. Serves as a liaison between churches, ministries, and Christian leaders and University departments and service providers.
6. Manages Annual Fund program.
7. Reports to the Vice President of Development.

4.1.7.2   Director of Major Gifts and Development Services

1. Manages development including major donor services.
2. Ensures the accuracy, efficiency, and timely interface of donor information with other development requirements for the Development Office.

3. Provides donor information to all related parties, including on-site staff, regional directors, and appropriate executive management.
4. Reports to the Vice President of Development.

4.1.7.3 Director of Communications
1. Works with the Vice President for University Relations and Development to produce and implement communications strategies for University Relations.
2. Works with the Associate Vice President for Development and Alumni Relations to produce and implement communications strategies for alumni relations and development
3. Reports to the Vice President of Development.
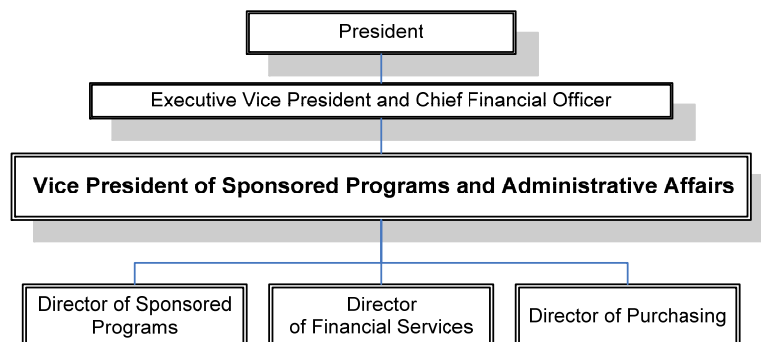
4.1.8 Vice President of Sponsored Programs and Administrative Affairs

The Vice President of Sponsored Programs and Administrative Affairs serves on the Vice Presidents Council, reports to the Executive Vice President and Chief Financial Officer, and is responsible for the following areas:
1. Treasury.
2. Sponsored Programs.
3. Financial Services.
4. Contribution Accounting.

4.1.8.1 Director of Sponsored Programs
1. Gathers and disseminates information on grant/contract opportunities and activities.
2. Provides advisement and training regarding grant proposals.
3. Assists with project planning and proposal preparation.
4. Serves as a University liaison for grant or contract activities.
5. Administers activities related to ORU's Faculty Research Seed Fund.
6. Reports to the Executive Vice President and Chief Financial Officer.

4.1.8.2 Director of Financial Services
1. Oversees administration of student accounts.
2. Supervises administration of student loan programs.
3. Reports to the Vice President and Chief Financial Officer.

4.1.8.3 Director of Purchasing
1. Provides advisement and assistance in developing bids for purchasing.
2. Administers iPurchasing.
3. Oversees purchase requisitions.
4. Reports to the Director of Sponsored Programs.

```
                              ┌─────────────────┐
                              │    President    │
                              └─────────────────┘
                                       │
                              ┌─────────────────┐
                              │ Athletic Director│
                              └─────────────────┘
```

| Associate Athletic Director of Business Administration and Senior Women's Administration | Associate Athletic Director of Compliance | Associate Athletic Director of Marketing | Associate Director of External Operations | Assistant Athletic Director of Academics | Head Coach Men's Basketball | Head Coach Baseball | Head Coach Women's Basketball |

| Head Coach – Volleyball | Head Coach – Women's Soccer | Assistant Athletic Director of Media Relations | Head Coach – Men's and Women's Tennis | Director of Athletic Academics– Degree Advancement | Director of Operations | Director of Baseball Operations |

| Head Coach – Men & Women's Golf | Head Coach – Men's and Women's Track | Director of Game Operations | Director of Ticket Sales and Marketing | Director of Athletic Academics– Eligibility | Recruiting Coordinator |

| Director of Strength and Conditioning | Head Coach – Men's Soccer |

| | Director of Compliance |

4.1.9   Athletic Director

The Athletic Director serves on the President's Council and the Vice Presidents Council, reports to the President, oversees the coaching staff, and is responsible for the operation of the Intercollegiate Athletic Program including the following areas:

1. Business administration and travel.
2. NCAA and conference rules compliance.
3. Marketing, fundraising, and radio and television broadcasts.
4. Media relations and sports information.
5. Sports medicine.
6. Strength and conditioning.
7. Academics and life skills.
8. Coaching of the 16 NCAA Division I sports.
9. Golden Eagle Club.

4.1.9.1   Associate Athletic Director of Business Administration and Senior Women's Administration

1. Is responsible for management of the financial, operational, and personnel affairs of the Athletic Department.
2. Ensures representation of women's interests at campus, conference, and national levels.
3. Reports to the Athletic Director.

Director of Strength and Conditioning
1. Develops, for each sport, a strength and conditioning program.
2. Implements strength and conditioning programs to meet specific goals.
3. Reports to the Associate Athletic Director/Business Administration and Senior Women's Administration.

4.1.9.2   Associate Athletic Director of Compliance
1. Ensures compliance with NCAA rules and regulations and communicates new legislation to coaches.
2. Oversees event management and operations.
3. Reports to the Athletic Director.

4.1.9.3   Associate Athletic Director of Marketing
1. Serves as the director of marketing.
2. Oversees the sports licensing program.
3. Is responsible for the development and implementation of marketing, promotions, and donor programs for the Athletic Department.
4. Serves as the executive director of the Golden Eagle Club.
5. Reports to the Athletic Director.

Assistant Athletic Director of Media Relations
1. Is responsible for public relations and press box operations.
2. Is responsible for media guides and publications.
3. Maintains statistics for all sports.
4. Reports to the Associate Athletic Director/Marketing.

Director of Game Operations
1. Develops and coordinates promotional activities occurring during sporting events.
2. Manages honorary coaching program.
3. Reports to the Associate Athletic Director/Marketing.

4.1.9.4   Associate Athletic Director of External Operations
1. Develops and coordinates fundraising events and opportunities.
2. Oversees ticket sales and marketing of sporting events.
3. Directs specified sports programs.
4. Reports to the Athletic Director.

Director of Ticket Sales and Marketing
1. Is responsible for ticket sales to ORU athletic events.
2. Is responsible for season ticket campaign and individual and group sales tickets.
3. Assists in production of print advertising.
4. Is responsible for all promotional operations at all ORU athletic events.
5. Assists in sponsorship sales.
6. Is responsible for coordination of special athletic events such as tournaments and auctions.
7. Reports to the Associate Athletic Director/External Operations.

4.1.9.5   Assistant Athletic Director of Academics
1. Is responsible for the administration of academic support, including tutors and study hall.
2. Monitors the academic progress and performance of athletes.
3. Directs the NCAA CHAMPS Life Skills Program.
4. Reports to the Athletic Director.

Director of Athletic Academics-Degree Advancement
1. Manages Eli Center directing student athletic tutoring program.
2. Coordinates diversity awareness activities.
3. Reports to the Assistant Athletic Director/Academics.

Director of Athletic Academics-Eligibility
1. Oversees academic eligibility compliance.
2. Coordinates eligibility committee addressing compliance issues.
3. Reports to the Assistant Athletic Director/Academics.

4.1.9.6   Head Coaches
The following sports have head coaches: men's and women's basketball, baseball, volleyball, men's and women's tennis, men's and women's golf, men's and women's soccer, and men's and women's track.
1. Manage and administer all phases of the assigned varsity intercollegiate sports program.
2. Actively coach players and supervise assistant coaches.
3. Report to the Athletic Director or appropriate Associate Athletic Director as assigned.
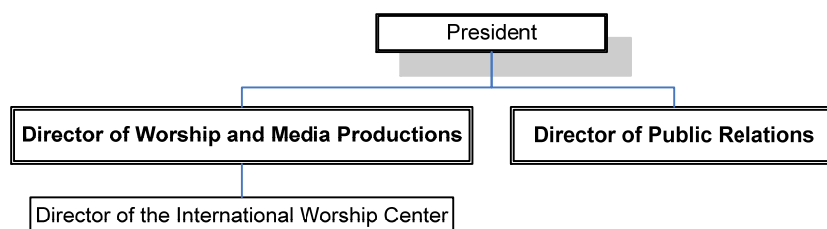
4.1.10   Director of Worship and Media Productions
1. Is responsible for the administration and production of worship activities.
2. Coordinates all phases of touring worship team experiences including student involvement.
3. Directs production of campus chapel events including media services.
4. Reports to the President.

4.1.10.1   Director of the International Worship Center
1. Is responsible for the administration of the International Worship Center.
2. Coordinates activities of the International Worship Center.
3. Reports to the Director of Worship and Media Productions.

4.1.11   Director of Public Relations
1. Is responsible for—on local, national, and international levels—increasing awareness of the University's history, record of accomplishments, and vision for the future.
2. Works to enhance the University's image in the media, in the community, and among various University constituents.
3. Oversees the operations at the Prayer Tower Visitors' Center.
4. Directs requests for internal signage throughout the University.
5. Reports to the President.

4.2   POLICIES AND PROCEDURES

For the purposes of the policies in this section, "administrator" is defined to be any member of the Vice Presidents Council, all academic deans, and the Director of Institutional Research.

All policies that appear in the "Policies and Procedures" section of chapter 2 titled "Faculty" apply to administrators unless superseded by a policy in this chapter. When faculty policies call for approval by or reporting to chairs or deans, administrators should substitute their direct supervisor. It is understood that administrators do not work under contract; therefore, references to contracts in the faculty chapter should be disregarded when applied to administrators.

4.2.1   Move from a Faculty Position to Administrative Position

When a person vacates a full-time faculty position to accept a full-time administrative position, the following apply:
1. The person shall serve for such a time and have such authority and responsibility as the President shall determine in consultation with the Board of Trustees.
2. The person's faculty rank is preserved and time accrual toward promotion continues creating an opportunity to apply for promotion in faculty rank while working as a full-time administrator.

4.2.2   Academic Deans

4.2.2.1   Administrative Title

Academic deans are granted the administrative title "Professor and Dean of the College." This is distinct from their academic rank, which is awarded based upon credentials.

4.2.2.2   Advancement in Faculty Rank

Advancement in rank is the means by which the academic community recognizes and rewards achievement in several or all categories of academic endeavor. A measure of the academic quality of a college may be obtained by comparing the ranks and academic attainments of its faculty and administration members with their peers in other institutions. Thus, promotions must be regarded seriously, approached with care and attention to detail, and made in recognition of academic development and accomplishments.

Academic deans are eligible to apply for rank or advancement in rank.

Minimal Degree and Time-in-Rank Requirements

For academic deans, the minimal degree and time requirements for applying for promotion to the ranks above instructor follow:

Assistant Professor: Doctoral degree from an accredited institution.

Associate Professor: Doctoral degree from an accredited institution plus three years at ORU as a dean or as an assistant professor. The three years may be obtained by combining time as a dean with time as an assistant professor.

Professor: Doctoral or terminal degree from an accredited institution plus three years at ORU as a dean or as an associate professor. The three years may be obtained by combining time as a dean with time as an associate professor.

Promotion Application Procedure for Academic Deans

The following timeline serves as a guide for the promotion application procedure for academic deans. Any date that falls on a weekend should be replaced by the date of the following Monday.

April   1. The applicant who meets the prerequisites for promotion may submit to the Vice President for Academic Affairs an intention to apply for promotion.

2. The Vice President for Academic Affairs then forwards a copy of the intent to the Director of the Center for Faculty Excellence.

May The Director of the Center for Faculty Excellence directs the applicant to the promotion application packet posted on the faculty resources web pages and offers the applicant the help of a faculty mentor.

June-August The applicant prepares his or her online application portfolio according to the guidelines described in the "Promotion Application Portfolio"—with the help from a mentor if desired.

August 31
1. The Vice President for Academic Affairs obtains three confidential peer rating forms: one filled out by the department chair of the applicant's teaching field, one by another faculty member from that department, and one from an academic dean.
2. The applicant requests that a letter of recommendation from the chair of an ORU committee (ad hoc or permanent) on which the applicant has served be forwarded to the Vice President for Academic Affairs.

September
1. Five independent reviewers (the department chair of the applicant's teaching area, two additional faculty members from that department, and two academic deans) comprise the promotion committee. They each observe the applicant in the classroom and forward evaluations to the Vice President for Academic Affairs.
2. The applicant submits the application, in the form of an electronic portfolio, to the Vice President for Academic Affairs.
3. The Vice President for Academic Affairs assembles all promotion application materials (application packet, peer rating forms, and classroom evaluations) and makes them available to the promotion committee.

October The promotion committee members review the applicant's promotion application materials and each submits a recommendation to the Vice President for Academic Affairs.

November
1. The Vice President for Academic Affairs reviews the list of recommended applicants and their electronic portfolio applications and then makes a written recommendation and forwards it to the Provost.
2. The Provost reviews the list of recommended applicants and their electronic portfolio applications and then makes a written recommendation and forwards it to the President.
3. The President reviews the list of recommended applicants and their electronic portfolio applications and then makes a written recommendation and forwards it to the Provost, who forwards it to the Vice President for Academic Affairs, who submits the applications to the Academic Affairs Committees of the Board of Trustees.

January
1. The determination of whether to grant a promotion is vested in the sole discretion of the Board of Trustees. The Board communicates its decision on the application for promotion to the President, who notifies the Provost, who notifies the Vice President for Academic Affairs.
2. The Vice President for Academic Affairs notifies the applicant academic dean.

If awarded, the promotion becomes effective the fall semester of the academic year following the year of application.

4.2.2.3 Qualifications

The minimum qualifications of an academic dean include the following:
1. Meets all the qualifications of a regularly appointed faculty member in the appropriate college.
2. Meets the spiritual qualifications and "mission fit" expected of a tenured faculty member. Applicants not already members of the ORU faculty must be reviewed in a process similar to that expected of a tenured faculty applicant by a committee of five members appointed by the Provost. At least one tenured faculty member from outside the appropriate college must be included on the committee.

4.2.2.4 Workload

Academic deans teach regularly scheduled courses for a minimum total of 3 credit hours per semester and may apply up to 3 credit hours of summer teaching toward a minimum annual requirement of 6-credit hours of classroom teaching.

Academic deans are encouraged to teach to a variety of students through a variety of methods including face-to-face, hybrid, and online courses.

4.2.3 Responsibilities

An administrator has many responsibilities to the University, students, faculty, and administration. Responsibilities include the following:

4.2.3.1 Spiritual and Ethical

1. All administrators attend chapels.
2. All academic deans attend faculty chapels. They also attend selected faculty or University-wide meetings.
3. Each year all administrators sign and support the Honor Code Pledge.
4. Administrators shall not use professional relationships with students or faculty members or use institutional facilities or privileges to further personal private gain. They shall accept no gratuities, gifts, or favors that might impair professional judgment.
5. Administrators shall not use, directly or indirectly, the prestige and/or influence of the University in their personal affairs. For an administrator to act for or on behalf of the University without prior approval is prohibited. The use of the University's name, letterhead, or influence on behalf of any private individual member of the University community is strictly prohibited.
6. Administrators must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.

4.2.3.2 Professional

1. Administrators shall attend University, college, and departmental meetings associated with their jobs.
2. Administrators shall participate in commencement exercises.
3. Administrators should hold membership and participate in professional organizations and attend professional conferences associated with their positions.
4. Administrators shall remain current in their areas.
5. Administrators shall complete and submit paper work in a timely fashion.
6. Administrators need to show courtesy to colleagues by promptly responding to phone calls, emails, and memos.
7. Administrators should encourage correct use of the English language, and they should be exemplary in their use of the English language.
8. Administrators who are unable to fulfill their responsibilities must notify their immediate supervisors in advance, if possible.

4.2.3.3   Miscellaneous
1. Administrators should engage in a healthy lifestyle that includes an aerobics exercise program.
2. Administrators should be familiar with University documents relating to their assignments, including the catalog and this handbook.
3. Administrators shall be collegial (e.g., supporting colleagues and University functions).

4.2.4   Absences

4.2.4.2   Vacations and Holidays
Vacation time for administrators does not generally correspond to the academic calendar. In recognition of the demands on their time, administrators are allowed 20 working days of leave during each calendar year in addition to official University holidays. Refer to the Employee Handbook for additional information.

4.2.4.3   Sick Leave
Sick leave is available for personal illness or injury to use upon completion of 90 calendar days. Sick leave accrues at five days of sick leave per year with a maximum of 20 days. Refer to the Employee Handbook for additional information.

4.2.5   Extra Employment and Obligations
Administrators shall not engage in activities that may prevent them from fulfilling their full professional responsibilities to the University or that in any way represent a conflict of interest with the goals of the University. Specifically excluded are the occasional consulting, speaking engagements, or church-related activities typical of Oral Roberts University administrators.

4.2.6   Personnel Files
Personnel files for academic deans are maintained by the office of the Vice President for Academic Affairs. Personnel files for other administrators are maintained by the Human Resources Department unless the administrators have held faculty status, in which case, the personnel files are maintained by the office of the Vice President for Academic Affairs.

4.2.7   Professional Development

4.2.7.1   Tulsa County Professional Development (The Eighth Floor)
All academic deans are eligible to attend training and classes at the Eighth Floor. In addition, special classes for administrators are offered from time to time.

4.2.7.2   Tuition Assistance, Reimbursement, and Waiver
The information for full-time faculty members that appears in the sections titled "Tuition Benefit Programs at ORU" and "Tuition Assistance for Family Members" applies to administrators.

4.2.7.3   Faculty Advance
Administrators participate in the annual faculty advance at the beginning of each academic year.

4.2.8   Resignation
It is customary for any administrator intending to terminate employment at the University or change status within the University to notify in writing his or her direct superior at least two weeks in advance. However, because of the nature of academic employment, professionalism dictates that all administrators—especially those directly involved in the instructional process—time resignations to coincide with the academic semester.

4.3 COMMITTEES

4.3.1 Executive Council

1. Consists of the President, Provost, Executive Vice President and Chief Financial Officer, Executive Vice President and Chief Operating Officer, and Vice President and General Counsel.
2. Meets frequently to consider matters that cross administrative lines and/or that affect the University as a whole.
3. Reviews all major expenditures, budgets, and personnel requests.
4. Coordinates all University policy development.
5. Creates and reviews long-range planning.
6. Is chaired by the President.

4.3.2 Vice Presidents Council

1. Consists of the President, Provost, Executive Vice President and Chief Financial Officer, Executive Vice President and Chief Operating Officer, Vice President for Academic Affairs, Vice President for Enrollment Management, Vice President for Development, Vice President of Sponsored Programs and Administrative Affairs, and the Athletic Director.
2. Meets when requested by the President to consider assigned matters that cross administrative lines and/or that affect the University as a whole.
3. Makes recommendations to the President on all assigned matters.
4. Is chaired by the President.

4.3.3 Deans Council

1. Consists of the Vice President for Academic Affairs, the academic deans, the Dean of Spiritual Formation, the Dean of Student Development, and the Director of Institutional Research.
2. Disseminates information to the Chairs Council.
3. Coordinates academic matters among the University's colleges.
4. Makes recommendations to the Vice President for Academic Affairs on all assigned matters.
5. Is chaired by the Vice President for Academic Affairs.

4.3.4 Chairs Council

1. Consists of the chairs of the various academic departments and representatives from other areas of the University.
2. Meets on a regular basis to consider intercollegiate matters.
3. Acts upon items referred to it by the Deans Council.
4. Makes recommendations to the Vice President for Academic Affairs on all assigned matters.
5. Is chaired by a dean appointed by the Vice President for Academic Affairs.

4.3.5 Institutional Improvement and Student Learning Committee

1. Consists of the Director of Institutional Research, a representative from the General Education Committee, a student representative, the Director of Compliance from the athletic program, the Provost, the Vice President for Enrollment Management, the Vice President for Academic Affairs, and deans or faculty members from each of the six colleges.
2. Oversees University assessment and improvement.
3. Assists colleges and departments in measuring student learning.
4. Assists both academic and nonacademic departments in program assessment and evaluation activities, including the compilation of an assessment catalog.
5. Studies ways to ensure that program improvements result in improved student learning.
6. Informs the University community of the progress in the assessment program and the effectiveness of assessment efforts.
7. Is chaired by the Director of Institutional Research.

4.3.6   Marketing Committee

1. Consists of the Chief Operations Officer, Vice President for Enrollment Management, Director of Marketing, Director of Public Relations, Director of Development, Director of Alumni, and a representative from Academics.
2. Reviews upcoming marketing projects.
3. Reviews marketing materials including videos.
4. Develops and discusses effectiveness of marketing strategies.
5. Monitors marketing data to increase effectiveness.
6. Is chaired by the Director of Marketing.

4.3.7   Multiethnic and Intercultural Relations Committee

1. Consists of the Dean of Spiritual Formation, Dean of Student Development, and several representatives from Academics.
2. Promotes events to increase awareness of ethnic and cultural diversity.
3. Coordinates efforts to integrate diversity into educational experiences.
4. Participates in the development of centers for community involvement with diversity on-campus.
5. Is chaired by the Dean of Spiritual Formation.

4.3.8   Navigation Committee

1. Consists of the Vice President for Enrollment Management, Director of Marketing, Director of Public Relations, Assistant Director for Admissions, a representative from Academics, and two web programmers.
2. Reviews and authorizes functionality, navigation, and content changes to the ORU homepage and website.
3. Reviews and authorizes recommended changes regarding departmental web pages.
4. Encourages and assists the University community in internet development.
5. Implements the search engine optimization research.
6. Tracks and records traffic.
7. Reviews and approves videos throughout website.
8. Is chaired by the Director of Marketing.

4.3.9   Radiation Safety Committee

1. Consists of no fewer than five members appointed by the Vice President for Academic Affairs. The committee must include an institutional financial officer and at least two former or currently certified radioactive isotope handlers or users.
2. Is mandated by Oklahoma and federal laws and regulations.
3. Is familiar with all pertinent Oklahoma Department of Environmental Quality and federal regulations and all University policies and procedures as contained in the "Guidelines to the Use of Radioisotopes and Radionuclides" (the latest edition).
4. Is responsible for assuring the safety of human subjects involved in receiving, handling, using, storing, or transporting any and all radioisotopes and/or radionuclides.
5. Is chaired by a member of the committee who has been approved by the U.S. Nuclear Regulatory Commission and/or the Oklahoma Department of Environmental Quality Land Protection Division/Radiation Management Section and subsequently appointed by the Vice President for Academic Affairs.

4.3.10   University Safety Committee

1. Consists of members of the University as appointed by the Provost.
2. Is responsible for ensuring a safe and hazard free workplace for students and employees of the University.
3. Is chaired by the Director of Public Safety and Security.

4.3.11   Institutional Review Board

1. Consists of no fewer than five members appointed by the Vice President for Academic Affairs.
2. Is mandated by federal law.
3. Is familiar with all pertinent federal regulations and all University policies and procedures as contained in the "Guidelines to the Use of Human Subjects in Research" (the latest edition).
4. Is responsible for assuring that the rights of human subjects involved in research are protected.
5. Is chaired by a member appointed by the Vice President for Academic Affairs.

4.3.12   Copyright and Patent Committee

1. Consists of eight members: the Dean of Learning Resources, one member appointed by the Provost, two members appointed by the Executive Vice President and Chief Financial Officer, and four appointed by the Deans Council (two from the graduate schools of the University and two from the undergraduate departments of the colleges).
    a. The committee shall designate one of its members as secretary.
    b. Vacancies occurring on the committee shall be filled by the same process and with persons from the same employment status as the former member.
2. Considers and makes recommendations to the Provost concerning the following matters:
    a. Changes and improvements in University policies and procedures affecting creative work of authors and methods of publishing, licensing, and distributing creative work owned by the University.
    b. The filing of applications to register copyrights on creative work with the Library of Congress.
    c. Whether a creative work that would otherwise be the property of the University under this policy should be released to the author or to the sponsor of the creative work.
    d. The division of compensation to be paid to co-authors when they have not contributed equally to the production of the creative work.
    e. The process of conducting hearings to resolve any issues raised by this policy, such as proper distribution of rights or compensation between an author and the University or a sponsor.
    f. Changes and improvements in the University policies and procedures affecting research, inventions, and patents.
    g. Whether or not an application for a patent should be made on any particular invention.
    h. The division of rights in inventions and the compensation to be paid the inventor or inventors.
    i. The conduct of hearings to resolve any issue raised by this policy; such as the proper distribution of rights or compensations between an inventor and the University or a sponsor.
3. Is chaired by the Dean of Learning Resources.

4.3.13   Honors Council

1. Consists of the Director of the Honors Program, Associate Director of the Honors Program, and academic deans.
2. Oversees OSLEP, Rhodes, Goldwater, Fulbright, Truman, and other similar scholarship programs.
3. Plans and implements annual events honoring graduating students who have excelled academically and faculty members who have been recognized for outstanding teaching, research, or service.
4. Maintains contact with advisors of department honor societies.
5. Is chaired by the Director of the Honors Program.

APPENDIX A—Summary of Faculty Appointment Procedures

Approved January 2009

Procedure	Responsible Entity	Form, Document, or Action
1. Identify position opening.	Chair/Dean	Email to VP Academic Affairs
2. Approve position opening.	VPAA, Provost, and Academic Affairs Committee of Trustees	Approval from Academic Affairs Committee of Trustees
3. Prepare position description and qualifications.	Chair/Dean	Request to Fill Academic Position
4. Prepare search plan.	Chair/Dean and Faculty Hiring Coordinator	Request to Fill Academic Position
5. Determine application deadline.	Chair/Dean	Request to Fill Academic Position
6. Appoint search committee.	Dean	Request to Fill Academic Position
7. Document process and acknowledge receipt of each application.	Chair of Search Committee	Letter of Receipt of Application
8. Evaluate pool.	Search Committee	Faculty Appointment Evaluation Form
9. Begin selection process by reviewing faculty applications and checking references.	Search Committee	Faculty Appointment Evaluation Form
10. Request and evaluate written statements of faith.	Search Committee	Spiritual-Fit Questions
11. Conduct interviews.	Search Committee, Dean, VPAA, and Provost	Interview Questions
12. Review search committee recommendations.	Dean, VPAA, Provost, and President	Faculty Appointment Evaluation Form, Summaries and Hiring File (Faculty Application, Curriculum Vitae, Reference Letters, Transcripts, Disclosure & Authorization Form, etc.)
13. Recommend appointment to Academic Affairs Committee of Trustees.	VP Academic Affairs	Recommendation to Academic Affairs Committee of Trustees
14. Approval and appointment by Board of Trustees.	Academic Affairs Committee of Trustees	Memo Granting Approval to Make Conditional offer
15. Make conditional offer.	Dean	Letter of conditional offer of academic employment
16. Conduct background check.	VP Academic Affairs	Disclosure & Authorization Form
17. Appointment.	VP Academic Affairs	Letter of Appointment
18. Make arrangements with Finance Department, Human Resources, and Director of Faculty Development.	VP Academic Affairs	Appropriate forms or memos

APPENDIX B—Faculty Appointment Evaluation Form

Approved January 2009

FACULTY APPOINTMENT EVALUATION FORM

Date _____

Position Advertised _____

Essential Qualifications and Experience _____

Preferred Qualifications and Experience _____

Name of Candidate _____

Degrees Earned _____

Postdoctoral Experience (a) yes/no   (b) teaching/research   (c) number of years _____

Department/College _____ /_____

Evaluation of Faculty Applicant
A. Evaluation of faculty applicant based on the application
1. Does the applicant meet criteria as posted in the advertised faculty position? yes/no
If not, what criteria are not met?
_____
_____
_____

2. Does the applicant reflect spiritual and lifestyle criteria expected of faculty members? yes/no
__
If not, what criteria are not met?
_____
_____
_____

B. Evaluation of faculty applicant based on the applicant's written theological statement
1. Indicate the applicant's strengths.
_____
_____
_____

2. Indicate any weaknesses.
_____
_____
_____

C. Evaluation of faculty applicant based on the applicant's interview:
1. Applicant's knowledge of content required for the faculty position

_____
_____
_____
_____
_____
_____

2. Applicant's interpersonal skills (social interaction), communication abilities, etc.

_____
_____
_____
_____
_____
_____

3. Applicant's teaching skills

_____
_____
_____
_____
_____
_____

4. Applicant's personality and character

_____
_____
_____
_____
_____
_____

5. Applicant's view about ORU

_____
_____
_____
_____
_____
_____

6. Applicant's strength of commitment to Christian tenets

_____
_____
_____
_____
_____
_____

7. Consistency between written theological statement and interview answers

_____
_____
_____
_____
_____
_____
_____

8. Additional comments

_____
_____
_____
_____
_____
_____
_____

D. Overall evaluation of faculty applicant:
1. Summary Comments

_____
_____
_____
_____
_____

2. Overall Impression—Circle one.

Superior   Excellent   Strong   Capable   Weak   Very Weak

3. Recommendation

Hire _____   Hold for further consideration _____   Remove from consideration _____
Other_____

_____   _____
Search Committee Chair (signature)   Date

APPENDIX C—Spiritual-Fit Questions

SPIRITUAL-FIT QUESTIONS

These questions are to be posted on the Human Resources web pages
so applicants can ponder them before they are asked to answer them in a written statement.

These are questions for a written theological statement (section B of the "Faculty Appointment Evaluation Form" from applicants whose faculty applications indicate they may be appropriate candidates to fill the faculty vacancies.

Directions for faculty applicant--Answer each question in a few sentences to a paragraph in length.
1. Describe your prayer life and Bible study habits.
2. Give some examples of how you apply the Bible and/or Biblical principles to your everyday life.
3. What does the "the Spirit-filled life" mean to you, and how do you personally live it out?
4. Have you received the prayer language or do you actively seek to release it? ("Actively seeks" means an integrity that demonstrates an openness in which the person has a genuine desire for this experience.)
5. In what ways are you striving to grow in your faith and walk more closely with God?
6. Jesus modeled servant leadership, one who willingly served others. Describe some ways that you personally serve others, such as church or community volunteer work.
7. Relate or describe any mission trips or evangelistic activities in which you have participated.
8. One of ORU's core values is "excellence with integrity." What are some moral qualities you consider important for Christians to have?
9. We believe that all people have been created in the image of God and deserve to be respected. How might you demonstrate this value to your students?
10. Read through the ORU documents online (e.g., Founding Vision, Core Values, Honor Code Pledge). Choose a statement, phrase, or section from them and comment on it—perhaps telling what that statement means to you or what your views are concerning it or how it would be important for students to learn.

APPENDIX D—Interview Questions

Approved January 2009

INTERVIEW QUESTIONS

These questions are to be posted on the Human Resources web pages
so applicants can ponder them before they are asked to answer them during an interview.

These are questions suggested for the potential faculty member's interview (section C of the "Faculty Appointment Evaluation Form" from selected applicants in order to learn more about the applicant's beliefs and spiritual fit. Of course, the department chair and search committee members can ask questions that follow up on answers an applicant has given in the written answers, which would have already been submitted before the interview stage. Each ORU college and department knows the academic qualifications needed for its specific needs and situations, and those should be left to them to decide. It is the University -wide Christian charismatic element addressed in the institutional documents that these questions address.

1. Describe your journey of faith.
2. What in your view are the Biblical requirements for spiritual leadership?
3. How do you participate in the spiritual life within your community?
4. In what ways are you active in ministry?
5. How do you live out your faith in a way that exemplifies God's love toward us and would encourage others to seek God?
6. How do you view your work as a vocation--a call from and a duty to God?
7. How do you integrate your Christian worldview with your academic discipline?
8. Explain how you bring your faith into the classroom?
9. How can you promote spiritual formation in the lives of your students?
10. The ORU mission statement talks about a "Whole Person" education incorporating spirit, mind, and body. How can you help promote a Whole Person education for your students?
11. How can you help carry out the part of the ORU mission statement that says the University seeks to "prepar[e] its graduates to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept"?
12. It is through the trials of life that one demonstrates and gives witness to their true core beliefs. For example, Christians can experience suffering, tough challenges in life, and prayers that go unanswered. A person can believe in healing and yet not have experienced a full or complete healing for many years. In such cases, how can we explain God's omnipotence with such difficult situations? Many of our students go through rough times while at ORU, so how can we help them strengthen their faith during life's challenges?
13. Another ORU core value states that "We believe that all people have been created in the image of God and deserve to be respected." As a Christian university that has a wide ethnic diversity, ORU believes "unity in diversity" is an important factor. How might you model a life that shows you believe that "all people have been created in the image of God and deserve to be respected"?
14. One of ORU's core values is "excellence with integrity," which says, "We strive to operate with, and instill in our students, excellence with integrity in all personal, academic, professional, and corporate endeavors." How can you model this to your students?
15. Hypothetically, if there were no University policy regarding cheating or plagiarism, how would you deal with such an incident in your classroom?
16. How can you promote spiritual formation in the lives of your students?
17. What are your views on homosexuality and on unmarried couples living together?
18. Part of ORU's founding mission recounts God's commission to Oral Roberts to "Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth." In what ways do you think ORU can help graduate students who make a difference for Christ?
19. Describe one way in which God has used you to positively influence another person spiritually.
20. Describe a time when you had to trust God and walk by faith or when you sought God's guidance for a decision.

APPENDIX E—Copyright Policy

A reference in this document to employee, student, inventor, party, or sponsor is considered to include male or female, singular or plural, in agreement with the text of this document.

Revised July 2005

GENERAL PRINCIPLES

Oral Roberts University recognizes that a part of its educational mission is to encourage the production of creative works of literature, art, instructional material, etc., on the part of its faculty and other employees. Creative works may result entirely from the volition and personal time of a faculty member, may be entirely the result of an employee's performance of his duties for the University, or may be a combination of these two. This copyright policy sets fort the terms and conditions under which copyrights of creative works are owned and licensed for the mutual benefit of the University and its employees.

This policy is promulgated by, and is to be interpreted under, the provision of and in conformity with the copyright laws of the United States, specifically Title 17 USC, paragraphs 101 through 810.

DEFINITIONS

1. "Creative work" as used herein means any original work of authorship fixed in any tangible medium of expression, including literature, music, drama, pantomimes, choreography, pictorial, graphic and sculptural works, motion pictures and audiovisual works, and sound recordings. "Creative work," as used herein, does not include ideas, procedures, processes, systems, methods of operation, concepts, principles, or discoveries, regardless of the form in which they are described, explained, or illustrated. "Creative works" are also referred to as "work" herein.
2. The originator of any "creative work," regardless of the form, is termed the "author." If a "creative work" is the effort of more than one person, the coordinators shall be collectively referred to as the "author."
3. A "work made for hire" is (1) a creative work prepared by employees of Oral Roberts University within the scope of their employment; or (2) a creative work specially ordered or commissioned by Oral Roberts University for use as a contribution to a collective work, part of a motion picture or other audiovisual work, translation, supplementary work, compilation, instructional text, test, answer material for a test, or atlas if the author and Oral Roberts University expressly agree in writing signed by them that the work shall be considered a "work made for hire."
4. "University" means Oral Roberts University, Tulsa, Oklahoma.
5. "Employee" means any staff member, administrator, teacher, professor, student teacher, and any and all other employees receiving a salary or other compensation from the University, whether full time or part time. Anyone on a leave of absence or sabbatical who is not drawing compensation during such time is not an employee for purposes of this policy during such leave of absence or sabbatical. A consultant, or other person under contract to perform a designated service for the University, shall be deemed an "employee" for the purposes of this policy during the performance of such designated service as to any creative work arising out of the performance of such designated service, unless his contract for services provides otherwise.
6. "Student" means any person enrolled in any course of study at Oral Roberts University at the time any research, discovery or invention occurs in part or in whole as a result of such student involvement.
7. "University facilities" means its laboratories, laboratory equipment, supplies, testing equipment and other physical facilities; audiovisual recording, reproduction, and play-back facilities; computer equipment, whether owned or leased, including computer software; and University employee time, including clerical or secretarial time. "University facilities" as used herein does not include the University's libraries or books, reports, or other written materials that are available to the public or the use of an employee's office and office equipment during nonworking hours. If an employee utilizes the University's equipment for reproducing printed matter, of a type such as manufactured by Xerox or other similar equipment, such shall not be considered University facilities if the University is reimbursed for the actual expense of the copies produced.

RIGHTS OF THE UNIVERSITY AND ITS EMPLOYEES

It is a policy of Oral Roberts University to recognize the interests of its employees, sponsors, and other cooperating or participating agencies and to recognize that creative work may arise as the result of effort of its employees, and that rights to such creative work may be vested in the employees, in the University, in sponsors and other cooperating or participating agencies, or jointly in any of these entities. It is the policy of the University to equitably protect the rights of the University, its employees, sponsors, or other cooperating or participating agencies as set forth below:

Creative Work by Authors at Their Own Volition

The copyright of creative work produced by employees shall be owned by the employees, if produced under any of the following conditions:
1. Work produced exercising their own volition and their own time outside of their assigned University duties.
2. Work produced in furtherance of their profession or in furtherance of the science, knowledge, or art of their professional discipline even though done in part on University time or at nominal expense of the University if the work is not produced at the written request of employee's superior, the work is not done specifically for the University, or the production of the work does not involve substantial expense to the University.

Work Created for the University or at the University's Expense

When any creative work is produced under any of the following conditions, the work shall be considered a work for hire, and copyright therein, shall be the property of the University:
1. The creative work is produced by authors as a result of the direct written assignment of their superior or as part of their responsibility as an employee of the University, whether the work is accomplished with or without using University facilities.
2. The creative work is produced by authors on their own volition, and not in response to a direct assignment by their superior, but wherein the work has been accomplished at substantial expense to the University.

Questions of whether the production of a work has been made with substantial expense or only at nominal expense to the University shall be resolved by the Copyright and Patent Committee.

Work Financed by a Sponsor or Other Agency

Where creative work is undertaken by an author in response to a contractual arrangement between the University and a sponsor or other cooperating or participating agency, the copyright ownership of the creative work shall be governed by the terms of the contract between the University and the sponsor.

COMPENSATION OF AUTHORS

In those cases where the University has full ownership of the rights in a creative work, the University may be privileged to utilize such creative work, including reproductions thereof, without obtaining the permission of, or without paying royalties to the author, such use to be limited on campus to any of the following:
1. Educational, public, or private presentation pursuant to University business.
2. Instructional or curricular use.
3. Use related to student activities.

In all other cases where the creative work is used by the University, singly or in conjunction with other media, in an off-campus presentation, distribution, seminar, or similar use, and where the University derives income from such presentation, distribution, seminar, or similar use, the employee who created the work shall be entitled to a reasonable sum, to be determined by the Copyright and Patent Committee.

In those cases where the employee has full ownership of the rights in a creative work, the University may use the creative work only if the University and the employee agree to such use by a separate agreement. Such agreement shall contain, among other things, the nature of the proposed use, and compensation to the employee for use.

In those cases where the Copyright and Patent Committee has determined that the University has the right to hold full ownership of the creative work, the University shall pay all expense in connection with filing the copyright, licensing, and marketing the work. The University shall be entitled to full reimbursement of expenses incurred in obtaining the copyright or in licensure and/or marketing of any work, from the initial proceeds of the work. Such reimbursement shall take place prior to compensation of the author.

In cases where the University owns a creative work and where the University receives royalties or other income from selling or licensing the use of such creative work, the author shall be entitled to share in such royalties and other income as follows:

1. From the initial proceeds of the license of the creative work, the author shall receive 25% and the University 75% until the proceeds received by the University fully compensate the University for funds invested in the project which resulted in the creative work. The Copyright and Patent Committee shall determine the amount necessary to fully compensate the University for funds invested in the production of a creative work.

2. After the University has been fully compensated for its investment in the project that resulted in the creative work, the proceeds received by the University from the license or sale of such creative work shall be divided 50% to the author and 50% to the University.

In an effort to stimulate entrepreneurial activity among the faculty, 50% of receipts going to the University as a result of copyrights and patents will be allocated in the following manner: 15% to the University, and 35% to the Intramural Grants.

The amount owed to an author hereunder shall not be affected by any termination of the author's employment with the University. If more than one author contributes to the creative work so licensed or sold, the co-contributors shall be treated as co-authors and share equally in the proceeds provided herein, unless an agreement between the co-authors provides otherwise. The Copyright and Patent Committee shall settle any disagreement as to who is an author or co-author of a creative work, or as to the division of royalties and payments between co-authors.

In cases where a work is created jointly by an employee of the University and one or more co-authors who are not employees and where the work is classed as a work for hire as provided herein as to the employee of the University, and wherein a share of the royalties or other income from the work is received by the University, then such share of the royalties or other income received by the University shall be divided with the employee in the manner provided herein.

REGISTRATION OF COPYRIGHT

When an employee of the University, in the course of activities that constitute a portion of work performed specifically for and at the request of the University or that was made using University facilities, as heretofore defined, produces a creative work, a disclosure of the work shall be submitted to the Copyright and Patent Committee via a department head or college dean. The Provost and the Vice President for Academic Affairs, upon recommendation of the Copyright and Patent Committee, shall determine whether the University desires to register the copyright in the work, taking into consideration the right of any governmental agencies or the right of any individuals or companies that might have sponsored the work. Upon first review the committee may decide (after consultation with appropriate deans, directors, and department heads) that the University is not interested in pursuing copyright protection of the work, and if such is the decision of the committee, the committee shall promptly request the Provost, the Vice President for Academic Affairs, or designated representative, to sign a release as agent for the University releasing to the author any right, title, and interest the University may have in the work. The author may then pursue whatever policy he or she desires regarding the work. If the committee is of the opinion that worthwhile copyright prospects exist in which the University would be interested, the committee shall recommend that the Provost and the

Vice President for Academic Affairs forward the work for registration of the copyright, or take other such action as required to protect the University's and author's rights in the work.

CONTRACTS

If any organization, company, corporation, governmental agency, or individual contracts with the University to produce a creative work, or other scholarly endeavor, the handling of all results of such activity, including the copyright in the creative work, shall be determined by the provisions of the contract existing between the institution and the contracting entity under which such activity is performed. If contract performance is under an agreement that makes no provisions for copyright protection of creative work, it will be understood that no agreement was intended regarding the copyright or copyrights and that the same will be the property of the University.

Creative work made thereunder shall be handled in accordance with the provisions of this Copyright Policy.

GRANTS

When organizations, companies, corporations, governmental agencies, or individuals make grants to the University, the rights to copyright in creative works arising from such grants will remain with the University and be subject to the other provisions of this policy unless the agreement by which the grants are made, or applicable governmental laws or regulations, specifically provide for the transfer of such copyrights.

LICENSING PROCEDURE

It is the intention of the University to issue licenses under its copyrighted creative works in an expeditious manner except in those creative works that the University desires to retain in a proprietary category. This procedure shall consist in aggressive efforts to contract business organizations for the purpose of interesting them in publishing agreements. This shall be accomplished by contacting publishers directly or any other method deemed feasible by the Copyright and Patent Committee.

Types of Licenses Granted

The Provost and the Vice President for Academic Affairs may, on behalf of the University and upon recommendation of the Copyright and Patent Committee, grant to proposed publishers one of the following categories of licenses:
1. Exclusive, irrevocable licenses to publish, perform, or display for a specified period of time including duration of the copyright with or without a royalty fee.
2. Nonexclusive, irrevocable right to publish, perform, or display for a specified period of time including duration of the copyright with or without a royalty fee.
3. Nonexclusive, revocable right to publish, perform, or display for a specified period of time, with or without royalty fee.

All licensing will be issued in the name of the University. The Provost and the Vice President for Academic Affairs shall, upon request or as otherwise appropriate, make or cause to be made to the Board of Trustees of the University reports concerning creative works owned by the University, including the copyright protection thereof, licensing of such works, and relationships with authors.

COPYRIGHTED WORKS ARISING FROM U.S. GOVERNMENT AGENCY

With respect to copyrights arising out of creative works originated under a program sponsored in whole or in part by U.S. Government funds, the University, in the absence of specific provisions in the research contract, will do the following:
1. Grant to the U.S. Government an irrevocable, nonexclusive, nontransferable, royalty-free license under each such copyright.
2. On request, furnish the U.S. Government Agency duly-executed instruments fully confirmatory of each said copyright license.

ACCEPTANCE OF POLICY BY EMPLOYEES AND STUDENTS

All employees and students of the University, by their acceptance of employment, their continuance in the employment of the University, or their student status, shall be deemed to have accepted and agreed to this statement of Copyright Policy and the procedures to be promulgated pursuant hereto.

RIGHT OF APPEAL

Any party affected by the recommendations or decisions made by the Provost, the Vice President for Academic Affairs, Copyright and Patent Committee, or representatives thereof, has the right to appeal such decision or recommendation to the committee. The party has the privilege of being represented by legal counsel at such hearing.

EXCEPTIONS TO POLICY

Exceptions to the policies herein provided may be authorized only by the Board of Trustees, upon the recommendation of the Copyright and Patent Committee, the Vice President for Academic Affairs, and the Provost.

AMENDMENTS

This policy may be changed, altered, amended, annulled, or revoked at any time by the Board of Trustees of Oral Roberts University, provided, however, no such action shall affect or change any rights of any person theretofore vested hereunder.

APPENDIX F—Patent Policy

A reference in this document to employee, student, inventor, party, or sponsor is considered to include male or female, singular or plural, in agreement with the text of this document.

Revised January 2002

GENERAL PRINCIPLES

Technical information, discoveries, inventions, and patents resulting from investigation or research conducted by employees of the University (1) that are financed in whole or in part from funds administered by the University, or (2) are a direct result of an employee's duties with the University, or (3) are made by the utilization of University resources or facilities, are the property of the University and shall, on request, be assigned to the University or its representative, unless the University relinquishes its rights therein to the inventor.

DEFINITIONS

1. "University" means Oral Roberts University, Tulsa, Oklahoma.
2. "Employee" means any staff member, administrator, teacher, professor, student teacher, and any and all other employees receiving a salary or other compensation from the University, whether full time or part time. Anyone on a leave of absence or sabbatical who is not drawing compensation during such time is not an employee for purposes of this policy during such leave of absence or sabbatical. A consultant, or other person under contract to perform a designated service for the University, shall be deemed an employee for the purposes of this policy during the performance of such designated service as to any invention or patent arising out of the performance of such designated service, unless his contract for services provides otherwise.
3. "Student" means any person enrolled in any course of study at Oral Roberts University at the time any research, discovery, or invention occurs in part or in whole as a result of such student involvement.
4. "University facilities" means its laboratories, laboratory equipment, supplies, testing equipment and other physical facilities; audiovisual recording, reproduction, and playback facilities; computer equipment, whether owned or leased, including computer software; and University employee time, including clerical or secretarial time. University facilities as used herein, does not include the University's libraries or books, reports, or other written material that are available to the public or the use of an employee's office and office equipment during nonworking hours. If an employee utilizes the University's equipment for reproducing printed matter, of a type such as manufactured by Xerox or other similar equipment, such shall not be considered University facilities if the University is reimbursed for the actual expense of the copies produced.

RIGHTS OF THE UNIVERSITY AND ITS EMPLOYEES

It is the policy of the University to recognize the interests of its employees, sponsors, and other cooperating or participating agencies and to recognize that inventions and patents may arise from investigation and research undertaken which affect the equities of the participating parties. Equity rights may be vested in one of the following ways, as determined by the Provost and the Vice President for Academic Affairs upon the recommendation of the Copyright and Patent Committee: (1) full ownership rights held by the University alone; (2) full ownership rights held by the inventor(s) alone; or (3) shared ownership rights held between the University and inventor(s). These are set forth below.

Research Financed by the University

Any invention made as a result of research financed wholly by the University, utilizing funds the University is free to expend without accountability, shall belong to the University, and any patent issued on such invention shall belong to the University. However, the inventor or inventors may be rewarded for the invention as provided for in the section below entitled "Compensation of Inventors."

Sponsored Research

The investigation or research shall be prosecuted under a written agreement between the University and the sponsor setting forth the rights and ownership of inventions or patents that result therefrom. Normally, such agreement will provide, among other things, that ownership will be vested in the University as provided in the paragraph above entitled "General Principles," and that the

sponsor will be granted a nonexclusive license to make, use, and vend, but not to sublicense the invention. Exceptions and variances to the form of agreement to be entered into between the University and the sponsor may be approved by the Provost and the Vice President for Academic Affairs, pursuant to recommendations of the Copyright and Patent Committee. The inventor or inventors may be the recipient(s) of compensation for the discovery or invention as provided for in the written agreement or as provided for in the section below entitled "Compensation of Inventors."

Research Performed by Employees in Part on Their Own Time and at Their Own Expense

Discoveries or inventions made at the substantial expense of both the University and the individual, and/or with significant use of University research facilities shall be reported to the Copyright and Patent Committee, which may reach a decision finding a division of ownership rights existing in the discovery or invention. Upon making this funding, the committee shall recommend to the Provost and the Vice President for Academic Affairs that the finding of the committee be approved and that compensation be awarded to the inventor(s) as provided in the section below entitled "Compensation of Inventors." All decisions and recommendations of the committee are to be made to the Provost and the Vice President for Academic Affairs at the earliest possible opportunity.

Investigations or Research Performed by Employees Wholly on Their Own Time and at Their Own Expense

When a discovery or invention is made substantially at the expense of the individual, without significant use of University research facilities, as determined by the Provost and the Vice President for Academic Affairs upon recommendation of the Copyright and Patent Committee, the results will be the private property of the individual. Pursuit or prosecuting the patent and securing subsequent licensure and marketing will be the sole responsibility of the employee.

COMPENSATION OF INVENTORS

Ownership rights to an invention, discovery or other patentable product as discussed above, shall determine the method of compensation to be awarded the inventor(s).

When the Provost and the Vice President for Academic Affairs, upon recommendation of the Copyright and Patent Committee, desires to procure a patent on that invention, discovery, or other patentable product, the University shall pay all expenses in connection therewith.

The University shall be entitled to full reimbursement of expenses incurred in obtaining the patent or in licensure and/or marketing of any invention, discovery, or other patentable product, from the initial proceeds of the invention, discovery, or patentable product. Such reimbursement shall take place prior to compensation of the inventor(s).

In those cases where the University has full ownership rights in the invention or where the University receives royalty or other income from an invention made by an employee, the inventor's compensation shall be determined as follows:

1. From the initial proceeds of an invention after the University's patent, licensure, and/or marketing expenses have been satisfied, the inventor shall receive 25% and the University 75% until the University is fully compensated for the funds invested in the research project which resulted in the invention.
2. After the University has been fully compensated for its investment in the research project that produces an invention, the proceeds shall be divided 50% to the inventor and 50% to the individual.
3. In an effort to stimulate entrepreneurial activity among the faculty, 50% of receipts going to the University as a result of copyrights and patents will be allocated in the following manner: 15% to the University and 35% to Intramural Grants.

Where the University and the inventor share ownership rights, the inventor is to be compensated by an award commensurate with his/her percentage ownership as determined by the Copyright and Patent Committee.

The amount owed to an inventor hereunder shall not be affected by any termination of the inventor's employment with the University. If more than one inventor contributes to an invention, the co-inventors shall share equally the proceeds provided herein, unless an agreement between the co-inventors provides otherwise.

PATENT-SPECIFIC COMMITTEE FUNCTIONS

The University Copyright and Patent Committee, in addition to the functions heretofore described in the Copyright Policy, considers and makes recommendations to the Provost and the Vice President for Academic Affairs concerning the following matters:

1. Changes and improvements in the University policies and procedures affecting research, inventions, and patents.
2. Whether or not an application for a patent should be made on any particular invention.
3. Whether an invention should be released to the sponsor or to the inventor or inventors.
4. The division of rights in inventions and the compensation to be paid the inventor or inventors.
5. The conduct of hearings to resolve any issue raised by this policy; such as the proper distribution of rights or compensations between an inventor and the University or a sponsor.

Patent-Specific Committee Procedure

Invention Disclosures Arising from University Staff Work

When a member or members of the staff of the University, in the course of activities that constitute a portion of work performed for and on behalf of the University, or that was made using University research facilities, creates an invention, a full disclosure of the invention shall be submitted to the Copyright and Patent Committee via a department or college head. The committee, acting for the Provost and the Vice President for Academic Affairs, shall determine whether the University desires to investigate the patentable prospects of the invention, taking into consideration the right of any governmental agencies or the right of any individuals or companies which might have sponsored the work resulting in the invention. Upon first review, the committee may decide (after consultation with appropriate deans, directors, and department heads) that the University is not interested in pursuing the patentability of the disclosure, and if such is the decision of the committee, the committee shall promptly request the Provost, the Vice President for Academic Affairs, or designated representative, to sign a release as agent for the University releasing to the inventor(s) any right, title, and interest the University may have in the disclosure. The inventor(s) may then choose the policy to pursue regarding the invention. If the committee is of the opinion that worthwhile patentable prospects exist in which the University would be interested, the committee shall forward the invention for a preliminary patentability opinion.

Upon receiving the preliminary patentability opinion, the committee may again consider the prospects of the invention and determine whether the University desires to pursue the patenting of the invention. If the committee decides that it shall not pursue the invention further, it will, forthrightly, recommend to the Provost and the Vice President for Academic Affairs that all rights to the invention be released, as stated above; however, the committee shall recommend that a stop right to the invention be retained, if appropriate.

CONTRACTS

If an organization, company, corporation, governmental agency, or individual, contracts with the University to perform research work, or other scholarly endeavor, the handling of all results of such activity, including the patentable inventions, shall be determined by the provisions of the contract existing between the institution and the contracting entity under which such activity is performed. If contract performance is under an agreement that makes no provisions for patentable discoveries and

inventions, it will be understood that no agreement was intended regarding these discoveries. Discoveries made thereunder shall be handled in accordance with the provisions of this patent policy and the University shall retain the complete right, title, and ownership of the patent rights.

GRANTS

It is understood when organizations, companies, corporations, governmental agencies, or individuals made grants to the University, that rights to patentable discoveries and inventions arising from such grants will remain with the University and be subject to the other provisions of this policy unless the agreement by which the grants are made or applicable governmental laws or regulations specifically provide for the transfer of such inventions.

LICENSING PROCEDURE

It is the intention of the University to issue licenses under its inventions and discoveries in an expeditious manner. This procedure shall consist in aggressive efforts to contract business or governmental organizations for the purpose of interesting these entities in the acceptance and utilization of a patent license. This shall be accomplished by contacting business directly, advertising in leading trade journals, or any other method deemed feasible by the Copyright and Patent Committee.

Types of Licenses Granted

The Provost and the Vice President for Academic Affairs may, on behalf of the University, and upon recommendation of the Copyright and Patent Committee, grant to proposed licensees one of the following categories of licenses:

1. Exclusive, irrevocable licenses to use for a specified time, including duration of the patent, with a royalty fee.
2. Nonexclusive, irrevocable right to use for a specified time, including duration of the patent with a royalty fee.
3. Nonexclusive, revocable right to use for a specified period of time, with or without royalty fee, for test marketing a product.

All licensing will be issued in the name of the University. The Provost and the Vice President for Academic Affairs shall, upon request or as otherwise appropriate, make or cause to be made to the Board of Trustees of Oral Roberts University reports concerning patent searches, patent applications, and/or patent licenses.

PATENT RIGHT ISSUED U.S. GOVERNMENT AGENCIES

With respect to patents arising out of inventions made under a program sponsored in whole or in part by U.S. Government funds in which the invention is first reduced to practice or a patent application filed thereon during the performance of the research contract, the University will, in the absence of specific provisions in the research contract:

1. Grant to the U.S. Government an irrevocable, nonexclusive, nontransferable, royalty-free license to practice or have practiced for its benefit only, each invention (whether or not patentable) throughout the world;
2. Advise the U.S. Government Agency of the filing of each patent application in any country and furnish a copy thereof to the U.S. Government Agency;
3. Give the U.S. Government Agency the right to file patent application(s) for any invention on which the University does not intend to file, as to which inventions the Government is to be granted sole and exclusive title; and
4. On request, furnish the U.S. Government Agency duly executed instruments fully confirmatory of said license and/or title rights.

ACCEPTANCE OF POLICY BY EMPLOYEES AND STUDENTS

All employees and students of the University, by their acceptance of employment, their continuance in the employment of the University, or their student status, shall be deemed to have accepted and agreed to this statement of Patient Policy and the procedures to be promulgated pursuant hereto.

RIGHT OF APPEAL

Any party affected by the recommendations or decisions made by the Provost, the Vice President for Academic Affairs, Copyright and Patent Committee, or representatives thereof has the right to appeal such decision or recommendation to the committee. The party has the privilege of being represented by legal counsel at such hearing.

EXCEPTIONS TO POLICY

Exceptions to the policies herein provided may be authorized only by the President, Provost, or Vice President for Academic Affairs.

AMENDMENTS

This policy may be changed, altered, amended, annulled, or revoked at any time by the Board of Trustees of Oral Roberts University, provided, however, no such action shall affect or change any rights of any person heretofore vested hereunder.

APPENDIX G—University Faculty Senate Bylaws

Approved January, 2009

UNIVERSITY FACULTY SENATE BYLAWS

ARTICLE I
Name

The name of this body shall be the "University Faculty Senate" of Oral Roberts University.

ARTICLE II
Mission Statement

Section 1

The mission of Oral Roberts University—in its commitment to the Christian faith—is to educate the whole person in spirit, mind, and body, thereby preparing its graduates to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept. The University seeks to synthesize the best traditions in liberal arts, professional, and graduate education with a charismatic emphasis to enable students to go into every person's world with God's message of salvation and healing for the totality of human need.

Section 2

It is the mission of the Faculty Senate of Oral Roberts University to implement the stated mission of the University.

Section 3

The Faculty Senate shall maintain a Christian philosophical framework and promote social interaction among the entire faculty by providing a practical expression of the essential unity of the individual colleges, which constitute Oral Roberts University.

ARTICLE III
Authority

All authority exercised by the Faculty Senate is expressly conferred by the Board of Trustees of Oral Roberts University.

ARTICLE IV
Members

Section 1

Voting Membership of the body shall consist of members including: one dean from each college in the University and one faculty representative from each academic department in the University with a second representative from departments with more than 10 full-time faculty members. Academic departments are defined in this context to include all undergraduate departments in the colleges and to include graduate schools separately from the undergraduate departments of their respective colleges.

Section 2

A Faculty Vice President shall be elected annually by a vote of the University Faculty from a listing of the Faculty Senate representatives. The annual vote will occur during the spring semester for the following academic year. The Faculty Vice President becomes the Faculty President during the consecutive academic year.

If the Faculty President and/or Faculty Vice President cannot serve, the University Faculty shall be called into special session to elect replacement officers, as required, from a listing of the Faculty

Senate representatives. As these positions represent the University Faculty, departmental alternates do not automatically fill these roles.

Section 3

Each academic department shall elect one faculty representative to the Faculty Senate, unless the academic department consists of more than ten (10) full-time faculty members. Any academic department with more than ten full-time faculty members shall elect two faculty representatives. Each academic department shall elect alternates as voting members in the Faculty Senate should the primary representatives be unable to attend Faculty Senate meetings.

Each elected representative shall be elected to a one or two-year term as determined by their academic department with a maximum term limit of four years before relinquishing the seat for a minimum of two years. If University Faculty members elect a Faculty Senate representative as Faculty Vice President, the term limitations do not apply during the two-year term of commitment.

Section 4

It is the responsibility of Faculty Senate representatives to actively solicit input from all represented constituents. It is also the responsibility of the representatives to keep all constituents informed of all committee activities, recommendations, and proposals.

Section 5

Representatives from the Office of the Registrar, the Office of Institutional Research, Information Technology, Athletics, and the Office of the Vice President for Academic Affairs shall participate in every Faculty Senate meeting as speaking, non-voting members to increase the effectiveness and quality of Faculty Senate recommendations. The University Technical Editor shall participate in every Faculty Senate meeting to suggest proper formatting language to maintain consistency throughout University documents.

ARTICLE V
Organizational Function

The Faculty Senate has the following functions:
A. To consider and recommend to the University Faculty proposals consistent with University academic outcomes concerning curriculum, graduation requirements, faculty appointment procedures, and modifications to the catalog and the *Faculty and Administration Handbook*.
B. To encourage each college to accomplish its mission within the University and the broader community of faith.
C. To facility communication and fellowship.

ARTICLE VI
Responsibilities

Section 1

The Faculty President as convener of the Faculty Senate shall call monthly meetings and ensure that Faculty Senate representatives and faculty committees are faithfully using all appropriate communication tools.

Section 2

The Faculty President as convener of the University Faculty meetings shall call the University Faculty to meet together for discussion at least once a semester.

Section 3

The Faculty Vice President shall maintain records and minutes of all Faculty Senate meetings. Also, the Faculty Vice President shall maintain a listing of all recommendations approved by the Faculty Senate.

Section 4

The Faculty Senate members shall consider and recommend to the University Faculty proposals consistent with University academic outcomes concerning curriculum, graduation requirements, faculty appointment procedures, and modifications to the catalog and the *Faculty and Administration Handbook*. This includes consideration of any financial requirements connected to implementing the proposals.

The Faculty Senate members shall provide and ensure use of faculty communication tools to properly maintain and assure implementation of the open meeting policy.

Section 5

Following every session of the Faculty Senate resulting in approved recommendations, the Faculty Vice President shall work with the Director of Institutional Research to prepare and collect electronic votes from the University Faculty concerning the recommendations.

Section 6

Any recommendation receiving positive votes from greater than 50 percent of the participating University Faculty members shall be submitted with vote tallies from the Faculty Senate vote and the University Faculty vote to the Vice President for Academic Affairs.

Any recommendation receiving positive votes from 50 percent or less of the participating University Faculty members shall be returned to the Faculty Senate for further consideration.

ARTICLE VII
Meetings

Section 1

Times reserved for the meetings of the Faculty Senate shall be determined and announced at the beginning of each fall and spring semester in accordance with the current University calendar.

Section 2

Emergency meetings shall require a written notice delivered to the University Faculty at least 24 hours in advance.

Section 3

Except in cases of emergency, meetings will be held as regularly scheduled.

Section 4

The presence of a simple majority of voting members shall constitute a quorum.

Section 5

Every proposal brought to the Faculty Senate must be considered for a minimum of two months prior to voting to allow time for discussion and comment by faculty members.

Section 6

Proposals require a vote from two thirds of Faculty Senate members present to become recommendations. All voting must be anonymous, preferably electronic.

Any proposals receiving votes from less than two thirds of Faculty Senate members present shall be returned to the body submitting the proposal.

Every recommendation passed by the Faculty Senate shall, within two weeks, be presented electronically to the University Faculty for vote.

ARTICLE VIII
Committees

Section 1

Authorized voting membership in faculty committees shall consist of at least one representative from every college along with additional members from individual departments, when necessary. Faculty committees may include additional voting members with consent of the committee.

Section 2

Each college shall have the opportunity to name at least one representative for each committee.

Section 3

Committee chairs may be selected by the committee or appointed by the Faculty Senate and endorsed by the committee.

Section 4

The academic University committees shall include but not be limited to the following: Awards Committee, Christian Worldview Committee, Faculty Activities Committee, General Education Curriculum Committee, Standards and Evaluation Committee, and University Research Committee.

ARTICLE IX
Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order shall govern the Faculty Senate in all cases to which they are applicable and in which they are not inconsistent with the Bylaws and any other special rules of order this body may adopt.

ARTICLE X
Ratification and Amendments

Section 1

The Bylaws shall become effective when adopted by a majority vote of the faculty members of each college, upon recommendation of the Vice President for Academic Affairs, upon recommendation of the Provost, upon recommendation of the University President, and approval of the Board of Trustees.

Section 2

Any proposed amendment to the Bylaws must be approved by a majority vote of the faculty members of the originating college and must be sent to the Faculty Senate for consideration. Amendments may also be proposed by the Faculty Senate.

Section 3

Any proposed amendment to the Bylaws shall be submitted for discussion at a meeting of the Faculty Senate at which a quorum is present.

Section 4

The Bylaws may be amended by a two-thirds majority vote of the voting membership of the Faculty Senate, a majority vote of the University Faculty, upon recommendation of the Vice President

for Academic Affairs, upon recommendation of the Provost, upon recommendation of the University President, and upon approval of the Board of Trustees.

APPENDIX H—Organizational Chart for Academic Affairs

186
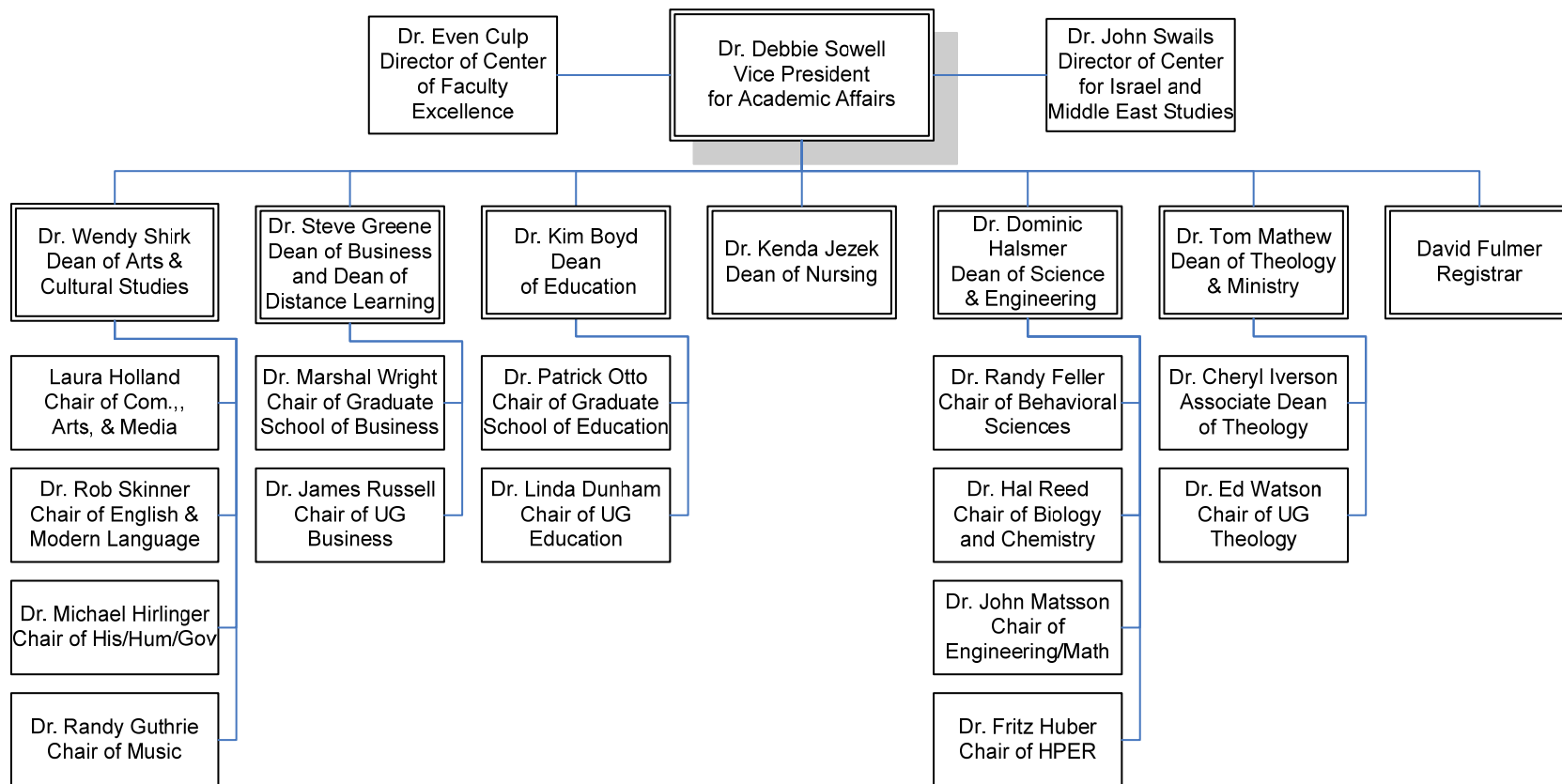
APPENDIX I—College Level Committees

COLLEGE-LEVEL COMMITTEES

Each academic area in the University is organized in a manner that best serves that area.

College of Arts and Cultural Studies

The committees in the College of Arts and Cultural Studies follow. Complete descriptions of the committees and their duties can be found in the section titled "College of Arts and Cultural Studies" in chapter 3 of this handbook.

Arts and Cultural Studies Faculty Assembly
  Arts and Cultural Studies Faculty Cabinet
  Arts and Cultural Studies Curriculum Committee
  Arts and Cultural Studies Professional Development Committee
  Arts and Cultural Studies Promotion Committee
  Arts and Cultural Studies Tenured Faculty
  Arts and Cultural Studies Grievance Committee

College of Business

The committees in the College of Business follow. Complete descriptions of the committees and their duties can be found in the section titled "College of Business" in chapter 3 of this handbook.

Business Faculty Assembly
  Business Curriculum Committee
  Business Research Committee
  Computer and Information Services Committee
  Business Faculty Development and Promotion Committee
  Graduate Business College Admissions Committee
  Business Tenured Faculty
  Business Grievance Committee

College of Education

The committees in the College of Education follow. Complete descriptions of the committees and their duties can be found in the section titled "College of Education" in chapter 3 of this handbook.

Education Faculty Assembly
  Undergraduate Education Council
    Undergraduate Education Curriculum and Academic Standards Committee
    Undergraduate Admissions and Retention in Teacher Education Committee
    Undergraduate Education Grievance Committee
    Undergraduate Education Scholarships, Honors, and Awards Committee
    Undergraduate Student Teaching Admissions and Placement Committee
  Graduate Education Council
    Graduate Education Curriculum and Academic Standards Committee
    Graduate Admissions and Retention Committee
    Graduate Education Grievance Committee
    Graduate Education Scholarships, Honors, and Awards Committee
    Graduate Education Distance Learning Committee
  Education Faculty Professional Development Committee
  Education Assessment and Unit Evaluation Committee
  Professional Community Review of Education Committee
  Education Tenured Faculty
  Education Promotions Committee

College of Nursing

The committees in the Anna Vaughn College of Nursing follow. Complete descriptions of the committees and their duties can be found in the section titled "Anna Vaughn College of Nursing" in chapter 3 of this handbook.

Nursing Faculty Assembly
- Undergraduate Nursing Council
- Nursing Learning Resources Committee
- Nursing Admissions, Progression, Graduation, and Awards Committee
- Nursing Tenured Faculty
- Nursing Grievance Committee

College of Science and Engineering

The committees in the College of Science and Engineering follow. Complete descriptions of the committees and their duties can be found in the section titled "College of Science and Engineering" in chapter 3 of this handbook.

Science and Engineering Faculty Assembly
- Science and Engineering Faculty Cabinet
- Science and Engineering Curriculum Committee
- Science and Engineering Professional Development Committee
- Science and Engineering Promotion Committee
- Science and Engineering Tenured Faculty
- Science and Engineering Grievance Committee

College of Theology and Ministry

The committees in the College of Theology and Ministry follow. Complete descriptions of the committees and their duties can be found in the section titled "College of Theology and Ministry" in chapter 3 of this handbook.

Combined Theology and Ministry Faculty Assembly
- Theology and Ministry Promotion and Tenure Committee
- Theology and Ministry Grievance Committee
- Graduate Theology and Ministry Faculty Assembly
    - Graduate Theology and Ministry Academic Policy Committee
    - Graduate Theology and Ministry Curriculum Committee
    - Graduate Theology and Ministry Assessment Committee
    - Graduate Theology and Ministry Admissions/Recruitment Committee
- Theology and Ministry Administrative Committee
- Committee on Theology Library/Holy Spirit Research Center
- Doctor of Ministry Committee
- Theology and Ministry Financial Aid Committee
- ATS Standards Committee
- Theology and Ministry Modular and Distance Education Committee
- Theology and Ministry Field Education Committee
- Theology and Ministry Student Grievance Committee
- Theology and Ministry Student Council
- Theology and Ministry Student Ministries
- Undergraduate Theology and Ministry Faculty Assembly
    - Undergraduate Theology and Ministry Curriculum Committee
    - Undergraduate Theology and Ministry Assessment Committee
    - Undergraduate Theology and Ministry Admissions/Recruitment Committee
    - Theology and Ministry Public Relations Committee

INDEX